



**ENHANCING THE SEVENTH GRADE STUDENTS' LISTENING
ACHIEVEMENT THROUGH TOTAL PHYSICAL RESPONSE (TPR)
METHOD AT SMP NURUL ISLAM JEMBER**

THESIS

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
THE UNIVERSITY OF JEMBER**

2016



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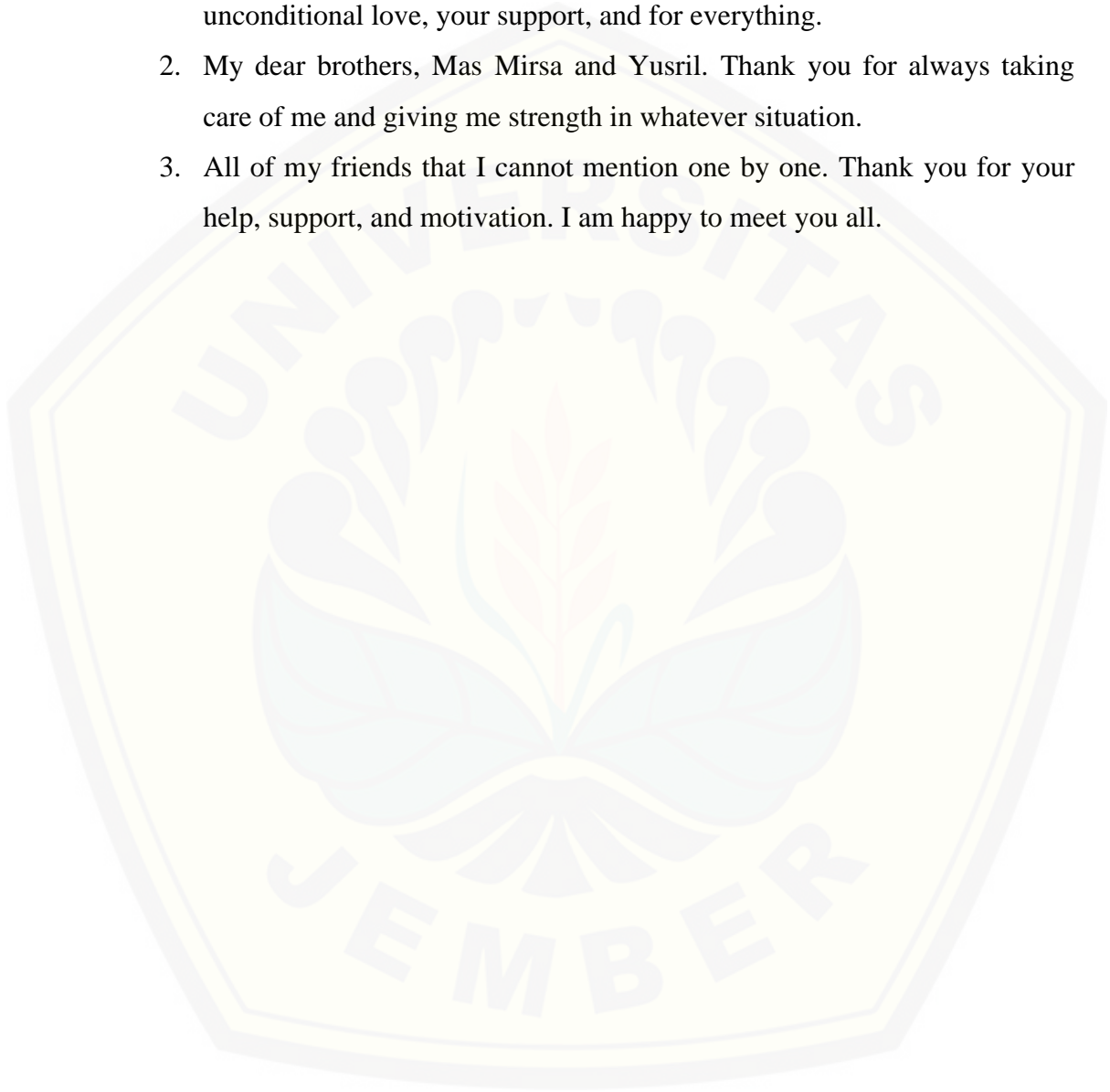
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THE UNIVERSITY OF JEMBER**

2016

DEDICATION

I genuinely dedicate this thesis to:

1. My beloved parents, Ismail Amin and Siti Marfu'ah. Thank you for your unconditional love, your support, and for everything.
2. My dear brothers, Mas Mirsa and Yusril. Thank you for always taking care of me and giving me strength in whatever situation.
3. All of my friends that I cannot mention one by one. Thank you for your help, support, and motivation. I am happy to meet you all.



MOTTO

*“The most basic of all human needs is the need to understand and be understood.
The best way to understand people is to listen to them.”*

— **Ralph G. Nichols**¹ —

“Tell me and I forget, teach me and I may remember, involve me and I learn.”

— **Benjamin Franklin**² —

¹ Nichols, R. G. N., (1957). *Are You Listening?*. New York: McGraw Hill Book Company, Inc. Page 77.

² Richards, Jacks. C. – Theodore S. Rodgers. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press. Page 74

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, December 1, 2016

The writer,

Fiska Nurrahma Oktavia

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ENHANCING THE SEVENTH GRADE STUDENTS' LISTENING
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Finally, I expect that this thesis will be useful for the readers and me myself. Any criticism and valuable suggestions would be appreciated.

Jember, December 1, 2016

Fiska Nurrahma Oktavia

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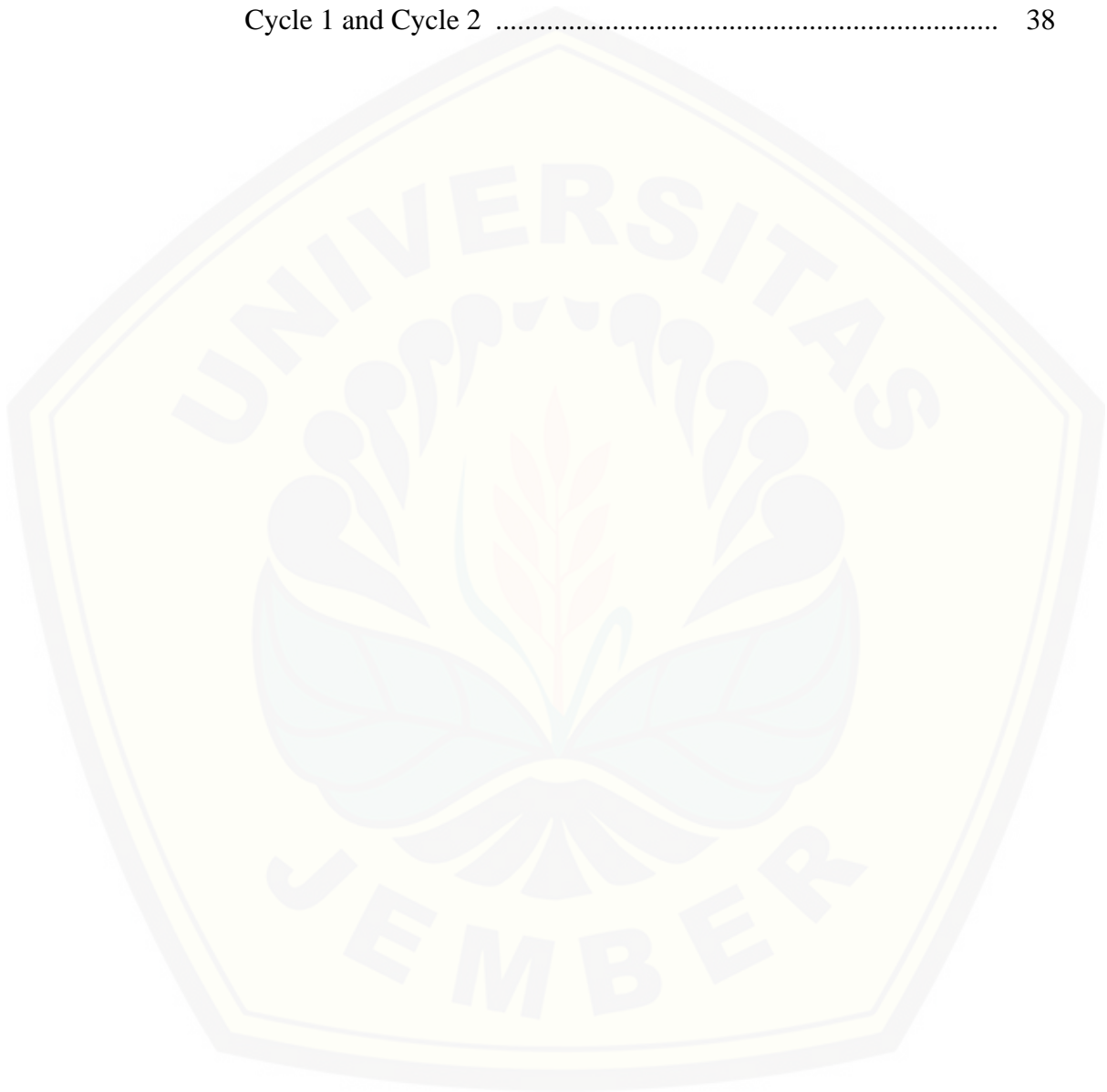
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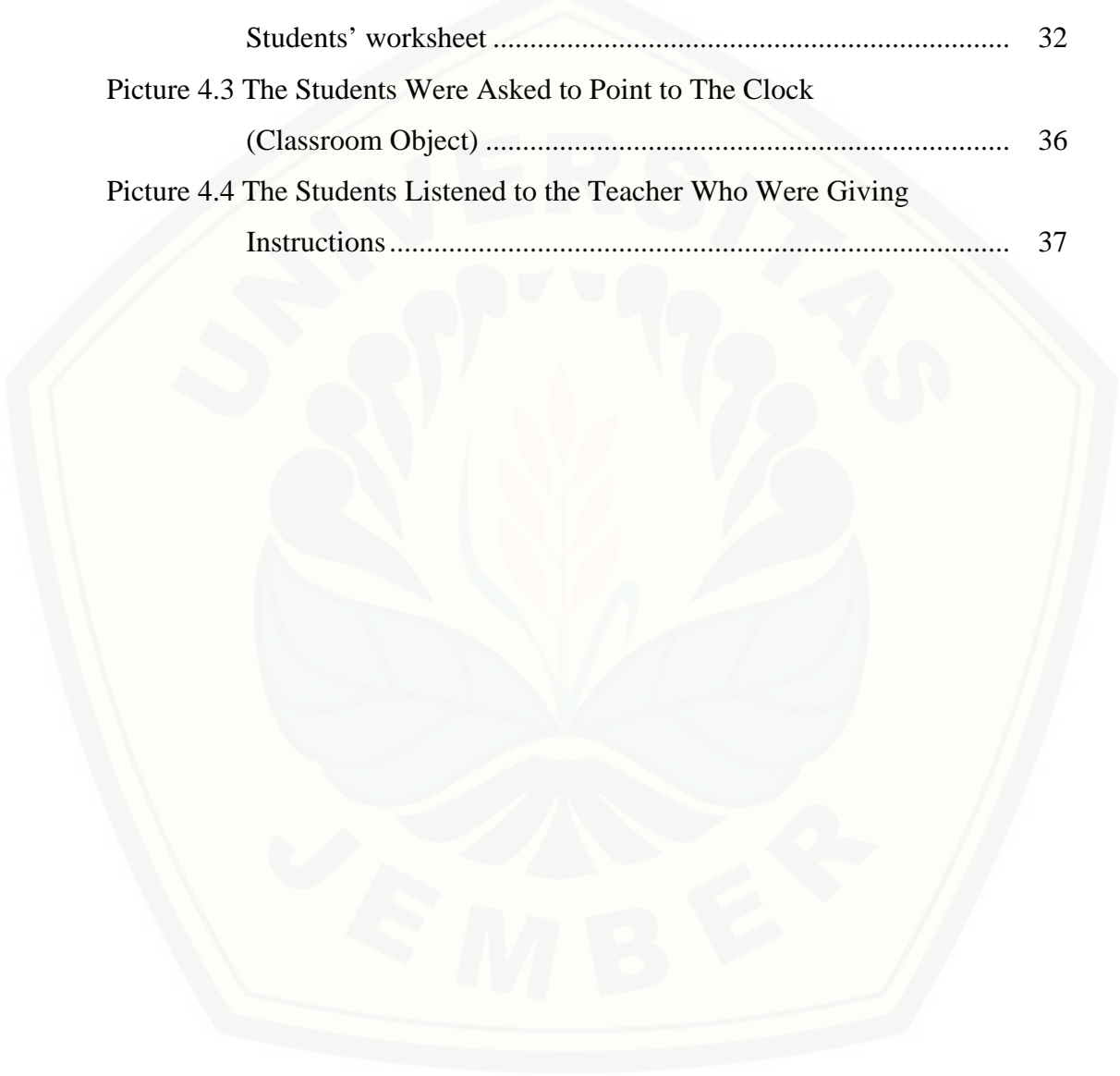
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SUMMARY

Enhancing the Seventh Grade Students' Listening Achievement through Total Physical Response (TPR) Method at SMP Nurul Islam Jember; Fiska Nurrahma Oktavia, 120210401062; 2012: 43 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Listening is a fundamental skill in language learning acquisition because students need to develop their listening skill first before they can produce any language. One method that can help students to develop their listening skill is Total Physical Response (TPR) method. TPR method can help students to understand and to recognize the language better as it requires students to listen to numerous instructions from the teacher and to respond to the instructions with physical actions.

Based on the preliminary study done by the researcher, it was known that the seventh grade students of SMP Nurul Islam Jember had poor listening achievement, especially in VIIC class. Therefore, the objectives of the research were to improve the seventh grade students' listening achievement at SMP Nurul Islam Jember through Total Physical Response (TPR) method and to know how Total Physical Response (TPR) method helps the students understand the listening task in teaching learning process. The research result was expected to be useful for the English teacher, students, and future researcher.

The research method used in this research was Classroom Action Research (CAR) . The research was conducted in two cycles in which each cycle consisted of two meetings for the implementation of the action and one meeting for the listening test. The research used field notes as the tool of gathering data of the observation during the implementation of the action. Meanwhile listening test was used to evaluate the students after they had been taught listening skill by using TPR method and to determine whether or not the research was successful.

The result of the first cycle was not successful because the result of the listening test in the first cycle showed that there were 66.67% of the students who

followed the test got score ≥ 70 . The percentage was below the criterion success of the research (75% students passed the test). Thus the researcher reflected upon the factors that influenced the failure based on the data of field notes then revised them for the second cycle. Meanwhile in the second cycle, the result of the research was successful. The result of the listening test in the second cycle showed that there were 95.23% of the students who passed the test. It exceeded the criterion success of the research. Therefore, the cycle was stopped.

Meanwhile, the result of field notes data showed that Total Physical Response (TPR) method could help students understand the listening task because it could bring out positive outcomes due to the three key features of TPR method that influenced the listening success. Those key features were; (1) the listening skill was developed using imperative drills which involved physical activities, (2) TPR used real objects and demonstration to stimulate the students in understanding the meaning of the instructions, and (3) TPR made the students enthusiastic in participating the teaching learning process.

CHAPTER I. INTRODUCTION

This chapter consists of some aspects dealing with the study of the research. They are research background, problem formulations of the research, research objectives, research significance, and scope and the limitation of the research. They are presented in the following sections respectively.

1.1. Research Background

Listening is a fundamental skill in foreign language learning that every student must acquire. It plays as a receptive skill which allows the students to receive understandable language inputs. Hamouda (2013:113) claims that the key success to acquire a language is to receive the language inputs. Therefore, without comprehending the language input, any kind of learning simply cannot occur. Then, Brown (2004:119) states that students' speaking skill is only as good as their listening comprehension skill. This indicates that listening is essential not only as a receptive skill but also to the development of spoken language proficiency. Further, Hennings (1997:16) says that since oral language proficiency is a factor in children's ability to read, write, and think, therefore conversation that includes listening and speaking should take up a significant portion in a child's school day. So, it can be said that listening skill is also important for reading and writing skills too. Therefore, listening is worthy of a critical priority among the four language skills for the students.

In Indonesia, English is a foreign language that is taught compulsorily started from junior high school level until senior high school level. There are two kinds of curriculum used: school based curriculum (KTSP) and curriculum 2013 (K-13). Further, in this research, KTSP curriculum is focused with the standard competence chosen is "Comprehending functional oral text and very short monolog in the form of descriptive and procedure to interact with people around." The standard competence is intended to teach the seventh grade students' of junior high school level.

From the standard competence above, it is known that oral text should be based on the functional purpose which is closed to real-life communication. To achieve this, the students need to use their listening ability to get the the information or message from the speaker. Rost (2011:2) states that listening means catching what the speaker said. It means that the listener should be able to receive the oral input given by the speaker and convert it into comprehensible message or idea mutual with the speaker's mind. Once the listener can get the gist of the message, the listener will give response so that the communication can run well. In the classroom too, students need to be able to comprehend what the teacher says in order to understand what the teacher asks them to do and to get the gist of the information given.

However, learning listening in English is not easy for the foreign language students. Hamouda (2013:115) says that understanding spoken text in a foreign language is a difficult task for foreign language students. Many foreign language or EFL students face difficulties when they are listening to the English speech. It is because the students rarely use English outside the class or in daily communication. This condition, then, leads students to get bored, not enjoying the teaching learning process, and feel difficult to absorb the lesson.

