

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING TOTAL PHYSICAL RESPONSS
METHOD ON THE STUDENTS SPEAKING SKILL
AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 3
METRO
IN THE ACADEMIC YEAR OF 2017/2018**



By:

**M. ARIF MAHEYA
Student number: 1292497**

**Tarbiyah and Teacher Training Faculty
English Education Department**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H/2018 M

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Presented as a partial fulfillment of the Requirements
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in English Education Study Program

By:

M. ARIF MAHEYA
Student number: 1292497

Sponsor: Umi Yawisah, M.Hum
Co-Sponsor: Syahreni Siregar, M.Hum

Tarbiyah and Teacher Training Faculty
English Education Department

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**PENGARUH PENGGUNAAN METODE TOTAL PHYSICAL RESPON
TERHADAP KEMAMPUAN BERBICARA SISWA DI KELAS VIII SMP
MUHAMMADIYAH 3 METRO TAHUN AJARAN 2017/2018**

ABSTRAK

Oleh:

M. Arif Maheya

Kemampuan berbicara sangat penting sekali dalam pembelajaran Bahasa Inggris. Tanpa adanya kemampuan berbicara yang kuat siswa akan menjadi sulit dalam belajar Bahasa Inggris. Berbicara merupakan komunikasi yang menentukan suksesnya dalam belajar Bahasa Inggris.

Metode merupakan salah satu kunci untuk meraih keberhasilan dalam proses pembelajaran bahasa Inggris. Metode Total Physical Response merupakan metode yang menarik ketika pembelajaran Bahasa Inggris berlangsung, karena dalam metode ini dapat membuat siswa senang, dalam metode ini siswa mendengar dan merespon bahasa target yang diperintahkan oleh guru mereka, sehingga siswa akan lebih mengerti arti dari beberapa kosakata dengan mudah apabila mereka menggunakan tubuh mereka.

Tujuan penelitian ini ialah untuk mengetahui apakah ada pengaruh pada penggunaan metode Total Physical Response terhadap kemampuan berbicara siswa dalam belajar Bahasa Inggris disekolah menengah pertama (SMP). Adapun subjek dalam penelitian ini adalah siswa kelas VIII SMP MUHAMMADIYAH 3 METRO yang berjumlah 21 orang tahun ajaran 2017/2018.

Penelitian ini adalah penelitian kuantitatif dalam bentuk penelitian eksperimental. Peneliti menggunakan tes untuk mengetahui penggunaan metode TPR, kemudian peneliti telah mengukur kemampuan berbicara siswa melalui test lisan. Untuk mengetahui apakah terdapat pengaruh yang signifikan melalui penggunaan metode TPR terhadap kemampuan berbicara siswa di SMP Muhammadiyah 3 Metro, selanjutnya peneliti menganalisis data dengan menggunakan rumus Chi-square.

Data membuktikan bahwa χ^2_{counted} lebih besar dari pada $\chi^2_{\text{table}} = 11.345 > 7.815$. itu berarti bahwa ada pengaruh yang positif dan significant pada penggunaan metode Total Physical Response terhadap skill berbicara siswa di SMP Muhammadiyah 3 Metro tahun ajaran 2017/2018.

Kata kunci: Metode Total Physical Respon dan Kemampuan Berbicara

**THE INFLUENCE OF USING TOTAL PHYSICAL RESPONNS METHOD
ON THE STUDENTS SPEAKING SKILL
AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 3 METRO
IN THE ACADEMIC YEAR OF 2017/2018**

ABSTRACT

BY:

M. ARIF MAHEYA

Speaking skill is one of important aspects in learning English. Without a speaking skill, students will be difficult to do learning English. Theoretically, Speaking is communication which is determinete file or success on students in English leraning.

A method has the important rule. The method can help the teacher in explaining or teaching the material because method is the key in teaching the goal of learning English. Total Physical Response Method believes in the importance of having their students enjoy their experience in learning to communicate in a foreign language. In Physical Response method, students listen and respond to the spoken target language command of their teacher. So the students will be easier if they use their body in learning English.

The objective of this research is to know whether the teacher use the TPR method can influence the students' speaking skill or not. The subjects of this research are 21 students of the seventh class at junior high school Muhammadiyah 3 Metro in the academic year of 2017/2018.

The research is quantitative research design in the form of experiments research. The writer uses test to know students' responses towards using the TPR method in the classroom, and then the researcher measured students' speaking skill by oral test. To investigate whether there is a significant influence by using the TPR method towards the students' speaking skill at the junior high school; the researcher analyzed the data by using Chi-Square formula.

The data confirmed that χ^2_{counted} (11.345) was higher than the χ^2_{table} (7.815) on the degree of significant 0.05.. It means there is a significant influence on using the Total Physical Response method towards the students' speaking skill at the junior high school Muhammadiyah 3 Metro in the academic year of 2017/2018.

Keyword: Total Physical Respons Method And Speaking Skill



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

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YEAR OF 2017/2018

Name : M. Arif Maheya

Students Number : 1292497

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State
Islamic Institute of Metro.

Sponsor

Metro, December 2017
Co-sponsor

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 01



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail:
iainmetro@metrouniv.ac.id

RATIFICATION PAGE

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The undergraduate thesis entitled :
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Written by: M. Arif Maheya, Student Number : 1292497, English Education Department Had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on: January 12th, 2018 at 10:00-12:00.

BOARD OF EXAMINERS:

Moderator : Dra Umi Yawisah, M.Hum

Examiner I : Ahmad Subhan Rozza, M.Pd

Examiner II : Syahreni Siregar, M.Hum

Secretary : Ahmad Madzkur, M.Pd



The Dean of Tarbiyah
And Teacher Training Faculty



Dr. Alla, M.Pd.

196910082000032005

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : M. Arif Maheya
Student Number : 1292497
Study Program : English Education Study Program (TBI)
Faculty : Tarbiyah

States that this undergraduated thesis is originality the result of the writer's research, in exception of certain parts which are excerpted from theb ibliographies mentioned.

Metro, 12 January 2018
The Writer,

M. Arif Maheya
St. ID 1292497

SURAT PERNYATAAN PENELITIAN

Yang bertandatangan dibawah ini:

Nama	: M. Arif Maheya
Npm	: 1292497
Jurusan	: TBI
Fakultas	: Tarbiyah

Menyatakan bahwa penelitian ini adalah hasil keaslian dari penelitian penulis, kecuali bagian tertentu yang dikecualikan dari daftar pustaka yg disebutkan.

Metro, 12 Januari 2018

Penulis,

M. Arif Maheya

Npm. 1292497

MOTTO

يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

"Allah will elevate the people who believe among of you, The people who given knowledge with some of loved." (QS. AL-Mujadalah.11)

Dedication Page

This undergraduate thesis is dedicated to:

1. Allah SWT, the Most Gracious, the Most Merciful, who has taught us with pen and has taught human beings of what they do not know.
2. My beloved family, father Mr. M. Roni As, mother Mrs. Siti Asiyah, Thanks for everything that the smile and advice you bring to me is nothing compare.
3. My guide lecturers, Dra. Umi Yawisah. M. Hum, Syahreni Siregar. M. Hum, Ahmad Subhan Roza. M.Pd
4. The staffs of Tarbiyah faculty and lecturers of English Department, who have given the assistances to accomplish this research.
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This Undergraduate Thesis entitles “ The influence of using total physical respons method on the student speaking skill at eight grade of Smp Muhammadiyah 3 Metro”. The research would be conducted to the students of SMP Muhammadiyah 3 Metro.

