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AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING TOTAL PHYSICAL RESPONSE METHOD TOWARD THE STUDENTS' MOTIVATION IN LEARNING ENGLISH AT THE FIFTH GRADERS OF MI MA'ARIF DAARUL RAHMAN MELARIS EAST LAMPUNG

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Presented as a Partial Fulfillment of the Requirement
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In English Education Program

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ABSTRACT

By:

WIWIN HANDAYANI

Motivation is one of important aspect in Learning English. Without a strong motivation, students will be difficult to do learning English. Theoretically, motivation is all of inner power reinforcing any person to do something. So motivation is power that determine successful in learning English. The students need motivation in learning English because with motivation they will active to do learning English.

A method has the important rule. The method can help the teacher explaining or teaching the material because motivation is the key in teaching the goal of learning English. By total physical response method was develop to reduce the stress people while studying foreign language especially in learning English. Total physical response method believes the importance of having their students enjoy their experience in learning experience in learning to communicate in a foreign language. In TPR method, students listen and respond to the spoken target command of their teacher so the students will be easier if they use their body in learning English.

At MI Ma'arif Daarul Rahman Melaris, especially at the fifth graders many students have low motivation in learning English. It can be looked from the result of pre-survey. Based on this problem, the researcher was interested to apply the TPR method in teaching English because this method has been not use before yet.

The objective of this research is quantitative research design in the form of experiment research. The writer uses questionnaire to know the students response toward using the TPR method in the classroom and then the researcher measured the students motivation by question test. To investigate wheather there is any significant and influence by using tthe TPR method toward the students motivation in learning English the researcher analyzed the data by using product moment formula.

Finally, the data confirmed that "$r_{observation}$" is bigger than "r_{table}" = 1,456 > 0,396. It can be inffered that Hi accepted. It means that there is a positive and significant influence of using the TPR method toward the students motivation in learning English.

PENGARUH PENGGUNAAN METODE TOTAL PHYSICAL RESPOMSE METHOD TERHADAP MOTIVASI SISWA DALAM PEMBELAJARAN BAHASA INGGRIS KELAS LIMA DI MI MA'ARIF DAARUL RAHMAN MELARIS LAMPUNG TIMUR

ABSTAK

By

WIWIN HANDAYANI

Motivasi merupakan salah satu aspek penting dalam Belajar Bahasa Inggris. Tanpa motivasi yang kuat, siswa akan sulit untuk melakukan pembelajaran bahasa Inggris. Secara teoritis, motivasi adalah semua tenaga dalam memperkuat setiap orang untuk melakukan sesuatu. Jadi motivasi merupakan kekuatan yang menentukan sukses dalam belajar siswa English. Para siswa membutuhkan motivasi dalam belajar bahasa Inggris karena dengan motivasi mereka akan aktif untuk melakukan belajar bahasa Inggris.

Sebuah metode memiliki aturan penting. Metode ini dapat membantu guru menjelaskan atau mengajarkan materi karena motivasi adalah kunci dalam mengajarkan tujuan belajar bahasa Inggris. Dengan metode total physical response berkembang untuk mengurangi stres saat orang belajar bahasa asing terutama dalam belajar bahasa Inggris. Metode total physical response percaya pentingnya memiliki siswa mereka menikmati pengalaman mereka dalam pengalaman belajar dalam belajar untuk berkomunikasi dalam bahasa asing. Dalam metode TPR, siswa mendengarkan dan menanggapi target perintah lisan dari guru mereka sehingga siswa akan lebih mudah jika mereka menggunakan tubuh mereka dalam belajar bahasa Inggris.

Di MI Ma'arif Daarul Rahman Melaris, terutama pada kelas lima banyak siswa memiliki motivasi yang rendah dalam belajar bahasa Inggris. Hal ini dapat dilihat dari hasil pra-survei. Berdasarkan masalah ini, peneliti tertarik untuk menerapkan metode TPR dalam mengajar bahasa Inggris karena metode ini belum digunakan sebelumnya.

Tujuan dari penelitian ini adalah desain penelitian kuantitatif dalam bentuk penelitian eksperimen. Penulis menggunakan kuesioner untuk mengetahui tanggapan siswa terhadap penggunaan metode TPR di kelas dan kemudian peneliti mengukur motivasi siswa dengan uji pertanyaan. Untuk menyelidiki ada yang signifikan dan pengaruh dengan menggunakan metode TPR terhadap motivasi siswa dalam belajar bahasa Inggris peneliti menganalisis data dengan menggunakan rumus product moment.

Akhirnya, data menegaskan bahwa pengamatan $r_{observation}$ lebih besar dari r_{table} = 1,456> 0.396. Hal ini dapat disimpulkan bahwa Hi diterima. Ini berarti bahwa ada pengaruh yang positif dan signifikan dengan menggunakan metode TPR terhadap motivasi siswa dalam pembelajaran bahasa Inggris.

The Title	: THE INFLUENCE OF USING TOTAL PHYSICAL RESPONSE METHOD TOWARD THE STUDENTS' MOTIVATION IN LEARNING ENGLISH AT THE FIFTH GRADERS OF MI MA'ARIF DAARUL RAHMAN MELARIS EAST LAMPUNG
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Sudah kami setujui dan dapat diajukan ke jurusan untuk dimunaqosahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terima kasih.

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RATIFICATION PAGE

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Undergraduate thesis entitled: **THE INFLUENCE OF USING TOTAL PHYSICAL RESPONSE METHOD TOWARD THE STUDENTS' MOTIVATION IN LEARNING ENGLISH AT THE FIFTH GRADERS OF MI MAARIF DAARUL RAHMAN MELARIS EAST LAMPUNG,** written by Wiwin Handayani Student Number (0955467) English Study Program, has been examined (Munaqosyah) in The Second Room at The Third Floor Lecturer Building on Thursday, August 22nd, 2013.

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Hargomulyo, Juli 2013

Yang menyatakan,



Wiwin Handayani

MOTTO

Knowledge is not to be memorized but to be put into action.

(Imam Syafi'i)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

- *My father (Suyoto) and my mother (Supiyanti) whom I love, thanks for your support, love and care. I love you and you are my spirit in my life.*
- *My young sister (Viki Okta Viani), and (Vika Agustian), : thanks for your being nice sister..*
- *All of my friends that always support me: "Etika Vidi Astuti, Agus Saputra" that always give me spirit, help and support. Thank you very much.*
- *My sponsor Drs Kuryani Utih, M.Pd and my Co-Sponsor Dra. Yerni Amir, (this graduate thesis will not real without your assistance).*
- *All classmates of English education study program students in the academic year of 2009.*
- *The headmaster (Hendrik Imam M.Pd.I) and English teacher (Sri Wahyuni S.Pd.I) of MI Ma'arif Daarul Rahman melaris East Lampung.*
- *My almamater STAIN Jurai Siwo Metro.*

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Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. Shalawat and Salam must be the best words conveyed to Prophet Muhammad, peace be upon him, who becomes an inspiration for all people to live as Moslems.