The problem described above also happened to the seventh grade students of SMP Nurul Islam Jember in the 2016/2017 academic year. They had some problems in acquiring English especially in the listening skill. On July 21, 2016, the researcher interviewed the English teacher. The English teacher assumed that most of the seventh grade students of SMP Nurul Islam Jember had poor listening skill. However, the English did not have any English score at that time to support the assumption. Therefore on July 25, 26, and 27, 2016, the researcher conducted listening pre-test in five classes (VIIA, VIIB, VIIC, VIID, and VIIE) in order to know how far the students' listening skill. After conducting the listening pre-tests, it was found that the percentage of the students who got the score of the listening pre-tests ≥ 70 were between 20% to 66.67% (Appendix 4). The lowest percentage was 20% from the VIIC class. These poor percentages of the scores engaged the researcher's curiosity to find out the problems causing this failure.

On July 28, 2016, the researcher observed the teaching learning process in the VII C class and figured out that there were some major problems that the students faced when they were listening to the English teacher's speech. First, the students had lack ability in understanding teacher's oral instructions. It was shown when they were given instructions to do some tasks, they did not respond correctly and still asked other students to understand the instructions even though the instructions were clear enough to be heard from the backside of the classroom. Second, most students had difficulties to stay focused and concentrate during the learning process. They often looked at the window, whiteboard, ceiling, or other things but the teacher when he was speaking in front of the class. Some students fell asleep during the class and some others were talking to their friends. It happened because the students did not have enough sleep the night before due to their boarding school activities. Only few students did pay attention to the teacher, usually those who sat in the front row. In other words, the students did not enjoy the teaching learning process; therefore, they could not develop their listening skill maximally.

Having done the interview and the observation, the researcher decided to use VIIC class as the research subject under some considerations. First, VII C class had the lowest percentage of students who passed the listening pre-test. Second, during the observation, VIIC students did not pay attention to the teacher and the researcher found out a solution to solve the problems from this class.

The researcher found out the effective way to overcome the problems by using Total Physical Response (TPR) as a learning method in teaching listening. TPR is a teaching method that combines speech and action. It is developed mostly through instruction and response. According to Fisher and Terry (1977:126), instructions can improve students' listening ability. It is because students need to listen to the teacher's instruction first before they give response. In addition, TPR is good to develop students' comprehension of listening ability. Asher (2007) states TPR creates facts that can produce long-term comprehension. It is because students perform something based on teacher's oral instruction which create real experiences in the classroom then it creates long-term memory. Furthermore, TPR

can lift up students' mood. TPR uses body movement in responding to the oral instruction so that students will not just passively listen to the instructor. They move their body and it can avoid students to be sleepy in class. Moreover, Richards and Rodgers (2001:75) say that because students are more focused on the meaning interpreted through body movements, they are set free from anxiety and stressful situations so that it can devote full energy to learning.

There are two previous studies dealing with teaching listening and imperatives using TPR. The first previous study was conducted by Nuurvita (Improving the Seventh Grade Students' Listening Achievement by Using Total Physical Response (TPR) at SMP Negeri 7 Jember in the 2011/2012). Nuurvita proved that TPR could increase the seventh grade students' listening achievement with 90% of the students passed the listening test. Nuurvita also found out that students' participation increased. It was shown that students' active participation had increased from 32.5% in the first meeting up to 65% in the fourth meeting. Another previous study was conducted by Rosdiana (Developing Students' Ability in Using Imperative Sentences through Total Physical Response (TPR)). Rosdiana's finding showed that there was significant improvement after applying TPR in teaching imperative sentences taught integrately in listening, speaking, and writing skill with the result 87.5% of the students successfully passed the test. These findings proved that TPR is a good method in language teaching especially in developing listening skill and imperative sentences. It can also engage students' participation in classroom learning. By using these previous findings, the researcher got convinced to use TPR method to solve the problems in SMP Nurul Islam Jember which has similar cases/problems.

Classroom Action Research (CAR) was chosen to conduct the research for developing the students' listening achievement by using TPR method. The research title is "Enhancing the Seventh Grade Students' Listening Achievement through Total Physical Response (TPR) Method at SMP Nurul Islam Jember". The research was conducted collaboratively with the English teacher so that the research ran well.

1.2. Problem Formulations of the Research

From the research background above, the problems of the research are formulated as follows:

1. “Can the use of Total Physical Response (TPR) method improve the seventh grade students’ listening achievement at SMP Nurul Islam Jember?”
2. “How can Total Physical Response (TPR) method help students to understand the listening task in teaching learning process at SMP Nurul Islam Jember?”

1.3. Research Objectives

The objectives of this research are:

1. to improve the seventh grade students’ listening achievement through Total Physical Response method at SMP Nurul Islam Jember
2. to describe how Total Physical Response (TPR) method can help students to understand the listening task in teaching learning process at SMP Nurul Islam Jember.

1.4. Research Significances

The result of this research is expected to be advantageous for the English teacher, students, and other researchers who conduct a research dealing with teaching learning process, especially by using Total Physical Response (TPR) method for teaching listening.

1.4.1. The English Teacher

The research results are expected to be beneficial for the English teacher as a consideration to use alternative method in teaching to improve the teaching and learning quality especially in teaching listening skill.

1.4.2. The Students

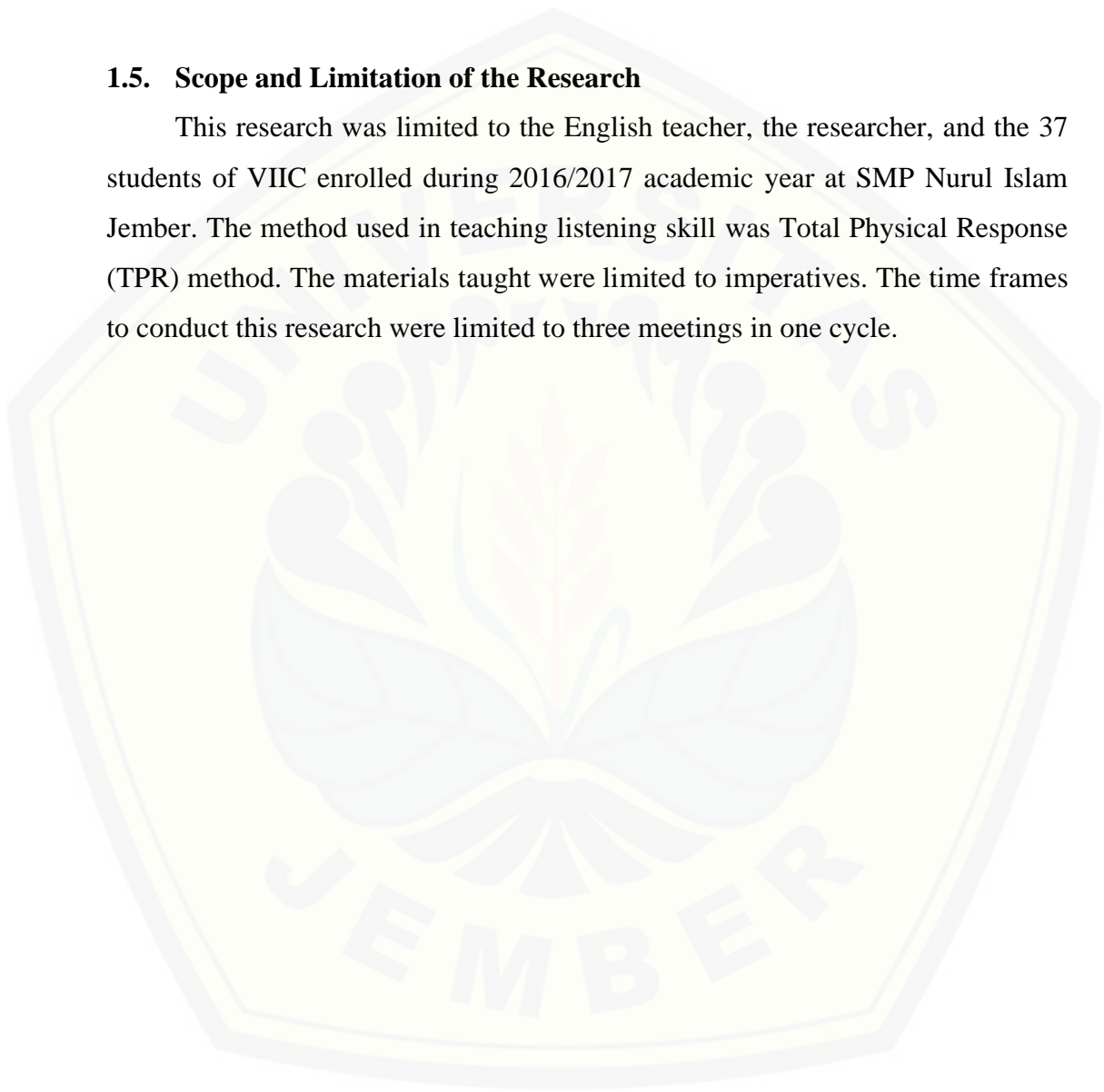
By conducting this research, it is hoped to give the students new learning experience. Further, the students are expected to be able to improve their enthusiasm in learning English especially listening skill through TPR method.

1.4.3. The Other Researchers

The results of the research are hopefully useful for the other researcher as information to do a further research dealing with listening skill and Total Physical Response (TPR) method.

1.5. Scope and Limitation of the Research

This research was limited to the English teacher, the researcher, and the 37 students of VIIC enrolled during 2016/2017 academic year at SMP Nurul Islam Jember. The method used in teaching listening skill was Total Physical Response (TPR) method. The materials taught were limited to imperatives. The time frames to conduct this research were limited to three meetings in one cycle.



CHAPTER II. RELATED LITERATURE REVIEW

This chapter is intended to discuss the theories related to the research topic being discussed. It consists of some theories related to the literature review. They are developing listening skill, factors influencing listening success, defining concept of Total Physical Response, and action hypothesis.

2.1. Developing Listening Skill

2.1.1. The Nature of Listening

Listening is the first skill of language acquisition that every human acquires. This ability begins to be acquired since we were a child. It is developed naturally and gradually over the time by listening to the spoken source. Field (2009:2) states that when we were infants we acquire the ability of listening unconsciously from any cognitive demand which is being made upon us. It means that when children acquire listening at the first stages of language acquisition, children are not able to utter any word spontaneously. Children just listen to their parents during some periods. Then, children's listening ability begins to develop when children are required to respond nonverbally to the spoken language commonly in the form of instructions. In the later phase, they are able to respond to the spoken language verbally when they have enough understandable language input. Therefore, it makes the development of listening ability exists without one realizing.

However, listening is not only about receiving the spoken language, but also an active process that involves the participation of the listeners to construct the meaning. According to Vandergrift and Goh (2012:54), listeners analyze what they hear and interpret it based on their linguistic knowledge and their knowledge of the topic. Further, Field (2009:125) explains two main processes of listening called as decoding and meaning building.

1. Decoding – translating the speech signal into speech sounds, words, and clauses, and finally into literal meaning.

2. Meaning building – adding to the bare meaning provided by decoding and relating it to what has been said before.

So it can be said that decoding has something to do with the linguistic knowledge of the listeners where listeners turn the speech signals received into the standard forms of language that have literal meanings. However, literal meanings are not enough to make the meaning clear. To get the full meaning of the speaker's message, the listeners should expand the literal meanings with the contextual information and relate them with what has been said before. It includes the listeners' knowledge about the world or about the topic being discussed.

The process of creating meaning in listening is difficult to be observed as it happens in one's brain. Nevertheless, the results of the listening process can be seen through some outward signs. Faix (in Hennings, 1997:146) lists five outward signs of active listening which are as follows;

1. Physical or vocal expression of feeling.
2. Cooperation with others in group.
3. Expression of acceptance towards others in group.
4. Expression of desire to keep an open mind.
5. Asking clarifying questions and sticking to the topic.

In physical or vocal expression of feeling, the listeners show their understanding of the spoken language by showing nonverbal reactions or gestures such as nodding, frown, etc. Then, in cooperation with others in group, listeners share the information of the spoken language within the group. Next, expression of acceptance towards others in group shows that the listeners are able to accept other people's idea. Meanwhile, expression of desire to keep an open mind means that the listeners show their effort not to be judgmental when they get different idea from the speaker. The last, asking clarifying and sticking to the topic is in the form of verbal response that shows listeners' active involvement in the conversation.

2.1.2. Teaching Listening in a Foreign Language Context

Listening to the first language is different from listening to a foreign language; therefore, the way it is taught should be treated differently. Richards

(2008:3) states that the main purpose of listening in second language learning is to facilitate the comprehension of the spoken discourse. Therefore listening is intended for communication purpose. However, Laufer (2008:11) states that English as one of the most prominent of foreign languages to be taught in Indonesia does not have wide use in society or everyday communication. In Indonesia, English is rarely spoken in daily conversation, so it is difficult for the students to develop their listening skill outside the class. Considering this problem, teacher has important roles to help the students learn English as a foreign language especially in developing listening skill.

According to Wahjuningsih (2002:122) teacher has three important roles in teaching a foreign language which are stated:

“In teaching a foreign language, a language teacher has three important roles. First, the teacher serves as a model; second, s/he must be aware that there are some differences between the learner’s native language (L1) and the English one as L2; and the third role is for a teacher whose first language is not English, is to communicate sincere appreciation for the culture of speakers of other languages.”

First, as the model in the classroom, teacher should give good examples because it is highly possible that everything that the teacher does will be followed and imitated by the students. It includes English mimic, pronunciation, intonation pattern, and sentence patterns. Therefore, the teacher should be able to have good speaking skill so that the students will get good language inputs. Second, teacher should be aware that there are some differences between students’ first language and the target language taught which can be in the form of vocabulary patterns, speech sounds, sentence patterns, etc. Therefore, it is needed for the students to be given listening practices continuously in those aspects. The last, teacher should share the knowledge of the first language and English cultures which basically are different to each other. So, it can be said that teacher plays important roles in the development of students in learning English especially in listening skill because teacher is the main source of students’ listening inputs and English knowledge.

2.1.3. Listening Competence Required for Junior High School

In order to develop students' listening skill, teacher should select listening materials appropriate with the students' needs. Hughes (1989:134) states that there are four general sub-skills of listening that should be directly related to students' needs. They are (1) listening for specific information, (2) obtaining gist of what being said, (3) following directions, and (4) following instructions.

In this research, the researcher tries to focus in developing students' listening sub-skill in the form of following instructions. This sub-skill is selected by following school-based (*Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*) curriculum with the standard competence chosen is "Comprehending very simple transactional and interpersonal conversation to interact with people around." From the standard competence, students are expected to be able to understand to the spoken instructions.

2.1.4. Types of Listening Practice

In teaching listening, teacher should selectively choose listening practice suitable with the learning objectives. Ur (1999:43) mentions some types of activities of listening class as follows.

1. No overt response

The learners do not have to do anything in response to the listening; however; facial expression and body language often show if they are following or not.

2. Short Responses

Obeying instructions: learners perform actions, or draw shapes or pictures, in response to instructions.

Ticking off items: listeners mark or tick off words as they hear them.

True/false: learners indicate whether statements are right or wrong.

Detecting mistakes: listeners raise their hands or call out when they hear mistakes

Cloze: the learners write down what they think might be the missing word.

Guessing definitions: the teacher provides brief or oral definitions; learners write down what they think it is.

Skimming and scanning: learners are asked to identify some general topic (skimming), or certain limited information (scanning).

3. Longer Responses

Answering questions: Questions asking full responses are given in advance.

Note-taking: Learners take brief notes from a short talk.

Paraphrasing and translating: Learners rewrite the text in different words.

Summarizing: Learners write a brief summary of the content.

Long gap-filling: a long gap is left somewhere in the text for learners to fill in

4. Extended Responses

Problem-solving: Learners hear about a problem and try to solve it.

Interpretation: an extract from a piece of dialogue or monologue is provided, with no previous information; the listeners try to guess from the words, kinds of voices, tone and any other evidence what is going on.

In this research, the type of activities used was obeying instructions from the short responses activities because students were asked to perform such listening task based on the teacher's instructions. By doing this kind of activity, students were expected to be able to understand and give responses towards oral instructions.

2.2. Factors Influencing Listening Success

Listening skill is difficult to be learned by the students due to some factors. There are three factors influence the listening activity process. They are cognitive factors, affective factors, and contextual factors (Vandergrift and Goh, 2012).

1. Cognitive Factors

Cognitive factors deal with the mental action or process of acquiring language through thought, experience and sense. The successful outcome of the listening process of one listener to another depends on their background knowledge, metacognition, and their ability to discriminate sounds.

2. *Affective Factors*

Students can be influenced by a number of affective factors in comprehending someone's speech. Those affective factors are anxiety, self-efficacy, and motivation. The levels of students' anxiety in learning listening skill are different to each student. If the student's anxiety is high, he/she will not be able to follow the lesson well, and vice versa. Then, high levels of anxiety can make students' have low self-efficacy which refers to the students' beliefs about their ability to successfully participate in learning activities. Meanwhile motivation factor relates to the students' awareness in listening process.

3. *Contextual Factors*

Contextual factors have something to do with the circumstances that the listeners face. It depends on the context they deal with. These involve the quality of the message, the amount of distractions, and the use of concrete object.

