

**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**

**Submitted to English Department**

**As a Partial Fulfillment of the Requirements for S. Pd Degree**

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This Final Project is dedicated with love and gratitude to:

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- 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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Purwokerto, 15 Juni 2012

The writer

## TABLE OF CONTENTS

TITLE .....	i
APPROVAL .....	ii
LEGALIZATION.....	iii
CERTIFICATION OF ORIGINALITY.....	iv
DEDICATION .....	v
MOTTO .....	vi
ACKNOWLEDGMENT.....	vii
TABLE OF CONTENT .....	ix
LIST OF TABLES .....	xiii
LIST OF APPENDICES .....	xiv
ABSTRACT.....	xv

### CHAPTER I INTRODUCTION

A. Background of the Research.....	1
B. Reasons for Choosing the Topic.....	4
C. Problem of Research.....	4
D. The Aim of Research .....	4
E. Clarification of Terms.....	5
F. Contribution of the Study.....	5

### CHAPTER II THEORETICAL REVIEW

A. Previous Study.....	7
B. Learning and Teaching.....	7

C. The Element of The teaching Learning Process.....	9
D. Participation.....	11
1. Definition of Participation .....	11
2. The Importance of Participation .....	13
3. Factors Influence of Improving Students' Participation .....	13
4. Kinds of Participation .....	14
a. Contributive Participation .....	14
b. Initiative Participation .....	15
5. Factor of Students' Participation .....	15
a. The Factor of Students' Low Participation ...	15
b. The Factor of Students' High Participation ...	16
6. Increasing Students' Participation in Class .....	16
7. Indicator of Students' Participation .....	17
E. Total Physical Response .....	18
1. Definition of Total Physical Response .....	18
2. Characteristic of Total Physical Response.....	21
3. The Objective of Total Physical Response .....	23
4. The Principles of Total Physical Response .....	24
5. The Learner and Teacher Role of Total Physical Response .....	26
6. Advantages and Disadvantages of Total Physical Response .....	27

7. The Reason of Using	
Total Physical Response .....	29
8. How to Teach Using	
Total Physical Response .....	31

### **CHAPTER III RESEARCH METHODOLOGY**

A. Method of Research.....	33
B. Place and Time of the Research.....	33
C. Subjects of Research... ..	34
D. Research Procedure.....	34
E. Techniques of Collecting Data.....	38
F. Data Analysis.....	40
G. Indicator of Success .....	42

### **CHAPTER IV RESULT AND DISCUSSION**

A. The Result of Classroom Action Research	
a. The Performance of Cycle I	
1. Planning .....	43
2. Acting.....	44
3. Observing.....	48
4. Evaluation .....	50
5. Reflecting.....	50



b. The Performance of Cycle II	
1. Planning .....	52
2. Acting.....	53
3. Observing.....	55
4. Evaluation .....	57
5. Reflecting.....	58
B. Discussion .....	58
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	62
B. Suggestion.....	63
<b>BIBLIOGRAPHY .....</b>	<b>65</b>
<b>APPENDICES</b>	

## LIST OF TABLES

1. Table I	The Schedule of The Research.....	30
2. Table II	Steps of The Research.....	31
3. Table III	Observation result of students' participation using TPR in cycle I.....	45
4. Table IV	Observation result of students' participation using TPR in cycle II.....	56

## **LIST OF APPENDICES**

1. Appendix 1 Instrument of the Research
2. Appendix 2 Lesson Plan
3. Appendix 3 Result of Students' Observation Sheet
4. Appendix 4 Result of Students' Individual Improvement
5. Appendix 5 Result of Teacher Observation
6. Appendix 6 Transcript Guidelines with the Students
7. Appendix 7 Transcript Guidelines with the English Teacher
8. Appendix 8 Field Notes
9. Appendix 9 Vignette
10. Appendix 10 Result of Students' Pre Interview Questionnaires
11. Appendix 11 Result of Students' Post Questionnaires
12. Appendix 12 Pictures
13. Appendix 13 Research Proof Letter from SMP N 7 Purwokerto

## **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.