This research proposal is presented as a Partial Fulfillment of the Requirements for the Degree of SarjanaPendidikan(S.Pd) in English Education Study Program, entitled: "The Influence of using Total Physical Response Method toward the Students' Motivation in Learning English at the Fifth Graders of MI Ma'arif Daarul Rahman Melaris East Lampung".

The researcher would like to express his gratitude to the principle of STAIN JuraiSiwo Metro; Prof. Dr. Edi Kusnadi, M.Pd., to sponsor; Drs. KuryaniUtih, M.Pd., and to the co-sponsor;Dra Yerni Amir, who have sincerely guided the researcher to accomplish this research proposal in time. The researcher also does not forget to appreciate all helps and supports from the lecturers of English Education Study Program, Staff of Tarbiyah Department, and Mrs.Sri Wahyuni, S.Pd.I as the English teacher. And also the students of the fifthMI Ma'arif Daarul Rahman Melaris East Lampung.

Finally, the writer welcomes any suggestion and criticism for the improvement of this research proposal and hopefully his research proposal will be useful for himself and all the readers.

Metro, July 2013

The researcher,

Wiwin Handayani

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INGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a system of communication in speech and writing used by people of a particular country.[1] Language is very important in human life, by using of language, we can communicate or interact among others to make relationship with other people. Without the existences of the language, we will find difficulties in his communication.

Furthermore, English is one of the important language in the world, because nowadays English has become an Internasional language that almost used by all countries. Beside it, Indonesia is one of the countries that used English as a foreign language and it has been a compulsory subject to the students from the first grader of Elementary School up to University. The students should have four language skill such as listening, reading, speaking and writing. There are also language component; vocabulary, spelling and structure.

In the Elementary school to the learning of English as a foreign is quite crucial. For this reason the material selected should be carried out carefully. The function of English curiculum in Elementary school is to make the students interested in English. Besides that they are hoped to be able to communication in

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[1]Hornby, As, *Oxford Advanced Learner's Dictionary 6th Edition*, (New York : Oxford University Press, 2000), p.752.

very simple English. Started from what they have by them selves and their enviroment. But we have to realized that the goal of English.

English in Elementary school is still limited an introduction about communicative expression appropriate with then the students development. The teacher has to always give the guidence and control to the students learning activities, so that the function of the teacher in the learning process is the students guidence in the classroom. It need to be understood that not only the teacher become the determiner of good or bad of the students' achievement but also the factor will be coming from the students itself, the purpose of the education and the means and infrastructure of education itself.

According to Brown "a learners will be successful with the proper motivation; such aims are of course not erroneous for countless studied and experiment, as human learning has shown that motivation is a key to learning". [2]

Based on the statement above motivation is needed very much in learning English. Motivation is a power, which gives desire to the students so they have awareness that learning English is their responsible. Motivation also one important aspect in Learning English. Without a strong motivation, students will be difficult to do learning English.

Theoritically, motivation is all of inner power reinforcing any person to do something. So motivation is power that determine successful in learning English.

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[2]Brown, H. Douglas, *Principles of Language Learning and Teaching*, (San Fransisco : San Francisco State University, 2000). Fourth Edition. p. 160.

The students need motivation in learning English because with motivation they will active to do learning English. If some students have less motivation in learning English because they think that is very difficult and boring to keep the objectively, so the teacher should give the motivation to the students by giving the spirit and information that learning English is very useful and interesting, in order that, they will have an integrated motivation.

In motivating students to interest lesson in the class, the teacher should find out some method that can attract the students' motivation and interest. Generally, method is described as an overall plan for systematic presentation of language based upon a selected approach.[3] We can know that method is really important in teaching learning process, especially in teaching foreign language. Because it can help the teacher to deliver knowledge easily.

From the observation, the writer found that most of the students of MI Ma'arif Darul Rahman Melaris have difficulties in learning English their obvious weakness were mostly not motivated. Besed on pre-survey conducted by writer it can be seen that many students do not active attention the English lesson, it is like talking and playing with their friend while the teacher is explaining the material in front of the class.

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[3]Brown, H. Douglas, *Teaching by Principles,* (San Fransisco: Fransisco state University, 2001) , p. 14.

Table 1

The result of pre-survey of students' motivation at fifth graders of MI Ma'arif Daarul Rahman Melaris East Lampung in academic year 2012/2013.

No.	Category of Motivation	Frequency	Percentage
1.	High	3	11,6 %
2.	Average	10	38.4 %
3.	Low	13	50 %
	Total	26	

Source: The result of pre-survey, on November 28, 2012.

From the data of survey on November 28, 2012 at the fifth graders of MI Ma'arif Daarul Rahman Melaris East Lampung in academic year 2012/2013 shows the level of motivation among 26 students are 3 students are included into high category of motivation (11.6%), 10 students are included into average category of motivation (38.4%), and 13 students are included into low category of motivation (50%).

Based on the explanations above, it means that 50% the fifth graders of MI Ma'arif Daarul Rahman Melaris has less category of motivation. It is the reason of the research on students' motivation become interesting. The writer thinks caused 50% of students into less category in motivation because they feel that English is difficult.

Regarding to the background of the problem, the writer is interested using total physical response as a alternative method in the students' motivation while English learning because the total physical response method is a language teaching method build around the coordination of speech and action, it attempts to teach through total physical response motor activity. So, in this research the researcher want to see the influence of using total physical response method toward the students' motivation in learning English.

B. Problem Identification

Based of the background above, the writer identified the problems as follow:

1. The students have low motivation to study in the class.
2. The students do not active to follow the lesson English.
3. Thc students have lack interest in participating the class.
4. The students' achievement of English subject is variation.
5. Some of them think that learning English is difficult.

C. Problem Limitation

For there is a great number of problems dealing with the students' motivation so, the researcher limits the problem only to "The Influence of Using Total Physical Response Method toward the Students' Motivation in Learning English at the fifth Graders of MI Ma'arif Daarul Rahman Melaris East Lampung".

D. Problem Formulation

Based on the background of the study and problems identification above, the writer formulates of the problem in this research as follow: Is there any positive and significant influence of using total physical response method toward the students' motivation in learning English at the fifth graders of MI Ma'arif Daarul Rahman Melaris East Lampung?

