AN EFFORT TO IMPROVE STUDENTS’ PARTICIPATION
IN LEARNING ENGLISH THROUGH TOTAL PHYSICAL RESPONSE

(A Classroom Action Research on the 7A Class Students of SMP Negeri 7
Purwokerto in Academic Year 2011/2012)

A THESIS
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This Final Project is dedicated with love and gratitude to:

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- My beloved father; Narsim
- My beloved mother; Naisah
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- My friends in English Department (06 thank for our friendship) I hope our friendship last forever.
- My friends in village
MOTTO

To be a good teacher, I have to be a good learner.
(Anonim)

Allah tidak akan membebani seseorang melainkan sesuai
dengan
kesanggupannya.
(QS Al-Baqarah: 286)

Don’t give up, Keep in struggle, Run break through
hesitation.
(Writer)

Karena sesungguhnya sesudah kesulitan itu ada
kemudahan.
(QS Al-Insyirah: 6)
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The writer
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ABSTRACT

An Effort to Improve Students’ Participation in Learning English through Total Physical Response (A Classroom Action Research on the 7A Class Students of SMP N 7 Purwokerto in Academic Year 2011/2012)

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The aim of the research was to improve students’ participation through Total Physical Response. This research was done at SMP Negeri 7 Purwokerto with 36 students of first grade as the subject of the research.

The writer used Classroom Action Research as the method of the research. To carry out the research, the writer worked collaboratively with the English teacher. The Classroom Action Research was done based on Kemmis and Mc. Taggart’s CAR design. The writer took two cycles with four actions (Two actions for each cycle). It began by making plan that had to be appropriate with the lesson on the syllabus. It was followed by implementation of the CAR then the result of the action was reflected to determine the next step.

The data were collected through students’ observation, teacher observation, questionnaire, interview and field note. There were two kinds of data those were qualitative and quantitative data. The analysis of qualitative data was done by analyzed the classroom activity. It needed the process of collecting data, reducing data, presenting data and making conclusion. The quantitative data were analyzed by using percentages.

From the data analysis, it could be provide that TPR could improve the students’ participation in teaching learning process. It could be seen from the result of observation in the end of cycle 2. The improvement was 82.5% and it was reached the indicator of success (50%). From the result of observation it could be known that the use TPR improved the students’ participation in learning English, such as in answering teacher question, asking and giving question, active in discussing material and doing the task.