These factors influence the students' success in developing their listening skill; cognitive factors relate to the knowledge input of the listeners; affective factors relate to the listeners' attitude toward the learning; contextual factors relate to the situation of the event occurs. These three factors are related to each other. Students' may have different outcomes due to different factors they lack of. Therefore, teacher should carefully consider the appropriate teaching method which can promote the students to achieve their listening skill effectively.

2.3. Defining Concept of Total Physical Response

Students need to develop listening for following instruction. Fisher and Terry (1977:126) state that instruction can enhance students' listening ability. This is because listening to the instruction requires students' participation to perform short response. The comprehension of the students' listening is easily observed too when whether or not they follow the oral instruction.

One method that deals with students' reaction toward the instruction is Total Physical Response. The discussion of Total Physical Response is divided into eight parts; the principles of Total Physical Response, variations of Total Physical Response, learning activities in Total Physical Response, teacher's role in Total

Physical Response, students' role Total Physical Response, the use of materials in Total Physical Response, the advantages of Total Physical Response, and procedures of Total Physical Response.

2.3.1. The Principles of Total Physical Response

Richards and Rodgers (2001:73) state that Total Physical Response (TPR) is a language teaching method that is built around the coordination of speech and action in which it attempts to teach language through physical activity. Developed by James Asher, a professor of psychology at San Jose State University, Total Physical Response (TPR) has purpose to help students in the achievement of acquiring language. This method is based on Asher's premises of what he feels facilitating foreign language learning. There are three prominent premises of Asher's learning theory which are as follows;

1. There exists a specific innate bio-program for language learning, which defines an optimal path for first and second language development.
2. Brain lateralization defines different learning function in the left-brain and right-brain hemisphere.
3. Stress (an affective filter) intervenes between the act of learning and what is to be learned; the lower the stress, the greater the learning
(Asher in Richards and Rodgers, 2001:74)

In the first premise, it is said that human brain has a bio-program for language learning. Asher (in Richards and Rodgers, 2001:73) feels that the process of adults acquiring the second language is corresponding to child first language acquisition. This process can be observed by how infants internalize their parents' speech as their first language input. When parents say something or give such instructions, infants may give physical response such as nodding, pointing, crying, smiling, grasping, etc. For several months, infants receive and absorb the verbal input through parents' speech. They are not able to respond to their parents verbally. Therefore, what they do is only listen to their parents. Then, when they have sufficient basis of language inputs, they will speak spontaneously. Considering this process, thus listening comprehension should fully be developed first, then speech evolves naturally and spontaneously out of it.

Second, because the prominent activities of TPR are through motor movement which is right-brain hemisphere; therefore, TPR is seen as directed to right-brain learning. While the teacher gives verbal input such as instructions, students have to react nonverbally, by using gestures or physical actions, which is the function of right-brain hemisphere. This is in line with Larsen-Freeman (2000:111) who state that the beginning foreign language instruction should deal with the right-brain hemisphere which is the part that controls nonverbal behavior. Then, when an adequate amount of right-brain hemisphere has occurred, the left-hemisphere will be motivated to produce language.

In the last premise, it is said that the absence of stress and anxiety can cause the success for language learning. Asher (in Richards and Rodgers, 2001:75) claims that the key to stress-free learning is to tap into the natural bio-program for language development and thus to recapture the relaxed and pleasurable experiences that accompany first language learning. Therefore, if the students are focused on interpreting meaning through physical actions rather than on language forms studied in the abstract, students are able to set free the self-conscious and anxiety. Then, they will be able to devote full energy to learning.

2.3.2. Variations of Total Physical Response

The basis of Total Physical Response is that students listen to the instructions or spoken language and they respond it physically. However, Total Physical Response is not limited on the use of body movement in responding to instruction such as pointing to your nose, shaking your head, opening your eyes, etc. In fact, there are three major variations of TPR that can be done by using TPR method. According to Wilson (in Jamilah, 2009:16) those variations are TPR-B (TPR with body), TPR-O (TPR with object), and TPR-P (TPR with pictures).

1) TPR-B (TPR with Body)

It consists of activities that can be done with body movements. It suits best to be done in a room with some space to move around. Some examples of this activity are pointing to your nose, walking around, turning around, etc.

2) TPR-O (TPR with Object)

This activity requires real objects as the media. It is best done by setting a table which has real objects on it such as fruits, stationeries etc. For example if the teacher wants to introduce fruits vocabularies, the teacher can start off with: “This is an apple. This is an orange. Where is the apple? (Students point to the apple) Where is the orange?”.

3) TPR-P (TPR with Picture)

Pictures are powerful language learning tools. In TPR, pictures can be used to point people doing different things and to arrange pictures based on instructions. The physical response is basically pointing to something, but the opportunity acquisition is broad according to the type of pictures used.

In this regard, the researcher combined two of the TPR variations in teaching listening skill in which the combination in each meeting was selected based on the topic used. For example, when the researcher taught the listening skill with bathroom objects, the researcher used the combination of TPR-B because students were asked to move their body in responding to the instructions and TPR-O since the activities used the bathroom objects in the teaching learning process.

2.3.3. Learning Activities in Total Physical Response

The prominent classroom activity in TPR is imperative drill. According to Richards and Rodgers (2001:76), imperative drill typically is used to evoke physical actions and activities on the part of the students. It means that by using imperative drill, the students' awareness of someone's instruction is activated so that they can spontaneously give the response. In this activity, various instructions are given to get the students to perform actions. Other activities that can be done are games and role plays. Games are said to be good to improve students' listening skill because it can increase the students' self-confidence, cooperation, responsibility and freedom of actions (Rahmawati, 2013:115). Games are easy to conduct because it is fun and it does not need many preparations such as *simon says*. Role plays invite the students to take on the roles of imaginary characters who are engaged in the teacher's setting. Teacher sets up a situation in which the

students are led to imagine the situation and do something according to the teacher's instruction. In this regard, the researcher applied the imperative drills of TPR method in conducting teaching learning process.

2.3.4. Teacher's Role in Total Physical Response

Teacher plays an active and direct role in TPR (Richard and Rodgers, 2001:76). Therefore, it is the teacher's responsibility to decide what to teach and who the models are, to present the materials, and to select the supporting materials for the classroom use. As Asher suggests in Richards and Rodgers (2001:76) that it is wise to write out the exact utterances the teacher is using and especially the novel instructions because the action is so fast-moving where there is no time for the teacher to create utterances spontaneously. Therefore, the teacher should be well prepared and well organized so that the lesson flows smoothly and predictably. In this regard, classroom interaction and turn-taking is teacher-directed rather than learner-directed.

2.3.5. Students' Role in Total Physical Response

The primary roles of the students in TPR are as the listener and performer (Widodo, 2005:238). The students listen to the instructions given by the teacher attentively and respond it physically. When the instructions are given, students perform the actions together so that they can learn by watching each other. Therefore, they monitor their own progress of learning. They are expected to recognize and respond the novel combinations of instructions previously taught. Further, they will be encouraged to speak when they are ready or when they have sufficient enough basis in the language acquisition.

2.3.6. The Use of Instructional Materials in Total Physical Response

Materials used in TPR vary. It depends on the teacher's and the students' needs. For absolute beginners, the lessons may not require the use of materials too much since the teacher's voice, actions, and gestures are sufficient enough as the basis for classroom activities (Richards and Rodgers, 2001:77). The teacher may

use common classroom objects such as books, tables, pencils, whiteboard, etc. As the course develops, the teacher may need some supporting materials to support teaching process. These may include pictures, realia, word cards, and slides of presentation. However, TPR does not provide a basic text book (Richards and Rodgers, 2001:76). In other words, the teacher himself is the main materials. Therefore, the teacher should be ready as the materials for the course before the teaching learning process is conducted.

2.3.7. The Advantages of Total Physical Response

Widodo (2005:239) states that there are some advantages behind TPR method which are as follows:

- 1) It is a lot of fun. Learners enjoy it, and this method can be a real stirrer in the classes. It lifts the pace and the mood;
- 2) It is very memorable. It does assist students to recognize phrases or words;
- 3) It is good for kinesthetic learners who are required to be active in the class;
- 4) It can be used both in large or small classes. In this case, it is no matter to have how many students you have as long as you are prepared to take the lead, the learners will follow;
- 5) It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the learners are able to comprehend and apply the target language;
- 6) It is no need to have a lot of preparation or materials using the TPR. In this regard, as long as you have competence of what you want to practice (a rehearsal beforehand can help), it will not take a lot of time to get ready;
- 7) It is very effective with teenagers and young learners; and
- 8) It involves both left and right-brained learning;

Based on the advantages above, it can be said that TPR is a good method in language learning.

2.3.8. Procedures of Total Physical Response

Asher (in Richards and Rodgers, 2001:77) provides a lesson-by-lesson of a course which is taught based on the procedures used in TPR classroom. The procedures of Total Physical Response (TPR) are as follows;

1) Review

It is a quick-moving warm-up. Each student is asked to move their body following the instructions given by the teacher. The instructions should be basic and easy to be followed. Followings are the examples.

Jeffe, throw the red flower to Maria.

Maria, scream.

2) New commands

In this stage, some words are introduced through commands or instructions. After that, the teacher asks simple questions which students can answer by using gestures or actions such as pointing.

Wash your hands
 your face
 your hair

Look for a towel
 the soap
 a comb

Other items introduced are:

Rectangle Draw a rectangle on the chalkboard. Pick up the rectangle from the table and give it to me. Put the rectangle next to the square.

Teeth Touch your teeth. Show your teeth to Dolores. Dolores, point to Eduardo's teeth.

Soap Look for the soap. Give the soap to Elaine. Elaine, put the soap in Ramiro's ear.

Then, the teacher can ask simple questions which students could answer with gestures such as "*Where is the soap?*" (students point to the soap).

3) Role reversal

When the students are ready to speak, they are asked to manipulate the behavior of the teacher and other students.

4) Reading and writing

The teacher writes on the whiteboard each new instruction item and illustrates the items. Then, the teacher speaks out each item and acts out the sentence. The students listen as the teacher reads the materials.

Based on the procedures above, it can be concluded that Total Physical Response (TPR) method mostly involves oral skill proficiency. For the first and the second stages, listening skill is usually acquired where students should respond to the teacher's instructions. They are not demanded to produce any productive skill (speaking and writing) at these stages. They just receive a set of instructions given by the teacher orally and respond to the instructions non-verbally or by using physical movements to indicate they understand the instructions. Then, role reversal is intended to develop students' speaking skill. After listening to the instructions for several times, students will feel ready to speak and to imitate the teacher's instruction. So it is possible that their role change, from the performer to be the instructor. For the last stage, reading and

writing are intended to strengthen students' listening comprehension of the instructions they have learnt by reading and writing the instruction items. Among four stages of Total Physical Response procedures, new commands stage takes time the most since it emphasizes on the students' listening comprehension of new instructions; therefore, practices are highly needed.

Adapting Asher's procedures of Total Physical Response, the researcher applied TPR method to teach listening skill. The application of Total Physical Response in this research covered some procedures as follows:

1. Practicing Total Physical Response method before conducting listening class.
2. Starting the lesson following Total Physical Response procedures:

Review, students are asked to give response to simple instructions given by the teacher.

New Commands, students are introduced to new instructions for demonstration. Then, students are given instructions for practice to follow the instructions.

Role Reversal, some students are asked to come in front of the class, choose some cards consists of instructions and read them aloud. The other students follow the instructions.

Reading and Writing, teacher writes down instructions for demonstration on the white board, reads them aloud, and acts out each instruction.

3. Distributing worksheets for the students for evaluation.
4. Asking students to follow the instructions spoken by the teacher.

2.4. Action Hypothesis

The action of hypothesis of this research is "The use of Total Physical Response (TPR) method can improve the seventh grade students' listening achievement at SMP Nurul Islam Jember."

CHAPTER III. RESEARCH METHOD

This chapter provides the research methods which were applied in this research. It includes the research design and procedures, research area determination method, research subject determination method, operational definitions of key terms, data collection method, and data analysis method.

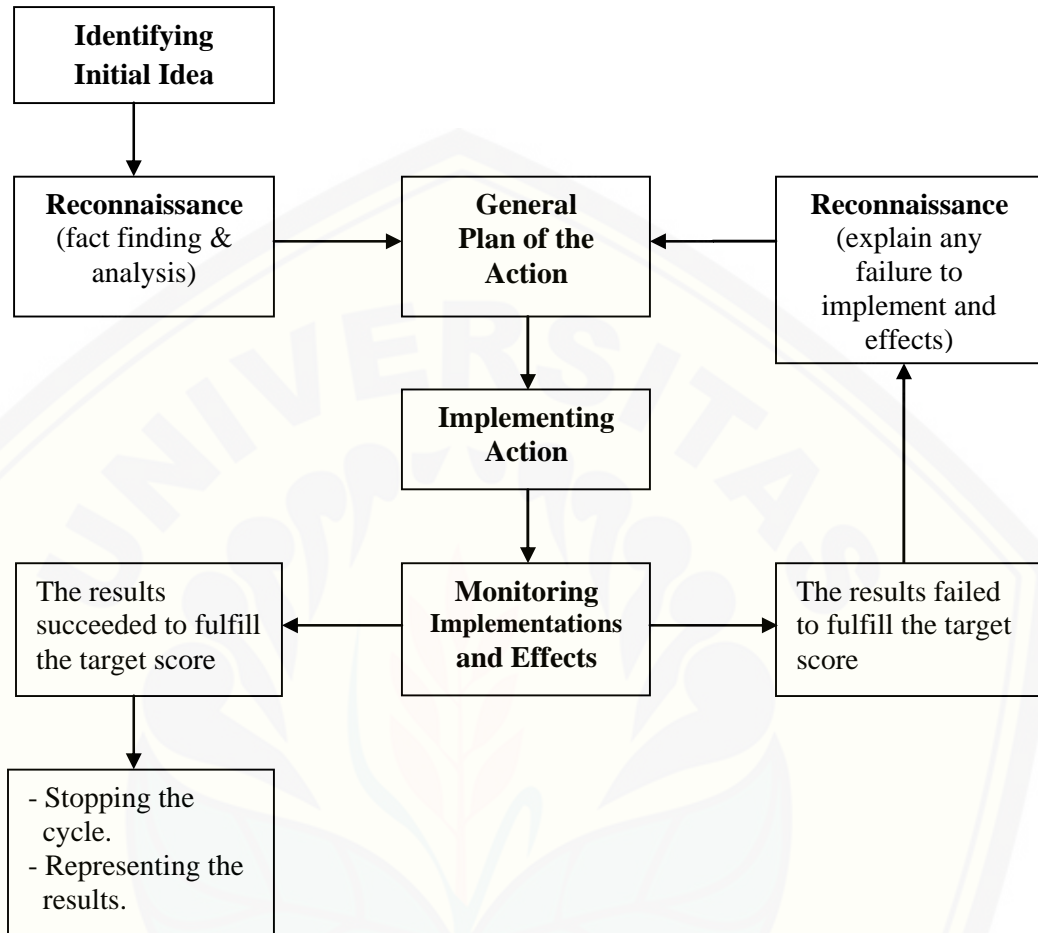
3.1 Research Design and Procedures

3.1.1 Research Design

This research was categorized as a classroom action research (CAR) because this research was aimed at making changes and improvements of the seventh grade students' listening achievement at SMP Nurul Islam Jember in the academic year of 2016/2017 through Total Physical Response (TPR) method. According to Elliot (1991:69) action research is a social research with a notion to enhance the quality of the action within it. Whereas, McMillan (1992:44) says that the objectives of classroom action research is to solve a specific classroom problem or to make decision at a single local site. Therefore, this research was intended to find a specific problem arouse in the class and to find a suitable method to overcome that problem. This research was conducted collaboratively with the English teacher of the seventh grade level of SMP Nurul Islam Jember.

The model of action research used in this research followed Elliot model (1991) in which he had revised the action research model proposed by Lewin. According to Elliot model, the action research procedures covered five stages. They were identifying initial idea, reconnaissance, general plan of the action, implementing action, and monitoring implementations and effects. The following is the chart of the research design that was applied in this research.