E. Objective And Benefits Of The Study

1. Objective of the Study

The objectives of the studies are:

a. To know the level of the students' motivation in learning English at the fifth graders of MI Ma'arif Daarul Rahman Melaris.

b. To know how far the total physical response method can increase the students' motivation in learning English at the fifth graders of MI Ma'arif Daarul Rahman Melaris.

c. To know the influence of using total physical response toward the students' motivation in learning English at the fifth graders of MI Ma'arif Daarul Rahman Melaris.

2. Benefits of the Study

a. For the Students

By using total physical response as method, it is hoped that the students will be more interested and motivated in learning English. So,

the result of this research is expected able to increase their motivation in lerning English.

1) To help the students to enjoy the process of English learning in the class.
2) To enable the students to understand learning English easily.
3) To enable the students to get good achievement in learning English.
4) The students will know more the important of the learning motivation in their learning process, so that they can increase their learning.

b. For the Teacher

The teacher hoped is able to use the total physical response method in English learning activity at the class.

1) To give information about the method in learning English especially total physical responsemethod for the English teacher.
2) To help the teacher to choose the appropriate method in teaching English materials.

c. For the research

1) To give information for further research with certain interest.
2) To add the experience means knowledge in English instruction.
3) To apply the knowledge who the research got in her study.

TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO

CHAPTER II

REVIEW OF THE RELATED THEORY

A. Theoretical Review

1. Learning Motivation

a. The Concept of Motivation

Etymologically, the word "motivation" is derived from the word 'motive' and it can be defined as a drive or force within the organism that activates behavior or directs it toward a goal.[1] According to Oxford Advanced Learner's motivation can be defined as to be the reason why somebody does something or behaves in a particular way.[2] It means that somebody used motivation to do something or behaves in particular way.

Terminologically, there are some experts that have different definitions for motivation, but here the writer will take several definitions according to the experts as follows: Nasution stated that "motivation is all energy to encourage someone to do something."[3] It means that motivation is energy that order to someone to do something. According Mc Donald in Hamalik motivation is an energy change within the person characterized by

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[1]M. Alisuf Subri, *Pengantar Psikologi Umum dan Perkembangan* (Jakarta : Pedoman Ilmu Jaya, 1993). Cet. ke 1. p. 128.

[2]Hornby. As. *Oxford Advanced Learner's Dictionary 6th Edition*. (New York : Oxford University Press. 2000). p. 864.

[3]S. Nasution. *Didactic Asas-Asas Mengajar*. (Jakarta : Bumi Aksara. 2004). p. 73.

affective arousal and anticipator goal reaction.[4] It means that motivation that beginning of energizing change from the person, marked by the effective arousal marked by the reaction to achieve a goal.

According Yufrizal stated that motivation is very important in second language learning as in order field of human learning.[5] It means that we need motivation very much in language learning, because motivation is very important in second language learning.

The concepts above also supported by the Brown's stated that

> motivation is probably the most frequently used catch - term for explaining the success of failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is motivated. It is easy in second language learning to claim that learners will be success with the proper motivation. Such claims are of course not erroneous for countless studies and experience, in human learning has shown that motivation is a key to learning.[6]

It means that the students' motivation is very important in second language learning because with motivation the students can success in any task and they will active to do learning English.

Moroever Jeremy Harmer stated that motivation is some kind of internal drive which pushes someone to do things in order to achieve something.[7] It means that motivation can pushes someone to do things in

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[4]Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta : Bumi Aksara, 2004). p.158.

[5] Hery Yufrizal, *An Introduction to Second Language Acquisition : A Text Book for ESL Learners and English Teachers*, (Bandung : Pustaka Reka Cipta, 2008), Cet. ke 1, p.111.

[6]Brown, H. Douglas, *Principles of Language Learning and Teaching*. (San Fransisco : San Fransisco State University, 2000), Fourth Edition, p.160.

[7]Jeremy Harmer, *The Practice of Language Teaching Fourth Edition* (England : Longman, 2007), p. 98.

order to achieve something. James in Wasty states that motivation is the conditional that activities or giving urging to human to making attitude for gaining the purpose appeared by the motivation itself.[8] It means that motivation very important in activities because by motivation human can make attitude for gaining the purpose appeared.

Furthermore, Sardiman said that motivation is the driving force that has become active. Motivation to be active at certain times, especially when the need for an urgent goal.[9] It means that motivation can active when the need for an urgent goal.

Based on the quotations above, it can be inferred that motivation needed very much in learning English, motivation is the power which they give the desire to the students so, they have awareness that learning English is their responsible. Motivation also will give effect in learning comprehension and makes students fail or success in their learning English they think that is very difficult and boring to keep the objectively. The writer assumed that if the students are strongly motivated, the process of learning English will be more effective, so the teacher should give the motivation to the student by giving spirit and information that learning English is very useful and interesting, order that they will have an integraded motivation.

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[8]Wasty Soemanto, *Psikologi Pendidikan*, (Jakarta : Rhineka Cipta, 1998), Cet. ke. 4, p.205.
[9]Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: Rajawali Pers, 2010), p.73.

b. **Kinds of Motivation**

There are 2 kinds of Motivation, such as:

1) Intrinsic Motivation

Sardiman stated that intrinsic motivation is the motives that are activator the functioning of unnecessary stimulated from the outside, because the individual shave incentive to do anything.[10] According Hamalik intrinsic motivation is the motivation that lives within the student and useful in learning situations functional.[11] It means that intrinsic motivation is concern with factor in our selves.

Based on the quotation above, it can be inferred that motivation which originates within the behaviors itself rather than externally. People with intrinsic motivation feel that they are doing an activity because some reason. Motivation comes within in learning situation, which grow in students self for instance a desire to master a certain skill. Motivation of intrinsic arises without influence from outside. It means that the internal pressure have bigger influence for students to do activity.

2) Extrinsic Motivation

Sardiman stated that extrinsic motivation is active and functioning due to external stimuli. For example a person is learning, his deep know tomorrow morning will be the testin the hope of getting a good value that

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[10] *Ibid.*, p. 89.
[11] Oemar Hamalik, *op.cit*, p. 162.

will be praised from someone.[12] Meanwhile Harmer argued that extrinsic motivation is the result of any number of outside factor, for example the need to pass an exam, the hope of financial reward or the possibility of future travel.[13] It means that extrinsic motivation is concern with factor out our selves.

