

**STUDENTS' ENJOYMENT IN LEARNING VOCABULARY THROUGH
TOTAL PHYSICAL RESPONSE IN SEVENTH GRADE JUNIOR HIGH
SCHOOL**

A Paper

Submitted to the English Language Education Study Program Faculty of Teacher
Training and Educational Sciences Pakuan University as a partial fulfillment of
the requirements for *Sarjana Pendidikan* examination

By

PALGA DIEYS

031117036



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM FACULTY OF
TEACHER TRAINING AND EDUCATIONAL SCIENCES PAKUAN
UNIVERSITY**

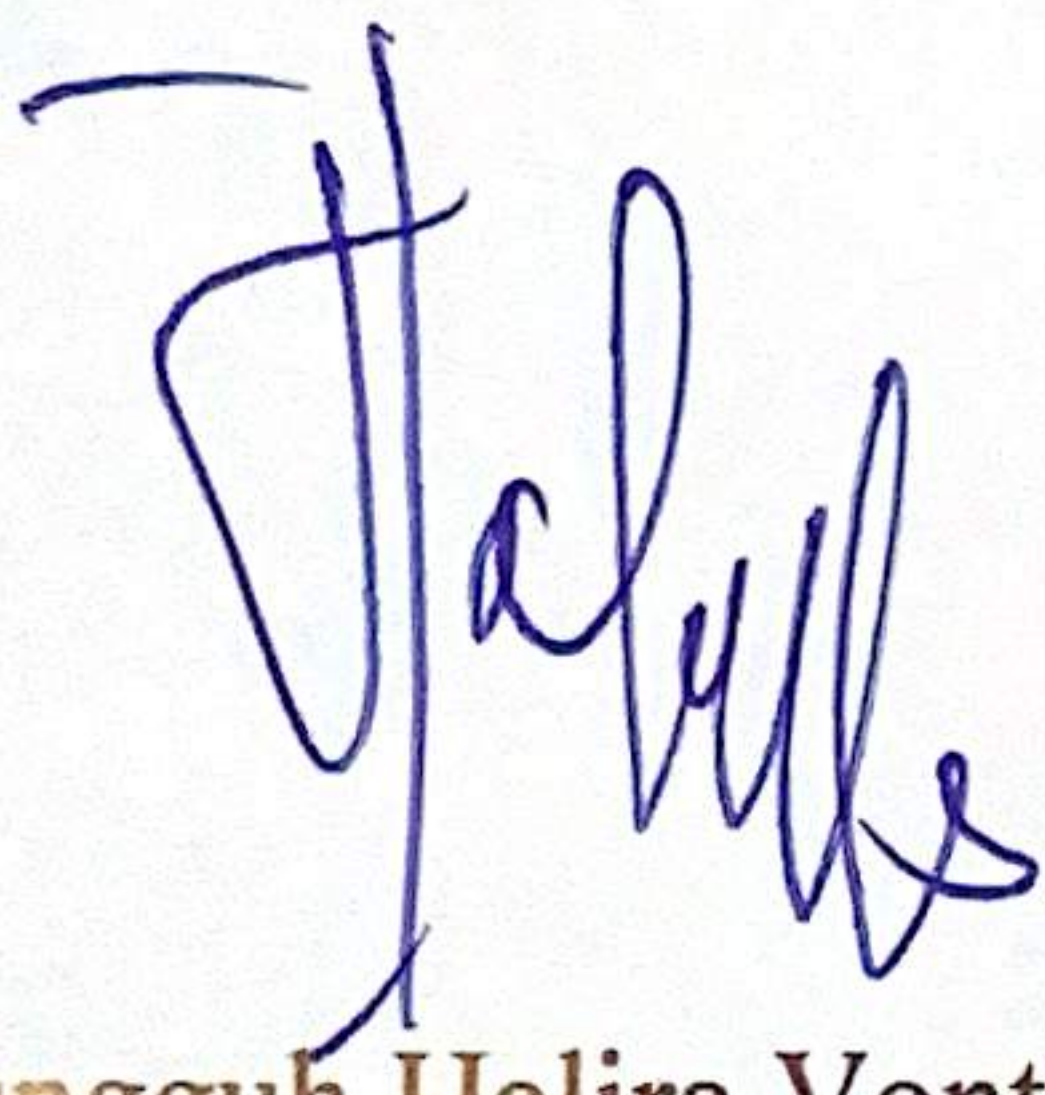
2024

APPROVAL SHEET

Research Title: Students' Enjoyment in Learning Vocabulary Through Total Physical Response in Seventh Grade Junior High School.

Approved by:

Supervisor 1



Lungguh Halira Vonti, M.Pd.
NIK.1.1211052564

Co-Supervisor



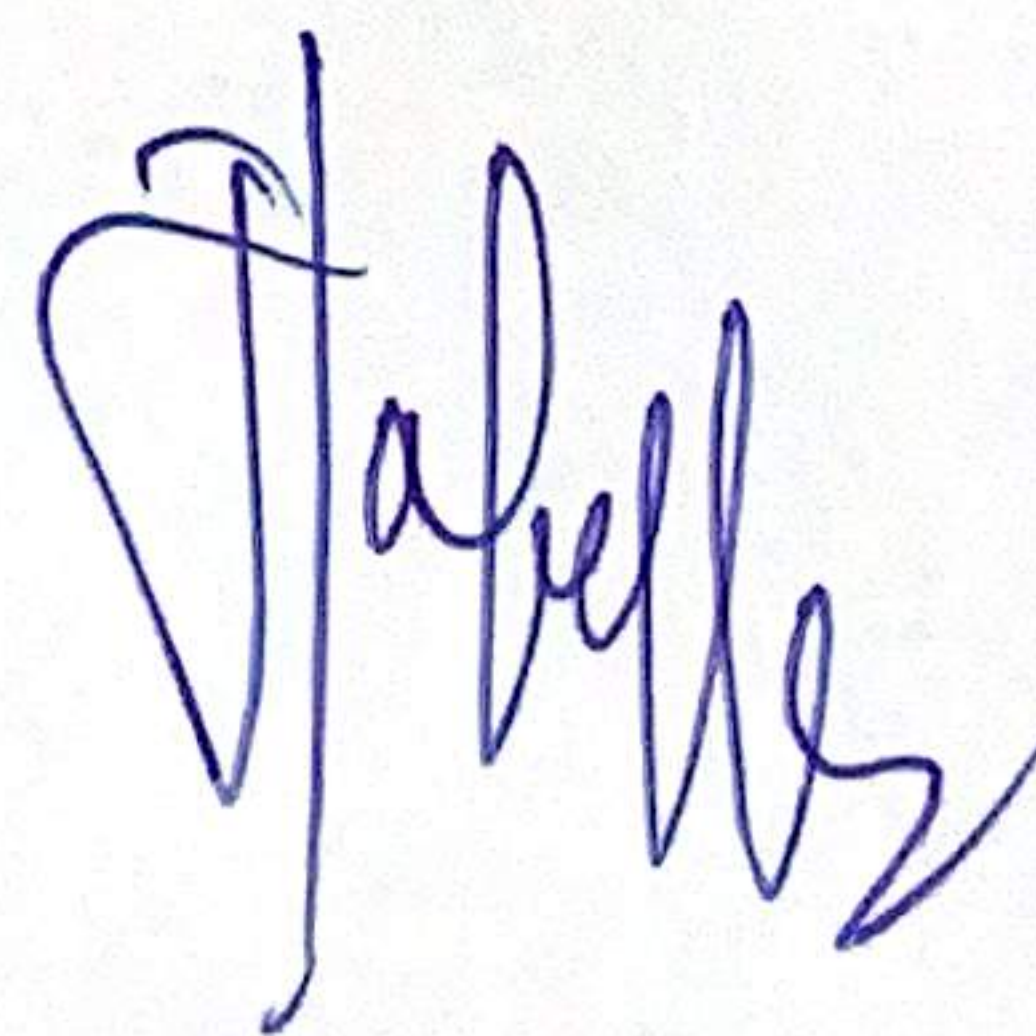
Abdul Rosyid, M.Pd.
NIK 1.0416032743

Dean Of Faculty Teacher
Training and Education



Dr. Eka Suhardi, M.Si.
NIK. 1.0694021205

Head of English Language
Education Study Program



Lungguh Halira Vonti, M.Pd.
NIK. 1.1211052564

DECLARATION

The paper entitled students' enjoyment is declared that this paper created by my own work. I fully aware that I quoted some statements and ideas from many resources. I would be prepared to take any legal responsibility if there any claim on the originality of this paper.

Bogor, July 2024



Palga Dieys

PREFACE

Bismillahirrahmanirrahim

Alhamdulillah Hirobbil Alamin, All the greatest praise is dedicated to Allah SWT who always guides and gives to health, strength and patience so that the writer can finish the paper entitled “Students’ Enjoyment in Learning Vocabulary Through Total Physical Response in Seventh Grade Junior High School at SMP Negeri 1 Cisolok Kabupaten Sukabumi”. This paper partially fulfils the requirements for the *Sarjana Pendidikan* Examination at the English Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

The writer realizes that this paper is still far from being perfect, the writer is very welcome if there are suggestions and improvements. The writer hopes in the future this paper will be useful for those who read it and also for the future research.