The biggest gratitude would be addressed to Ahmad Subhan Roza. M.Pd as a leader of English education direction IAIN Metro. Her acknowledgments goes to both of her advisor, Umi Yawisah, M.Hum and Syahreni siregar, M.Pd. May Allah SWT gives them reward for supporting and guiding during the Undergraduate Thesis writing process. Her deepest gratitude goes to her family who strongly inspire.

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The researcher apologizes for all mistakes she has made in writing and presentation items. Hopefully, this Undergraduate Thesis can be benefit to us and English language teaching.

Metro,12 January 2018

The researcher

M. Arif Maheya
ST.N 1292497

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CHAPTER 1

INTRODUCTION

A. Background of the Study

English is important for Indonesian in order to face the development of the world. It has also been a compulsory subject to Indonesian learners from Elementary School up to university. The student should have four language skills such as listening, speaking, reading and writing. There are also language components; vocabulary, spelling and structure.

The teacher has to always give the guidance and control to the students' learning activities, so that the function of the teacher in the learning process is the students' guide in the classroom. It needs to be understood that not only the teacher becomes a determiner of good or bad of the students' achievement, but also the factors will be coming from the student itself, the purpose of the education, and the means and infrastructure of education itself. With the expectance of education, it can change the student's attitude include change to the knowledge, creativity and attitude. Therefore, it is clear that to reach or to realize purpose in the teaching-learning process, so the teacher is not enough just give them the information as much as they want, but students must active too in the teaching-learning process.

Based on the observation from the writer in the class room, the writer face some problem in this research such as: students' speaking skill is low and students' vocabullary is low especially in English learning process. Beside that the basic knowledge of students are different, the environment factors and media do not support the English learning process, the English learning method in SMP Muhammadiyah 3 Metro is not good enough.

Table 1

The Data of Pre-survey of the Students' Speaking Skill At the Eighth Grade of SMP Muhammadiyah 3 Metro

No	Range	Frequency	Percentage (5%)	Category
1	90-100	0	0	Excellent
2	75-89	9	27%	Good
3	51-74	10	30%	Fair
4	0-50	14	43%	Poor
Total		33	100%	

Source: SMP Muhamadiyah 3 Metro (English Teacher : Mr. Eko Nugroho, S.Pd). Pra-survey on December, 06 2016

Based on the problem above, the researcher would like to improve students' speaking Skill in learning English with a method (Total Physical Response method) so the researcher is interested in finding out how far the influence on using the Total Physical Response method towards the students' speaking Skill in learning English.

Many Students of Junior High School do not know how to use English language correctly, because English is the most difficult of language for non-native language speaker to learn. The causes of the problem are the habit disregarded by teacher when the teacher taught.

Generally, the teachers have not the variant technique and method especially in learning English. It makes the students bored in learning English. The teacher should be able to create the interesting technique or method to get the best result in teaching.

B. Problem Identification

Based on the background above, the writer identified the problem as follow:

1. Students' Speaking performance in learning English is low
2. Students' Pronunciation and Vocabulary mastery are not good enough.
3. Some of the students did active in English learning process.
4. Teaching facilitation of the school is less.

C. Problem Limitation

Based on the problem identification above, the study is limited only to the problem of the Influence of using Total physical Response Method of the Students' Speaking Skill in Learning English At the Eight Grade of SMP Muhammadiyah 3 Metro in the Academic Year of 2017/2018.

D. Problem Formulation

The problems that will be studied in this research are formulated as follows:

“Is there any positive and significant influence of the Total Physical Response Method on The Students’ Speaking Skill In Learning English At The Eighth Grade of SMP Muhammadiyah 3 Metro?”

E. Objective and benefit of the study

1. The objective of study

The objectives of the study

To know how far the influence of Total Physical Response Method on the students’ Speaking Skill in learning English.

2. Benefit of the study

a. For the teacher

- 1) To give information about a method in learning English especially Total Physical Response method for the English teacher.
- 2) To help the teacher to choose the appropriate method in teaching English materials.
- 3) As a thinking contribution that can enrich the information and the framework to increase the learning motivation, especially in Speaking Skill.

b. For the students

- 1) To enable the students to understand learning Speak English easily.

- 2) To help the students to enjoy the process of English learning in the class.
 - 3) To enable the students to get good achievement in learning English.
- c. For the institution
- 1) As information for English teacher how to implementation of Total Physical Response Method towards students' speaking skill in Learning English.
 - 2) As a describing of the condition of an educational institution still need an increasing qualities, so that the output of that institution will become very useful in the society after they get out from the institution.
- d. For the researcher
- 1) To give information for further research with certain interest.
 - 2) To add the experience means knowledge in English instructions.
 - 3) To apply the knowledge who the researcher got in her study.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Speaking

1. Definition of Speaking

Speaking is one of the central elements of communication. In EFL teaching, it is an aspect that needs special attention and instruction. In order to provide effective instruction, it is necessary for teachers of EFL to carefully examine the factors, conditions, and components that underlie speaking effectiveness. Effective instruction derived from the careful analysis of this area, together with sufficient language input and speech-promotion activities, will gradually help learners speak English fluently and appropriately. ¹

2. Factor That Influenced on Speaking Skill

a. Age or Maturational Constraints

The interactive behavior of EFL learners is influenced by a number of factors. Age is one of the most commonly cited determinant factors of success or failure in L2 or foreign language learning. Krashen, Long, and Scarcella argue that acquirers who begin learning a second language in early childhood through natural exposure achieve higher proficiency than those beginning as adults. Oyama's study also shows that many adults fail to reach nativelike proficiency in a second

¹Jack C Richard, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), h. 210

language. Their progress seems to level off at a certain stage, a phenomenon which is usually called “fossilization” – the permanent cessation of second language development.

b. Aural Medium

The central role of listening comprehension in the L2 or foreign language acquisition process is now largely accepted. And there is little doubt that listening plays an extremely important role in the development of speaking abilities. Speaking feeds on listening, which precedes it. Usually, one person speaks, and the other responds through attending by means of the listening process. In fact, during interaction, every speaker plays a double role both as a listener and as a speaker. “While listening, learners must comprehend the text by retaining information in memory, integrate it with what follows, and continually adjust their understanding of what they hear in the light of prior knowledge and of incoming information”.

c. Sociocultural Factors

Many cultural characteristics of a language also affect L2 or foreign language learning. From a pragmatic perspective, language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange, and meaning is thus socially regulated. In other words, “shared values and beliefs create the traditions and social structures that bind a community together and are expressed in their language” . Thus, to speak a language, one must

know how the language is used in a social context. It is well known that each language has its own rules of usage as to when, how, and to what degree a speaker may impose a given verbal behavior on his or her conversational partner.²

3. What makes speaking difficult?

These same characteristics must be taken into account in the productive generation of speech, but with a slight twist in that the learners is now the producer. Bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases difficult.

a. Clustering

Fluent speech is phrasal, not word by word.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language.

c. Reduced forms

Contractions, elisions, reduced vowels, etc, all form special problems in teaching spoken English (see the section below on teaching pronunciation).

d. Performance variables

² Jack C Richard, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), h. 205-206.