Based on the statement above, it can be inferred that extrinsic motivation the activity motivation and has functional because there are something or stimulus coming from outside because of some interaction end. Extrinsic Motivation to short success because it comes from and gets more influence from outside, extrinsic motivation that usually used in the school as follow score, rewards and punishment.

c. The Function of Motivation in Learning English

Someone does an active caused by a motivation, with the existance of motivation of anyone self, hence the students who have high motivation will successful in learning English. According to Nasution the function of motivation divided into three kinds, they are:

1) To support human to do something, so as the motor that it gives energy. This motivation a motor of every activity that will do.

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[12]Sardiman, *op.cit*, p. 91.
[13]Harmer , Jeremy, *loc.cit.*

2) To determine the reaction of activity that is to direction to purpose that will get so motivation can give the direction and activity that to do accord with the formulation of the purpose itselfs.

3) The selection of the performance. That is to determine while activities that have to do and match to get the purpose by threw out disadvantage activities so that the purpose really can go. A student that a will do the final test will a hope that will pass the exam, of course she or he will study hardly and do not want to spend the time to play cards or reading comic, because not the compatible with the purpose the students itself.[14]

Also Hamalik divides the motivation into three function, they are:

1) Motivate to do something.
2) Functioning motivation as determinant of direction.
3) Functioning motivation as activator.

From the definition above, we can get the conclution that the function of learning motivation is a motor or motivator to the students so that they can increase their achievement more and more, so it the target can be reached.

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[14]S. Nasution, [illegible] 76.

d. Kinds of Giving Motivation

They are may ways to give motivation to the students' motivation include intrinsic motivation and extrinsic motivation.

1) Kinds of giving the students' motivation include intrinsic motivation that are:

a) Interest
It has explained above that the motivation problem is very high of correlation with interest. Motivation appear cause there are necessity, like interest, so it very precise if the interest is a instrument of main motivation.

b) Know the Result
The result will support the students to study hard, more the students know the graphic of study result, so there is motivation on every student themselves to study more and more with a wish that result will increase.

2) Kinds of giving the students' motivation include extrinsic motivation that are:

a) Giving the Examination
The students will be study hard if they know there will be a test, so that giving test is also a medium of motivation.

b) Giving the Present
Present is also told as motivation but it is always like that, because of the present of the job maybe will not interest for someone that they does not like or does not have talented for the job.

c) Punishment
Punishment is reinforcement that give a negative contribution but if it is given in good and wise situation, it can be a good wise situation, it can be a good motivation, so the teacher must understand the principles of giving punishment before give the punishment.

d) Giving a number
Number in this case is as a symbol from the value of learning activity. Many students study just to get bookmark, so usually students just find or run up the right score in the final test or score on the rapport.

e) Praise
If there are success students of doing the task better, the teacher need given the praise. Praise is form of a positive reinforcement and as a good motivation.

f) Competition
The competition can be used as a tool of motivation to support the learning of the students. The competition, like individual competition or grouped competition can increase the study of the students. [15]

3) Relate between the students' intrinsic and the extrinsic motivation.

Intrinsic and extrinsic are types of motivation which distinction between them has shed important light on both developmental and educational practices. In this review we revisit the classic definitions of intrinsic and extrinsic motivation in light of theory. Intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate. However, extrinsic motivation is argued to vary considerably in its relative autonomy and thus can either reflect external control or true self-regulation. The relations of both classes of motives to basic human needs for autonomy, competence and relatedness are discussed. The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome.

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[15] *Ibid.*,p.78

2. Total Physical Response Method

a. The Concept of Total Physical Response Method

Total physical response method is existing of three words, there are total, physical, and response that have each meanings. Etymologically, the word "total" in Oxford Advanced Learner's Dictionary can be defined as follows: 1). being the amount or added together after everyone or everything is counted or added together, 2).the amount you get when you add several numbers or amounts together; the final number of people or things when they have all been counted.[16]

The word "physical" in Oxford Advanced Learner's Dictionary can be defined as follows: 1).connected with a person's body rather than their mind, 2).connected with things that actually exist or are present and can be seen, felt, etc, rather than things that only exist in a person's mind.[17]

And the last, the word "response" also in Oxford Advanced Learner's Dictionary can be defined as follows: 1). a spoken or written answer, 2). a reaction something that has happened or been said.[18]

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[16]Hornby, *op.cit*, p.1428.
[17]*Ibid.*, p.989.
[18]*Ibid.*, p.1133.

Based on the three each definitions above, we can conclude that total physical response is an activity when the teacher give command to the students and then the students reaction or respond and connected with a person's body rather than their mind.

Terminologically, there are some experts that have different definitions for total physical response, but here the writer will take several definitions according to the experts as follows:

In Encyclopedia of Wikipedia "total physical response (TPR) is a method to aid learning second languages, the method relies on the assumption that when learning a second or additional language".[19] It means that in total physical response method, there is any emphasizes interaction between the teacher and the students in learning process, So, the students as active learners can develop their performance.

According Richards and Rodgers "total physical response method is a language teaching method build around the coordination of speech and action, it attempts to teach through total physical response motor activity".[20] It means that total physical response in teaching learning activityis coordination of speech and action through motor activity.

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[19] Blaine Ray, "Total Physical Response", at http:// en.Wikipedia.org wiki Total_Physical_ Response. 27 Oktober 2012

[20] Jack C. Richard and Theodore S. Rodger, *Approaches and Method in language Teaching.* (London : Cambridge University Press, 1986), p.73.

Diane Larsen- Freeman stated that TPR is the comprehension approach.[21] The concepts above also supported by the Yufrizal's stated this approach is based on the belief that listening comprehension should be developed fully.[22] It means that in TPR the students listen and respond to the spoken target language command of their teacher.

Furthermore, Brown in Bambang Setiyadi adds that

> TPR is based on the premise that the human brain has a biological program for acquiring any language. Based on the developmental psychology, the proponents of TPR claim that memory is increased if it is stimuius through association with motor activity and the process of learning a foreign language is parallel process to learning the first language.[23]

Based on the quotation above, it can be inferred that TPR guides the English teacher to practice and progress students listening before they are ready to act their language. It is hoped to form students' mastery especially their basic language to be seen as part of the context. By observing action and performing they would understand the language they learnt. The meaning of the words can be understood by making association between the command they hear and the action they are observing.

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[21]Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York : Oxford University Press, 1986), p. 34.

[22]Hery Yufrizal, *op.cit,* p.159.

[23]Ag.Bambang Setiadi, *Teaching as a Foreign Language*, (Yogyakarta : Graha Ilmu, 2006), p. 125.

b. The Goals of Using Total Physical Response Method

Diane Larsen-Freeman explain the goals of the teachers who use TPR are total physical response method as follows

Total Physical Response method believes the importance of having their students enjoy their experience in learning 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 fell when studying foreign language and thereby ancourage students to persist in their study beyond in beginning level of proficiency.[24]

So, the goal of the teacher using total physical response mathod in order to the students enjoy when they learn English.

c. The Technique of Total Physical Response Method

According to Diane Larsen- Freeman there are some techniques of total physical response method that can be used in teaching learning process there are:

1) Using commands to direct behavior.