Bogor, July 2024

Palga Dieys

ACKNOWLEDGEMENT

The writer realizes that this paper will not be completed without the support and guidance of various parties. Therefore, the writer would like to express her gratitude to Allah SWT, who has given strength and patience to complete this paper.

Furthermore, the writer would like to thank to Lungguh Halira Vonti, M.Pd as the supervisor and head of the English Language Education Study Program and Abdul Rosyid, M.Pd as the co- supervisor for their guidance, suggestion, and motivation to complete this paper.

The gratitude goes to Dr. Eka Suhardi, M.Si, the Dean of the Faculty of Teacher Training and Education. Dra. Atti Herawati, M.Pd, as the academic counsellor, and all the English Education Department Lectures of Pakuan University. The researcher is also thankful to Junior High School of Negeri 01 Cislok who have allowed conducting this research in 7th A class where students are very support to her.

The writer received many supports from family, she would like to thank you her parents Asep Gumilang and Iceu Farida Handayani who always give prayer and love. She also would like to thank, her uncle and aunty as a second parents Drs. Yudi Hendrani and Yuke Yulistia who always give support, motivation, prayer, love, and believe that the writer can finish her paper. She would like to thank her sister Gati Rahayu, S.Mat. who always give prayer and support to the writer. She would like to thank to her big family who always gives

prayer, love and financial support so that the writer can complete her education at Pakuan University.

Last appreciation, she would like to thank her beloved friends in class B- 2017 and closest friends Bella Vidya, Tasha Zetta, S.Ak , Shania Lovita, S. Farm, Rizka Dwi Ranita, S.Pd, Awgustus Patandean S.T , Tyas Setiawati, S.Pd, Dita Amanda S.Pd, Nares Wari, S.Pd, Destiraputri, Willy Ichlasul, S.Pd, Taufik Hidayat, Lathif Ar Rozzaq and Bayu Ramdani, S.T who always give support.

ABSTRACT

Vocabulary learning is one of important aspects of language skill. Without vocabulary students cannot convey meaning and communicate with each other in a particular language. Sometimes in class students usually feel bored and also have low motivation to learn English. Teachers play important role to facilitate students' learning through appropriate choice of media and methods, besides the mastery of teaching material. This study investigates the impacts of using Total Physical Response method to increase students' enjoyment in learning vocabulary. This study was aimed to explore perception of student in learning vocabulary through TPR method. This study was conducted to 35 students. The respondents are 7th A class at Junior High School 01 Cisolok. The data was collected through closed-ended questionnaire and interview. The data was collected using questionnaire and interview. The data from two instruments are analysed based on two indicators, namely students' pleasure and students' feeling comfort. The researcher used qualitative research. The result shows that TPR's as a learning method made the learning teaching process interesting, and make students confidence to learning English.

Keywords: Total Physical Response method, Vocabulary, Enjoyment.

TABLE OF CONTENTS

APPROVAL SHEET.....	i
DECLARATION.....	ii
PREFACE.....	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT.....	vi
TABLE OF CONTENTS.....	vii
APPENDICES.....	viii
CHAPTER 1 INTRODUCTION.....	1
A. Background of the Study.....	1
B. Reason for Choosing the Topic.....	2
C. Aim of the Research.....	4
D. Research Question.....	4
E. Research Focus.....	4
F. Operational Definition.....	4
1. Vocabulary.....	4
2. Method.....	5
3. Total Physical Response (TPR).....	5
4. Flash Card.....	6
5. Fun.....	6
6. Enjoyed.....	6
G. Research Significances.....	6
CHAPTER II THEORITICAL FOUNDATION.....	7

A. Total Physical Response (TPR).....	7
1. Definition of Total Physical Response.....	7
2. Principles of Total Physical Response Method.....	8
3. Character of Total Physical Response.....	9
4. Advantages of Total Physical Response.....	9
5. Disadvantages of Total Physical Response.....	9
6. The Steps of Total Physical Response Method.....	10
B. Vocabulary.....	11
1. Definition of Vocabulary.....	11
2. Kinds of Vocabulary.....	11
3. Types of Vocabulary.....	12
4. Teaching Vocabulary.....	12
5. Roles Teaching of Vocabulary.....	13
C. Learning Enjoyment.....	14
1. Definition of Learning Enjoyment.....	14
2. Enjoyment and Learning Vocabulary.....	15
D. Related Reserach.....	15
CHAPTER III RESEARCH METHOD.....	18
A. Research Method and Design.....	18
B. Research Site and Participants.....	19
C. Research Instrument.....	20
1. Questionnaire.....	20
2. Interview.....	20

D. Research Procedure.....	21
E. Data Analysis.....	21
1. Questionnaire.....	21
2. Interview.....	22
CHAPTER IV DATA DESCRIPTION AND ANALYSIS.....	23
A. Data Description.....	23
1. Data from the Questionnaires.....	23
2. Data from the Interview.....	26
B. Analysis.....	30
1. Student Feeling Comfort.....	30
2. Student's Pleasure.....	32
CHAPTER V CONCLUSION AND SUGGESTIONS.....	35
A. Conclusion.....	35
B. Suggestions.....	35
BIBLIOGRAPHY.....	37
APPENDICES.....	40
A. Appendix 1 Resraech Instrument.....	41
B. Appendix 2 The Result of Questionnaire.....	42
C. Appendix 3 Question for Interview.....	45
D. Appendix 4 Respond Interview.....	45
E. Appendix 5 <i>Surat Keputusan Pengangkatan Pembimbing Skripsi</i>	49
F. Appendix 6 <i>Surat Izin Penelitian</i>	50
G. Appendix 7 <i>Surat Izin Penelitian dari Sekolah</i>	51

CHAPTER 1

INTRODUCTION

A. Background of the Study

English is the most important language in the world to communicate with other people from different countries. English is important to be learned. In English, has several aspect such as; reading, listening, speaking, writing. In addition, there are another aspect to support knowledge in English, there are; grammar, spelling, pronunciation, and vocabulary (Aisyah,D.N.2017). It means that people who want learning English should be known basic knowledge of English especially vocabulary, because if people do not understand vocabulary in English, they cannot speak English, write a sentence, and communicate with other people.

Vocabulary learning is one of important aspect of language skill. Not only how words are spelled but the knowledge on the meaning of the words are important too. Without vocabulary students cannot convey meaning and communicate with each other in a particular language. Sometimes in class students usually feel bored and also have low motivation to learn English. Therefore, they need something fun and enjoyed to access the vocabulary quickly when it is required for use.

In Addition, vocabulary learning is important, especially for students in Junior High School. Teachers play important role to facilitate students' learning through appropriate choice of media and methods, besides the mastery of teaching

materials. So that, they should be creative to draw students' interest and motivation in learning (Sariyati, I. 2013). For this case, using variety method, for the example Total Physical Method (TPR) in teaching made the subject matter should be more interesting and teaching learning process run effectively and efficient, therefore the purpose of teaching can be achieved. The other impact that influenced was the lack of supporting facility on teaching media such as APE, *flash card*, picture and so on. The implementation of TPR during Teaching learning consider an activity that related to physical activity and movement that enable to create fun and effective English learning for children (Pratiwi, 2022). This TPR method is very easy and light in terms of language use and also contains elements of game movements so that it can relieve stress on students because of the problems faced in their lessons, especially when learning foreign languages, and can also create a positive mood in students. which can facilitate learning so as to increase student motivation and achievement in these lessons.

Flash card was able to make the teaching learning more concert. Also, it helped the teacher in explaining the means of learning (Noviandari,Frita, and Katharina, 2023). Flash card is simple picture on a piece of card with image like an animals, tools, place, and so on.

B. Reason for Choosing the Topic

According Dewi, Noviya, Ayu 2022. Vocabulary teaching needs to be implemented as early as possible since Elementary School. Students are considered master a language if they are able to understand what the other say and produce the language in written or spoken. Teaching English for seventh grade

students it's little difficult because they who still like playing, so the teacher should be imaginative and creative to convey learning materials.

There are so many factors influencing teaching and learning vocabulary. Some of them are teaching method and teaching media. they have low interest and unmotivated in learning but also, they are given the monotonous use technique such as using dictionary. Students were lazy to memorize all the unfamiliar words that they heard or read in the text. It is not sufficient to increase their motivation in acquiring new vocabulary. The teacher should use interesting method because the students usually feel bored in classroom.

The research finding interesting method to make fun and enjoy when teaching learning process to increase vocabulary students, namely Total Physical Response (TPR). TPR is one of the English language teaching strategies and techniques Dr. James J. Asher created. This approach makes an effort to focus on motivating students to pay attention to and react to their teacher's spoken target language instructions Asher in (Paramita, Putu W.G, 2022). The language education method Total Physical Response uses speech and gesture cooperation to teach language through some related activities. The TPR approach pertains to coordinating orders, speech, and movement in language learning.

(Pido, Nurwahida, and Erliana.2019) stated that the TPR model's use could help learners learn basic English vocabulary and its Indonesian equal. They make them fun and memorable in learning English. It gives the good atmosphere in the class and can motivate learners to learn English vocabulary easily.

C. Aim of the Research

The Aim of the research is to investigate students' enjoyment in learning vocabulary through Total Physical Response method.

D. Research Question

The Statement of the problem is "What is students' enjoyment in learning vocabulary through Total Physical Respond method?"