Figure 1. The model of the Classroom Action Research



(Adapted from the revised version of Lewin model in Elliot, 1991:71)

3.1.2 Research Procedures

Based on the chart above, there are five stages of the research procedures. They are identifying initial idea, reconnaissance, general plan of the action, implementing action, and monitoring implementation and effects. Each of the stage are described in details as follows.

a) Identifying Initial Idea

The term initial idea in this stage refers to a state of problems or condition that someone wishes to change or improve on. In order to get the initial idea of the research, the researcher interviewed the English teacher of the seventh grade students of SMP Nurul Islam Jember to get the information and to find out

problems that influenced teaching learning process. The interview was conducted by using Bahasa Indonesia. However, for the sake of the research, the researcher presented the interview result in English (Appendix 2). During the interview, the English teacher said that students mostly had problems with their listening skill and TPR method had not been applied before. Therefore, the researcher generalized the initial idea based on the interview that the seventh grade students of SMP Nuris Jember had problems in learning listening skill and TPR method could be used to promote students' listening achievement.

b) Reconnaissance

Reconnaissance covered fact finding and analysis. In this stage, the researcher conducted listening pre-tests and observation. Listening pre-tests were conducted in five classes (VIIA, VIIB, VIIC, VIID, and VIIE) in order to find out how far the students' listening ability was and to choose which class that could be used as the research subject. The researcher conducted listening pre-tests because the English teacher did not have any English score of the seventh grade students of SMP Nurul Islam Jember at that time. The observation was conducted after the researcher chose the research subject based on the listening pre-test results. The observation was conducted to analyze some factors and problems that the research subject faced in teaching learning process.

c) General Plan of the Action

General plan of the action was the next stage after doing reconnaissance. Here, the researcher, collaboratively with the English teacher, selected and constructed the general plans that were applied in the action. First, the researcher selected the materials based on the local curriculum used followed by choosing the suitable media for the action. Second, the researcher constructed the lesson plans for two meetings and the listening test for the first cycle collaboratively with the English teacher. Third, the researcher constructed the field notes guideline which was used to observe the class during the action implemented. Then for the last plan, the researcher set the criterion of success of the action that was the

research was considered successful if there were 75% of the students who got score ≥ 70 .

d) Implementing Action

In this stage, the researcher applied or implemented the general plans constructed previously. There were three actions in this stage. First, the researcher and the English teacher taught listening skill using Total Physical Response (TPR) method in which the action in the first meeting was done by the researcher while the action in the second meeting was done by the English teacher. Second, the researcher and the English teacher observed the class and took field notes during the teaching learning process using Total Physical Response (TPR) method. Third, the researcher conducted the listening test in the third meeting.

e) Monitoring Implementations and Effects

After implementing the actions, the researcher monitored the implement actions that had been done and did reflection. First, the researcher analyzed the listening test and field notes results. Then, the researcher reflected upon the analysis results of the first cycle through feedback discussion with the English teacher. Lastly, the researcher drew out conclusions to answer the research problems.

3.2 Research Area Determination Method

This research used purposive method to determine the area of the research. The area of this research was SMP Nurul Islam Jember. This school was chosen purposively because of some considerations: (1) the headmaster and the English teacher gave the researcher permission to conduct the research in this school, (2) Total Physical Response (TPR) method had not been used by the English teacher in teaching listening skill.

3.3 Research Subject Determination Method

The subjects of the research were the seventh grade students of SMP Nurul Islam Jember in the 2015/2016 academic year, especially class VIIC. The researcher purposively chose this class due to some reasons. First, as informed by the English teacher, the seventh grade students had difficulties in learning English listening skill. Second, VIIC class had poor ability in listening. It was shown by the lowest percentage of the number of students who passed the listening pre-test was from this class (Appendix 4) in which the minimum standard score required in this school is 70. Third, the researcher observed the class during the teaching learning process in order to find out the problems influenced the learning acquisition. Then, it was found out that VII C class had some learning problems. Third, based on the interview with the English teacher, he suggested that this class needed an immediate treatment to solve the problems and competed with the other classes in term of class achievement.

3.4 Operational Definitions of Key Terms

Operational definitions of key terms were intended to avoid misunderstanding between the researcher and the readers about the concept used in this research. Those key terms were defined operationally as follows:

3.4.1 Students' Listening Achievement

Students' listening achievement referred to the increasing of students' score as well as students' participation in listening class that students had achieved after they were given the implementation of the action which was teaching listening through Total Physical Response (TPR) method.

3.4.2 Teaching Listening through Total Physical Response (TPR) Method

Total Physical Response (TPR) is a method of teaching language using physical actions to respond verbal inputs or speech. The speech is delivered by the instructor or teacher followed by students' actions as the responses. In this

research, the procedures of Total Physical Response (TPR) covered four stages. They are review, new commands, role reversal, and reading and writing.

3.5 Data Collection Method

Data collection method of this research included listening test and field notes. The data from listening test was used to measure the students' listening achievement, while field notes were used to observe the teaching learning process.

3.5.1 Listening Test

A test is used to measure someone's ability, knowledge, or performance. According to Hughes (1989:9), there are four types of test namely proficiency test, achievement test, diagnostic test, and placement test.

1. *Proficiency test* is designed to measure someone's ability in a language regardless any skill they had learned in that language.
2. *Achievement test* is used to define the successful of individual students, groups of students, or the courses themselves in achieving the objectives.
3. *Diagnostic test* is conducted to measure students' strengths and weaknesses.
4. *Placement test* is intended to provide information that helps students to be placed based on their ability level.

Regarding the types of test above, achievement test was used in this research because the results of the listening test in this research was intended to find out whether or not students had achieved the objective. The objective of the listening test in this research is students were able to follow teacher's instructions. It was done after students had been taught listening skill using Total Physical Response (TPR) method.

In order to make a good test, a test should cover two qualities. They are content validity and reliability.

Content validity is necessary to make certain that the assessments represent thinking skills in the local curriculum (O'malley and Pierce, 1996:25). Therefore the listening test should be based on curriculum objectives. In this research, the listening test material was constructed based on school-based curriculum

(*Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*) for English junior high school with the standard competence “Comprehending functional oral text and very short monolog in the form of descriptive and procedure to interact with people around.” Then from this standard competence, the product indicator was evolved, that was following the teacher’s instructions correctly. Meanwhile, the test is assumed reliable because if it has the consistency in producing scores with different occasions or raters (Fraenkel and Wallen, 1996:128). The test was done based on the fixed plan that fulfills the content validity.

The test was conducted after the implementations of the action had been carried out. The time allocation for the test was 30 minutes. It covered 20 minutes for listening to the instructions from the speaker and 10 minutes for the test preparation. The listening test required the students to follow the instructions from the speaker. There were 20 test items. Each test item was for one minute and each test item was repeated twice. Each test item had 5 scores. Therefore if the students were able to follow all instructions correctly, they would get 100 as the maximum scores.

The procedures of the listening test in details were as follows:

1. Preparing the speaker for the listening test.
2. Distributing the answer sheets to the students.
3. Conducting the listening test by asking the students to follow the instructions from the speaker.
4. Asking students to submit their answer sheets.

3.5.2 Field Notes

Field notes are the written observation of what the researcher sees taking place in the classroom. In this research, the objective of the observation was to know how Total Physical Response (TPR) method could help the students to understand the listening task in teaching learning process. Berg (2001:159) states that field notes should represent of making effort to record everything about the period of observation in the field. There are some variations about how to take field notes. Berg (2001:158) points out two ways to take field notes; first, the

researchers write down complete records immediately after they left the field; second, while the researchers are in the field, they take brief notes then later rewrite them into complete field notes. This research combined these variations to take the field notes.

The content of field notes should represent two aspects. The first aspect dealt with the classroom situation. It involved with students' behavior during the observation such as how students actively participated in the teaching learning process and how their mood and expression were when they were following the instruction. The next aspect dealt with students' response toward the instructions. They should be observed whether or not they were able to follow teacher's instruction correctly based on their physical response.

The observers in this research were the researcher and the English teacher. The observers should write down important things represent the situation of teaching learning process. The observers wrote down quick notes in a piece of paper during the classroom observation first. Then after the class ended, they rewrote the notes in complete form of the field notes guideline (Appendix 5). The field notes guideline was used to make written observation for the whole class. It was also constructed in order to make the observation written in sequence in which it followed TPR procedures (review, new commands, role reversal, and reading and writing). After that, the results of field notes of the researcher and the English teacher were combined to see the students' activities from the point of view of the researcher and the English teacher. The observation was limited only during the teaching learning process which occurred for 80 minutes in one meeting.

3.6 Data Analysis Method

Data analysis method is a way to analyze the obtained data. There were two kinds of data used in this research. They were listening test and field notes.

a. Listening Test

The results of the students' listening test scores as the evaluation product were analyzed quantitatively using the following formulas.

$$E = \frac{e}{n} \times 100\%$$

Notes:

E = the percentage of the students who got score ≥ 70

n = the total number of the students who got score ≥ 70

N = the total number of the students who followed the test

(Adapted from Ali, 1993:189)

Based on the formula above, the researcher determined the indicator success of the research. The research would be considered successful if there were 75% students who got score ≥ 70 .

b. Field notes

The data of field notes obtained was analyzed qualitatively in the form of description. The aspects analyzed were dealing with classroom situation and students' responses to the instructions. There were four categories in the field notes form that were analyzed. They were review, new commands, role reversal, and reading and writing. The categories were selected based on the procedures of Total Physical Response. Description section was analyzed to know how the process and things happened during the teaching learning process using Total Physical Response (TPR) method. While comment section was analyzed to get suggestion and opinion toward the teaching learning process using Total Physical Response (TPR) method. Then the results of analysis of description and comment section were presented qualitatively to find out how Total Physical Response (TPR) method could help the students to understand the listening task.

CHAPTER IV. RESEARCH RESULTS AND DISCUSSION

This chapter provides the results of the action in the first and second cycle. It describes the result of field notes, the result of students' listening test, the result of reflection, and discussion. Each part is presented in the following sections.

4.1 The Result of the Action in Cycle 1

The implementations of the action in Cycle 1 were conducted in two meetings. The first meeting was conducted on August 8, 2016 and the second meeting was conducted on August 11, 2016. The time allocation for each meeting was 2x40 minutes. The first and the second meetings were used to teach listening skill by using Total Physical Response (TPR) method. The implementation of the action in the first meeting was based on lesson plan 1 (Appendix 6) while the implementation of the action in the second meeting was based on lesson plan 2 (Appendix 7). The total number of the students in VII C was 37.

In the first meeting, the action was done by the researcher collaboratively with the English teacher. The doer was the researcher. The observers were the researcher and the English teacher. Both the researcher and the English teacher observed the teaching learning process and wrote down their observation in the form of field notes. There were 29 students who attended the class. The researcher taught listening skill by using TPR method and the topic used was Drawing Shapes. The teaching learning process followed TPR procedures that covered four stages; review, new commands, role reversal, and reading and writing. The lists of instruction in each stage were provided in lesson plan (Appendix 6).

In the second meeting, the action was done by the English teacher collaboratively with the researcher. The doer was the English teacher and the observers were the English teacher and the researcher. Both the English teacher and researcher observed the teaching learning process and wrote down their observation in the form of field notes. There were 25 out of 37 students who attended the class, while the rest of the students did not come because they got sick. The English teacher taught listening skill by using TPR method and the topic

used was *Let's do this! (using bathroom objects)*. The teaching learning process followed TPR procedures that covered four stages; review, new commands, role reversal, and reading and writing. The lists of instruction in each stage were provided on the lesson plan (Appendix 7).

4.1.1 The Result of Field Notes in Cycle 1

The data of field notes in Cycle 1 was obtained from the field notes of the researcher and the English teacher taken on August 8, 2016 for the first meeting and on August 11, 2016 for the second meeting (Appendix 12 and 13). The analysis of the data was presented as follows.

The field notes result in Cycle 1 showed that in review stage, the students could not develop their listening skill well as they could not get the intention when the teacher gave the instructions because they had not experienced TPR method before. The students often looked confused in the teaching learning process therefore it made the teacher had to explain again and again how TPR method was proceeded. As the consequence, it consumed the time allocation for the next stage, that was new commands.

In new commands stage, the students began to accustom to TPR method. The students were able to follow the teacher's instructions. Also, there were three noticeable progresses from the students during the new commands method that could improve their listening skill. They were as follows:

1. The students were able to understand the meaning of the instructions due to the use of demonstration and real objects.
2. The students were able to strengthen their understanding of the instructions and to memorize the instructions because of imperative drills, in which the students were drilled to practice the instructions over and over. Look at picture 4.1.
3. The students were able to enjoy the teaching method because they were motivated to do the listening task better than their friends as they could watch and judge whether or not their friends were able respond to the instructions

correctly. This enthusiasm then made the students able to absorb the language inputs well.



Picture 4.1 The students responded physically to the teacher's instructions

However, even though in this stage the students showed good progresses in acquiring listening, the researcher still found some problems in the new commands stage. Some students often made mistakes in responding to the instructions especially in distinguishing the opposite prepositions such as right and left, above and under, in and on, etc. Then the researcher found out that these mistakes happened because when the teacher introduced the new words, the teacher only demonstrated three times for each instruction which was not enough for the students' language inputs. Moreover, the time allocation for new commands were only 25 minutes which were not enough for the students to have a lot of instruction practices. For these reason, the students did not get enough language inputs. Another problem found was that the students often misbehaved when the teacher could not give equal attention to the whole class. For example, when the teacher checked the students' worksheet (*Drawing shapes* in meeting one), the students tended to walk around and looked at the other students' worksheet instead of staying still at their seat and waiting for the teacher checking their work. Picture 4.2 illustrates the situation.



Picture 4.2 The classroom situation when the teacher checked the students' worksheet, the students were wondering around the class.

Meanwhile, in the role reversal stage, the students who played as the instructor often made pronunciation mistakes which made the other students who played as the listener and performer could not understand what the models said. Then, for the last stage, in reading and writing stage, the students only listened and watch as the teacher read aloud acted out the instruction items. Thus, the students did not participate actively in the teaching learning process. Therefore, the researcher considered that role reversal and reading and writing did not have significant contribution to the students' listening acquisition.

In sum, in this study Total Physical Response (TPR) method helped the students understand the listening task due to three reasons. First, the use of real objects and physical actions or demonstration stimulated the students to understand the meaning of the instructions well. Second, imperative drills helped the students to understand and to make them get used to listen to English instructions. Third, TPR created good atmosphere during the teaching learning process which increased the students' enthusiasm therefore it maximized the students' language input as well. In addition, compared to the other stages, the new command stage had the most significant contributions to the development of the students' listening skill.

4.1.2 The Result of Students' Listening Test in Cycle 1

The listening test was administered on August 15, 2016. The test was administered to measure students' listening skill after they had been taught the listening skill by using Total Physical Response (TPR) method. The results of the listening test are presented on Appendix 16.

The percentage of the students who got listening score ≥ 70 through Total Physical Response (TPR) method in Cycle 1;

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{18}{27} \times 100\%$$

$$E = 66.67\%$$

Notes:

E = the percentage of the students who got score ≥ 70

n = the total number of the students who got score ≥ 70

N = the total number of the students who followed the test

(Adapted from Ali, 1993:189)

Based on the table on Appendix 16, there were 18 of 27 students who followed the test got score ≥ 70 while 9 students failed. Therefore, the percentage of the students who got score ≥ 70 was 66.67%. It could be reported that the result did not meet the criterion of research success which had to be 75% of the students who followed the test got scores ≥ 70 . So it means that the first cycle failed. Thus, it was continued to the second cycle.

4.1.3 The Reflection of the Action in Cycle 1

The reflection was done by the researcher and the English teacher after having done the implementation of the actions in Cycle 1. There were two kinds of data analyzed in this section, field notes and listening test results. The results of field notes analysis showed that Total Physical Response (TPR) method helped the students understand the listening task due to three reasons:

1. The use of real objects and demonstrations could stimulate the students to understand the meaning of the instructions and to make them memorize the instructions as well.

2. Imperative drills helped the students to understand and to make them get used to listen to English instructions.
3. TPR created good atmosphere during the teaching learning process which increased the students' enthusiasm therefore it maximized the students' language input as well.

However, the result of listening test in the first cycle did not achieve the criterion of research success. It was shown that there were 18 students from 27 who got scores ≥ 70 (66.67%). It means that the first cycle failed. This failure happened because there were two weaknesses from Cycle 1, which were;

1. The students often looked confused during the teaching learning process because they had never experienced TPR method before. They could not get the teacher's intention thus it made the teacher had to explain again how to proceed the listening class using TPR method.
2. As the consequence, it took more time than it was expected. It consumed the time allocation for the other stages especially new commands stage which was considered important in this study. Because of this reason, the students did not have enough time to explore their listening skill as the students got fewer language inputs and listening practices than they were planned.

Dealing with the weaknesses mentioned previously, the researcher and the English teacher discussed to find the solution and revised some aspects that caused the failures. The solutions was that giving additional time allocation in new command stage as much as 10 minutes (from 25 minutes into 35 minutes). The additional time was obtained by decreasing the time allocation from role reversal and reading writing stages as these two stages did not show great effect on the students' listening understanding. For example in the role reversal, the students were not good enough to play as the model or instructor since the language inputs they got were not sufficient enough. Their pronunciations were not good enough to make the other students understand what they said so in this part, the students could not develop their listening skill well. While in the reading and writing stage, the students could not develop their listening skill effectively because the activity in this stage did not require them to participate actively.

4.2 The Result of the Action in Cycle 2

The implementations of the action in Cycle 2 were on August 18, 2016 and on August 22, 2016. They were administered based on the result of reflection in the first cycle. Based on the result of reflection in Cycle 1, the researcher decided to add time allocation for new commands stage in both meeting one and meeting two of Cycle 2. The additional time given was 10 minutes (from 25 minutes into 35 minutes). There were two kinds of data gathered. The first data was field notes which were taken from the first and the second meetings. Meanwhile, the second data was the result of students' listening test after they had been taught using Total Physical Response (TPR) method.

In the first meeting, the action was done by the researcher collaboratively with the English teacher. The doer was the researcher. The observers were the researcher and the English teacher. Both the researcher and the English teacher observed the teaching learning process. Then after the class ended they filled in the field notes guidelines. There were 26 students out of 37 who attended the class while the rest of the students could not come to the class because they were sick. The researcher taught listening skill by using TPR method and the topic used was Drawing Shapes. There were four stages in TPR procedures that the researcher followed; review, new commands, role reversal, and reading and writing in which the instruction lists were from the lesson plan (Appendix 9).

