



**IMPROVING THE SEVENTH GRADE STUDENTS' LISTENING SKILL
ACHIEVEMENT BY USING TOTAL PHYSICAL RESPONSE (TPR) AT SMP
NEGERI 7 JEMBER IN THE 2011/2012 ACADEMIC YEAR**

THESIS

**By:
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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CONSULTANT'S APPROVAL

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DEDICATION

This thesis is honorably dedicated to:

1. God for the gift of this wonderful life.
2. My beloved father, H. Hartono and my beloved mother, Hj. Yuliswati.
3. My beloved grandma and my sister, Bona.

ACKNOWLEDGEMENT

Praise be to Allah S.W.T., the Almighty, who always leads and blesses me with His mercies and guidance, so I can finish my thesis entitled ***“Improving the Seventh Grade Students’ Listening Skill Achievement By Using Total Physical Response At SMP Negeri 7 Jember in the 2011/2012 Academic Year”***.

I would also like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University,
2. The Chairperson of the Language and Arts Department,
3. The Chairperson of the English Education Programs,
4. My first consultant, Drs. Sugeng Ariyanto, MA, and my second consultant, Dra. Made Adi Andayani T, M.Ed., for their guidance, advices and motivations in accomplishing this thesis,
5. The lecturers of the English Education Program who have taught and given me a lot of knowledge,
6. The Principal, the English teacher, and the students of 7F of SMP Negeri 7 Jember who helped and participated willingly to involve in this research,

I believe that this thesis might have some weaknesses. Therefore, I really hope that there will be criticism and suggestions from the readers to make this thesis better. I also hope that this thesis will be useful for the readers.

Jember, April, 3rd 2012

Writer

Asrie Nuurvita

MOTTO

“Action may not always bring happiness, but there is no happiness without action”.

Benjamin Disraeli

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SUMMARY

Asrie Nuurvita.2011.Improving the Seventh Grade Students' Listening Skill Achievement by Using Total Physical Response at SMP Negeri 7 Jember in the 2011/2012 Academic Year.

Thesis, English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Consultants : 1. Drs. Sugeng Ariyanto, MA.
2. Dra. Made Adi Andayani T, M. Ed

Key words : Listening Skill Achievement, Total Physical Response (TPR)

Based on the result of interview with the English teacher at SMP Negeri 7 Jember, the students of 7F class faced difficulties in listening skill. It was proved by the fact that 7F class had low listening score that was 57. This score was below the school standard score (70). Besides, the students were unmotivated during the teaching learning process. Considering the above problem, this research was undertaken to overcome the students' listening problem by using Total Physical Response (TPR) as the teaching method in teaching listening skill. The procedures of applying Total Physical Response (TPR) cover main materials, new command, role reversal, reading and writing.

This classroom action research was intended to improve the students' listening skill achievement. There were two cycles in this classroom action research. The researcher used Total Physical Response as a teaching method in both first and second cycle. The research subjects were class 7F students of SMP Negeri 7 in the 2011/2012 academic year. The primary data were collected from the result of observation and the students' listening test. Meanwhile the supporting data were collected from documentation. The results of observation were analyzed by using the percentage formula to find the percentage of students who were active in the teaching and learning activities, while the students' listening test were also analyzed by using

percentage formula to find the percentage of students who achieved the standard score.

In the first cycle, the results of the action showed that the use of Total Physical Response (TPR) in teaching listening can improve the students listening skill achievement and the students' active participation at SMP Negeri 7 Jember, even though it did not achieve the target requirement of the research. It can be seen from the result of students' listening test. The mean score in Cycle 1 increased 7 (64) points from the students' previous listening score that was 57. This was happened because of some problems occurred. They were, the researcher moved from one command to the next command before all students did the commands. Therefore, it made the students became less motivated to join the lesson. Thus, the researcher gave enough time to the students until they have already done the commands. The second was dealing with the technique of delivering the commands. The researcher asked the students to do the commands without gave them any explanation about unknown imperative verb. It caused the students felt complicated when the researcher asked them to respond the recorded commands. The third was also dealing with the technique of delivering the commands. The researcher called the name of students before stating the commands. It caused the other students to be lazy in paying attention to the commands as it might be their turn to do the commands. Therefore, the researcher stated the commands first and then called the students' name to do the commands. This caused the students paid attention the commands as it might be their turn to do commands. The fourth, the commands should be given proportionally to all students in order that they were able to practice in doing and giving the commands. The fifth, was giving rewards and games to increase the students' interest during the teaching and learning activities.

The improvement continues in the second cycle, the results of the action show that the use of Total Physical Response in teaching listening can improve the students' listening skill achievement because there were 36 of 40 students (90%) achieved the standard score required of the school, that is 70. Meanwhile, both in the

first and second cycles, the used of Total Physical Response in teaching listening can improve students' active participations. There are four indicators of active participations: 1. Giving response to the instruction, 2. Giving commands, 3. Asking question, and 4. Showing gestures.

The students considered to be active when they fulfilled at least three indicators provided. From the results of the observations, 13 out of 40 students (32,5%) in meeting 1 and 17 out of 40 students (42,5%) in meeting 2 were active in the teaching and learning process of listening, and 22 out of 40 students (55%) in meeting 3 and 26 out of 40 students (65%) in meeting 4 were active in the teaching and learning process of listening.

In conclusion, using Total Physical Response is one of the effective methods that has a significant effect in improving students' listening skill achievement. Based on the result of the research, the English teacher is recommended to use Total Physical Response as a method in teaching English especially listening skill.