E. Research Focus

This study focuses on investigating students' enjoyment in learning vocabulary through Total Physical Response for seventh grade at SMP Negeri 1 Cisolok Kabupaten Sukabumi.

F. Operational Definition

1. Vocabulary

Vocabulary is considered to be one of the most important elements in comprehending lesson materials, especially when learning a foreign language. Because vocabulary is the most important component of language, so if someone is not able to master vocabulary well then he/she will have problems in these four aspects or in mastering English. They have to master vocabulary well and its grammatical to make a good English communication. Vocabulary played a role as a key in learning a language since it was impossible to learn a language without learning the vocabulary (Nirmala,2022).

Vocabulary is necessary for students who need to learn how to memorize vocabulary in the sentence, and the daily vocabulary is an essential point in learning a language because it is the central part of listening, speaking, reading

writing, and it makes us easy to translate some words, into English or Indonesian and also it helps us easier to speak to others.

2. Method

A teaching method is essentially the way in which a teacher chooses to explain or teach material to students so they can learn the material easily. Teachers need innovative methods and media for teaching English vocabulary in early childhood to build a fun and effective learning environment for children. As stated (Nurhayati et al., 2020), teachers can create an enjoyable and interesting learning environment by using engaging techniques, methodologies, learning models, and teaching resources. Lessons will be simpler to understand, and students will be more motivated to learn.

3. Total Physical Response (TPR)

TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical activity. (Arlette J.V.H. 2020) stated that the TPR model's use could help young learners to learn basic English vocabulary and its Indonesian equal.

4. Flash Card

Flash cards are word-and-picture-equipped cards. The images on the flashcards are organized into categories such as animal series, fruits, outfits, colors, numerical forms, and more. (Akbar, 2022) revealed that Flashcards are an excellent teaching tool that may be used in the classroom to teach vocabulary to learners.

5. Fun

Fun is the something that people has activities enjoyable. Fun learning, namely two words with different meanings combined. Fun has the meaning of joy, happiness, while learn is learning. (Abdolahi,2018).

6. Enjoyed

Enjoyment can be defined as the level of doing activities that are considered to provide pleasure and happiness in themselves, regardless of performance consequences (Abdolahi, 2018).

G. Resarch Significances

The research is expected using Total Physical Respond method can help students, there are :

1. Enhanced vocabulary comprehension and retention

Visual flash card help students connected english words eith cleare image or concepts, while TPS encourages them to responed physically.

2. Building early confidance.

3. Supports students kinesthetic and visual learning styles.

4. Easier and more effective classroom managament.

The interactive and participatory nature of TPR with flashcards can help keep students's engaged and focused. Then, learning feels enjoyed and low stress.

CHAPTER II

THEORITICAL FOUNDATION

A. Total Physical Response (TPR)

1. Definition of Total Physical Response

Total Physical Response (TPR) is one of the new methods developed by James Asher, a professor of psychology at San José State University, California, USA, to aid learning the foreign language. TPR is a language learning method which is based on the coordination of speech and action. It is linked to the trace theory of memory, which holds that the more often or intensively a memory connection is traced, the stronger memory will be. In TPR classroom, students respond to commands that require physical movement. Total physical response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

Total physical response (TPR) is a teaching method that can combine the meaning of English words through actions, pictures, and objects. Total physical response (TPR) method as one that combines information and skill through the use of the kinesthetic sensory system. TPR is a language teaching method built around the coordination of speech and action. Total Physical Response allows students to act in response to the language without thinking too much and it is also a useful way for the teacher to teach the accurate meaning of each command to the students, also it makes the students recall the meaning of the command.

Total Physical Response is a language learning method which is based on the coordination of speech and action. Total Physical Response (TPR) is a method that purpose to teach physical language (motor) activity through coordination around speech and action. It means for this method students should hear something from the teacher and then give physical response to it. It is a method that involves physical activity and gestures in the learning process (Baxtiyor,2019).

2. Principles of Total Physical Response Method

The teacher should understand the principles so well, it will be able to use properly in the teaching learning process. Larsen and Freeman describe some principles in teaching learning process by using TPR. The principles of TPR as follow:

- a. Meaning in the target language can often be conveyed through action. Memory is activated through learners' response. The target language should not be presented in chunks; not just word by word.
- b. The students' understanding of the target language should be developed before speaking. The other principles based on list three principles of the Total Physical Response Method system, there are:
 - a) Delay speech from students until understanding of spoken language has been extensively internalized.
 - b) Achieve understanding of spoken language through utterances by the instructor in the imperative.
 - c) Expect that, at some point in understanding of the spoken language,

students will indicate a readiness to talk.

3. Characteristics of Total Physical Response

The teacher directs and the students “act” in response.

- a. Understanding of the spoken language must be developed in advance of speaking.
- b. Understanding and retention is best achieved through movement of the students’ bodies in response to commands.

4. Advantages of Total Physical Response

There are several of the advantages of using Total Physical Response in English teaching and learning activities according (Bahtiar,2017):

- a. Is fun, so many children enjoy participating this type of teaching and learning process.
- b. This method can help the students remember English words and expressions.
- c. Can be applied in large and small class.
- d. Is not only appropriate for young learners but also adult learners.
- e. Is suitable for active students in class.

5. Disadvantages of Total Physical Response

In regarding to Total Physical Respond method, there are three disadvantages of TPR method :

- a. The teaching learning process is influenced by teacher’s skill. Because the teacher is main role to make this method enjoyable. The teacher should master the language skill, and should know what

instruction is suitable for their students. He must know students' vocabulary.

- b. This method can be applied only for the beginning level who learn second language because the target language lends itself to such activities even though it can successfully be applied at intermediate and advanced levels. In this respect, it is essential to adapt the language accordingly.
- c. The last weakness of this method is very dependent on its syllabus. Since this method can only be used for the material which coordinated with action. Not all the material can use with this method.

6. The Steps of Total Physical Response Method

Implementing TPR correctly requires a good understanding of the method.

Here are the steps to implementing TPR effectively:

- a. Use gestures and actions that are easily understood by learners.
- b. Use the target language in instructions and speak in a slow and clear tempo.
- c. Teach gradually, starting from simple to complex words.
- d. Give instructions one at a time and make sure the learner understands before moving on to the next instruction.
- e. Provide repetition of instructions and physical movements until the learner fully understands.
- f. Give rewards or praise when learners manage to master new words well.

B. Vocabulary

1. Definition of Vocabulary

Vocabulary is one of language components that is very important to people learn English language. Some studies said that vocabulary has an important role in improving the ability in the teaching and learning process (Khorasgani, 2017). As foreign language learners, vocabulary mastery is very important to make it easier for students to communicate in English. In order to enhance the language aspect of communication, including listening, speaking, reading, and writing, vocabulary mastery must be considered. People cannot communicate effectively, read, or written something if did not understand about vocabulary. A learner of a foreign language will speak fluently and accurately, write easily, or understand what the learner reads or hears if they have enough vocabularies and have the capability of using it accurately.

Vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well. Therefore, it is highly essential for English teacher to help their students“ master vocabulary.

2. Kinds of Vocabulary

According Khorasgani, 2017. The kinds of vocabulary have two types statement, there are :

a. Passive Vocabulary

Passive vocabulary is the vocabulary that is acquired from reading and listening activities. This kind of vocabulary is often called as a receptive vocabulary.

b. Active Vocabulary

Active vocabulary is the vocabulary that is used in speaking and writing activities. It is often called productive vocabulary or expressive vocabulary.

3. Types of Vocabulary

There are a lot of types of vocabulary such as:

- a. Receptive Vocabulary which the students can remember and understand in speaking, reading and writing properly.
- b. Productive Vocabulary is used to speaking and writing, where the students get an opportunity to try to use the vocabulary in context.
- c. General Vocabulary, which consist of daily words.
- d. Special Vocabulary, which is taken on specialized meaning when adapted to particular area.
- e. Technical Vocabulary, which consist of words that have usage and application only in particular subject matter field. Vocabulary was enhanced by improved attention, motivation, and the use of flashcards.

4. Teaching Vocabulary

One of the important factors in learning English is introducing students many kinds of vocabularies. Vocabulary is generally acquired in three ways :

- a. Vocabulary may be learned through first-hand experience by interacting with the concept to be acquired.
- b. Word may be learned through vicarious experience in which children are exposed indirectly to concepts represented by words.

- c. Vocabulary may be acquired through the symbolic experience or a reader interacting with a text. The teacher should use an appropriate technique in teaching vocabulary. Therefore, they have to identify and understand all the situation that happened in the classroom before they choose the technique that will be applied. Besides that, the teacher also has to concern on the choice of words and meaning which must be learned by the students. It is important in order to get better result of teaching English vocabulary.

5. Roles in Teaching Vocabulary

There are some roles in teaching vocabulary, those are :

- a. New vocabulary items should be introduction in known structures.
- b. Vocabulary should always be thought in normal speech utterance.
- c. Whenever a familiar word is met in a new context, it should be taught again and practiced.
- d. Vocabulary items should be taught in the same way we teaching everything else. Teacher should give our students an understanding of the meaning in many ways. Vocabulary items should be introduced many times with all the language focus and in all situations in which they can logically be used.
- e. Students should be encourage to learn and use nouns, verbs, adjectives and adverbs which contain the same toots.