It should be clear from the class we observed that the use of command is the mayor teaching technique of total physical response method. The command is given to get students to perform the action; the actions make the meaning of the command clear. Since Asher suggest keeping the pace lively, it is necesary for a teacher a plan in advance just which command she will introduce in a lesson. If the teacher tries to think them up us the lesson progreses, the pass will be too slow.

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[24] Diane Larsen-freeman, *op.cit*.p. 116.

At first to clarify meaning, the teacher performs the action with the students. Later the teacher direct the students alone. The students' actions tell the teacher whether the students understand. As we saw in the lesson we observed, asher advises to vary the sequence of the commands so that the students donot simply memorize the action sequence without ever connecting the action with the language.

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

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

(Ingrid gets up and walks to the blackboard.)

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

(the class stand up)

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

(Fatimah writes her name on the blackboard)

TEACHER : Class, if Ingrid **wrote** her name on the blacboard, sit down!

(the class sit **down**)

2) Role Reversal

Students command their command and classmates to perform some action. 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 emirate to speak until they are ready.

3) Action Sequence

At one point we say the teacher give their connected commands, for examples the teacher 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 the language, as longer series of connected command can be given, which together comprise a whole procedure.[25]When we did not see a long action sequence in this very first class, a little later on students might receive the following instruction:

Take out a pen

Take out a piece of paper

Write a latter

Fold the later

Put it in an envelope

Seal the envelope

Write the address on the envelope

Put a stamp on the envelope.

Mail the later.

d. The Characteristics of Total Physical Response Method

The Total physical Response method has characteristics features follow:

[25]*Ibid.*, pp. 118-119.

PERPUSTAKAAN STAIN JURAI SIWO METRO

1) The instructor issue commands to a few students, then performance the action with them.
2) The some students demonstrate that they can understand the command performing them alone. The observes also have an opportunity to demonstrate their understanding.
3) The teacher recombines elements of the command to have the students develop flexibility in understanding unfamiliar utterances. These commands, which students perform, are often humorous.[26]

e. Advantages and Disadvantage of Total Physical Response Method

There are some advantages and disadvantages of using total physical response method, that are:

1) Advantages of Total Physical Response Method

a) It is fun and easy
b) It does not require a great deal of preparation on the part of the teacher.
c) It is a good tool for learning vocabulary.
d) Class size does not need to be a problem.
e) There is no age barrier.

2) Disadvantage of Total Physical Response Method

a) It is not a very creative method. Students are not given the opportunity to express their own views and thoughts in a creative way.
b) It is easy to overuse TPR.
c) It is limited, since everything cannot be explained with this method. It must be combined with other approaches.[27]

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[26] *Ibid.*, p.116.

[27] John Micheal , "Advantages and Disadvantages of Total Physical Response", at http://wiki.answers.com/Q/. 27 Oktober 2012

It concludes that, there are some advantages and disadvantage of total physical response method. One of the advantagesof using total physical response method is can make the students fun and enjoy when learn in the class.

3. The Implementation of Learning Motivation through TPR

The researcher start teaching learning activity by introducing by material would be learnt. When the researcher introduce about thing to the students, they do not speak anything. They just listen to the researcher explanation and do as what the researcher asks to do.

The researcher give them command to do something in English and the students act along with the researcher before the researcher need four students as volunteers to help her with the lesson and other students just listen and observed the activity.

The researcher say "Stand up". As researcher says it, the researcher stand up and researcher signals for the four volunteers to do the something as researcher does, they all stand up. "Turn around." As researcher says it, the students follow the researcher's example together and turn so that they are facing their chairs. One again the researcher gives command at the time, the four volunteers respond to this command without the researcher. Next, the researcher signals that the researcher would like one of the volunteers to follow researcher's command alone.

Finally, the researcher approaches to other students who have observed the researcher and their friends. The researcher says some command and the students respond them. Then the researcher gives other command for several times until the researcher feel that the volunteers and rest of the students understand with the commands. And the end of the lesson, the researcher writes the new vocabulary on the whiteboard. Any time researcher writes the command, the researcher acts them out.

a. The Presentation of Total Physical Response Method

1) The teacher gives a command in the target language and performs it with the students.
2) The students say nothing.
3) The teacher gives the command quickly.
4) The teacher sits down and issues commands to the volunteers.
5) The teacher directs students other than volunteers.
6) The teacher introduce new command after she is satisfied that the first six have been mastered.
7) The teacher changes the other of the commands.
8) When the students make an error, the teacher repeats the command while action it out.
9) The teacher gives the students command they have not heard before.
10) The teacher say, "Jump to the desk." Everyone laughs.
11) The teacher writes the new command on this blackboard.
12) A few later, a student who has not spoken before gives command.
13) A student say, "Shake hand with your neighbor".[28]

b. The Principles of Total Physical Response Method

Here are some principles by which the total physical response method is implemented for their language teaching:

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[28] *Ibid.*, pp. 114-115

1) Meaning in the target language can often be conveyed through action.
2) The students understanding of the target language should be develop before speaking
3) Students can initially learn one part of the language rapidly by moving their bodies.
4) The imperative is a powerful linguistic device through which the teacher can direct students' behaviors.
5) Students can learn through observing action as well as by performing the action themselves.
6) It is very important that students fell successful. Feelings of success and low anxiety facilitate learning.
7) Students should not be made to memorize fixed routines.
8) Correction should be carried out in an unobtrusive.
9) Students must develop flexibility in understanding novel combination target chunks.
10) Language learning is more effective when it is fun.
11) Spoken language should be emphasized over written language.
12) Students will begin to speak when they are ready.
13) Students are expected to make error when they first begin speaking.[29]

B. Theoretical Framework and paradigm

1. Theoretical Framework

Edi Kusnaidi states : theoritical framework is a tentative statement about indication which becomes object of problem in this research.[30] There are two variables in this research, they are independent variable (X) and dependent variable (Y) the independent variable (X) is total physical respond method and dependent variable (Y) is the students' motivation in learning English.

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[29] *Ibid.*
[30] Edi Kusnadi, *Metode Penelitian*, (Bandar Lampung : Gunung Pesagi, 2002), p. 84.