In the second meeting, the action was done by the English teacher collaboratively with the researcher. The doer was the English teacher and the observers were the English teacher and the researcher. Both the English teacher and researcher observed the teaching learning process. Then after the class ended they filled in the field notes guidelines. There were 24 students who attended the class while the rest of the students could not come to the class because they were sick. The English teacher taught listening skill by using TPR method and the topic used was *Let's do this!* (by using classroom objects). There were four stages in TPR procedures that the English teacher followed; review, new commands, role

reversal, and reading and writing in which the instruction lists were from the lesson plan (Appendix 10).

4.2.1 The Result of Field Notes in Cycle 2

The data of field notes in Cycle 1 was obtained from the field notes of the researcher and the English teacher taken on August 18, 2016 for the first meeting and on August 22, 2016 for the second meeting (Appendixes 14 and 15).

After revising the lesson plans by adding time allocation in new commands stage as much as 10 minutes, the students showed improvement of their listening skill especially in listening to the spoken instructions. It was shown that the students had quick and correct response after practicing the instructions over and over. Besides, the use of familiar objects (classroom objects) made the students easier to remember the utterance words. It was shown that it was easy for the students to follow the spoken instructions after watching the teacher repeated each instruction five times for demonstration. It happened because familiar objects (classroom objects) could help the students stimulate the students to understand the instruction meaning by capturing the teacher's demonstration and the objects showed. In picture 4.3, the students were asked to point to the clock and they responded it well.



Picture 4.3 The students were asked to point to the clock (classroom object) correctly

Furthermore, the classroom situations in Cycle 2 were better than in Cycle 1. Instead of making noise and wondering around the class, the students listened to the teacher's instructions better in order to be able to perform the instructions

well. In addition, the students were more competitive as they did not look at their friends anymore when they responded to the teacher's instructions. Also, the students were more motivated in participating in the teaching learning process as it was shown by the number of the students who volunteered themselves to practice in front of the class.



Picture 4.4 The students listened to the teacher who were giving instructions

So it can be concluded that in Cycle 2, the students showed the improvements of listening skill after they had been taught the listening skill by using Total Physical Response (TPR) method. Those improvements were: (1) students had correct and fast response to the spoken instruction after having done practicing the instructions over and over, (2) the students also showed improvement in participating the learning process which could maximize the students' language inputs.

4.2.2 The Result of Listening Test in Cycle 2

The listening test was administered on August 26, 2016. The test was administered to measure students' listening skill after they had been taught the listening skill using Total Physical Response (TPR) method. The result of the listening test is presented in Appendix 17.

The percentage of the students who got listening score ≥ 70 through Total Physical Response (TPR) method in Cycle 2;

?? $\frac{?}{?}$? ???? ?

$$E = \frac{?}{n} \times 100\%$$

$$n = \dots$$

$$N = \dots$$

Notes:

- E* = the percentage of the students' who got listening score ≥ 70
- n* = the total number of the students who got score ≥ 70
- N* = the total number of the students who followed the test

(Adapted from Ali, 1993:186)

Based on Appendix 17, it could be reported that the result achieved the target indicator in which 75% of the students who followed the test got scores ≥ 70 . There were 20 of 21 students who followed the test got scores ≥ 70 or 95.23%. The cycle was stopped because it achieved the target score. Therefore, the research was considered successful.

Table 4.1 The Improvement of Students' Listening Skill Achievement by Using Total Physical Response (TPR) Method in Cycle 1 and Cycle 2

	Cycle 1	Cycle 2
The percentage of the students who got score ≥ 70	66.67%	95.23%

The results above showed that Total Physical Response (TPR) method could improve the seventh grade students' listening skill achievement at SMP Nurul Islam Jember.

4.1.3 The Reflection of the Action in Cycle 2

The reflection was done by the researcher and the English teacher after having done the implementation of the actions in Cycle 2. Based on the result of field notes in Cycle 2, the students showed some improvements of their listening skill especially in responding to the spoken instructions. It was shown that most students were able to respond to the spoken instructions fast and correctly. It happened because the students became familiar with TPR method as they had practiced their listening skill using TPR method for several meetings. The use of demonstration, real objects, and imperative drills activity in TPR method also helped the students to maximize their listening comprehension. In addition, the

students also showed enthusiasm in teaching learning process. Meanwhile, based on the result of listening test in Cycle 2, it was known that the students' listening test had improved. It was shown by the percentage of the students who got score ≥ 70 had increased from 66.67 % in Cycle 1 rose to 95.23% in Cycle 2. While the criterion success of the research was 75% of the students who followed the test got score ≥ 70 . Thus it can be said that research was successful, therefore the action was stopped.

4.3 Discussion

This classroom action research focused on the use Total Physical Response (TPR) method to enhance the seventh grade student's achievement at SMP Nurul Islam Jember. The researcher conducted the research in two cycles because the result of the first cycle did not meet the criterion success of the research.

The result of the listening test in Cycle 1 did not meet the requirement of the criterion success of the research because the percentage of the students who passed the test were only 66.67%. It means that the actions given to the students in Cycle 1 were not successful. Therefore, the researcher and the English teacher reviewed and revised some aspects causing the failure that were applied in Cycle 2. Then, the researcher implemented the actions collaboratively with the English teacher in Cycle 2 following the revisions previously suggested by giving additional time allocation in new command stage as much as 10 minutes (from 25 minutes into 35 minutes). Next, the listening test was administered and the result showed that there were 20 of 21 students who followed the test got score ≥ 70 (95.23%). It means that the percentage increased from 66.67% in Cycle 1 to 95.23% in Cycle 2. It indicates that the action research succeed to enhance the seventh grade students' listening achievement at SMP Nurul Islam Jember.

The increasing of the percentage mentioned above proved that Total Physical Response (TPR) method could enhance the students' listening ability which happened due to three key features of TPR method that could strengthen the students' listening comprehension. Those features were (1) the listening skill was developed using imperative drills which involved physical activities, (2) TPR

used real objects and demonstration to stimulate the students in understanding the meaning of the instructions, and (3) TPR made the students enthusiastic in participating the teaching learning process.

For the first feature, imperative drills activity which involved physical activities helped the students develop their listening comprehension because before the students were able to respond physically to the teacher's instruction, they had to listen to and understand the instructions first. Therefore, it can be said that instruction can enhance students' listening skill (Fisher and Terry, 1977:126).

In the second feature, TPR used demonstration and real objects to help the students understand the meaning of the instructions. Field (2009:216) states that visual cues not only provide a contextual framework but also contribute to the way an utterance is interpreted. In this case, the students received aural input from the teacher in the form of instructions, then demonstration and real objects as the visual cues helped the students to create the meaning and transformed what they had heard and seen into new information. In addition, Vandergrift and Goh (2012:25) also mention that contextual information are able to make the listeners easier to process the language input more efficiently thus it makes working memory resources available to process larger chunks of information. In conclusion, it can be said that the use of demonstration and real objects played as the contextual factor in TPR method contributed to the students' listening success.

The last feature, TPR method made the students enthusiastic in participating the teaching learning process which was a part of affective factor in TPR method that helped the students achieve the listening successfully. This feature occurred because basically TPR method was set free from the stress. At the early stages, the students were not asked to produce any productive skill first; therefore, they felt that TPR was easy to follow. Another reason is that sometimes when the students were doing the physical activities, they were laughing and smiling in which it created good atmosphere in the teaching learning process. As a result, the students were able to absorb the lesson well. Hence, it is true that the lower the stress, the greater the learning (Asher in Richard and Rodgers, 2001:74). Also, the previous studies conducted by Nuurvita (2012) showed that TPR method

could help the students develop their listening skill and also engage the students' participation in teaching learning process.

Aside of the three key features mentioned previously, the researcher also found some positive improvements dealing with the students' behaviors during this study. First, the students were more confident in performing the listening task as they did not cheat or look at their friends anymore in order to respond to the teacher's instructions. Second, the students' were more competitive to do better in performing the instructions because if they made a mistake, it would be seen by other students which made them feel embarrassed.

However, in this study it was found that Total Physical Response (TPR) method had its own weaknesses. First, TPR took a lot of time in order to make the students understand as it needed a lot of the instruction practices since this method emphasized on the students' language input acquisition. Second, TPR method was not suitable to be used in a large classroom because it was found that the students liked to move around the class during the teaching learning process. In this case, the result of the study is contradicted with Widodo's statement that TPR can be used in large or small classes (Widodo, 2005:239). Therefore, it is suggested for the English teacher to give longer time allocation for new commands stage if he wants to enhance the students' listening skill through TPR method. Also, it is suggested to apply TPR method in smaller classroom in order to make the English teacher manage the students' behavior easily.

CHAPTER V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and suggestion based on the research findings and discussion in the previous chapter. Each point is presented respectively in the following sections.

5.1 Conclusion

Based on the result of the data analysis and discussion in this research, it can be concluded that;

- a. The use of Total Physical Response (TPR) method could improve the seventh grade students' listening achievement at SMP Nurul Islam Jember. The improvement can be seen from the percentage of the students who got score at least 70 as many as 66.67% in Cycle 1 rose to 95.23% in Cycle 2.
- b. Total Physical Response (TPR) method could help students to understand the listening task due to the three key features of TPR method that influenced on the listening success. Those key features were; (1) the listening skill was developed using imperative drills which involved physical activities, (2) TPR used real objects and demonstration to stimulate the students in understanding the meaning of the instructions, and (3) TPR made the students enthusiastic in participating the teaching learning process.

5.2 Suggestion

As the result of this research shows that the use of Total Physical Response (TPR) method could improve the students' listening achievement at SMP Nurul Islam Jember, the researcher proposes some suggestions to the following people:

5.2.1 The English Teacher

The researcher suggests the English teacher to use Total Physical Response (TPR) method as the alternative method in developing the students' listening skill. The researcher also suggested that if the English teacher wants to apply TPR method, it is better to be used in a smaller classroom. Or, if it is applied in a big classroom, it is wiser to have additional teacher or assistant that can help the English teacher control the students.

5.2.2 The Students

The students are suggested to be actively involved in the teaching learning process because the use of Total Physical Response (TPR) method can help them in enhancing their listening skill.

5.2.3 The Future Researcher

For the future researchers who have similar problems in teaching listening skill, the researcher suggests to use this research results as the information and a reference to conduct further research using Total Physical Response (TPR) method on teaching foreign language especially dealing with listening skill.

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Appendix 1

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research
<p>Enhancing the Seventh Grade Students' Listening Achievement through Total Physical Response (TPR) Method at SMP Nurul Islam Jember.</p>	<p>1. Can the use of Total Physical Response (TPR) method improve the seventh grade students' listening achievement at SMP Nurul Islam Jember?</p>	<p>1. Independent Variable Teaching listening through Total Physical Response (TPR) method.</p> <p>2. Dependent Variables Listening test</p>	<p>1. Teaching Listening for Classroom Action Research by using Total Physical Response (TPR) method. The procedures of TPR: 1. Review 2. New commands 3. Role reversal 4. Reading and writing</p> <p>2. Testing listening skill with sub-skill measured is following instructions from the speaker.</p>	<p>1. Research Participants</p> <ul style="list-style-type: none"> The seventh grade students of SMP Nurul Islam Jember <p>2. Research Informants</p> <ul style="list-style-type: none"> The English teacher of the seventh grade students of SMP Nurul Islam Jember <p>3. Documents</p> <ul style="list-style-type: none"> Lists of the name of the research participants Students' previous scores 	<p>1. Research Classroom The stages follows; 1. Identification 2. Recording 3. Generation 4. Implementation 5. Monitoring and evaluation</p> <p>2. Area D Purposive</p> <p>3. Research Purposive</p> <p>4. Data C</p> <ul style="list-style-type: none"> Listed Field

	<p>2. How can Total Physical Response (TPR) method help students to understand the listening task in teaching learning process at SMP Nurul Islam Jember?</p>	<p>Activities that can help students comprehend teacher's instruction/ commands.</p>	<p>Activity used in teaching TPR method: - Imperative drills</p>		<p>5. Data A</p> <p>1. Listen The data students analyze followin</p> <p>Note: E : The stu sc n : The wh ≥ 1 N : The stu tes</p> <p>2) Field The data notes w qualitati of descr</p>
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Appendix 2**The Result of Interview**

Date : July 21, 2016
Interviewer : The researcher
Interviewee : The English teacher (Seger Santoso, S.Pd)

1. *How many classes does this school have on the seventh grade level?*
 - Five classes.
2. *What kind of curriculum does this school use in the teaching learning process?*
 - School-based curriculum (KTSP).
3. *How are students' behaviors during the teaching learning process?*
 - It depends on their condition. If they do not have boarding school activities (*kegiatan pondok*) too much, they are good. However, it is difficult sometimes to condition the students' attitude unless if the teacher uses media.
4. *Would you give me examples of students' negative behaviors?*
 - Mostly sleeping.
5. *What kind of media do you usually use?*
 - Pictures are the only media I have ever used.
6. *What kind of method do you usually use?*
 - Lecturing
7. *Have you ever applied TPR method in teaching learning process?*
 - No, I have not.
8. *How are students' listening skills?*
 - Commonly poor. Because many students did not get English lesson in their previous school (elementary school).
9. *Which class do you think have the most problems in learning English?*
 - The school lesson just has started for several weeks after long holiday so I do not know exactly which class has the most problems. However, in VII B and VIIC classes, all of the students are boys and they are difficult to be managed.
10. *Do you have any English score especially listening score?*
 - No, I don't have.

Appendix 3**Listening Pre-Test Item**

Name : _____

Listen to the conversation carefully. Fill in the blank space with suitable words from what you have heard.

Dialog 1

Ayu : "Hi, Diah."

Diah : "Hi, Ayu."

Ayu : "How are you?"

Diah : "I am (1)____. By the way, where are you going?"

Ayu : "I am going to the central park. Will you (2)_____ me?"

Diah : "Oh,(3) _____. I must help my mother."

Ayu : "It's okay, Diah. (4)_____ you next time."

Diah : "See you. (5)_____ a nice day."

Dialog 2

Siska : "Good afternoon, Dila. How are you?"

Dila : "Good afternoon, Siska. I am pretty well, thanks.
How are you?"

Siska : "I am fine too. How is your (6) _____?"

Dila : "They are fine. My (7) _____ like to swim now to keep their body
healthy."

Siska : "I am glad to (8) _____ that."

Dila : "(9) _____ are you going, Siska?"

Siska : "I am going to the (10)_____. I have to go now. See you soon."

Dila : "See you."

Listening transcript

Dialog 1

Ayu : “Hi, Diah.”

Diah : “Hi, Ayu.”

Ayu : “How are you?”

Diah : “I am (1) **good**. By the way, where are you going?”

Ayu : “I am going to the central park. Will you (2) **join** me?”

Diah : “Oh, (3) **sorry**. I must help my mother.

Ayu : “It’s okay, Diah. (4) **See** you next time.”

Diah : “See you. (5) **Have** a nice day.”

Dialog 2

Siska : “Good afternoon, Dila. How are you?”

Dila : “Good afternoon, Siska. I am pretty well, thanks.

How are you?”

Siska : “I am fine too. How is your (6) **family**?”

Dila : “They are fine. My (7) **parents** like to swim now to keep their body healthy.”

Siska : “I am glad to (8) **hear** that.”

Dila : “(9) **Where** are you going, Siska?”

Siska : “I am going to the (10) **library**. I have to go now. See you soon.”

Dila : “See you.”