C. Learning Enjoyment

1. Definition of Learning Enjoyment

Enjoyment in learning is no less important than the importance of health and security of the students. Enjoyment in learning is considered as one of the students' rights in the educational context or a vital tool that raises student's academic achievement in subject area. Student's enjoyment in learning is essential in stimulating students' motives which push for energies and guide students to engage actively in learning and teaching process. Many educators use the concept of "enjoyment of learning" a synonymous to many concepts such as: "amusement, satisfaction, playing". However enjoyment of learning is the pleasant emotional state of the learner during the learning and education process due to experiencing a positive situation that motivates the learner to complete the task to persevere this feeling (Abdolahi,2018).

The enjoyment in learning is an essential factor in achieving the learning process. Especially in learning, students who have a positive attitude will have implications for the results of activities and learning's outcomes. It means that students can apply what they have learned previously into their activities as a result. Describing the positive attitude in learning enjoyment will be shown by students' feeling of comfort and pleasure in learning. Teacher can shape the classroom environment to be comfortable and therefore improve the ability of students to learn.

According Abdolahi, 2018. stated that joyful learning is an effective way to make the class lively because the activities are varied from group working, experiments and etc.

2. Enjoyment and Learning Vocabulary

Baxtiyo, 2019. Stated as one of the most important components of learning success, providing conditions for an effective learning environment will assist learning activities to run effectively. Teachers need innovative methods and media for English vocabulary in early childhood to build a fun and effective learning environment for children. As stated (Abwi et al., 2023), teachers can create an enjoyable and interesting learning environment by using engaging techniques, methodologies, learning models, and teaching resources. Lessons will be simpler to understand, and students will be more motivated to learn.

D. Related Research

Relevant research is previous research that is used as a reference and comparison with the research that will be carried out. There are third relevant studies in this study as follows.

The first relevant research is research from Pedja Rifki Azizi did an action research entitle “*The Variant Of Learning Method In Speaking Skill Through Personal Experience : Narrative Inquiry*” . This study analyses the researcher's experiences learning English from junior to undergraduate. The researchers using autobiography as a data. In addition, the study based on descriptive qualitative with a narrative inquiry makes a lot of descriptions and explanations about the researcher's stories using a variant of the method. The result of this research

becomes four sub-point. The first point of interest researcher finds interest in English from social media. The second point is hobbies; from doing hobbies intentionally, the researcher gain vocabulary doing those hobbies. The third point is motivation; the researcher found the motivation to learn more English in the future after he got a compliment from his teacher in senior high school. The last point is self-reflection; the researcher observes or reflects on his activities to find a weakness in his abilities and a suitable strategy for his learning progress.

The second researcher is Pratiwi, A., Drajadi, N. A., & Handayani, E. I. P., did an action research entitled *Exploring Student Learning Enjoyment and Vocabulary Mastery in Digital Game-Based Learning Experience*. This research was held on a 14 year old Indonesian Junior High School student who studies at a public school in West Java, Indonesia, with the narrative inquiry research method. The result of this research can be concluded that the EFL learner does experience learning enjoyment while playing games based on Fu et al.'s (2009) E Game Flow scales. Out of 8 dimensions proposed, six dimensions were presented in this study, which comprises; (a) autonomy, b) challenge, (c) immersion, (d) concentration, (e) social interaction, (f) knowledge improvement. Second, playing games appeared to be affected learners' vocabulary directly.

The third researcher is Nurhayati, Ngatman, Suhartono did an action reserach entitle "*Penerapan Metode Total Physical Response (TPR) dalam Peningkatan Hasil Belajar Bahasa Inggris tentang Things in The Classroom pada Siswa Kelas III SDN 4 Kutosari Tahun Ajaran 2018/2019*". The purpose of this study is to describe the application of the Total Physical Response (TPR) method

in improving English learning outcomes and improve English learning outcomes about things in the classroom through the application of the Total Physical Response (TPR) method. This research is a classroom action research (CAR) carried out for three cycles with five meetings. The subjects of this study were grade III students of SDN 4 Kutosari in the 2018/2019 school year, totaling 26 students. Data collection techniques used were observation, interviews, and tests. The validity of the data uses triangulation of techniques and sources. Data analysis is carried out through data reduction, data presentation, and drawing conclusions. The results of this study are: 1) the application of the TPR method through steps (a) introducing the vocabulary to be taught, (b) uttering sentences that describe vocabulary, (c) demonstrating sentences that describe vocabulary, (d) repeating the demonstration accompanied by pronouncing sentences describing vocabulary, (e) writing vocabulary along with meanings in Indonesian; 2) the application of the TPR method can improve learning outcomes in grade III students of SDN 4 Kutosari in the 2018/2019 school year

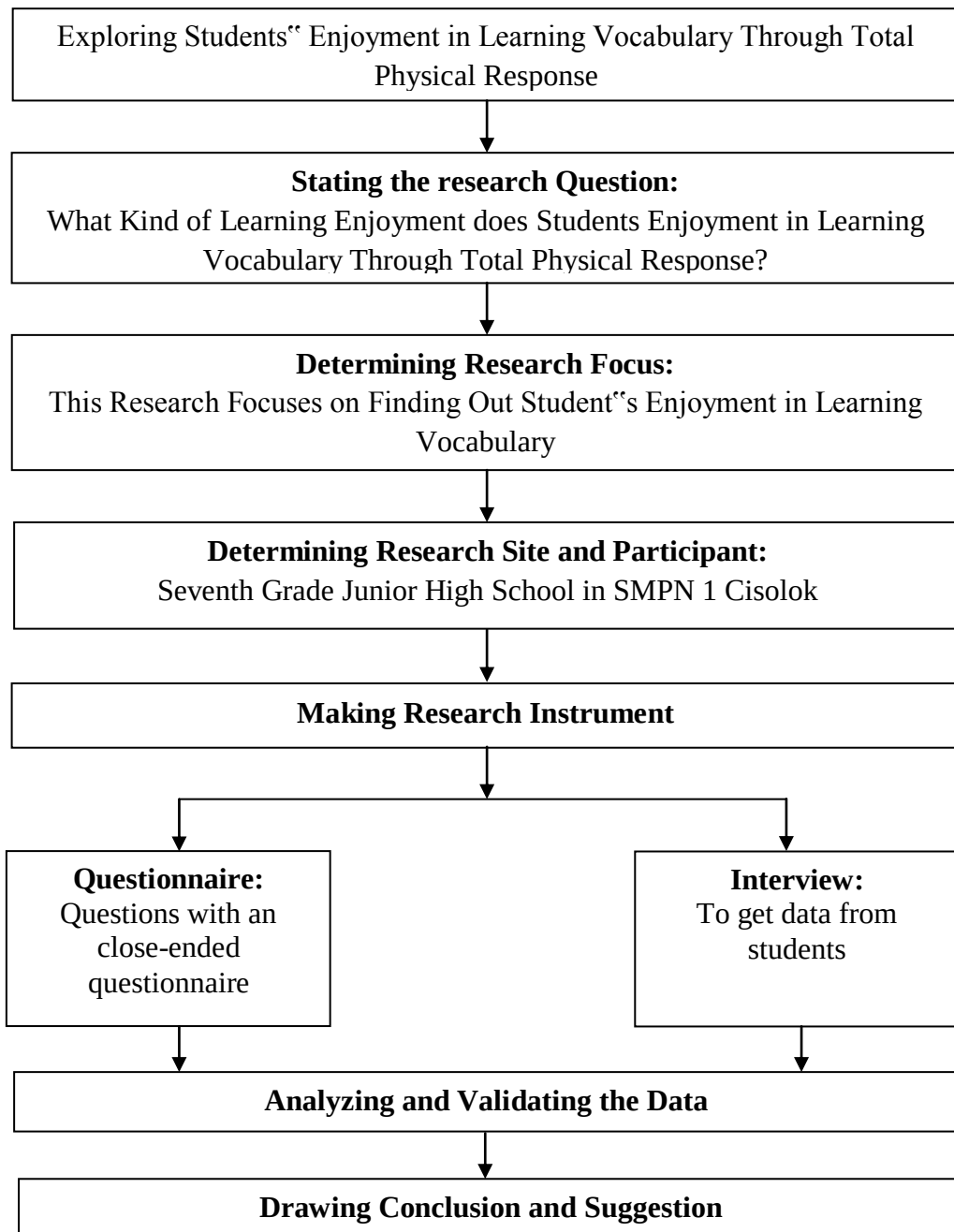
Therefore, this study tries to fill the gap by using total physical response as learning technique to explore students' enjoyment in learning vocabulary in descriptive design. Regarding the explanation above, the researcher can define the objectives of the study to explore the enjoyment of students' experience in learning vocabulary through total physical response method as a learning media.

CHAPTER III

RESEARCH METHOD

A. Resarch Method and Design

In this research, the researchers used qualitative approach with descriptive design to explore students' enjoyment in learning vocabulary using Total Physical Response method. The researcher collected the data from the experience of individuals in close-ended form. The data was collected by questionnaire and interview. To clarify the process of the research, the research drew design below:



B. Research Site and Participants

The researcher conducted this research at Junior High School (SMPN) 1 Cisolok, Kabupaten Sukabumi. This research was intended to find out the

students' perceptions on the use of total physical response in English vocabulary with Total Physicals response method at SMPN 1 Cisolok.