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and correlations.

e. Colloquial language

Make sure you students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery.

g. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation, as will be explained below.

h. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component the creativity of conversational negotiation.³

4. The Roles of Students in Learning Speaking Skill

There are some categories that can be used as the role of learners in developing speaking skills in the classroom :

³ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition , (San Fransisco State University, 2001),p.270-271

a. Intensive

It goes one step beyond imitative to include any speaking performances that are designed to practice some phonological or grammatical aspects of language.

b. Responsive

It consists of short replies to teacher-or student-initiated questions or comments.

c. Transactional (dialogue)

Transactional language, carried out for the purposes of conveying or exchanging specific information, is an extended form of responsive language.

d. Interpersonal (dialogue)

It carried out more the purpose of maintaining social relationships than for the transmission of a fact and information. These conversations are little trickier for learners because they can involve some or all of the following factors – a casual register, colloquial language, emotionally charged language, slang and sarcasm.

e. Extensive (monolog)

Here the register is more formal and deliberative. It can be planned or impromptu.⁴

⁴ Maryam Bahadohfar, *Technology In Teaching Speaking Skill*, (India: University of Mysore, 2014), h. 10

B. The Total Physical Response Method

1. The Concept of Total Physical Response Method

Total Physical Response emphasizes on comprehension and delays the production of language. Rodger and Richards says that “Total Physical Response is a language teaching method built around the coordinating of speech and action; it attempt to teach language through physical (motor) activity”.⁵ It means that Total Physical Response focuses on physical response in teaching-learning activity.

Asher sees successful adult second language learning as a parallel process to child’s first language acquisition, in which children respond physically before they begin to produce verbal responses.⁶

Based on the statement above, the imperative are given to get students to perform an action; the action makes the meaning of the imperative clear.

Asher said that, “The Total Physical Response classroom, then, was one in which students did a great deal of listening and acting. The teacher was very directive in orchestrating a performance. The instructor is a director of a stage play in which the students are the actors”.⁷

⁵ Richard Jack c and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (London: Cambridge University Press, London, 1986), p. 87.

⁶ *Ibid.*,87

⁷ Douglas brown, *Teaching by principles; an interactive Approach to language pedagogy*, San Francisco State University.2000, p.30.

Asher noted that, “ children , in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching, grabbing, moving, looking, and so forth.”⁸

Dianne Larsen adds, “Total Physical Response method was developed was to reduce the stress people feel when studying foreign language. Total Physical Response methods believe in the importance of having their students enjoy their experience in learning to communicate in a foreign language and thereby encourage students to persist in their study beyond a beginning level of proficiency.”⁹

Based on the explanation above, the writer concludes that Total Physical Response method is one of the method in teaching English foreign language combine students listen and respond to the spoken target language commands of their teacher. Total Physical Response method was a method that was to reduce the stress. The students will understand the meaning of the vocabulary items easily if they use their bodies while they are learning.

In teaching learning process, method has the important rule. Method can help the teacher in explaining or teaching the material because it is the key in teaching the goal of learning.

⁸ *Ibid.*,p.30..

⁹ Dianne Larsen-Freeman, *Techniques and Principles in Language Teaching*, Oxford University Press, New York, 2000, p.113.

Brown states “Method is a generalized set of classroom specifications for accomplishing linguistic objectives”.¹⁰ Method tends to be concerned primarily with teacher and students rules. Behaviors and secondarily with such features as linguistic and subject matter objective, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.

It means a set of teaching procedures; for others, the avoidance of teaching procedures. The method used has often been said to be the cause of success or failure in language learning. It means that a teacher who used a method to teach students will influence the students’ motivation in language learning. The method, which is appropriate with students’ need and the materials that can help the students to understand the English.

Total Physical Response method was developed to reduce the stress people when studying foreign language especially in learning English. Total Physical Response method believes in the importance of having their students enjoy their experience in learning to communicate in a foreign language. In Physical Response method, students listen and respond to the spoken target language command of their teacher.

2. The principles of “ Total Physical Response Method”

Asher derived three keys principle from his beliefs about the nature of three language acquisition:

¹⁰ Douglas Brown, *Teaching by Principle an Interactive Approach To Language Pedagogy* San Francisco State University, 2001, p. 16

- a. We should stress comprehension rather than production at the beginning levels of second language instruction (the first ten to twelve hours should be devoted exclusively to input according to Asher) with no demand on the learners to generate the target structure themselves.
- b. We should obey the ‘ here and now’ principle.
- c. We should provide input to the learners by getting them to carry out commands. These commands should be couched in the imperative.¹¹

3. The Characteristics of the Total Physical Response method

Asher, who developed the method, focused in particular on two characteristic of first language acquisition. The first of these is that the child gets a vast amount of comprehensible input before beginning to speak. Secondly, there is lot of physical manipulation and action language accompanying early input.¹²

4. Technique of the Total Physical Response Method

According to Diane Larsen-Freeman, there are some techniques of the Total Physical Response method that can be used in teaching learning process, and the writer will use three techniques to be applied when teaching English these are:

- a. Using commands to Direct Behavior

¹¹ David Nunan, *language teaching methodology a textbook for teachers*, Macquarie University, Sydney, 1991, p.244.

¹² *Ibid.*,p.244

It should be clear from the class we observed that the use of commands is the major teaching technique of the Total Physical Response method. The commands are given to get students to performance action; the action makes the meaning of the command clear. Since Asher suggests keeping the pace lively, it is necessary for a teacher to plan in advance just which commands she will introduce in a lesson. If the teacher tries to think them up as the lesson progresses, the pass will be too slow.

At first, to clarify meaning, the teacher performs the actions with the students. Later the teacher directs the students alone. The students' actions tell the teacher whether the students understand. As we saw in the lesson we observed, Asher advises teachers to vary the sequence of the commands so that students do not simply memorize the action sequence without ever connecting the actions with the language.

To give an example of a more advanced lesson, one might teach the past tense as follows:

TEACHER : Fatima, **walk** to the blackboard!

(Fatima gets up and walks to the blackboard).

TEACHER : Class, if Fatima **walked** to the blackboard, stand up!

(The class stands up)

TEACHER : Fatima, **write** your name on the blackboard!

(Fatima writes her name on the blackboard)

TEACHER : Class, if Fatima **wrote** her name on the blackboard, sit down!

In teaching learning process, method has the important rule. Method can help the teacher in explaining or teaching the material because it is the key in teaching the goal of learning.

Brown states “Method is a generalized set of classroom specifications for accomplishing linguistic objectives”.¹³ Method tends to be concerned primarily with teacher and students rules. Behaviors and secondarily with such features as linguistic and subject matter objective, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.

It means a set of teaching procedures; for others, the avoidance of teaching procedures. The method used has often been said to be the cause of success or failure in language learning. It means that a teacher who used a method to teach students will influence the students’ motivation in language learning. The method, which is appropriate with students’ need and the materials that can help the students to understand the English.