**Appendix 4. The Result of Students' Listening Pre-test
VII A Class**

No	Name	Target Score	Score	Passed	Did not pass
1	R A R	70	30		√
2	A I M	70	-	-	-
3	A M G	70	30		√
4	A Z A	70	-	-	-
5	A H H	70	-	-	-
6	A R	70	-	-	-
7	A S	70	-	-	-
8	A D S	70	30		√
9	D K	70	80	√	-
10	D P	70	-	-	-
11	J A R	70	30		√
12	K N Y	70	-	-	-
13	M D R H	70	-	-	-
14	M I A	70	-	-	-
15	M S	70	40		√
16	M D F	70	70	√	
17	M T F	70	-	-	-
18	M A A	70	30		√
19	M S R I	70	30		√
20	M F R P P	70	-		√
21	M R R	70	40		√
22	M S S	70	50		√
23	M T A R	70	-	-	-
24	M I	70	70	√	
25	M A F B	70	-	-	-
26	M R	70	20		√
27	M	70	60		√
28	R W R	70	30		√
29	R H	70	-		
30	R S H	70	50	√	
31	R H	70	70	√	
32	S E	70	70	√	
33	S G H B.	70	-	-	-
34	M R A S	70	30		√
35	T C	70	-	-	-
36	M H	70	-	-	-
37	M W H	70	-	-	-
38	F R A	70	30		√
39	F H	70	-		√
Total				6	16
Percentage of students who passed the test				27.27%	

VII B Class

No	Name	Standard Minimum Score	Score	Passed	Did not pass
1	MFHS	70	-	-	-
2	AH	70	40		√
3	ANA	70	30		√
4	AH	70	-	-	-
5	AFM	70	40		√
6	AF	70	-	-	-
7	AM	70	-	-	-
8	ASI	70	40		√
9	AAR	70	-	-	-
10	BAZ	70	20		√
11	FF	70	-	-	-
12	FFA	70	80	√	
13	FW	70	100	√	
14	FA	70	70	√	
15	FHS	70	-	-	-
16	IH	70	90	√	
17	JS	70	20		√
18	MFR	70	40		√
19	MBP	70	60		√
20	MFW	70	-	-	-
21	MIM	70	10		√
22	MRA	70	80	√	
23	MZH	70	80	√	
24	MEP	70	-	-	-
25	MF	70	20		√
26	MFA	70	10		√
27	MHN	70	70	√	
28	MBD	70	10		√
29	MFI	70	-	-	-
30	MNZ	70	60		√
31	MRAY	70	50		√
32	PBK	70	-	-	-
33	RUS	70	30		√
34	ST	70	-	-	-
35	EBP	70	50		√
36	IRMS.	70	60		√
37	DFR	70	-	-	-
38	ASMB	70	-	-	-
39	AKK	70	-	-	-
40	MYA	70	-	-	-
Total				7	17
Percentage of students who passed the test				29.16%	

VII C Class

No	Name	Standard Minimum Score	Score	Passed	Did not pass
1	ASAR	70	-	-	-
2	ANR	70	60		√
3	A A A F	70	0		√
4	A F R	70	40		√
5	A T T	70	-	-	-
6	A F	70	-	-	-
7	D F F A	70	-	-	-
8	F M A H	70	-	-	-
9	F R A	70	70	√	
10	I F M	70	-	-	-
11	I H	70	70	√	
12	I I	70	-	-	-
13	K R T	70	60		√
14	M I G A	70	70	√	
15	M A R	70	-	-	-
16	M A	70	40		√
17	M D P	70	20		√
18	M F A	70	30		√
19	M Z T	70	60		√
20	M Z Q	70	-	-	-
21	M A S S	70	50		√
22	M F R	70	-	-	-
23	M Z A	70	-	-	-
24	M Y A Y	70	-	-	-
25	M H S	70	-	-	-
26	M D Y	70	10		√
27	M S A P	70	50		√
28	M A P	70	-	-	-
29	N A S	70	60		√
30	R K	70	40		√
31	R K A M	70	-	-	-
32	R W R	70	-	-	-
33	W A	70	-	-	-
34	O A	70	80	√	
35	M A	70	30		√
36	A F	70	20		√
37	S A Y	70	60		√
Total				4	16
Percentage of students who passed the test				20%	

VII D Class

No	Name	Standard Minimum Score	Score	Passed	Did not pass
1	NA	70	30		√
2	MH	70	-	-	-
3	M	70	30		√
4	FM	70	-	-	-
5	HZ	70	-	-	-
6	PI	70	-	-	-
7	FZ	70	-	-	-
8	SAM	70	20		√
9	YDM	70	100	√	-
10	QS	70	-	-	-
11	LRN	70	30		√
12	FKN	70	-	-	-
13	AR	70	-	-	-
14	DLAM	70	-	-	-
15	SFM	70	40		√
16	WZH	70	70	√	
17	WL	70	40		√
18	WHR	70	30		√
19	AW	70	30		√
20	MPS	70	20		√
21	RHP	70	40		√
22	RF	70	50		√
23	NNM	70	-	-	-
24	NFA	70	100	√	
25	PIN	70	-	-	-
26	RDU	70	20		√
27	FTP	70	70	√	-
28	RAA	70	30		√
29	RYA	70	-	-	-
30	AHP	70	80	√	
31	DRCP	70	70	√	
Total				6	13
Percentage of students who passed the test				31.57%	

VII E Class

No	Name	Standard Minimum Score	Score	Passed	Did not pass
1	ANA	70	80	√	
2	AN	70	-	-	-
3	APL	70	80	√	
4	AAS	70	-	-	-
5	CW	70	-	-	-
6	CATL	70	-	-	-
7	DQN	70	-	-	-
8	DIA	70	90	√	
9	DS	70	-	-	-
10	DAP	70	-	-	-
11	DLAI	70	-	-	-
12	FIR	70	-	-	-
13	FF	70	90	√	
14	HM	70	100	√	
15	KH	70	-	-	
16	LAR	70	80	√	
17	LM	70	80	√	
18	MDNA	70	20		√
19	NFR	70	-	-	-
20	NN	70	-	-	-
21	NCP	70	-	-	-
22	NL	70	40		√
23	NIH	70	80	√	
24	RJ	70	60		√
25	RC	70	-	-	-
26	RM	70	-	-	-
27	SE	70	-	-	-
28	SA	70	30		√
Total				8	4
Percentage of students who passed the test				66.67%	

Appendix 6.**Lesson Plan 1**
Cycle 1 Meeting 1

School	: SMP Nurul Islam
Subject	: English
Class/Semester	: VII/1
Time Allocation	: 2 x 40' (1 meeting)
Topic	: Drawing Shapes
Language Skills	: Listening skill

I. Standard Competence**Listening skill**

1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

II. Basic Competence

- 1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang

III. Indicators

Product:

- Following the teacher's instructions correctly.

Process:

- Responding to the teacher's instructions with gestures correctly.
- Giving instructions to their friends correctly.
- Responding to their friend's instructions correctly.

IV. Objectives

Product:

- Students are able to follow the teacher's instructions correctly.

Process:

- Students are able to respond the teacher's instruction with gestures correctly.
- Students are able to give instructions to their friends correctly.
- Students are able to respond to their friend's instructions correctly.

V. Materials

Imperatives

Imperatives are instructions or sentences used to ask people to do or not to do something. The following are the examples of imperatives.

- Pour the flour into a bowl.
- Switch on the television.
- Write down your name.

Use **be** for an adjective.

- Be careful.
- Be gentle with the glass.

The word "Do not" or "Don't" in negative sentence is used to forbid someone to do something.

- Don't be late.
- Don't close the window.
- Don't be lazy.

VI. Learning Method

Method : Total Physical Response (TPR)

VII. Teaching Learning Activities

Teaching Learning Activities	Time
Set Induction	15'
<ul style="list-style-type: none"> • Greeting, asking students' condition, and checking students' attendance list. 5' • Asking some leading questions. 3' • Stating the topic and practicing the TPR method before conducting the listening class. 7' 	
Main Activities	60'
<ul style="list-style-type: none"> • Giving explanation about imperatives briefly. 5' <p>Review</p> <ul style="list-style-type: none"> • Asking students to do actions with basic instructions in which they are familiar with, such as: <i>Stand up. Raise your hands. Shake your hands. Stop. Shake your hands. Stop. Put your hands down. Sit down.</i> 5' <p>New Commands</p> <ul style="list-style-type: none"> • Drawing circles and squares on the whiteboard and introducing some new instructions for demonstration. While introducing each instruction item orally, the teacher will act out the instruction. Each of the instruction items is repeated twice. 5' • Giving instructions for practice to the students and asking them to follow the instructions. 10' • Asking some students to practice and give responses in front of the class. 10 	

<p>Role Reversal</p> <ul style="list-style-type: none"> Asking some students to come in front of the class, choose some cards consist of instructions and read the instructions aloud. While the student is giving the instructions, the other students are following the instructions using actions. 	5'
<p>Writing and Reading</p> <ul style="list-style-type: none"> Writing down instruction items for demonstration on the white board, reading it all aloud and acting out each item while the students are listening. 	10'
<p>Evaluation</p> <ul style="list-style-type: none"> Distributing the worksheets to the students and asking students to respond the instructions given by the teacher on their worksheets. 	10'
Closure (5 minutes)	5'
<ul style="list-style-type: none"> Asking the students to draw the conclusion of the lesson. 	3'
<ul style="list-style-type: none"> Closing the lesson. 	2'

VIII. Media and Sources

Media:






- Real objects (book, a square paper, a circle paper, eraser, pencil, etc)

Source

- Malone, Susan. 2011. "Introduction to Oral English using the Total Physical Response (TPR) method", (<http://www.sil.org>) (date of access: 24 March, 2016)

IX. Evaluation

Listen to the teacher's instructions and follow the teacher's instructions. Each instruction will be repeated twice.

Part 1.	
Part 2.	
1)	
2)	
3)	
4)	
5)	

The transcript of instruction items:

Part 1.

- 1) Draw two big circles side by side.
- 2) Draw a line under the circle on the left.
- 3) Draw two squares inside the circle on the right.







4) Draw a flower in the big circle.

Part 2.

- 1) Draw two lines under the books on the right side.
- 2) Draw two squares on the left side of the flower.
- 3) Draw three lines above the lion on the right side.
- 4) Draw a circle on the left side of the heart.
- 5) Draw a line above the chair on the right side.

Answer Key

Below is the example of the answer key.

Part 1.	
Part 2.	
1)	
2)	
3)	
4)	
5)	

X. Assessment

To measure the students' score of listening test, the following formula is used.

$$????? \frac{???????? ???? ???? ??????????????????}{???????? ???? ???? ????????? ?} ???$$

ENCLOSURE

1. Leading Questions

Open your book. Raise your hand. Close your book.

What do you call these sentences?

What is the purpose of this kind of sentence?

2. The teaching and learning materials

Adapted from Malone (2011), below are the lists of the instructions used in applying TPR method.

New Words	Instructions for Demonstration	Instructions for Practice
Point to	Draw a circle.	<i>(Teacher gives the instructions. Each student responds to the instructions physically.)</i>
Draw	Draw two circles.	
Erase	Point to the circle.	<i>(Teacher holds a circle and a square paper)</i> Point
Circle	Point to the small	to the circle. Point to the square. <i>(Teacher holds a</i>
Square	circle.	<i>small and a big circle)</i> Point to the small circle.
Flower	Point to the big	Point to the big circle. <i>(Teacher holds a small and</i>
Heart	circle.	<i>a big square)</i> Point to the small square. Point to
Line	Draw a square.	the big square.
Left	Draw two squares.	Put a pencil and an eraser on the table. Put a piece
Right	Erase one circle.	of paper on the table. Draw a big circle on the
Under	Point to the square.	piece of paper. Draw three small squares in the
Above	Erase one square.	big circle. Erase one small square. Show me your

	<p>Draw a flower on the left side.</p> <p>Point to the flower.</p> <p>Draw a heart.</p> <p>Draw a heart on the right side.</p> <p>Point to the heart.</p> <p>Draw a line.</p> <p>Draw a line under the flower.</p> <p>Draw a line above the heart.</p>	<p>paper.</p> <p><i>(Teacher draws a big and small circle. Teacher asks some students to practice in front of the class.)</i></p> <p>Stand up. Walk to the whiteboard. Point to the big circle. Point to the small circle. Erase the big circle. Erase the small circle. Draw three small circles and two big squares. Count the circles. Count the squares. Erase all the circles and the squares. Walk to your desk. Sit down.</p> <p><i>(Teacher draws a big flower and a big heart on the whiteboard. Then the teacher gives the instruction to practice.)</i></p> <p>Point to the flower. Point to the heart. Put a piece of paper. Draw a flower on the right side of your paper. Draw a heart on the left side of your paper. Draw a line under the flower and two lines above the heart. Show me your paper.</p> <p>Draw two flowers horizontally. Draw a line above the flower on the left side. Draw three lines under the flower on the right side. Erase the flower on the left side. Erase all lines. Show me your paper.</p> <p><i>(Teacher asks some do the instructions in front of the class.)</i></p> <p>Stand up. Walk to the whiteboard. Draw two hearts horizontally. Draw two lines under the heart on the right side. Draw nothing on the heart on the left side. Erase the heart on the right side. Draw circle on the heart on the left side.</p>
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3. Cards for role reversal

(Teacher chooses some students to be the instructors. Teacher calls a name then asks him/her to come in front of the classroom, pick a card and read the card aloud. Then the other students follow his/her instructions.)

Draw a small square and a big circle	Draw two big squares.
Draw two flowers. Erase one flower.	Draw a heart. Draw a line above the heart.

Jember, August 8, 2016

The English teacher

The researcher

Seger Santoso
(NIP.....)

Fiska Nurrahma O.
(NIM. 120210401062)

Appendix 7.**Lesson Plan 2****Cycle 1 Meeting 2**

School	: SMP Nurul Islam
Subject	: English
Class/Semester	: VII/1
Time Allocation	: 2 x 40' (1 meeting)
Topic	: Let's do this! (using bathroom objects)
Language Skills	: Listening skill

I. Standard Competence**Listening skill**

1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

II. Basic Competence

- 1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang

III. Indicators**Product:**

- Following the teacher's instructions correctly.

Process:

- Responding to the teacher's instructions with gestures correctly.
- Giving instructions to their friends correctly.
- Responding to their friend's instructions correctly.

IV. Objectives

Product:

- Students are able to follow the teacher's instructions correctly.

Process:

- Students are able to respond the teacher's instruction with gestures correctly.
- Students are able to give instructions to their friends correctly.
- Students are able to respond to their friend's instructions correctly.

V. Materials

Enclosed

VI. Learning Method

Method : Total Physical Response (TPR)

VII. Teaching Learning Activities

Teaching Learning Activities	Time
Set Induction	10'
<ul style="list-style-type: none"> • Greeting, asking students' condition, and checking students' attendance list. • Giving leading questions related to the topic to the students. • Stating the topic. 	5' 3' 2'
Main Activities	60'
Review <ul style="list-style-type: none"> • Asking students to do actions with instructions that have been learned in the previous meeting, such as: <i>Draw two big squares and a small circle. Draw a line above the circle.</i> 	5'

<p>New Commands</p> <ul style="list-style-type: none"> Introducing new instructions for demonstration related to doing action with bathroom objects. Each of the instruction items will be repeated three times. Giving instructions for practice in which students can practice individually. Asking some students to practice in front of the class. 	10'
<p>Role Reversal</p> <ul style="list-style-type: none"> Asking some students to give instructions in front of the class. The students are given some cards consist of some instructions. As the students read the instructions, the other students will follow the instructions. 	5'
<p>Writing and Reading</p> <ul style="list-style-type: none"> Writing down instruction items for demonstration on the white board, reading it all aloud and acting out each item while the students are listening. 	10'
<p>Exercise</p> <ul style="list-style-type: none"> Distributing the worksheets to the students and asking students to respond to the instructions given by the teacher on their worksheets. 	10'
<p>Closure (10 minutes)</p>	10'
<ul style="list-style-type: none"> Asking the students to draw the conclusion of the lesson. Giving feedback to the students. Closing the lesson. 	5'
	5'

VIII. Media and Sources

Media:

- Real objects (shampoo, soap, towel, toothpaste, toothbrush, towel)

Sources:

- Malone, Susan. 2011. "Introduction to Oral English using the TPR method", (<http://www.sil.org>)(date of access: March 24, 2016)

IX. Evaluation

Listen to the teacher's instructions. Give a number below each picture that matches with the teacher's instruction.



—



—



—



—

Listening transcript

1. Number 1. Comb your hair.
2. Number 2. Wash your face.
3. Number 3. Brush your teeth with toothbrush.
4. Number 4. Wash your hand with soap.

Answer Key



3



2



4



1

X. Assessment

To measure the students' score of listening test, the following formula is used.

$$\frac{\text{Number of correct answers}}{\text{Total number of questions}} \times 100$$

ENCLOSURE

1. Leading questions

Put the objects that I previously asked you to bring on the table.

Where do you usually find these objects?

Do you still remember what kind of sentence that its function is to ask people to do something?

2. The teaching and learning materials

Adapted from Malone (2011), below are the lists of the instructions used in applying TPR method.

New Words	Instructions for Demonstration	Instructions for Practice
Pick up Wash Dry Shampoo Towel Comb Soap Toothbrush Toothpaste	Wash your hair. Dry your hair with towel. Comb your hair. Wash your hands. Brush your teeth. Dry your hands.	(Teacher gives the instructions. Each student will respond to the instructions with gestures.) Stand up. Clean your table. Put the shampoo and a comb on your table. Pick up the shampoo. Wash your hair with shampoo. Dry your hair with towel. Pick up the comb. Comb your hair. Sit down. Stand up. Clean your table. Put the soap, toothbrush, and toothpaste on the table. Hold the soap with your right hand. Hold toothpaste with your left hand. Put them back together on the table. Put the soap. Wash your hands. Dry your

		<p>hands with towel. Put a little of toothpaste on the toothbrush. Brush your teeth.</p> <p><i>(Teacher asks some students to practice following instructions in front of the class.)</i></p> <p>Stand up. Walk to the table in front of the class.</p> <p>Point to the shampoo. Point to the towel. Point to the comb. Pick up the shampoo. Wash your hair with shampoo. Dry your hair with towel. Pick up the comb. Comb your hair. Go back to your seat.</p> <p><i>(Students work in pairs. The teacher gives instructions in which students are asked to do something to their partner.)</i></p> <p>Stand up. Wash your friend's hair beside you.</p> <p>Comb your friend's hair. Hold your friend's hand. Wash your friend's hand with the soap.</p> <p>Dry your friend's hand with towel</p>
--	--	--

3. Cards

(Teacher chooses some students to be the instructors. Teacher calls a name then asks him/her to come in front of the classroom, pick a card and read the card aloud. Then the other students follow his/her instructions.)

<p>Hold toothpaste with your left hand</p>	<p>Dry your hair with towel</p>
<p>Put the soap, toothbrush, and toothpaste on the table</p>	<p>Wash your hair with shampoo</p>

Jember, August 11, 2016

The English teacher

The researcher

Seger Santoso, SP.d
(NIP.....)

Fiska Nurrahma O.
(NIM. 120210401062)



Appendix 8.