The participants in the study is seventh grade students of SMPN 1 Cisolok Kabupaten Sukabumi. It consists of nine classes. Each class has 30- 39 students in it. However, the writer only choosed one class, which is 7A consist of 39 students. The writer used 7A because recommended by English teacher in school. According to Etikan (2016), purposive sampling is a deliberate choice of a respondent due to the qualities of the respondent. It means the respondents would be chosen based on the respondents' qualities.

C. Research Instrument

In conducted the research, the writer collected the data used two instruments to provides information about students' experience towards Total Physical Response in learning a vocabulary, there are:

1. Questionnaire

The questionnaire contained ten statements, the writer distributes questionnaire to 35 participants to get more information about students' enjoyment in learning vocabulary through TPR method. The questions are distribute via Google form. The questionnaire result will be assesed by percentage and analysis to find out the answer for the research question.

2. Interview

The researcher interviews 5 students from 7th A class to get more detailed information from the respondents. The interview consist of six questions based on

students' comments that are right with the guidelines in students' from questionnaire. The researcher conducts interviews through WhatsApp.

D. Research Procedure

In conducting the research, the researcher collected the data through questionnaire, and interview. The first is interview. The respondents have two meetings to learned vocabulary used Total Physical Response. In the last meeting, they were asked to share their experience about Total Physical Response as learning media.

The researcher distributed used Google Form. There are ten statements about experience learned through Total Physical Response as learning media. The last, the written took the other data from an interview. It was used to get more information from the respondents. There were eight questions that related to the experience learned through Total Physical. Then, The writer would interviewed the respondents via WhatsApp used a voice message feature.

E. Data Analysis

After collecting the data through questionnaire, and interview, the researcher analyzed them as follows:

1. Questionnaire

The first, the researcher distributed the questionnaire by used Google From. Next, the writer analyzes the percentage of the data that showed in Google Form in the form of table. Then, the writer identifies the students' answer based on the indicators that have been determined.

2. Interview

The last, the data from interview would be used to support the data collected from documentation and questionnaire. The writer would choosed some respondents based on their reflective journal. After that, the researcher would interview the respondents by using WhatsApp. Next, the writer transcribes the results of the interview. Then, the writer would code and classify them based on the indicators.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

This research was conducted at SMPN 1 Cisolok, Kabupaten Sukabumi on 12th February 2024. To get this data, the researcher distributed the instrument in form of questionnaires and an interview to obtain the information concerning with the students' enjoyment in learning vocabulary through total physical response. In collecting the data, the researcher choosed 7th A, which included 35 students as participants for the research.

1. Data from the Questionnaires

The questionnaire consisted of 10 statements related to the students' perspectives about students' enjoyment in learning vocabulary through total physical response. The research has two indicators regarding to the students' perception of learning vocabulary through total physical response. The results are described based on the indicators of perception, which include students' feeling comfort in learning and students' pleasure, as follow :

a. Students' Feeling Comfort

The researcher creates ten questions using Google Forms. The first statement is the way the teacher teaches of having fun. The result showed that 35 students answered that learning vocabulary through total physical response helped them feel fun while learning English vocabulary. It means that total physical response is as a method helping them to learn English.

Table 4.1
The Result of Questionnaire

Number	Question	Yes	No
1	Do you feel enthusiastic when the teacher applies this method?	97,1%	2,9%
2	Do you feel easier when the teacher applies this method?	88,6%	11,4%
3	Does the way of your teacher,,s performance of teaching vocabulary increase your confidence in learning English?	85,7%	14,3%
4	Are you interested in the way of the teacher teaches vocabulary?	82,9%	17,1%
5	Does the way of your teacher"s performance make you afraid of learning English?	71,4%	28,6%

Table 4.1 showed that students are comfortable in learning vocabulary using TPR method. The first question received good response from the students with the total of 97,1% agreed that they found it was enthusiastic to learn vocabulary by using the TPR method. In its application, it was recorded that 2,9% of students did not enthusiastic to learn vocabulary by using the TPR method. In the question number two, there were 88,6% students who agreed and 11,4% students who disagreed. Here, the students felt easier in understanding the lesson.

Question number three showed that 85,7% of respondents got higher self confidence in while teaching learning process and 14,3% of respondents not confidence. Question number fourth, there were 82,9% students who felt interested in the way teacher teaches used TPR method and 17,1% students felt un-interested. The last question, showed that 71,4% students who feel afraid of studying English in the way teacher"s performance and 28,6% students did not feel afraid.

b. Students' Pleasure

Table 4.2
The Result of Questionnaire

Number	Question	Yes	No
1	Is the teachers' way of teaching very pleasant?	100%	0%
2	Do you feel excited while learning the vocabulary by using the method given by your teacher?	88,6%	11,4%
3	Does the way of your teachers' performance improve your english vocabulary?	77,1%	22,9%
4	Is the teacher's way of teaching easy to understand in learning vocabulary?	85,5%	14,3%
5	Do you enjoy learning vocabulary during the process of teaching and learning?	91,4%	8.6%

Based on the second indicator in table 4.2, the data contained in the table shows that students pleasure in learned English vocabulary used TPR method. This is based on the first question received good response from the students with the total of 100% agreed that they found it easy to learn vocabulary by used the TPR method. In the question number two, there were 88,6% students who agreed and 11,4% students who disagreed. It would be seen that the students still enjoyed used this method or in other words, they were not bored while learning vocabulary using TPR method. They were excited while learned vocabulary. Question number three, there were 77,1% students said that the way teacher teaches used TPR method , they got improvement in their vocabulary and 22,9% students disagreed with the statement. In question number fourth showed that almost all students agree that the teachers' way of teaching was easy to understand, which

shows 85,7%. The last question, this is based on 91,4% of students enjoyed learned vocabulary by used the given method while 8,6% students did enjoyed it.

From the result of the questionnaire, it would be said that the Total Physical Response method which is used by the teacher has already made good responses from the perspective of the student in 7th A class in SMPN 1 Cisolok. Students felt happy, fun, and excited in learned English vocabulary through TPR's method. Therefore, pleasure and feeling comfort are the positive impacts in applying this method.

2. Data from the Interview

After distributed the questionnaire, the researcher took other data from the interview. Fifth students in the 7th A class were selected based on their experience used Total Physical Respond as a method. The interview were conducted via WhatsApp. It functions to obtain more information from the students after their experience learned English vocabulary through Total Physical Respond as a method. There were sixth questions in this instrument that have been divided into two indicators: Pleasure and Comfortable.

a. Pleasure

In the first indicator, the researcher asked about the students pleasure of used Total Physical Respond method. The first question is how teacher teaches English vocabulary makes students enjoyed when learning process. They answered by learned English through TPR method were enjoyed because it's new experience for them. As it was said by one students in excerpt #1

Excerpt#1

R#1: Menyenangkan, aku suka Miss soal nya belajarnya sambil main jadi ga bosen, dan sambil nyanyi juga.

[It's fun, I like Miss because learned while played so it's not boring, and while singing too.]

The researcher asked the second question Do you think the way your teacher teaches makes you spirit about learned English. One of them said learned English used Total Physical Response was excited to learned vocabulary because the method like game and singing together.

Excerpt#2

R#3 : Semangat, soalnya sambil main game nyanyi bikin semangat.

[The spirit, because while playing the game singing makes the spirit.]

The third question the researcher asked the way the teacher teaches with the Total Physical Response method is easier to understand or not in learned vocabulary. The researcher found that most of their answer were written easier to understand the material using TPR method.

Excerpt#3

R#4 : *Mudah, mempelajarinya saat ibu palga mengajar saya langsung mengerti dan tau, apalagi kita sambil bermain game dan memperagakan sesuatu yang ada di gambar lalu kita menjawabnya menggunakan Bahasa inggris.*

[It was easier, learned it when Mrs. Palga taught me I immediately understood and knew, especially when we played games and demonstrated something in the picture then we answered using English.]

b. Comfortable

The question asked whether the way teacher teaches made students afraid in learning English. From the fifth students there were two students with similar answer.

Excerpt#4

R#2: *Tidak, saya tidak merasa takut untuk berbelajar Bahasa inggris. Bahasa inggris itu menyenangkan karena kita bisa lebih banyak mengenal kosa kata yang kita tadinya tidak tau menjadi tau.*

[No, I am not afraid to learn English. English is fun because we get to know more vocabulary that we didn't know before.]

R#3 : *Aku rasa tidak, aku pun senang bisa belajar Bahasa inggris sedikit demi sedikit..*

[I don't think so, I was happy to learn English little by little.]

The fifth question the researcher asked to the students are you interested in the way the teacher teaches vocabulary. From the fifth participants there are two participants with similar answers. It can be seen based on the interview result.

Excerpt#5

R#1: *Saya sangat tertarik dengan cara ibu palga mengajar karena seperti bermain menebak kata dari gambar yang di perlihatkan. Membuat suasana kelas menjadi seru.*

[I am very interested in the way Mrs. Palga teaches because it is like playing guessing words from the pictures shown. It makes the class atmosphere exciting.]

R#5: *Tertarik, karena kita bermain tebak gambar bersama teman teman.*

[Interested, because we played guess the picture with our friends.]

The last question asked about the way the teacher teaches used this method made students more confident in learned English. The researcher interested with one of student answered the interviewed. Because, He said he is shy and not confident when doing anything.

