

ABSTRAK

Penelitian ini dilatarbelakangi oleh permasalahan kemampuan berbahasa Inggris siswa yang belum maksimal secara tertulis maupun lisan. Rumusan masalah penelitian ini adalah: (1) apakah penerapan metode TPR yang menggunakan permainan ‘Simon Says’ efektif dalam pengajaran kosakata bahasa Inggris untuk siswa kelas 4 SD?; (2) bagaimana respon siswa terhadap penerapan metode TPR dalam Kegiatan Belajar dan Mengajar (KBM) mengenai kosakata bahasa Inggris?

Sampel penelitian ini adalah dua kelas yang ditentukan secara acak dengan menggunakan metode penelitian kuasi eksperimen dengan design penelitian group pra-tes dan pasca-tes. Kelas yang digunakan adalah kelas 4 sebagai kelas eksperimen dan kelas 3 Sekolah Dasar sebagai kelas kontrol.

Berdasarkan data yang diperoleh, nilai rata rata pra-tes kelas eksperimen adalah 14.67 dan pasca-tes 17.83 sedangkan nilai rata-rata kelas kontrol pra-tes adalah 13.00 dan pasca-tes 9.67. Berdasarkan perhitungan uji hipotesis yang dilakukan dengan uji *Mann-Whitney* didapatkan nilai P sebesar 0,000 yang lebih kecil daripada nilai alpha ($0,000 < 0,05$). Penelitian ini membuktikan bahwa metode TPR yang menggunakan permainan ‘Simon Says’ efektif diterapkan dalam pembelajaran kosakata bahasa Inggris. Data hasil kuesioner pun menunjukkan bahwa mayoritas siswa memberikan respon positif terhadap penerapan metode TPR. Berdasarkan hasil penelitian, peneliti berharap guru

Bahasa Inggris dapat menggunakan metode ini, sebagai salah satu alternatif dalam pengajaran kosakata bahasa Inggris.



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