Listening Test (Cycle 1)

Name :



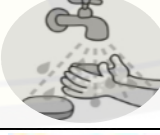









Time Allocation : 30 minutes

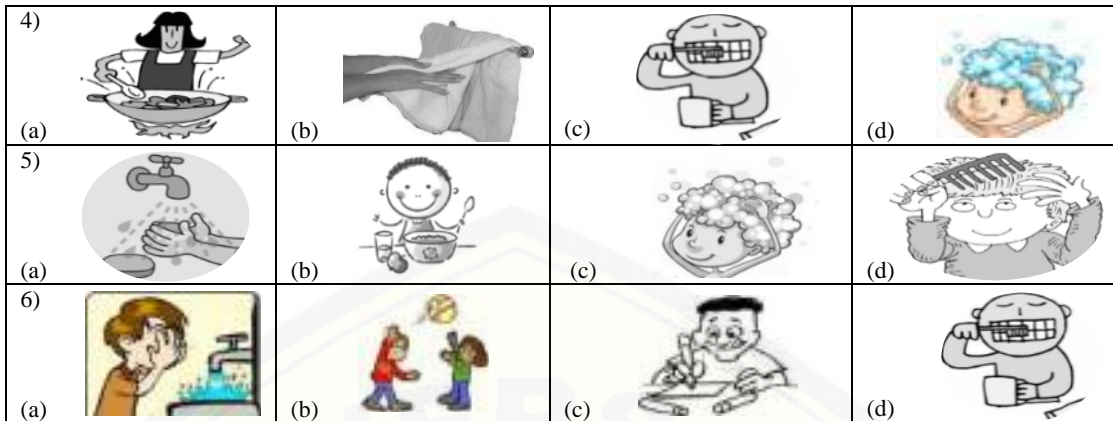
Part 1. Listen to the speaker carefully and follow the instructions from the speaker. Each instruction will be repeated twice.

Part 2. Listen to the speaker carefully and follow the instructions from the speaker. Each instruction will be repeated twice.

1) 	5) 
2) 	6) 
3) 	7) 
4) 	8) 

Part 3. Listen to the speaker carefully. Choose the picture a, b, c, or d that matches with the instructions from the speaker. Each instruction will be repeated twice.

1) 	(b) 	(c) 	(d) 
2) 	(b) 	(c) 	(d) 
3) 	(b) 	(c) 	(d) 



Listening Transcript

Part 1.

1. Draw two squares side by side.
2. Draw a circle inside the square on the left.
3. Draw two lines above the square on the right.
4. Draw a flower on the right side of the square on the right.
5. Draw a line under the square on the left.
6. Draw a line above the flower.

Part 2

1. Number 1. Draw a line above the books on the left.
2. Number 2. Draw three circles on the left side of the lion.
3. Number 3. Draw a small square between the grape and the watermelon.
4. Number 4. Draw three small circles on the right side of the toothbrush.
5. Number 5. Draw two lines under the flower on the right.
6. Number 6. Draw a square on the right side of the heart.
7. Number 7. Draw a big circle on the right side of the toothpaste.
8. Number 8. Draw a line under the soap.

Part 3





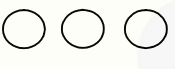








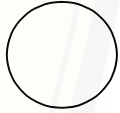

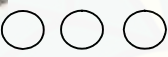


1. Number 1. Brush your teeth.
2. Number 2. Wash your hands with soap.
3. Number 3. Comb your hair.
4. Number 4. Dry your hands with towel.
5. Number 5. Wash your hair.
6. Number 6. Wash your face.

Answer Key

Part 1.



Part 2.

1)  	5)  
2)  	6)  
3)    	7)  
4)  	8)  

Part 3.

1. a
2. d
3. b
4. b
5. c
6. a

Appendix 9**Lesson Plan 1**
Cycle 2 Meeting 1

School	: SMP Nurul Islam
Subject	: English
Class/Semester	: VII/1
Time Allocation	: 2 x 40' (1 meeting)
Topic	: Drawing Shapes
Language Skills	: Listening skill

I. Standard Competence**Listening skill**

1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

II. Basic Competence

- 1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang

III. Indicators

Product:

- Following the teacher's instructions correctly.

Process:

- Responding to the teacher's instructions with gestures correctly.
- Giving instructions to their friends correctly.
- Responding to their friend's instructions correctly.

IV. Objectives

Product:

- Students are able to follow the teacher's instructions correctly.

Process:

- Students are able to respond the teacher's instruction with gestures correctly.
- Students are able to give instructions to their friends correctly.
- Students are able to respond to their friend's instructions correctly.

V. Materials

Enclosed

VI. Learning Method

Method : Total Physical Response (TPR)

VII. Teaching Learning Activities

Teaching Learning Activities	Time
Set Induction	10'
<ul style="list-style-type: none"> • Greeting, asking students' condition, and checking students' attendance list. 	5'
<ul style="list-style-type: none"> • Asking some leading questions. 	4'
<ul style="list-style-type: none"> • Stating the topic before conducting the listening class. 	1'
Main Activities	60'
<ul style="list-style-type: none"> • Giving a sheet of paper to each student. 	5'
<p>Review</p> <ul style="list-style-type: none"> • Asking students to respond to the instructions that they have learned in the previous meetings, such as: <i>Stand up. Raise your left hand. Put your hand down. Raise your right hand. Put your hand down. Sit down. Take out a</i> 	5'

<p><i>piece of paper. Draw two circles side by side. Draw a line above the circle on the right. Show me your paper.</i></p>	
<p>New Commands</p>	
<ul style="list-style-type: none"> • Reading aloud the instruction lists from instructions for demonstration column (enclosed) and acting out each instruction. Each instruction will be repeated twice. 	10'
<ul style="list-style-type: none"> • Giving students instructions from instructions for practice column (enclosed) and asking them to respond to the instructions. 	10'
<ul style="list-style-type: none"> • Giving students instructions in which they have to give the response in front of the class or on the whiteboard. 	15'
<p>Role Reversal</p>	
<ul style="list-style-type: none"> • Asking some students to come in front of the class, choose some cards consist of instructions and read the instructions aloud. While the student is giving the instructions, the other students are following the instructions using actions. 	5'
<p>Writing and Reading</p>	
<ul style="list-style-type: none"> • Writing down instruction items for demonstration on the white board, reading it all aloud and acting out each item while the students are listening. 	5'
<p>Evaluation</p>	
<ul style="list-style-type: none"> • Asking students to follow the instructions given by the teacher on a sheet of paper. 	10'
<p>Closure (5 minutes)</p>	10'
<ul style="list-style-type: none"> • Asking the students to draw the conclusion of the lesson. 	5'
<ul style="list-style-type: none"> • Giving feedback to the students. 	5'
<ul style="list-style-type: none"> • Closing the lesson. 	

VIII. Media and Sources

Source

- Malone, Susan. 2011. "Introduction to Oral English using the Total Physical Response (TPR) method", (<http://www.sil.org>) (date of access: 24 March, 2016)

IX. Evaluation

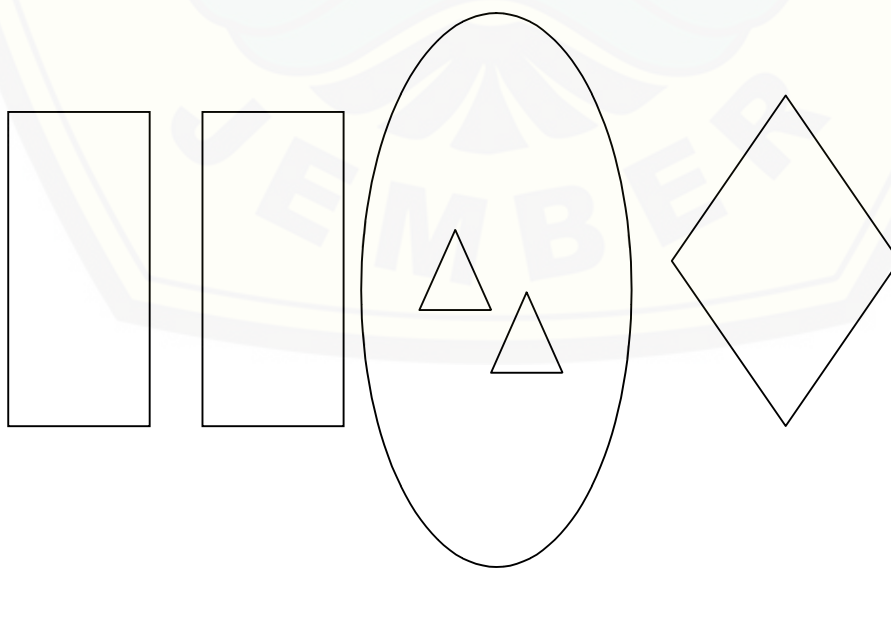
Listen to the teacher and draw shapes based on the teacher's instructions on a sheet of paper. Each instruction will be repeated twice.

(Listening transcript)

1. Draw a big oval in the middle of your worksheet.
2. Draw two rectangles side by side on the left side of the oval.
3. Draw a line under the oval.
4. Draw a diamond on the right side of the oval.
5. Draw two small triangles inside the oval

Answer Key

Below is the example of the answer key.



X. Assessment

To measure the students' score of listening test, the following formula is used.

$$????? \frac{???????? ???? ???? ??????????????????}{???????? ???? ???? ????????? ?} ???$$

ENCLOSURE

4. Leading Questions

Look at the whiteboard. What is the shape of the whiteboard?

Look at the clock (*There was an oval clock in the classroom*). What is the shape of the clock?

Close your eyes. Imagine you are on the middle of vast field and it is night now. You are looking at the sky. What are you seeing? (*Teacher draws a star on the whiteboard*) Open your eyes. What is it?

Rectangle, oval, and star are the names of shape. Today we are going to learn about shape in the form of instructions.

5. The teaching and learning materials

Adapted from Malone (2011), below are the lists of the instructions used in applying TPR method.

New Words	Instructions for Demonstration	Instructions for Practice
Draw	Draw a star.	<i>(Teacher draws a star and a rectangle on the whiteboard)</i> Point to the star. Point to the
Erase	Draw a rectangle.	
Star	Draw a triangle.	rectangle. <i>(Teacher draws a triangle and an</i>
Diamond	Draw an oval.	<i>oval)</i> Point to the oval. Point to the triangle.
Rectangle	Draw a diamond.	Put a pencil and an eraser on the table. Put a piece
Triangle	Draw two stars.	of paper on the table. Draw a big triangle on the
Oval	Draw three	piece of paper. Draw three small rectangles in the
Between		rectangles.

	<p>Draw two triangles.</p> <p>Draw three ovals.</p> <p>Draw a star between two triangles.</p> <p>Erase all shapes.</p> <p>Draw two stars side by side.</p> <p>Draw a line above the stars on the right.</p> <p>Draw two lines under the stars on the left.</p>	<p>me your paper.</p> <p><i>(Teacher draws a big and a small diamonds. Teacher asks some students to practice in front of the class.)</i></p> <p>Stand up. Walk to the whiteboard. Point to the big diamond. Point to the small diamond. Erase the big diamond. Erase the small diamon. Draw three small stars and two big triangles. Count the triangles. Count the squares. Erase all shapes. Walk to your desk. Sit down.</p> <p><i>(Teacher draws a big rectangle and a big oval on the whiteboard. Then the teacher gives the instruction to practice.)</i></p> <p>Point to the rectangle. Point to the oval. Put a piece of paper. Draw a rectangle on the right side of your paper. Draw an oval on the left side of your paper. Draw a line under the rectangle and two lines above the oval. Show me your paper.</p> <p>Draw two stars horizontally. Draw a line above the star on the left side. Draw three lines under the star on the right side. Erase the star on the left side. Erase all lines. Show me your paper.</p> <p><i>(Teacher asks some do the instructions in front of the class.)</i></p> <p>Stand up. Walk to the whiteboard. Draw two triangles side by side. Draw two lines under the triangle on the right side. Draw nothing on the triangle on the left side. Erase the triangle on the right side. Draw a star on the triangle on the left side.</p>
--	--	--

6. Cards for role reversal

(Teacher chooses some students to be the instructors. Teacher calls a name then asks him/her to come in front of the classroom, pick a card and read the card aloud. Then the other students follow his/her instructions.)

<p>Draw a rectangle and a triangle side by side. Draw two lines above the triangle.</p>	<p>Draw two stars side by side. Draw an oval between the stars.</p>
<p>Draw two rectangles and an oval. Draw a triangle inside the oval.</p>	<p>Draw three diamonds. Draw four rectangles. Erase a diamond. Erase two rectangles.</p>

Jember, August 18, 2016

The English teacher

The researcher

Seger Santoso
(NIP.....)

Fiska Nurrahma O.
(NIM. 120210401062)

Appendix 10**Lesson Plan 2**
Cycle 2 Meeting 2

School	: SMP Nurul Islam
Subject	: English
Class/Semester	: VII/1
Time Allocation	: 2 x 40' (1 meeting)
Topic	: Let's do this (using classroom objects)
Language Skills	: Listening skill

I. Standard Competence**Listening skill**

1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

II. Basic Competence

- 1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang

III. Indicators

Product:

- Following the teacher's instructions correctly.

Process:

- Responding to the teacher's instructions with gestures correctly.
- Giving instructions to their friends correctly.
- Responding to their friend's instructions correctly.

IV. Objectives

Product:

- Students are able to follow the teacher's instructions correctly.

Process:

- Students are able to respond the teacher's instruction with gestures correctly.
- Students are able to give instructions to their friends correctly.
- Students are able to respond to their friend's instructions correctly.

V. Materials

Enclosed

VI. Learning Method

Method : Total Physical Response (TPR)

VII. Teaching Learning Activities

Teaching Learning Activities	Time
Set Induction	10'
<ul style="list-style-type: none"> • Greeting, asking students' condition, and checking students' attendance list. 	5'
<ul style="list-style-type: none"> • Showing some pictures about classroom objects and asking the students some questions. 	3'
<ul style="list-style-type: none"> • Stating the topic. 	2'
Main Activities	60'
<p>Review</p> <ul style="list-style-type: none"> • Asking students to do actions with instructions that have been learned in the previous meeting, such as: <i>Put a pencil and an eraser on the table. Put a piece of paper on the table. Draw a big triangle on the piece of paper. Draw</i> 	5'

<p><i>three small rectangles in the big triangles. Erase one small rectangle. Show me your paper.</i></p> <p>New Commands</p> <ul style="list-style-type: none"> • Introducing new instructions for demonstration related to doing action with classroom objects. Each of the instruction items will be repeated three times. 10' • Giving instructions for practice in which students can practice individually. 15' • Asking some students to practice in front of the class. 10' <p>Role Reversal</p> <ul style="list-style-type: none"> • Asking some students to give instructions in front of the class. The students are given some cards consist of some instructions. As the students read the instructions, the other students will follow the instructions. 5' <p>Writing and Reading</p> <ul style="list-style-type: none"> • Writing down instruction items for demonstration on the white board, reading it all aloud and acting out each item while the students are listening. 5' <p>Exercise</p> <ul style="list-style-type: none"> • Distributing the worksheets to the students and asking students to respond to the instructions given by the teacher on their worksheets. 10' 	
Closure (10 minutes)	10'
<ul style="list-style-type: none"> • Asking the students to draw the conclusion of the lesson. 5' • Giving feedback to the students. 5' • Closing the lesson. 	

VIII. Media and Sources

Media:

- Real objects (lamp, clock, map, broom, window, door, chair, table, etc)

Sources:

- Malone, Susan. 2011. "Introduction to Oral English using the Total Physical Response (TPR) method", (<http://www.sil.org>) (date of access: 24 March, 2016)

ENCLOSURE



Questions :

(Showing picture 1) What is it?

(Showing picture 2) What is it?

(Showing picture 3) What is it?

Where do you usually find these objects?

Can you find them in this room?

3. The teaching and learning materials

Adapted from Malone (2011), below are the lists of the instructions used in applying TPR method.

New Words	Instructions for Demonstration	Instructions for Practice
Point to Map Clock Put Sweep Broom Floor Teacher desk Lamp Window Door	Point to the clock Point to the lamp Point to the map Point to the teacher desk Point to the whiteboard Hold the broom Sweep the floor Put back the broom Open the door Close the door Open the window Close the window	<p><i>(Teacher gives the instructions. Each student will respond to the instructions with gestures.)</i></p> Stand up. Point to the lamp. Point to the clock. Point to the window. Point to the door. Point to the map. Point to the floor. Point to the whiteboard. Sit down. <p><i>(Teacher asks some students to practice following instructions in front of the class.)</i></p> Stand up. Walk to the whiteboard. Put a boardmarker on the teacher desk. Write down your name. Put back the boardmarker on the teacher desk. Walk to the door. Close the door. Walk to the window. Open the window. Go back to your seat. Sit down. Stand up. Walk to the whiteboard. Put the eraser on the teacher desk. Clean the whiteboard. Put back the eraser on the teacher desk. Point to the lamp. Point to the map. Point to the clock. Walk to the door. Open the door. Go back to your seat. Sit down. Stand up. Walk to the door. Close the door. Point to the floor. Point to the broom. Hold the broom. Sweep the floor. Stop. Put the broom next to the door. Go back to your seat. Sit down.