Excerpt#6

R#5 : *Iya, karena aku bisa di bilang orang nya pemalu atau suka ga percaya diri kalo di suruh apa apa karna itu pun aku masih belajar Bahasa inggris tahun kemarin jadi aku belum tahu banyak juga.*

[Yes, because I can be said to be a shy person or like not confident when asked to do anything. because of that, I was still learned English last year so I don't know much yet.]

B. Analysis

This research was conducted from at SMPN 1 Cisolok, Kabupaten Sukabumi on 12th February 2024. The respondents were students in 7th A class at SMPN 01 Cisolok, which include 35 students. This data is the result of questionnaire and interview result. There are two indicators of this research those are students' feeling comfort and students' pleasure.

1. Student feeling Comfort

The first data obtained from the students' feeling comfort in learning vocabulary through TPR method. The comfortable school atmosphere is very important to students and teachers for ensure effective teaching and learning process. This is because students spend most of their time in school. Teachers need to be more creative and innovative in carrying out teaching and learning approaches or strategies so that students could acquire knowledge effectively (Ahmad, Shaharim, Abdullah, 2017).

The data was taken used a questionnaire instrument, processing the records used statistics percentage through maked specific tables. The writer found that

97,1% of respondents felt comfortable when learned vocabulary through TPR method. Only 8,6% students' not comfortable through this method. In this way, the TPR method is very useful for students to learned vocabulary. Furthermore, the writer choosed fifth students to conducted interviewed. There are three questions to collected the data of students' feeling comfort.

The result of analysis were describe from the result of interview conducted by researcher to the students about students felt afraid in learning English when through TPR's method. The research found some students showed a positive respond during the learned process because according to respondent 2, he not felt afraid when teaching learned proses, he thought that learned English is fun because he got know more new vocabulary using TPR's method. In addition, according to respondent 3, same answer with respondent 2 she felt not afraid but she felt happy when teaching learning process and can found a new vocabulary. As stated (Abwi et al., 2023), teachers can made an enjoyable and interestied learned environment by used engaging techniques, methodologies, learning models, and teaching resources. Lessons would be simpler to understand, and students will be more motivated to learn English.

The second question is about students interested in the way the teacher teaches vocabulary. The writer found two respondent with similar answer, respondent 1 said that he very interested in the way the researcher teaches because it is like playing guessing words from the pictures showed. It made the class atmosphere excited. From respondent 5, she told that Interested, because we were played guess the picture with our friends. TPR is method would made students

interested and felt enjoyable when teaching learning process. Supeniati in (Putra, 2016) state that children who are engaged in activities or are early learners would be eager if they were taught utilizing enjoyable activities.

The last question is about the way the teacher teaches used this method made students more confident in learned English. Respondent sixth said that he felt confidence but sometimes he felt shy when to do answer the question because he felt it's wrong.

2. Student's Pleasure

The second data is students pleasure, The students pleasure derive from learned through TPR is a crucial factor in their overall engagement and motivation. Enjoyment in learning is essential for stimulating students' intrinsic motivation, which drives them to engage actively in the learning process (Martin, 2006). When students enjoyed the learned activities, they were more likely to participate, retain information, and perform better academically.

The implementation of TPR in the classroom at SMP Negeri 1 Cisolok Kabupaten Sukabumi showed a significant increased in students' enjoyment levels. The researcher found that 100% of respondents felt enjoyed when learned vocabulary used Total Physical Response method. Students reported that they found the lessons more fun and engaging when TPR was used compared to traditional methods. The used of physical actions made the learning process dynamic and enjoyable, helping to maintain students' interested and enthusiasm. Peiman, Masoome, and Leili (2015) and Savic (2014) also argue similar

point. Their study showed that the TPR technique worked well on the students with because the typical characteristic of TPR matched with their nature as hyperactive students. That was why the learning process became more active, enjoyable, and meaningful for them.

Furthumore, interviews with respondents through WhatsApp consist of three questions with five students. The first question is how the teacher teaches English vocabulary made students enjoy when the learning process. The researcher found respondent 1 he said It was fun, because when teaching learning process all of us singing together about the material and they not felt bored.

The second question is the way your teacher teaches made you spirit about learned English. The researcher found 3 said that he felt spirit because when learned while played games it's made his spirit.

The third question is the way the teacher teaches with the Total Physical Response method is easy to understand or not in learned vocabulary. The researcher found respondents fourth she said that It was easy, learned it when teacher taught me I immediately understood and knew, especially when we played games and demonstrated something in the picture. Then, we are answered used English. According (Karyaningsih et al., 2023) as one of the most important components of learning success, providing conditions to an effective learning environment will assist learning activities for run effectively.

This was done to determine students' perceptions of TPR method in the teaching of vocabulary. The data obtained based on the interview, students

provide an answer that has the same meaning and purpose. The data generated from the interview process refers to a result. The result positively affect the respondents, especially when Total Physical Response method in learned English vocabulary gave maximal result, which is supported by the respondents' statement related to students' felt comfort and students' pleasure.

All students were mostly interested in learned English vocabulary combined with the TPR method. They enjoyed learned English vocabulary and by used the method increases the students' participation in class activities, and it helps the teacher to be able to implement English learned techniques with this method and it helps students to improve their vocabulary learned. The results of the table have given good responses for students' achievements as well as teachers.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The researcher had investigated two aspects of indicators, namely students' feeling comfort and students' pleasure. The research refers to the students enjoyment in learning vocabulary through TPR method. Teaching English should be enjoyable, relax, interesting, understandable particularly for students. Thus, the right approach should be used to teach English to them. Teachers have a big role for their students, they must be able to choose the appropriate teaching method based on their characteristics and grades. One of the appropriate teaching method is Total Physical Response (TPR). This approach is like incorporating certain language elements into body language.

This research was done by using questionnaires and interviews to find out kinds of learning enjoyment does students experience in learning vocabulary, the researcher concludes that used TPR method made students feeling comfort and pleasure when teaching learning process. Furthermore, the writer found from the result that the indicator increased because they felt experiences such as fun, interested, and relaxed with learning using the TPR's method. Therefore, it would be encourage students to be more interested in learning English.

B. Suggestions

Based on the result of the study, the researcher has some suggestions concerning with the research finding as follows :

1. For English teachers, the researcher hopes that English teachers used the right techniques or methods to made the teaching and learning process more enjoyable for students. Because, sometimes when in the classroom when learning, students pay less attention to the teacher when delivering the material because they feels bored or uninterested. Therefore, the teacher can organize the class with a comfortable situation so that students still want to learned without any coercion. So, teachers will choosen appropriate strategies to helped students become more involved and active in the classroom.
2. For future researchers, especially those who have the same problem and are interested in conducting similar research, this research can be a reference. The disadvantage of this study is that students who enjoyed learning too much make classroom conditions not conducive. Future researchers are advised to be more focused and assertive when dealing with various characteristics of students at school.

BIBLIOGRAPHY

- Abdollahi, A., Talib, M. A., & Motalebi, S. A. 2018. Emotional Intelligence and Depressive Symptoms as Predictors of Happiness Among Adolescents. *Iran J Psychiatry Behav Sci*, 9(4), 1-6. doi: 10.17795/ijpbs-2268.
- Akbar, R. M. (2022). *Flashcard Sebagai Media Pembelajaran Dan Penelitian*. Sukabumi: Cv. Haura Utama.
- Arlette J.V.H. (2020). Promoting TPR (Total Physical Response) Method in Teaching Vocabulary for EFL Beginners in Benin Secondary Schools. *International Journal of Applied Linguistics & English Literature*. <https://journals.aiac.org.au/index.php/IJALEL/article/view/6449/4505>.
- Asyiah, D. N. (2017). the vocabulary teaching and vocabulary learning: perception, strategies, and influences on students' vocabulary mastery. *Jurnal Bahasa Lingua Scientia*, 9(2), 293-318.
- Bahtiar, Y. (2017). Using the Total Physical Response to Improve Students' Vocabulary Mastery. *SELL Journal* Vol. 2(1) February 2017. https://www.researchgate.net/publication/332278373_using_the_total_physical_response_to_improve_students_vocabulary_mastery.
- Baxtiyor, D.N. (2019). The Principles of TPR Method for Teaching English Grammar to Young Learners. *Topical issues of language training in the globalized world*. Uzbek State World Languages University scientific p.122-125.
- Dewi, Noviia L., and Ayu Fatmawati. "The Implementation of Total Physical

- Response (Tpr) Method to Teach Vocabulary in E-learning." *Jurnal Pendidikan Bahasa Inggris Proficiency*, vol. 4, no. 1, 2022.
- Khorasgani, T.A., Khanehgir, M. (2017). Teaching New Vocabulary to Young Learners: Using Two Methods Total Physical Response and Keyword Method. *International Journal of Evaluation and Research in Education (IJERE)* Vol.6 No.2, June 2017, pp.150-156.
<https://files.eric.ed.gov/fulltext/EJ1145230.pdf>.
- Nasution, S., Lorenza, I, L., Unnisa, A., Baeha, S, J., Rahmawati, A., Rambe, A. (2023). Implementasi Metode Total Physical Response (TPR) Dalam Pembelajaran Maharah Kitabah. *Jurnal Yudistira: Publikasi Riset Ilmu Pendidikan dan Bahasa* Vol.2, No.1 Januari 2024.
<https://doi.org/10.61132/yudistira.v2i1.363>.
- Nirmala Aulia Harahap, Z. (2022). Improving The Students' Vocabulary Mastery Through TPR Method At SMP Negeri 29 Medan Tahun Ajaran 2020- 2021. *Education Achievement: Journal of Science and Research*, 1-7.
- Noviandari, Frita, and Katharina Rustipa. "Implementation of the Total Physical Response (TPR) Method with the Help of Flashcards to Teach English Vocabulary." *Edunesia*, vol. 4, no. 3, 2023, pp. 1431-1446
- Nurhayati, Ngatman, Suhartono. 2020. Did an action reserach entitle “Penerapan Metode Total Physical Response (TPR) dalam Peningkatan Hasil Belajar Bahasa Inggris tentang Things in The Classroom pada Siswa Kelas III SDN 4 Kutosari Tahun Ajaran 2018/2019”.
- Paramita, Putu W. G. "The Implementation of Total Physical Response in