Motivation is all energy to encourage someone to do something. Motivation is the power which they give the desire to the students so, they have awareness that learning English is their responsible. Motivation also will give effect in learning comprehension and makes students fail or success in their learning English they think that is very difficult and boring to keep the objectively. In addition, total physical response method in order to the students enjoy when they learn English, so make the students' feel fun when they learn in the class.

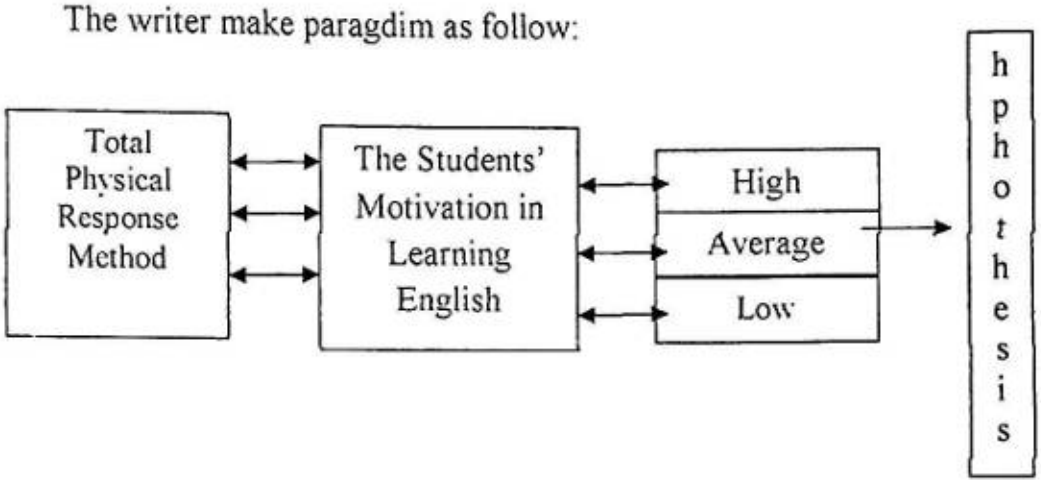
If the total physical response method influence well in learning English of course, the students motivation will be higher. However, if the total physical response method does not influence well in learning English of course, the students' motivation will be low.

Furthermore, the writer tries knowing the influence of using total physical response method toward the students' motivation in learning English.

2. Paradigm

Paragdim is the simple schema, but contain with the element of the research that point out of the research indication and the relationship each other.

The writer make paragdim as follow:



C. Hypothesis Formulation

Based on the theoritical framework and paradigm above, it can predicted that total physical response method and the students' motivation in Learning English have a correlation. Therefore, the hypothesis can be formulated as follow:

"There is any positive and significant influence of using total physical response method toward the students' motivation in learning English at the fifth graders of MI Ma'arif Daarul Rahman Melaris".

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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Yogesh Kumar Singh define, "research design is a mapping strategy. It is essentially statement of the object of the inquiry and the strategies for collecting evidences, analyzing the evidences and reporting the findings".[1] This research is conducting at fifth graders of MI Ma'arif Daarul rahman Melaris that consist of 26 students. The writer chooses the fifth graders of MI Ma'arif Daarul rahman Melaris as the participants, because on the fifth graders have many problem such as the students has low motivation, lack interest in participating to study in the class and do not active to follow the lesson. So, the research will give the spirit for the students using total physical response method, to increase their motivation when they learn in the class.

The type of this research is quantitative research. Margono defines quantitative research as the process which uses numeric data to find knowledge.[2] Meanwhile, Arikunto explains that quantitative research is research uses numeric, from collecting the data, interpreting the data, until presenting the data.[3]

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[1]Yogesh Kumar Singh, *Fundemental of Research Methodology and Statistics*, (New Delhi : New Age International (P) Limited, 2006), p. 151.

[2]Margono, *Metode Penelitian Pendidikan*, (Jakarta : Rineka Cipta, 2010), p. 105.

[3]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 12

This research discusses whether there is a positive and significant influence of total physical response method (X) and their motivation in learning English (Y) or not. In this research the researcher will use one class, as a class participant, receives the special treatment that is teaching English using by total physical response method before and after treatment to compare the effect from treatment.

B. Population , Sample and Sampling Technique

1. Population

Population is a number of subjects whose characteristics will be investigated.[4] According to Arikunto population as the whole subjects which are complete and clear and will be the object in the research.[5] It means that population is the subject which investigated by researcher. The population of this research is the students at class fifth of MI Ma'arif Daarul Rahman Melaris in academic year 2012-2013 which consist of one class. The whole populations are 26 students.

2. Sample

According Edi Kusnadi "sample is the part of population that will be researched".[6] Meanwhile, Sugiyono states that sample is part of total and

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[4]Edi Kusnadi, *Metode penelitian,* (Bandar Lampung : Gunung Pesagi, 2002), p.79.
[5]Suharsimi Arikunto,*op.cit*. p.79.
[6]Edi kusnadi, *op. cit.*, p. 84.

characteristics that possessed by its population.[7] It means that sample is a smaller group of people or things formed from the members of population.

The samples of the research are the students of class fifth which consists of 26 students. According to Arikunto states that if the subjects are less than 100 people, all subjects are used but if the subjects are more than 100 people, the subjects used are just 10-15 % or 20-25 %.[8] Therefore, the students in the fifth graders of MI Maarif Daarul Rahman Melaris just consist of 26 students so; the research takes all of the students for the sample is this research.

In this research, the researcher will use total sampling to take the sample. Based on data pra-survey, most of students in the fifth graders have low motivation, so that the researcher take all sample at the fifth graders in MI Ma'arif Daarul Rahman Melaris. The whole samples are 26 students.

3.Sampling Technique

Sugiyono states that sampling technique is technique to take sample.[9] The sampling technique which is used in this research is purposive sample. In this research, the researcher used a total sampling as the method in choosing a sample. Total sampling is technique in determine sample if all the members of population used as sample, this technique often carried out if total population not

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[7]Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D).* (Bandung : Alfabeta, 2006), p.118.

[8] Suharsimi Arikunto, *op.cit.*, p. 306

[9]Sugiyono, *loc. cit.*

more than 30 people.[10] In this research, selected the fifth graders of Mi Ma'arif Darul Rahman Melaris, the students consist of 26 students, because of it so, the researcher take all the population as sample.

C. The Operational Definitions of Variables

According to Suharsini Arikunto Variable is the object of central research.[11] There are two variables in this research, while the operational definition of variables as follows:

1. Independent Variable

Edi Kusnadi explains that independent variable is a variation of variable which give influence to other variable.[12] Independent variable of this research is using total physical response method. Total physical response method is a language teaching method build around the coordination of speech and action; it attempts to teach through total physical response motor activity. It means that total physical response in teaching learning activity is coordination of speech and action through motor activity. The goal of total physical response method total physical response believe the important of having their students enjoy their experience in learning experience in learning to communicate in a foreign language.