4. Cards

(Teacher chooses some students to be the instructors. Teacher calls a name then asks him/her to come in front of the classroom pick a card and read the card aloud. Then the other students follow his/her instructions.)

Hold the broom with your right hand and sweep the floor.	Walk to the teacher desk. Hold a board marker with your left hand.
Stand up. Point to the clock. Point to the map. Sit down.	Stand up. Point to the whiteboard. Hold a pencil with your left hand.

Jember, August 22, 2016

The English teacher

The researcher

Seger Santoso, SP.d
(NIP.....)

Fiska Nurrahma O.
(NIM. 120210401062)

Appendix 11

Listening Test (Cycle 2)

Name :

































Time Allocation : 30 minutes

Part 1. Listen to the speaker carefully and follow the instructions from the speaker. Each instruction will be repeated twice.



1) 	5) 
2) 	6) 
3) 	7) 
4) 	8) 

Part 3. Listen to the speaker carefully. Choose the picture a, b, c, or d that matches with the instructions from the speaker. Each instruction will be repeated twice.

1	 A	 B	 C	 D
2	 A	 B	 C	 D
3	 A	 B	 C	 D
4	 A	 B	 C	 D
5	 A	 B	 C	 D
6	 A	 B	 C	 D
7	 A	 B	 C	 D
8	 A	 B	 C	 D

Listening Transcript

Part 1

1. Draw a triangle on the left side of the oval.
2. Draw three lines under the triangle.
3. Draw a rectangle on the right side of the oval.
4. Draw a star inside the rectangle.

Part 2

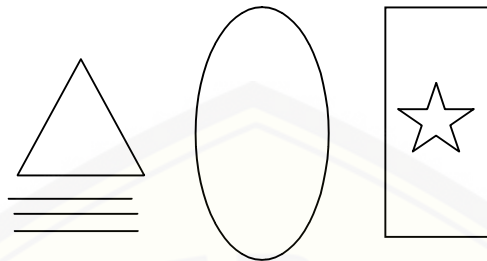
1. Draw two stars on the right side of the shoes.
2. Draw a rectangle between the clocks.
3. Draw a triangle on the left side of the table.
4. Draw two lines under the pencil on the right.
5. Draw a star between the lamps.
6. Draw two triangles on the left side of the bag.
7. Draw a line above the books on the left.
8. Draw a rectangle on the left side of the window.

Part 3



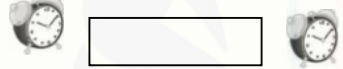





1. Point to the lamp.
2. Sit down on the chair.
3. Open the window.
4. Sweep the floor.
5. Open the door.
6. Point to the clock.
7. Write on the blackboard.
8. Point to the books.

Answer Key

Part 1



Part 2

1) 	5) 
2) 	6) 
3) 	7) 
4) 	8) 

Part 3

1. d
2. b
3. c
4. a
5. a
6. d
7. b
8. d

*Appendix 12***The Result of Field Notes****(Meeting 1 in Cycle 1)**

Observer Name : Fiska Nurrahma Oktavia

Place : VIIC class of SMP Nurul Islam

Date, time : August 8, 2016

Stages	Description
Review	<p>Students gave different responses to the instructions. Several students gave correct responses, some students gave wrong responses, and some students looked confused and did nothing.</p> <p>Sometimes some students looked at their friends and imitated their actions.</p>
New Commands	<p>Students paid attention to the researcher's demonstration.</p> <p>When the researcher asked them to draw some shapes, some students directly did what the researcher asked them to do.</p> <p>Some students looked confused when they were asked to draw some shapes and then they looked at their friends' work.</p> <p>Students looked enthusiastic when they were asked to show off their work especially when their work was correct.</p> <p>Students were shy at first when they were asked to practice in front of the class. The researcher chose some students to be the model. Then on the next chance, more students were willing to practice in front of the class.</p>
Role Reversal	<p>The students read the instruction cards aloud, even though some words were not pronounced correctly.</p>
Reading and Writing	<p>Students listened to the researcher and observed the researcher's action.</p> <p>Students wrote down the instruction lists.</p>
Comment	<p>Students enjoyed the learning process. However, sometimes it was difficult to manage the students' behavior when they got too enthusiastic.</p>

The Result of Field Notes**(Meeting 1 in Cycle 1)**

Observer Name : Drs. Seger Santoso

Place : VIIC Class of SMP Nurul Islam

Date, time : August 8, 2016

Stages	Description
Review	Some students could respond to simple instructions from the teacher, but there are some students looked confused because they did not understand what they should do with the instructions.
New Commands	Students paid attention to the teacher attentively. Students began to understand the repetition instructions by giving them small examples on the whiteboard.
Role Reversal	Some students gave different reactions at first. However on the next repetition instructions, they could accept and understand and did what were asked.
Reading and Writing	Students listened and paid attention to the teacher. Students wrote down the instructions and read aloud and learned the instructions.
Comment	As a whole, students looked enthusiastic in teaching learning process. The students actively participated in learning process.

*Appendix 13***The Result of Field Notes****(Meeting 2 in Cycle 1)**

Observer Name : Fiska Nurrahma Oktavia

Place : VIIC class of SMP Nurul Islam

Date, time : August 11, 2016

Stages	Description
Review	Students still remembered the instructions from the previous meeting by showing correct responses to the instructions.
New Commands	Students paid attention when the English teacher demonstrated new commands. Some students laughed and tried to guess the meaning of each instruction when they saw the English teacher's action. The English teacher gave instructions and students listened and responded to the instructions well. After some practices, students voluntarily practiced the instructions given by the English teacher in front of the class.
Role Reversal	The students were noisy while the student who acted as the instructor read the instructions slowly. Therefore some instructions were not clear enough to be heard from the backside of the classroom.
Reading and Writing	Students listened to the English teacher and observed the actions. Students wrote down the instruction lists.
Comment	Students looked happier when they practiced the instructions with familiar objects and it was easy for them to remember the instructions that they were familiar with.

The Result of Field Notes**(Meeting 2 in Cycle 1)**

Observer Name : Drs. Seger Santoso

Place : VIIC class of SMP Nurul Islam

Date, time : August 11, 2016

Stages	Description
Review	Students could response to the instructions well.
New Commands	Students paid attention to the teacher. Students were attracted when the teacher used bathroom objects. Students could understand the instructions by guessing the meaning of the instructions. Some students were confident to perform in front of the class.
Role Reversal	Some students acted out as the instructor. The other students listened and followed the instructions.
Reading and Writing	Students listened and paid attention to the teacher. Students wrote down the instruction lists.
Comment	In sum, students enjoyed the lesson. They were active in the class in positive way.

*Appendix 14***The Result of Field Notes****(Meeting 1 in Cycle 2)**

Observer Name : Drs. Seger Santoso

Place : VIIC Class of SMP Nurul Islam Jember

Date, time : August 18, 2016

Stages	Description
Review	Students paid attention to the researcher. Students gave correct response to the researcher's instructions
New Commands	Students observed the researcher attentively. Students did what the researcher asked them to do. Students were calm in the teaching learning process. Students started to understand and follow the instructions.
Role Reversal	Students were active in participating the lesson.
Reading and Writing	Students were calm and do the tasks by understanding the simple instructions.
Comment	The teaching concept was more explicit therefore it was easier to be understood by the students. The learning objectives were achieved quicker.

The Result of Field Notes
(Meeting 1 in Cycle 2)

Observer Name : Fiska Nurrahma Oktavia

Place : VIIC Class of SMP Nurul Islam Jember

Date, time : August 18, 2016

Stages	Description
Review	Students could respond to the researcher's instructions well.
New Commands	<p>Students paid attention to the researcher as they watched the researcher's demonstration.</p> <p>Students were more confident in doing the listening task. They more focused on their own work and less looked at their friends' work.</p> <p>Students were active in the class and they were more confident to practice the instructions in front of the class.</p> <p>Although they were more active, the classroom situation was calmer than the previous meetings.</p>
Role Reversal	There were more students who were willing to try to be the instructor.
Reading and Writing	<p>Students paid attention to the researcher when the researcher read aloud the instructions and acted out each instruction.</p> <p>Students wrote down the instruction lists on their book.</p>
Comment	Students seemed to be more familiar with the method and they were get used to it. They less asked questions and just did what the researcher asked them to do.

*Appendix 15***The Result of Field Notes****(Meeting 2 in Cycle 2)**

Observer Name : Drs. Seger Santoso

Place : VIIC Class of SMP Nurul Islam Jember

Date, time : August 22, 2016

Stages	Description
Review	Some students still did not pay attention.
New Commands	Some students started to point to the objects they already knew. Some students began to raise their hand to answer some questions from the teacher.
Role Reversal	Students started to understand and follow the instructions with the same materials.
Reading and Writing	Students looked happy and calm to follow and do the tasks by understanding the simple instructions.
Comment	The teaching concept was more explicit therefore it was easier to be understood by the students. The learning objectives were achieved quicker.

The Result of Field Notes**(Meeting 2 in Cycle 2)**

Observer Name : Fiska Nurrahma Oktavia

Place : VIIC Class of SMP Nurul Islam Jember

Date, time : August 22, 2016

Stages	Description
Review	Some students were talked with their friends and did not respond to the English teacher's instructions.
New Commands	Students could respond to the English teacher's instructions. They could point to the things in the classroom quickly. Students looked happy to practice the instructions in front of the class. There were some students who usually passive in the class became more active.
Role Reversal	There were more students who were willing to try to be the instructor.
Reading and Writing	Students watched the English teacher attentively. They wrote down the instruction lists on their book.
Comment	Students were more active in the classroom. They looked happy with their lesson.

*Appendix 16***The Result of Students' Listening Test (Cycle 1)**

No	Name	Target Score	Score	Passed	Did not pass
1	ASAR	70	95	√	
2	ANR	70	95	√	
3	A A A F	70	50		√
4	A F R	70	-	-	-
5	A T T	70	90	√	
6	A F	70	60		√
7	D F F A	70	-	-	-
8`	F M A H	70	95	√	
9	F R A	70	95	√	
10	I F M	70	100	√	
11	I H	70	-	-	-
12	I I	70	35		√
13	K R T	70	-	-	-
14	M I G A	70	95	√	
15	M A R	70	75	√	
16	M A	70	95	√	
17	M D P	70	10		√
18	M F A	70	100	√	
19	M Z T	70	95	√	
20	M Z Q	70	85	√	
21	M A S S	70	95	√	
22	M F R	70	60		√
23	M Z A	70	60		√
24	M Y A Y	70	-	-	-
25	M H S	70	95	√	
26	M D Y	70	-	-	-
27	M S A P	70	95	√	
28	M A P	70	-	-	-
29	N A S	70	80	√	
30	R K	70	-	-	-
31	R K A M	70	-	-	-
32	R W R	70	-	-	-
33	W A	70	90	√	
34	O A	70	60		√
35	M A	70	90	√	
36	A F	70	60		√
37	S A Y	70	55		√
Total				18	9
Percentage of students who passed the test				66,67%	

*Appendix 17***The Result of Students' Listening Test (Cycle 2)**

No	Name	Target Score	Score	Passed	Did not pass
1	ASAR	70	-	-	-
2	ANR	70	100	√	
3	A A A F	70	90	√	
4	A F R	70	60		√
5	A T T	70	-	-	-
6	A F	70	-	-	-
7	D F F A	70	-	-	-
8`	F M A H	70	-	-	-
9	F R A	70	100	√	
10	I F M	70	100	√	
11	I H	70	-	-	-
12	I I	70	95	√	
13	K R T	70	90	√	
14	M I G A	70	-	-	-
15	M A R	70	-	-	-
16	M A	70	100	√	
17	M D P	70	90	√	
18	M F A	70	100	√	
19	M Z T	70	95	√	
20	M Z Q	70	100	√	
21	M A S S	70	-	-	-
22	M F R	70	95	√	
23	M Z A	70	-	-	-
24	M Y A Y	70	-	-	-
25	M H S	70	100	√	
26	M D Y	70	90	√	
27	M S A P	70	85	√	
28	M A P	70	-	-	-
29	N A S	70	100	√	
30	R K	70	-	-	-
31	R K A M	70	-	-	-
32	R W R	70	-	-	-
33	W A	70	100	√	
34	O A	70	100	√	
35	M A	70	95	√	
36	A F	70	-	-	-
37	S A Y	70	95	√	
Total				20	1
Percentage of students who passed the test				95,23%	

Appendix 18

The Sample of Students' Listening Test



(60)

Listening Test


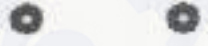






Name: _____
 Time Allocation: 30 minutes

Part 1. Listen to the speaker carefully and follow the instructions from the speaker. Each instruction will be repeated twice.

























MDP

Part 2. Listen to the speaker carefully and follow the instructions from the speaker. Each instruction will be repeated twice.

1) 	1) 
2) 	2) 
3) 	3) 
4) 	4) 

Part 3. Listen to the speaker carefully. Choose the picture a, b, c, or d that matches with the instructions from the speaker. Each instruction will be repeated twice.




1) 	1) 	1) 	1) 
2) 	2) 	2) 	2) 
3) 	3) 	3) 	3) 
4) 	4) 	4) 	4) 
5) 	5) 	5) 	5) 
6) 	6) 	6) 	6) 

(60) MPA









Listening Test
M. FIZAL ARIANS

Name: _____
Time Allocation: 30 minutes


























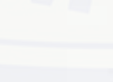


Part 1. Listen to the speaker carefully and follow the instructions from the speaker. Each instruction will be repeated twice.

Part 2. Listen to the speaker carefully and follow the instructions from the speaker. Each instruction will be repeated twice.

12) 	5) 
21) 	6) 
3) 	9) 
4) 	8) 

Part 3. Listen to the speaker carefully. Choose the picture a, b, c, or d that matches with the instructions from the speaker. Each instruction will be repeated twice.

1)  (a)	(b) 	(c) 	(d) 
2)  (a)	(b) 	(c) 	(d) 
3)  (a)	(b) 	(c) 	(d) 
4)  (a)	(b) 	(c) 	(d) 
5)  (a)	(b) 	(c) 	(d) 
6)  (a)	(b) 	(c) 	(d) 
7)  (a)	(b) 	(c) 	(d) 

Listening Test



Name: U. FATHIB...GOLONG 60

Part 1. Listen to the speaker carefully and follow the instructions from the questions. Each instruction will be repeated twice.







10

Part 2. Listen to the speaker carefully and follow the instructions from the speaker. Each instruction will be repeated twice.

1) 	2) 	3) 	4) 
5) 	6) 	7) 	8) 

10

Part 3. Listen to the speaker carefully. Choose the picture A, B, C or D that matches with the instructions from the speaker. Each instruction will be repeated twice.

1) 	2) 	3) 	4) 
5) 	6) 	7) 	8) 

10

600

Listening Test

Name: MALIK AHMAD

Part 1. Listen to the speaker carefully and follow the instructions for the speaker. Each instruction will be repeated twice.



Part 2. Listen to the speaker carefully and follow the instructions from the speaker. Each instruction will be repeated twice.

1)		
2)		
3)		
4)		

Part 3. Listen to the speaker carefully. Choose the picture A, B, C, or D that matches with the instructions from the speaker. Each instruction will be repeated twice.

1				
2				
3				
4				
5				
6				
7				
8				

Appendix 19

**Research Permission Letter from the Dean of the Faculty of Teacher
Training and Education**

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalbeto Jember 68121
Telepon: 0331-331900, 330788 Fax: 0331-332475
Laman: www.fkip.unj.ac.id

09 AUG 2016

Nomor : 8238 /UN25.1.5/PL.5/2016
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMP Unggulan Nurul Islam
Jember

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa FKIP Universitas Jember di bawah ini,

Nama : Fiska Nurahma Oktavia
NIM : 120210401062
Jurusan : Ilmu Pendidikan
Program studi : Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian tentang "Enhancing the Seventh Grade Students' Listening Achievement through TPR Method at SMP Nurul Islam Jember" di Sekolah yang Saudara pimpin.

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik, kami sampaikan terima kasih.


i.n. Dekan
Peribantu Dekan I,
Dr. Sukatman, M. Pd.
NIP 19640123 1998812 1 001

Appendix 20

**Statement Letter of Accomplishing the Research from
the Principal of SMP Nurul Islam Jember**

 **SEKOLAH MENENGAH PERTAMA
SMP NURUL ISLAM JEMBER**
(Terakreditasi "A")
NSS : 204 052 403 156 NPSN : 20523914
Pangandaran 48 Antirogo – Sumberejo – Jember 68125 Telp. 0331 324946
Email : nurulislam@gmail.com

SURAT KETERANGAN
Nomor : 16.03/SMP.01-1b/0/16/2016

Yang bertanda tangan di bawah ini
Nama : H. Rahmatulloh Rijal, S. Sos
NIP : -
Jabatan : Kepala SMP Nurul Islam Jember

Menerangkan bahwa
Nama : Fiska Nurrahma Oktavia
NIM : 120210401062

Dalam rangka penyelesaian penulisan skripsi berjudul "Enhancing the Seventh Grade Students' Listening Achievement through Total Physical Response (TPR) Method at SMP Nurul Islam Jember". Mahasiswa tersebut diatas telah melaksanakan penelitian di SMP Nurul Islam Jember.

Demikian surat keterangan ini dibuat dan untuk digunakan sebagaimana mestinya.

Jember, 21 September 2016
Kepala Sekolah


H. Rahmatulloh Rijal, S. Sos
NIP. -