- Increasing Students' Participation in Learning Vocabulary." *Journal of Educational Study*, vol. 2, no. 1, 15 Feb. 2022, pp. 119-125.
- Pedja Rifki Azizi. "*The Variant Of Learning Method In Speaking Skill Through Personal Experience : Narrative Inquiry*".
- Pido, Nurwahida, and Erliana Dewi. "English Teaching Method Applied by Teachers in Mts Negeri Model Limboto." *Al-Lisan*, vol. 5, no. 1, 2019, pp. 57-70.
- Pratiwi, A., Drajadi, N. A., & Handayani, E. I. P. 2022. did an action research entitled *Exploring Student Learning Enjoyment and Vocabulary Mastery in Digital Game-Based Learning Experience*.
- Sariyati, I. (2013). The Effectiveness of TPR (Total Physical Response) Method in English Vocabulary Mastery of Elementary School Children. *PAROLE: Journal of Linguistics and Education*, 3(1 April), 50-64.

APPENDICES

A. Appendix 1 Research Instrument

a. Questionnaire Form

Hari / Tanggal :

Waktu :

Nama Siswa :

Kelas :

NO	INDICATOR	STATEMENT	YES	NO
1.	Students' pleasure in Learning	Apakah cara mengajar guru sangat menyenangkan?		
		Saya tidak merasa bosan ketika proses belajar mengajar.		
		Apakah dengan cara guru mengajar meningkatkan kosa kata bahasa inggris kamu ?		
		Apakah cara mengajar guru mudah untuk dipahami dalam belajar vocabulary?		
		Apakah kamu menikmati belajar vocabulary dengan cara guru mengajar?		
2.	Students' feeling comfort in Learning	Ketika guru mengajar dengan cara tersebut, apakah dapat membangkitkan semangat belajar kamu?		
		Apakah cara guru mengajar vocabulary dapat mempermudah kamu dalam menerima materi?		

b. Interview Form

Hari / Tanggal :

Waktu :

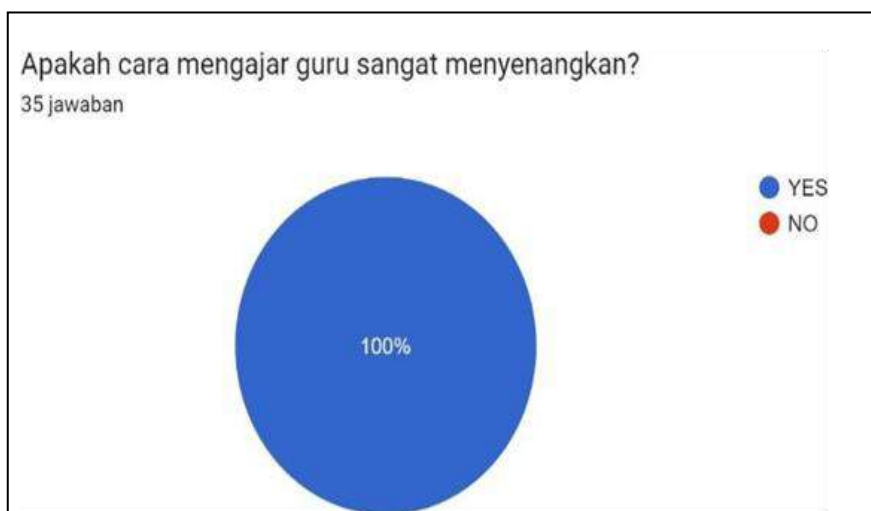
Nama Siswa :

Kelas :

NO	STATEMENT	ANSWER
1	Menurut anda,dengan cara guru mengajarkan vocabulary apakah menyenangkan? Coba jelaskan!	
2	Apakah cara mengajar guru membuat kamu semangat dalam belajar?Coba jelaskan!	
3	Apakah cara guru mengajar membuat kamu tidak takut belajar bahasa inggris? Jelaskan!	
4	Menurut kamu, apakah cara mengajar guru mudah untuk dipahami dalam belajar vocabulary? Coba jelaskan!	
5	Menurut kamu,cara guru mengajar meningkatkan rasa percaya diri kamu dalam belajar bahasa inggris? Jelaskan!	

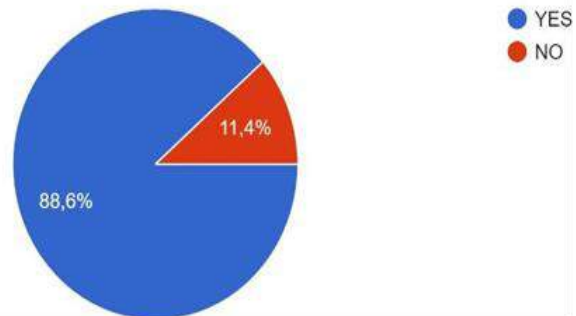
B. Appendix 2 The Result of Questionnaire

1. Students' pleasure in learning



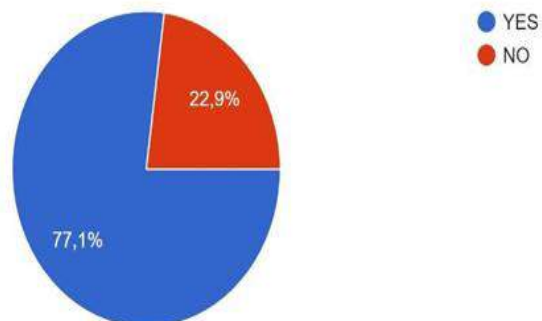
Saya tidak merasa bosan ketika proses belajar mengajar.

35 jawaban



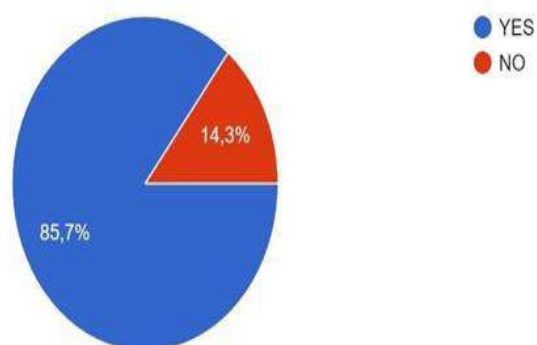
Apakah dengan cara guru mengajar meningkatkan kosa kata bahasa inggris kamu ?

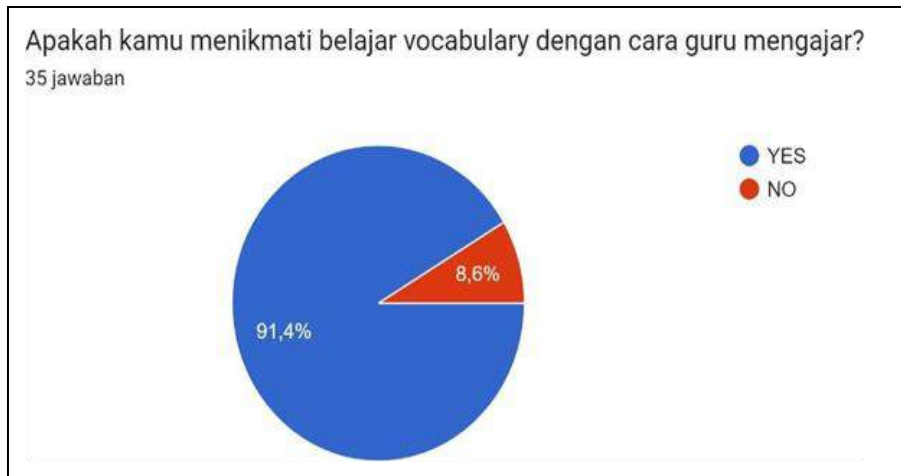
35 jawaban



Apakah cara mengajar guru mudah untuk dipahami dalam belajar vocabulary?

35 jawaban





2. Students' feeling comfort in learning



C. Appendix 3 Question for Interview

1. Menurut kamu belajar vocabulary dengan cara guru mengajar kemarin menyenangkan tidak? Coba jelaskan!
2. Menurut kamu cara guru mengajar membuat kamu menjadi semangat dalam bahasa inggris? Coba jelaskan!
3. Menurut kamu dengan cara mengajar guru kemarin mudah dipahami tidak dalam belajar vocabulary?coba jelaskan!
4. Apakah cara mengajar guru membuat kamu takut dalam belajar bahasa inggris? Coba jelaskan!
5. Apakah kamu tertarik dengan cara guru mengajar vocabulary?
6. Menurut kamu dengan cara guru mengajar kemarin membuat kamu lebih percaya diri dalam belajar bahasa inggris? Coba jelaskan!