Total Physical Response method was developed to reduce the stress people when studying foreign language especially in learning English. Total Physical Response method believes in the importance of having their students enjoy their experience in learning to communicate in

¹³ Douglas Brown, *Teaching by Principle an Interactive Approach To Language Pedagogy* San Francisco State University, 2001, p. 16

a foreign language. In Physical Response method, students listen and respond to the spoken target language command of their teacher.

(The class sits down)

b. Role Reversal

Students command their teacher and classmates to perform some actions. Asher says that students will want to speak after ten to twenty hours of instruction, although some students may take longer. Students should not be emir aged to speak until they are ready.

c. Action Sequence

At one point, we know the teacher give three connected commands. For example: the teachers told the students to point to the door, walk to the door, and touch the door. As the students learn more and more of the target language, a longer series of connected commands can be given, which together comprise a whole procedure. While we did not see a long action sequence in this very first class, a little later on students might receive the following receive the following instructions:

Introduce your Self

Take out a pen.

Take out a piece of paper.

Write a letter.

Fold the letter.

Put it in an envelope.

Write the address on the envelope.

Put a stamp on the envelope.

Mail the letter.

5. The Goals of Using Total Physical Response Method

Diane Larsen explains the goals of teachers who use TPR method as follows:

“Total Physical Response Method believes in the importance of having their students enjoy their experience in learning to communicate in a foreign language. In fact, the Total Physical Response Method was developed in order to reduce the stress people feel when studying foreign language and thereby encourage students to persist in their study beyond a beginning level of proficiency”.¹⁴

So, the goal of teacher using TPR in order to the student enjoy when they are learning English.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research. There are independent variables (X) and dependent variable (Y) the independent variable (X) Total Physical Response method and the dependent variable (Y) is Students' Speaking Skill in learning English.

According Brown “a learner will be successful with the proper motivation; such aims are of course not erroneous for countless studies

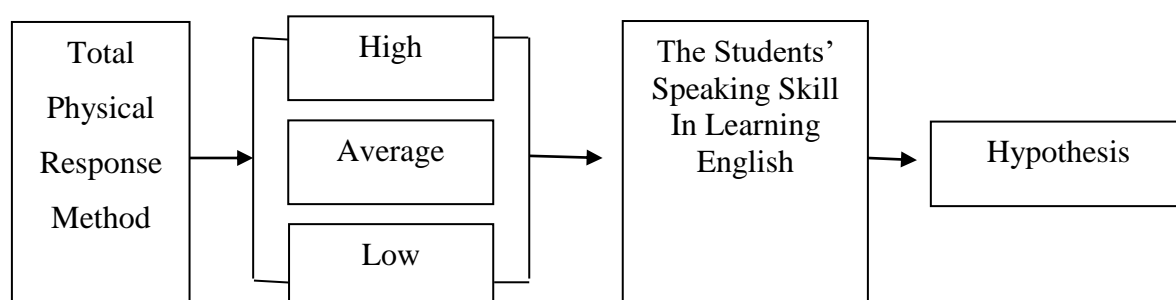
¹⁴ *Ibid*, p.113.

and experiments, as human learning has shown that motivation is a key to learning.”¹⁵ Based on definition above motivation is needed very much i learning English, motivation is a power which gives desire to the students so they have awareness that learning English is their responsible. Motivation will give effect in learning comprehension, making students fail or success in their learning.

2. Paradigm

Paradigm is the simple scheme, but contain with the main elements of the research that point out of the research indication and the relationship each other.

The writer makes paradigm as follow:



¹⁵ Douglas Brown, *Principle of Language learning and teaching*, Longman, San Francisco State University, 2000, p.160

The writer will use the Total Physical Response Method to increase the students' speaking skill in Learning English. If TPR method is high, so students' speaking skill is also high. However, if the grade of TPR method is low so students' speaking performance is also low.

D. Hypothesis Formulation

Based on the theoretical framework and paradigm above, it can be predicted that Total Physical Response Method and the Students' speaking skill in learning English have a correlation. Therefore, the hypothesis can be formulated as follows:

“There is a positive and significant influence of Total Physical Response Method on the students' speaking skill in learning English at SMP Muhammadiyah 3 Metro”.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research would conduct based on quantitative. Quantitative research is ‘Explaining phenomena by collecting numerical data that are analysed using mathematically based methods (inparticular statistics).¹ This research was intended to investigate whether there was any positive and significant the influence on using Total Physical Response method on the students’ speaking skill in learning English.

B. Population and Technique Sampling

1. Population

The population is the group you want to generalize your findings to. For example, you might want to do a study on the relationship between self-concept and achievement.² The population of being research is the students of the eighth grade at SMP Muhammadiyah 3 Metro in the Academic Year of 2017/2018. In this research, the total populations are 210 students.

2. Sampling Technique

The samples of the researcher were students of the eighth grade at SMP Muhammadiyah 3 Metro in the Academic Year of 2017/2018.

¹Daniel Muijs, *Doing Quantitative Research in Education with SPSS*. Thousand Oaks, California, 2004, h.1.

² Ibid., p 37

Based on the explanation above, writer took 21 students. In this research, the researcher uses the cluster random sampling. The cluster random sampling was taken from four classes, and the writer got VIII A for researching this technique was done by taking sample from the students of the eighth grade at SMP Muhammadiyah 3 Metro.

C. The Operational Definition of Variables

Variable is The variable are those which vary from person to person and can be quantified by employing measuring instrument. The sample or group variation can be ascertained in terms of numerical values. The characteristic or the trait in the behavioural science which can be quantified is termed as variable.

The operation definition of variable as follow:

1. Independent Variable

Independent variable of this research is Total Physical Response method. Total Physical Response is a language learning method based on the coordination of speech and action.

2. Dependent Variable

According to Yogesh Kumar Singh, "A dependent variable is the consequent of the independent variable. The functional relationship is analysed between the two variables."³

³*Ibid.*, p.215.

Dependent variable of this research is students' speaking skill in learning English. Speaking is a productive language skill. So, speaking is a mental process. This means that it is a psychological process by which a speaker puts a mental concept into some linguistic form, such as word, phrase, and sentences used to convey a message to a listener.

D. Data Collection Method

1. Test

Test is arrangement the questions exercises or the other tool that used to measure the skill, intelligence, science, talent the own of individual or group". It means that a test is one of the tools to measure the students' speaking skill.

To get the data from independent and dependent variables exactly, so the writer must measure design variable, they are as follows:

a. Pre-test (the speaking test without TPR Method)

The writer used the oral test.

b. Post-test (the speaking test with TPR Method)

The writer used of the conversation (oral test) to get the score of the students' speaking skill.

2. Observation

Observation in classrooms or nursery settings has been found to be a useful way of looking at many educational research questions, such as whether girls and boys play differently, or whether teacher behaviours influence student achievement.⁴ The outlines of the observation to get data of student activities such as students' pay attention when learning process, following the class enthusiastically, giving command, doing the physical action correctly, students' ability in question or answer, understand the material, be able to perform the task exercise well and students 'good participant.