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[10] *Ibid.*, pp. 124-125.
[11] Suharsimi Arikunto, *op.cit.*, p.118.
[12] Edi Kusndi. *op.cit* , p. 68.

Independent variable of this research is the total physical response method that has indicator as following:

a) The students can understanding of the spoken language.

b) The students must develop in advance of speaking.

c) The students can understanding and retention is best achieved through movement of the students' bodies and response to command.

d) The students should never be forced to speak before they are ready.

2. Dependent Variable

According to Edi Kusnadi dependent variable is a variable of research to measure an effect or influence from other variable.[13] Dependent variable of this research is the students' motivation at the fifth graders of MI Ma'arif Daarul Rahman Melaris.

Motivation is very important in second language, because motivation is energy someone to do something. Motivation needed very much in learning English. Motivation is the power which the give the desire to the students' so, they have awareness that learning English is their responsible. Dependent variable of this research is the students' motivation in learning English that has indicator as following:

a) The students must active, attention, respond, interest to follow English lesson.

b) The students have achievement in learning process.

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[13]Edi Kusnadi, *op.cit*, p.67.

c) The students have diligence in learning process.

d) The students understanding toward the material given.

D. Data Collection Method

The important part of research planning is formulating the instrument of collecting the data based on the problem which is researched.

1. Observation

Arikunto explain that observation is an activity to observe by using senses.[14] Meanwhile, Edi Kusnadi states that observation is the election modification, registration and coding combination in behavior and situation organism that suitable empires goal.[15]

The researcher makes outlines of the observation to get date of students activities such as students pay attention when learning process following the class enthusiastically, giving command, doing physical, doing the physical action correctly, students ability in question or answer, understand the material given, able to perform the task exercise well and students' good participant.

2. Questionnaire

Questionnaire is a question draft to get information of answering respondent or the people would like answer it. Based on theory above, the

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[14] *Ibid*, p.156
[15] Kusnadi, *op.cit*, p. 98

researcher measure motivation of the students by giving questioning test on the students MI Maarif Daarul Rahman Melaris, the writer gave questioner test before the students got more explanation and it did not use the total physical response method in order to students to gate date.

After the writer got questioner test result, the writer analysis and discuss the weakness and the strength that do by the teacher and students during teaching learning process without explaining and use the total physical response method, the writer ask to the students about the difficulties in answering it. Then the writer gave the questioning test after the teacher give more explanation and used the total physical response method until the students understand, finally the writer gave the result with same questioner test. Finally, the writer made a comparison between both of the questioner test to measure students' motivation in learning English. The questioner use open questionnaire where the answer was limited.

3. Documentation

Edi Kusnadi defined that documentation as the method which is used to get information from written language or documentations (example from: books, magazines, ruler, note and other).[16] Documentation is one of the ways to get the information with the way look of the object condition. The research uses the documentation method to get detail information about students' motivation in

[16] Arikunto, *op.cit*, p. 158

learning English, the history of teacher, students list, teacher and employment of MI Ma'arif Daarul Rahman Melaris

E. Research Instrument

Suharsini Arikunto defines, instrument as the tool of research, which use to get data to more easily in each work.[17]

The research was based on the following procedure:

1. Instrument Blueprint

Research instrument which will be used in this research are:

a. The instruments which will be used for documentation method are book, magazine, note data for internet and others.

b. The instrument that will be used for questionnaire is guidance questionnaire. This questionnaire method is to measure the motivation of students, the motivation questionnaire that the research gives to students consist of positive (+) and negative (-) students about learning motivation. The questionnaire item will be arranged by using multiple choice types it will be given to respondent. And then the respondent answers the statement by choosing one of available alternative choice. Every item will be given 5 alternative choices. The total item of questionnaire that the writer will be given to the students is at about 20 items. and scoring system of these questions is as bellow:

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[17] *Suharsini Arikunto , op.cit* p. 160

For positive statement

1) If the respondent choose alternative answer A, it will be given score 5.
2) If the respondent choose alternative answer B, it will be given score 4.
3) If the respondent choose alternative answer C, it will be given score 3.
4) If the respondent choose alternative answer D, it will be given score 2.
5) If the respondent choose alternative answer E, it will be given score 1.

And then, for the negative statement, the answer A will get score 1, B will get score 2 and soon.

2. Instrument Calibration

Instrument calibration is the scale of measurement that used to decide to measurement standard that will use. The writer has grill works of the students' motivation and questionnaire- test before and after use TPR method as follow:

Table 2
Students' Motivation test grill work
(Before use TPR method)

Variable	Indicator	Items
Independent Variable (X) TPR method		
Dependent Variable (Y) the students' motivation	1. Intrinsic motivation a. Interest b. Know the result 2. Extrinsic motivation a. Giving examination b. Giving the present c. Punishment d. Giving the number e. Praise f. Competition	1,2,3,4,5 and 6 7 and 8 9 and 10 11 and 12 13, 14 and 15 16 17 and 18 19 and 20

Table 2
Students' Motivation test grill work
(After use TPR method)

Variable	Indicator	Items
Independent Variable (X) TPR method	1. TPR method a. Using command to direct behavior b. Role reversal c. Action sequence	 12,13,14, and 15 16 17,18,19 and 20
Dependent Variable (Y) the students' motivation	1. Intrinsic Motivation a. Interest b. Know the result 2. Extrinsic Motivation a. Praise b. Competition	 1,2,3,4,5 and 6 7 and 8 9 10 and 11

F. Data Analysis Technique

To investigate whether there is any influence of total physical response method toward the students' motivation in the fifth graders of MI Ma'arif Daarul Rahman Melaris in academic Year 2012/2013 the writer analyzes the data by using Product Moment. According to Burhan Nurgiyanto, the formulation of Product Moment as follows[18]:

[18] Burhan Nurgiyanto, *Statistik Terapan* (Yogyakarta Gadjah Mada University Press, 2002) p. 133

$$r = \frac{N\sum X_1 X_2 - (\sum X_1)(\sum X_2)}{\sqrt{[N\sum X_1^2 - (\sum X_1)^2][N\sum X_2^2 - (\sum X_2)^2]}}$$

Notes:

r	=	Correlation Officious
N	=	Total of participant
$\sum X_1$	=	Total of students' score before using TPR method
$\sum X_2$	=	Total of students' score after using TPR method
$\sum X_1^2$	=	Total of students' score before using TPR method (quadrate)
$\sum X_2^2$	=	Total of students' score after using TPR method (quadrate)