D. Appendix 4 Respond Interview

Question number 1

R#1

Menyenangkan, aku suka Miss soal nya belajarnya nya sambil main jadi ga bikin bosan, dan sambil nyanyi juga.

R#2

Menyenangkan,karena belajar Vocabulary kaya kemarin mudah di pahami

R#3

Sangat menyenangkan, karna itu kita bisa mengetahui bahwa bahasa Inggris tidak sesulit itu dan kita juga bisa mengetahui lebih banyak kosa kata nya

R#4

menyenangkan, karena ada pula sebagian kosa kata yang saya tidak tau, dan ibu falda memberikan contoh² kosa kata lainnya jadi saya mengerti

R#5

Menyenangkan karna kita bisa bermain sambil belajar

R#6

Menyenangkan karena materi yang disampaikan bisa dicerna oleh otak

Question number 2

R#1

ya karena penjelasan materi yang pas

R#2

Ya betul sekali aku sangat semangat, karna dari guru nya pun aku melihat dia sangat ramah, baik, and enjoy dalam pembelajaran berlangsung

R#3

Semangat, soalnya sambil main game nyanyi bikin semangat

R#4

tentu membuat saya jadi semakin semangat, karena itu keinginan saya ingin bisa berbahasa Inggris, meskipun sekarang masih belum lancar² bngt.

R#5

Iya membuat saya semangat ketika belar

R#6

Semangatlah, dengan cara belajar nya kaya gitu aku bakal cepat tanggap dan ngerti bahasa inggris

Question number 3

R#1

Mudahh

R#2

Mudah, soalnya belajar nya sambil bermain gak tegang jadi gampang masuk ke otak

R#3

mudah, karna guru nya tidak terburu buru saat menjelaskan jadi kita bisa menjadi mudah untuk memahami nya

R#4

mudah, mempelajari nya saat ibu falda mengajar saya langsung mengerti dan paham, apalagi kita sambil bermain game dan memperagakan sesuatu yang ada di gambar lalu kita menjawabnya menggunakan bahasa Inggris.

R#5

Mudah soalnya belajarnya mudah dipahami dan kosa katanya simple

R#6

Mudah, karna sambil nyanyi jadi bisa di hafal, tapi bisa lupa juga klo gak di hafal.

Question number 4

R#1

tidak gara² ibunya baik

R#2

tidak, saya tidak merasa takut untuk berbelajar bahasa Inggris. bahasa Inggris itu menyenangkan karena kita bisa lebih banyak mengenal kosa kata yang kita tadinya tidak tau menjadi tau.

R#3

Aku rasa tidak, aku pun senang bisa belajar bahasa Inggris sedikit demi sedikit

R#4

Ngak, soalnya bisa sambil main game rilex tenang deh pokoknya

R#5

Tidak merasa takut karena ibu nya ramah belajarnya juga seru

R#6

Gak dong, malahan aku suka karna sambil seru seruan

Question number 5

R#1

Saya sangat tertarik dengan cara ibu palga mengajar karena seperti bermain menebak kata dari gambar yang di perlihatkan. Membuat suasana kelas menjadi seru.

R#2

Tertarik karena ada game nya jadi gak bosan

R#3

Aku tertarik banget seru bisa nyanyi terus main game tebak gambar bareng temen

R#4

Saya sangat tertarik karena belajar sambil bermain

R#5

Tertarik, karena kita bermain tebak gambar bersama teman teman.

Question number 6

R#1

membuat saya lebih percaya diri dalam pelaksanaan belajar bahasa Inggris

R#2

Ya, soalnya aku bisa cepet hapal dengan Vocabulary yang kemarin di ajarkan

R#3

bisa jadi, karna aku bisa di bilang orang nya pemalu atau suka ga percaya diri kalo di suruh apa apa karna itu pun aku masih belajar bahasa Inggris tahun kemarin jadi aku belum tahu banyak juga

R#4

percaya diri tetapi ragu ragu, tapi itu membuat diri saya semakin oke untuk belajar bahasa Inggris. ibu falda juga mengajar nya seruuu dan mungkin itu membuat tingkat kepercayaan diri saya meningkat.

R#5

Iya, karena aku bisa di bilang orang nya pemalu atau suka ga percaya diri kalo di suruh apa apa karna itu pun aku masih belajar Bahasa inggris tahun kemarin jadi aku belum tahu banyak juga.

R#6

Percaya diri dong, karna aku suka kegiatan belajar kaya gitu.

E. Appendix 5 Surat Keputusan Pengangkatan Pembimbing Skripsi

 YAYASAN PAKUAN SILIWANGI UNIVERSITAS PAKUAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN <i>Bermutu, Mandiri dan Berkepribadian</i> Jalan Pakuan Ketak Pos 452, E-mail: fkip@umpak.ac.id, Telepon (0211) 8315608 Bogor					
SURAT KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN Nomor: 3348/SK/DFKIP/VI/2024					
TENTANG PENGANGKATAN PEMBIMBING SKRIPSI FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN					
Merimbang	1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku. 2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan 3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana 4. Ujian Sarjana harus terselesaikan dengan baik.				
Meringati	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional 2. Peraturan Pemerintah Nomor 32 Tahun 2013 Menupakan Perubahan dan Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan 3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan 4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi 5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/VI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025				
Memperhatikan	Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.				
MEMUTUSKAN					
Menetapkan Pertama	Mengangkat Saudara <table border="0"> <tr> <td>Linggih Halira Voni, M.Pd</td> <td>: Pembimbing Utama</td> </tr> <tr> <td>Abdul Rosyid, M.Pd</td> <td>: Pembimbing Pendamping</td> </tr> </table> Nama : PALGA DIEYS NPM : 031117036 Program Studi : PENDIDIKAN BAHASA INGGRIS STUDENT'S ENJOYMENT IN LEARNING VOCABULARY THROUGH TOTAL PHYSICAL RESPONSE ; NARRATIVE INQUIRY (A CASE STUDENTS OF SEVENTH GRADE JUNIOR HIGH SCHOOL IN SMP NEGERI 1 CISOLOK KABUPATEN SUKABUMI)	Linggih Halira Voni, M.Pd	: Pembimbing Utama	Abdul Rosyid, M.Pd	: Pembimbing Pendamping
Linggih Halira Voni, M.Pd	: Pembimbing Utama				
Abdul Rosyid, M.Pd	: Pembimbing Pendamping				
Kedua	Kepada yang bersangkutan diberikan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.				
Ketiga	Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.				
Ditandatangani di Bogor Pada tanggal 17 Mei 2024  Dr. Eki Sulardi, M.Pd. NIDN 000000021285					
Tembusan: 1. Rektor Universitas Pakuan 2. Wakil Rektor I, II, dan III Universitas Pakuan					

F. Appendix 6 Surat Izin Penelitian

	YAYASAN PAKUAN SILIWANGI UNIVERSITAS PAKUAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN <i>Bermutu, Mandiri dan Berkepribadian</i> Jalan Pakuan Kotak Pos 412, E-mail: fasip@umpk.ac.id, Telepon (0251) 8375608 Bogor
Nomor : 7760/WADEK/IFKIP/I/2024	10 Januari 2024
Perihal : Izin Penelitian	
 Yth. Kepala SMPN 01 Cisolok Kab Sukabumi di Tempat Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :	
Nama :	PALGA DIEYS
NPM :	031117036
Program Studi :	PENDIDIKAN BAHASA INGGRIS
Semester :	Akhir
 Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 12 januari s.d. 12 februan 2024 mengenai "Students' Enjoyment in Learning Vocabulary Through Total Physical Response Method : A Narrative Inquiry (A Case Study of Seventh Grade Junior High School in SMPN 01 Cisolok Kabupaten Sukabumi)" .	
Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan	
Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih	
 Wakil Dekan Bidang Akademik dan kemahasiswaan  Dr. Sandi Budiana, M Pd NIK. 41006025469	

G. Appendix 7 Surat Izin Penelitian dari Sekolah

 PEMERINTAH KABUPATEN SUKABUMI DINAS PENDIDIKAN SMP NEGERI 1 CISOLOK Jl. Raya Cisolok Km 1 Kec. Cisolok Kab. Sukabumi Email : smptn1cisolak@yahoo.co.id 	
Nomor : 021/800/SMP/1/02/2024 Perihal : Balasan Surat Izin Permohonan Penelitian	
Menindaklanjuti surat dari UNIVERSITAS PAKUAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN nomor 7760/NADEK/1/FKIP/2024 tentang permohonan izin penelitian :	
Nama : Paiga Delys NIM : 031117036 Program Studi : Pendidikan Bahasa Inggris Semester : Akhir	
Dengan ini, Kepala SMP Negeri 1 Cisolok mengizinkan nama tersebut untuk melakukan kegiatan penelitian pada tanggal 12 Januari s.d 12 Februari 2024 mengenai " Students Enjoyment in Learning Vocabulary Through Total Physical Response Method : A Narrative Inquiry (A Case Study of Seventh Grade Junior High School in SMPN 01 Cisolok Kabupaten Sukabumi)"	
Demikian surat ini kami sampaikan, untuk dipergunakan sebagaimana mestinya.	
 Cislok, 12 Februari 2024 Kepala Sekolah  Gugardi, S.Pd, M.Pd 196709011990031007	