3. Documentation

The researcher used the documentation method to get a detail information about students' speaking skill in learning English, the history of school, student list, teacher and employment of SMP Muhammadiyah 3 Metro.

E. Research Instrument

Instrument as the tool of research was is used in each method. Furthermore, the instrument involves:

- a. The instrument which would use in observation method is observed the students activities that can be seen in the appendix.

⁴Daniel Muijs, *Doing Quantitative.*,p.51.

b. The instrument would use in documentation method was documentation guidance, as follow:

- 1) Documentation about the condition English teacher in SMP Muhammadiyah 3 Metro in Academic Year of 2017/2018.
- 2) Documentation about the quantity of SMP Muhammadiyah 3 Metro in Academic Year of 2017/2018.
- 3) Documentation about the organization structure of SMP Muhammadiyah 3 Metro in Academic Year of 2017/2018.

To get the data from independent and dependent variables exactly, so the writer must measure design variable, they were as follows:

- 1) Pre-test (the speaking test without total physical response)

The writer used the speaking test.

- 2) Post-test (the speaking test with total physical response).

F. The Data Analysis

To investigate whether there were any positive and significant influence of Total Physical Response method toward students' speaking skill in learning English at the eight grade of SMP Muhammadiyah 3 Metro in the academic year of 2017/ 2018.

The formula of Chi-Square is:

$$\chi^2 = \sum \left[\frac{(fo - fe)^2}{fe} \right]$$

Note : χ^2 = Value of chi-square

fo = Observed frequency

fe = Expected frequency⁵

⁵ Donald Ary, *et.al*, *Introduction to Research.*, p.188

CHAPTER IV
RESULT OF THE RESEARCH

A. The Description of Data

1. Research Setting

a. A Brief History of SMP Muhammadiyah 3 Metro

SMP Muhammadiyah 3 Metro established in 1997. This research was conducted at SMP Muhammadiyah 3 Metro which was located on 22 Hadimulyo Street Imam Bonjol, No.102A Hadimulyo, Metro West. It is established on 2.100 M² with large building 636 M².

Since SMP Muhammadiyah 3 Metro was established, it has been lead by the following principles:

Table 6.

History of principle in SMP Muhammadiyah 3 Metro

No.	Name of Headmaster	Period
1.	Drs. Budi Rahayu	1997 – 2002
2.	Bambang Sulistyono, S.Pd	2002 – 2005
3.	Siman Ragil, S.Pd (Deceased)	2005 – 2007
4.	Tri Wahyu Handoyo, M.Pd	2007 – 2010
5.	Suripto, S.Pd	2010 – 2012
6.	Agus Pujianto, S.PD.M.Pd	2012 – Now

b. The Profil of SMP Muhammadiyah 3 Metro

1. Name of school : SMP Muhammadiyah 3 Metro
2. NSS / NPSN : 10807609
3. Province : Lampung
4. Regency : East Lampung
5. Sub district : Metro City
6. Village : Hadimulyo
7. Street : Hadimulyo Street Imam Bonjol No.
102A
8. Name of fondation : SMP Muhammadiyah 3 Metro
9. Post Code : 34111

**c. The Students' Quantity of SMP Muhammadiyah 3 Metro
in Academic Year 2017/2018**

The student's quantity of SMP Muhammadiyah 3 Metro in the academic year 2017/2018 is 210 that can be identified as follows:

Table 8.

The Students' Quantity of SMP Muhammadiyah 3 Metro
in the academic year 2017/2018

No.	Class	Total
1.	VIIA-VIIC	67
2.	VIIIA-VIIIC	62
3.	IXA-IXD	81
Total		210

d. The Sketch of the Location of SMP Muhammadiyah 3 Metro

Figure 4.

The Location Sketch of SMP Muhammadiyah 3 Metro

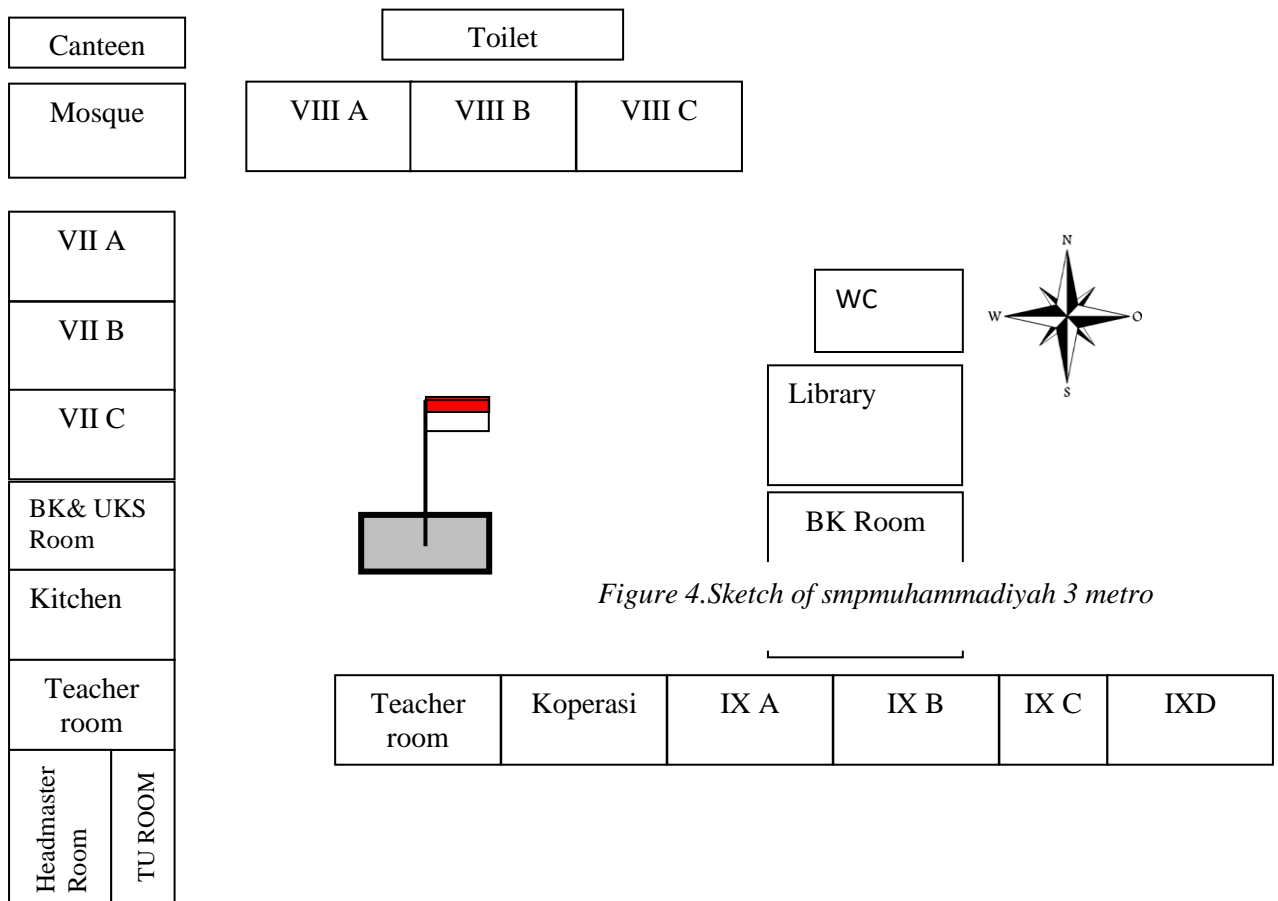


Figure 4. Sketch of smpmuhammadiyah 3 metro

B. Description of Research Data

1. Pre-Test Result

The purpose of pre-test was to know the students' skill in speaking skill before giving the treatment. This pre-test has given on the second meeting on April 22th 2017, after the researcher doing the observation. The students have given a pre-test that must be done in a pair. The researcher gave them a topic, and gave them time to discuss with their pair and make a conversation about the given topic. To measure the students' speaking skill, the students have to present the dialogue they had made before in front of the class related to the topic. The result of pre-test the student's speaking skill can be identified as follows:

Table 11

The pre-test result of students' speaking skill score at the eight grade of SMP Muhammadiyah 3 Metro

No	Initial Students	Pre-test	Criteria
1.	NMD	76	Good
2.	DR	64	Fair
3.	WW	60	Fair
4.	FD	72	Fair
5.	DI	24	Bad
6.	JF	60	Fair
7.	JAR	64	Fair
8.	DN	68	Fair
9.	FAH	52	Fair
10.	MPR	48	Poor

11.	PH	24	Bad
12.	EPR	64	Fair
13.	DA	48	Poor
14.	RF	64	Fair
15.	DYP	56	Poor
16.	HI	44	Poor
17.	SD	76	Good
18.	EDR	68	Fair
19.	FS	72	Fair
20.	MA	60	Fair
21.	FI	64	Fair
Total		1228	
The Highest Score		76	
The Lowest Score		24	
Average		58.5	

Source: Pre-test of the eight grade of SMP Muhammadiyah 3 Metro on April 22th 2017

From the table above could infer that the highest score was 76 and the lowest score was 24. Based on the data, the researcher measured the class interval by using the formula:

The Highest Score is 76

The lowest Score is 24

$$\begin{aligned}
 \text{Range (R)} &= X_{\max} - X_{\min} \\
 &= 76 - 24 \\
 &= 52
 \end{aligned}$$

$$\begin{aligned}
 \text{Number of Classes (b)} &= 1 + 3,3 \text{ Log } n \\
 &= 1 + (3,3) \log 21 \\
 &= 1 + 3,3 \times 1,32 \\
 &= 1 + 4,36 \\
 &= 5,356 \text{ (6)}
 \end{aligned}$$

$$\begin{aligned}
 \text{The Class Interval (P)} &= \frac{X_{\max} - X_{\min}}{b} \\
 &= \frac{R}{b} \\
 &= \frac{52}{6} \\
 &= 8,667 \text{ (8)}
 \end{aligned}$$

After knowing the class interval, the data that was taken from interval class above. Then it was put on the table of frequency distribution, as follows:

Table 12

The frequency distribution of the students' score in pre-test

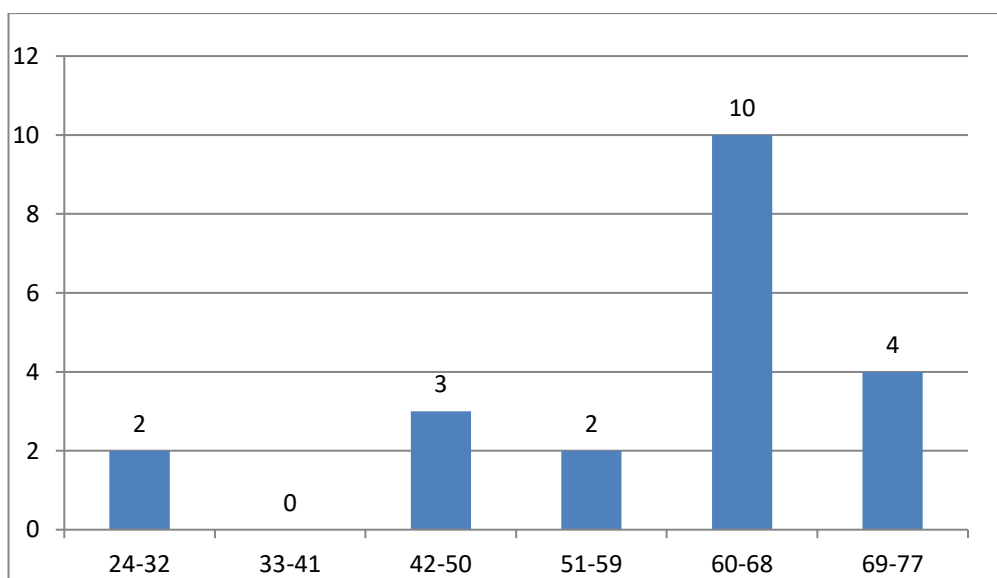
No	Class Interval	Frequency	Percentage
1	24-32	2	9,52%
2	33-41	0	0%
3	42-50	3	14,29%
4	51-59	2	9,52%
5	60-68	10	47,62%

6	69-77	4	19,05%
Total		21	100%

Based on the data pre-test above, it can be inferred that from 21 students as the research samples there were 17 students who got the score below the Minimum Mastery Criteria (MMC) were 76. There was only 4 students who got the score 76. It can be concluded that most of students got low score in speaking skill. It means the score was unsatisfied.

Figure 5

The frequency distribution of students' speaking score in pre-test



From the result of pre-test above, the researcher found the students' problems in speaking skill. These problems can be seen by the test that has been given. Many students got score under the MMC in this test.

2. Post-test Result

Post-test was employed in the last program of this research after giving some treatments and exercises to class in certain period of time. The post-test was done on May 29th 2017. The test was about speaking skill in the kind of speak up with body language . The result of students' post-test can be identified as follows:

Table 13

The post-test result of the students' speaking score at the eight grade of SMP Muhammadiyah 3 Metro

No	Initial Students	Post-test	Criteria
1.	NMD	88	Good
2.	DR	80	Good
3.	WW	68	Fair
4.	FD	76	Good
5.	DI	48	Poor
6.	JF	75	Good
7.	JAR	76	Good
8.	DN	64	Fair
9.	FAH	64	Fair
10.	MPR	78	Good
11.	PH	52	Poor
12.	EPR	80	Good
13.	DA	48	Poor
14.	RF	75	Good
15.	DYP	60	Fair
16.	HI	76	Good
17.	SD	84	Good
18.	EDR	72	Fair

19.	FS	80	Good
20.	MA	72	Fair
21.	FI	80	Good
Total		1496	
The Highest Score		88	
The Lowest Score		48	
Average		71.23	

Source : Post-test of the eight grade of SMP Muhammadiyah 3

Metro on May 29th 2017

From the table above can be inferred that the highest score was 88 and the lowest score was 48. Based on the data the researcher measure the class interval by using the formula:

The Highest Score is 88

The lowest Score is 48

$$\begin{aligned}
 \text{Range (R)} &= X_{\max} - X_{\min} \\
 &= 88 - 48 \\
 &= 40
 \end{aligned}$$

$$\begin{aligned}
 \text{Number of Classes (b)} &= 1 + 3,3 \text{ Log } n \\
 &= 1 + (3.3) \log 21 \\
 &= 1 + 3,3 \times 1,32 \\
 &= 5,356 (6)
 \end{aligned}$$

$$\begin{aligned}
 \text{The Class Interval (P)} &= \frac{X_{\max} - X_{\min}}{b} \\
 &= \frac{R}{b} \\
 &= \frac{40}{6} \\
 &= 6,667 (7)
 \end{aligned}$$

The total of Class Interval (P) of this research was 7. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 14

The frequency distribution of the students' score in post-test

No	Class Interval	Frequency	Percentage
1	48-55	3	14,29%
2	56-63	1	4,76%
3	64-71	3	14,29%
4	72-79	8	38,09%
5	80-87	5	23,81%
6	88-95	1	4,76%
7	96-100	0	0%
Total		21	100%

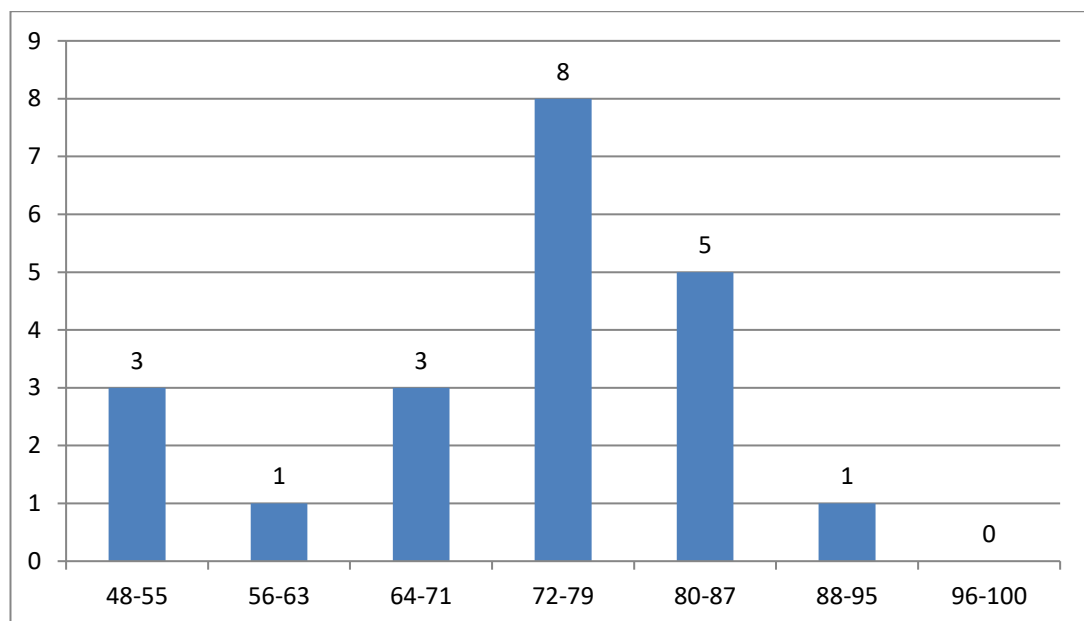
After the researcher given a treatment (Implementation of Total Physical Response) it can be described that the frequency of student's score result (Class interval) were 72-79 it that 8 student's got the

percentage of (38,09%), class interval 80-87 were 5 students (23,81%), and class interval 88-95 were 1 student (4,76%).

From the table above, it can be seen that there was an increasing of the students' speaking skill.

Figure 6

The frequency distribution of students' speaking score in post-test



Based on the result above, it can be inferred that the post-test was categorized into good category even though some of students were still poor in speaking skill, but it was good because they had good effort in speaking.

C. Hypothesis Testing

After the researcher doing observation and test, including pre-test and post-test, the researcher analyzed the data by using analysis of chi-square in order to prove whether there was a significant influence of using TPR Method toward students speaking skill at the eight grade of SMP Muhammadiyah 3 Metro, as follows the hypotheses were: (Ha) there was a positive and significant influence of using TPR Method toward students speaking skill at the eight grade of SMP Muhammadiyah Metro. And (Ho) there was no positive and significant influence of using TPR Method toward students speaking skill at the eight grade of SMP Muhammadiyah 3 Metro.

1. Putting the data into the formula Chi-Square (χ^2)

After the researcher has administered the oral test method, the researcher analyzed the data using of Chi-Square (χ^2) with the two variables in order to prove whether there was a positive and significant of using TPR Method toward students speaking skill at the eight grade of SMP Muhammadiyah 3 Metro as follows:

The formula of Chi-Square is:

$$\chi^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right]$$

Note : χ^2 = Value of chi-square

f_o = Observed frequency

f_e = Expected frequency

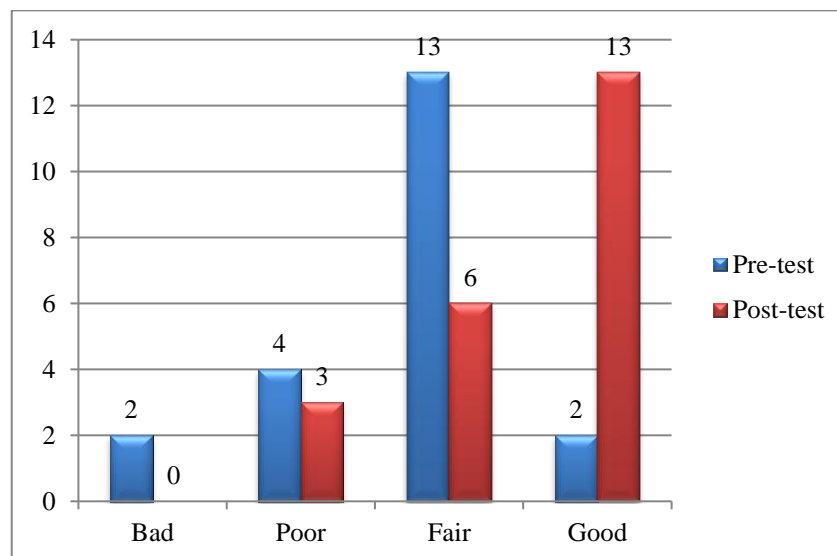
Table 15

**The result of the students' speaking skill in pre-test and post-test
based on the categories**

Variables	Categories				Total
	Bad	Poor	Fair	Good	
Pre-test	2	4	13	2	Rn = 21
Post-test	0	3	6	12	Rn = 21
Total	Cn = 2	Cn = 7	Cn = 19	Cn = 14	N = 42

Figure 7

**The result of the students' speaking skill in pre-test and post-test
based on the categories**



Then the researcher has counted the expected frequency (F_e) based on the observed frequency (F_o) data above. Then the researcher showed the data as follows: the students were included into bad category (2 students), the students

were included into poor category (7 students), the students were included into fair category (19 students), the students were included into good category (14 students).

Table 16

The contingency table of the expected frequency (Fe) on the result of the students' speaking skill in pre-test and post-test

Variables	Categories								Total	
	Bad		Poor		Fair		Good			
	Fo	Fe = $\frac{Cn. Rn}{N}$	Fo	Fe = $\frac{Cn. Rn}{N}$	Fo	Fe = $\frac{Cn. Rn}{N}$	Fo	Fe = $\frac{Cn. Rn}{N}$	Fo	Fe
Pre-test	2	$\frac{2.21}{42} =$ 1	4	$\frac{7.21}{42} =$ 3,5	13	$\frac{19.21}{42} =$ 9,5	2	$\frac{14.21}{42} =$ 7	21	21
Post-test	0	$\frac{2.21}{42} =$ 13	3	$\frac{7.21}{42} =$ 3,5	9	$\frac{19.21}{42} =$ 9,5	9	$\frac{14.21}{42} =$ 7	21	21
Total	2	14	7	7	22	19	11	14	42	42

Taken from the source of the data above, the researcher was put the data to determine the valuable of Chi square (χ^2) by orientation on the frequency that described above. To make it clear, it could be looked at the work table as bellow:

Table 17

The testing of the data

No	Fe	Fe	Fo-Fe	(Fo-Fe) ²	$\frac{(fo - fe)^2}{fe}$
2	$\frac{2 \times 21}{42}$	1	1	1	1
4	$\frac{4 \times 21}{42}$	2	2	4	2
13	$\frac{13 \times 21}{42}$	6,5	6,5	42,25	6,5
2	$\frac{2 \times 21}{42}$	1	1	1	1
0	$\frac{0 \times 21}{42}$	0	0	0	0
3	$\frac{3 \times 21}{42}$	1,5	1,5	2,25	1,5
6	$\frac{6 \times 21}{42}$	3	3	9	3
12	$\frac{12 \times 21}{42}$	6	6	36	6
Total 42		21`	21	95,5	$\chi^2 = 21$

$$\chi^2 = \sum \left[\frac{(Fo - Fe)^2}{Fe} \right]$$

Note:

χ^2 = Value of chi square

fo = Observed frequency

fe = Expected frequency

$$\chi^2 = \frac{1}{1} + \frac{4}{2} + \frac{42,25}{6,5} + \frac{1}{1} + \frac{0}{0} + \frac{2,25}{1,5} + \frac{9}{3} + \frac{36}{6}$$

= Expected frequency

$$\chi^2 = 1 + 2 + 6,5 + 1 + 0 + 1,5 + 3 + 6$$

$$\chi^2 = 21$$

Based on the table above, it can be inferred that the valuable of Chi-Square (χ^2) was 21. For investigating whether there was a positive and significant influence of using total physical respons method on the students speaking skill at the eightgrade of SMP Muhammadiyah 3 Metro, then the researcher has counted the degree of freedom (df). The formulation of df is:

$$df = (c-1) (r-1)$$

Note : df = Degree of freedom

c = column

r = row

$$df = (c-1) (r-1)$$

$$df = (4-1) (2-1)$$

$$= 3$$

The degrees of freedom is 3. So, the values of f_t on degrees of freedom are 5% = 7,815 and 1% = 11,345.

From data above shown the comparison of f_o with f_t was:

11,345 < 21 > 7,815 in 5% and 1% significance. It means that alternatif hypothesis (H_a) which explains “there is positive and significant using Total Physical response method on the students speaking skill at the eight grade of SMP Muhammadiyah 3 Metro”.

Based on Statical Hypothesis, the writer formulated f_o to f_t as follows:

1. If “ $f_o > f_t$, H_a is accepted and H_o is rejected.
2. If “ $f_o < f_t$, H_a is rejected and H_o is accepted.

From the data above, the value of chi-square was 21. Then, the data confirmed that “ $f_o = 21$ is higher than “ $f_t = 7,815$ in 5% and 11,346 in 1%. Therefore, it could be concluded that H_a was accepted and H_o was rejected. It means that “ there is a positive and significant using Total Physical response method on the students speaking skill at the eight grade of SMP Muhammadiyah 3 Metro”.

D. Discussions

In this research the researcher has observed the students speaking skill at the eight grade of SMP Muhammadiyah 3 Metro in academic year 2017/2018. The researcher has chosen the eleventh grade of SMP Muhammadiyah3 Metro because they have difficulties in speaking skill. So based on the problem, the researcher applied the TPR Method to help students in learning English especially in speaking skill.

The researcher assumed that teaching and learning by using TPR Method could help students in learning process, especially speaking skill. By

using TPR Method, students could be more motivated and active in learning English especially in speaking. The students would interact with others and it could help them to increase their speaking skill.

After the researcher applied the strategy in the class, from the test that the researcher done, it proved that TPR Method could give the influence toward students' speaking skill result especially for the students at the eight grade of SMP Muhammadiyah 3 Metro.

From the result of this research, it can be seen that there was a positive and significant influence of using TPR Method toward the students' speaking skill result. In fact, it was showed that the students score has changed. Before the treatment most of students got score under the MSC (76). It was only two students who pass the MSC and after the treatment, there were 12 students who pass the MSC. Therefore, it could be inferred that the strategy which was applied gave positive influence to the students' speaking skill score.

E. Limitation

This research was conducted at SMP Muhammadiyah 3 Metro. The subject of the research was done in one class of the eighth grade. Hence, the result of this research was limited in this circumstance including class, conducting of the measurement, and this research could not be generalized.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher is conducted the research in SMP Muhammadiyah 3 Metro which is located on 22 Imam Bonjol No. 102 hadimulyo Street, Metro. The researcher was conducted the test to 21 students on the eight grade of SMP Muhammadiyah 3 Metro in academic year 2017/2018. Based on the data of pre-test, students' speaking skill was bad. Then, the researcher used TPR Method to be used in the research to know the influence of the TPR method toward students' speaking skill.

From the data above, the value of chi-square was 21. Then, the data confirmed that " $f_o = 21$ is higher than " $f_t = 7,815$ in 5% and 11,346 in 1%. Therefore, it could be concluded that H_a was accepted and H_o was rejected. It means that "there is a positive and significant using Total Physical response method on the students speaking skill at the eight grade of SMP Muhammadiyah 3 Metro".

Based on the result, TPR Method gave positive and significant influence toward students speaking skill at the eight grade of SMP Muhammadiyah 3 Metro in academic year 2017/2018.

The result of this research could not be generalized as the general result of the research.

B. Suggestion

1. For students

The students are suggested to more confident and competitive to explore their speaking skill. So, they can enrich their vocabulary, pronunciation, grammar, fluency and comprehension because they have to speak in English.

2. For English teacher

The teachers are suggested using TPR Method in teaching English, especially in teaching speaking skill with topic and more modification to be more interesting.

3. For headmaster

The headmaster is suggested to prepare the facilitation of the school to support the English learning processes.

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CURRICULUM VITAE

The name of the writer is Muhammad Arif Maheya. He was born in Sidomulyo (Tulang Bawang) on January 01, 1994. He is the fourth child out of four children of M. Roni As and Siti Asiyah.



1. He graduated from Elementary school (SDN) 02 Sidomulyo (Tulang Bawang) Finished on 2006.
2. Continue to Junior high school (Mts Nurul Huda) Tulang Bawang Finished on 2009.
3. Continue to Senior high school (MAN) 2 Metrob Finished on 2012.
4. And in the same year she continued her study as a student of S-1 English education programmer State Institute For Islamic Studies of Metro.