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CHAPTER IV
RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. The Historical Establishment of MI Ma'arif Daarul Rahman Melaris

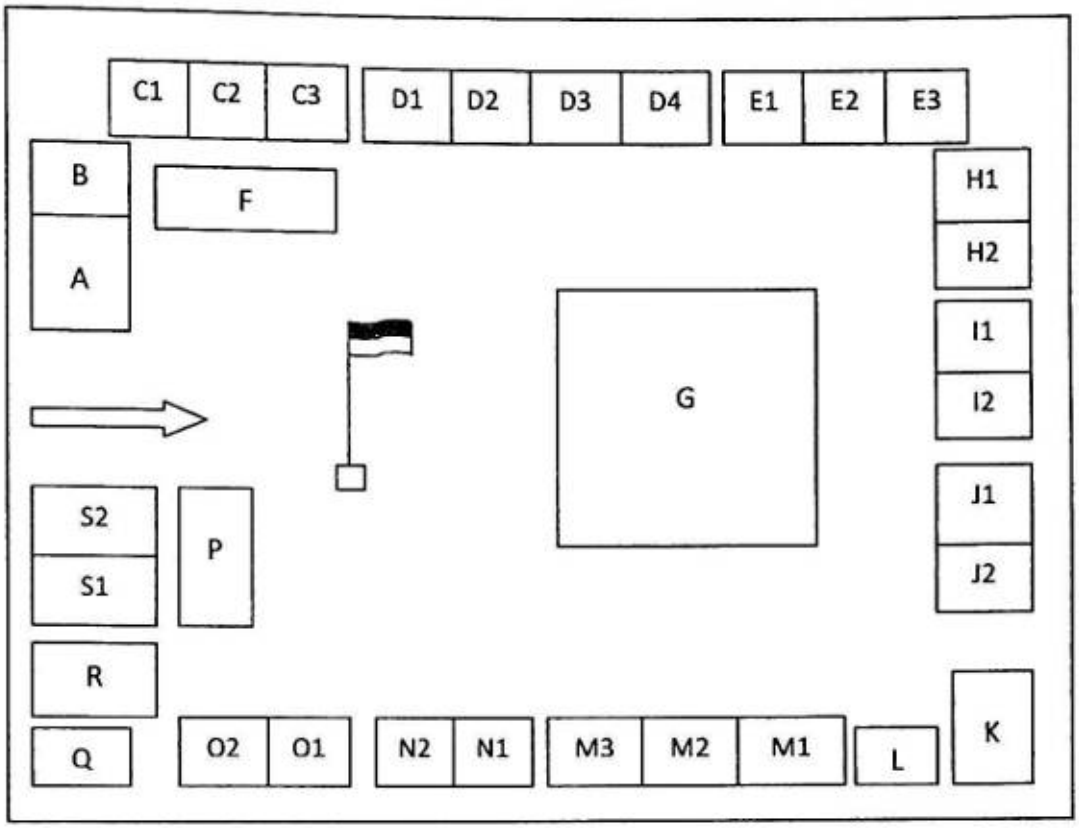
According to the interviewed results with the headmaster of MI Ma'arif Daarul Rahman Melaris can be conclude that MI Ma'arif Daarul Rahman is establishing base on the citizens' around the Melaris willing. In geographic Melaris has large area enough with many populations; because of that actually there are many children on the school age who have no school yet. In fact, there are some schools but there is no school which has religion basic or state Islamic school. So, the citizens have initiative and try to build, collect the learning facilities for their children. Fortunately, their hope was get positive enthusiasm of the regional government, then the government given some helping in financial.

Furthermore, according to the some decisions above, so in the year of 2005/2006 MI Ma'arif Daarul Rahman was building by the private accreditation and Iman Hendrik Setiawan, M.Pd.I. as the headmaster.

b. The Building

The large of MI Ma'arif Daarul Rahman Melaris is 600 m^2, it has located in Melaris Negeri Jemanten village of Marga Tiga East Lampung. The following below are the MI Ma'arif Daarul Rahman location sketch and the building facilities conditions:

Picture 1
Location Sketch of MI Ma'arif Daarul Rahman Melaris



Source: The data was taken from the Official and Finance Bureau of MI Ma'arif Daarul Rahman Melaris on April 2013.

Explanation:

A	: Kindergarten Toys
B, F & P	: Park
C1 - C3	: Senior High School Classroom
D1 & O2	: Science Laboratory
D2	: Computer Laboratory
D3 & O1	: Library
D4	: Language Laboratory
E1 - H2	: Junior High Scholl Classroom
G	: Volley ball field
I1 – I2	: Kindergarten Classroom
J1	: Kindergarten Teacher Office
J2	: Elementary Teacher Office
K	: Canteen
L	: Toilet

M1 – N2 : Elementary Classroom
R : Mosque
S1 : Senior High School Teacher Office
S2 : Junior High Scholl Teacher Office

c. The Conditional of Teachers and Official Employers of MI Ma'arif Daarul Rahman Melaris East Lampung.

The number of teachers and official employers of MI Ma'arif Daarul Rahman Melaris East Lampung in academic years 2012/2013 are 13 that can be identified as folllow:

Table 1
The Condition of Teachers and Official Employees of MI Ma'arif Daarul Rahman Melaris East Lampung in academic years 2012/2013

No	Name	Subject	Position
1.	Imam Hendrik, M.Pd.I.	-	Headmaster
2.	M. Romli Tamin	Religion Teacher	Teacher
3.	Siti Rohaya, S.Ag.	Lampung Language	Teacher
4.	Triana, S.Pd.I.	Class Teacher	Teacher
5.	Sri Wahyuni, S.Pd.I.	Class Teacher	Teacher
6.	Susanti, S.Pd.I.	Class Teacher	Teacher
7.	Anik Masrida, S.Pd.I.	Class Teacher	Teacher
8.	Mambaul Hasanah, S.Pd.Sd.	Class Teacher	Teacher
9.	Agus Saputra, S.Pd	English Teacher	Teacher
10.	Nuraini, S.Pd.I.	Class Teacher	Teacher
11.	Zainul Mustofa	Sport	Teacher
12.	Sukma Dewi, S.Pd.I.	Lampung Language	Teacher
13.	Amin Budi Utomo	Class Teacher	Teacher

Source: The Profile book of MI Ma'arif Daarul Rahman on April 2013.

d. The Students' Quantity

The students' quantity of MI Ma'arif Daarul Rahman Melaris East Lampung in academic years 2012/2013 are 144 that can be identified as folllow:

Table 2
Table of the Student's Distribution of MI Ma'arif Daarul Rahman Melaris

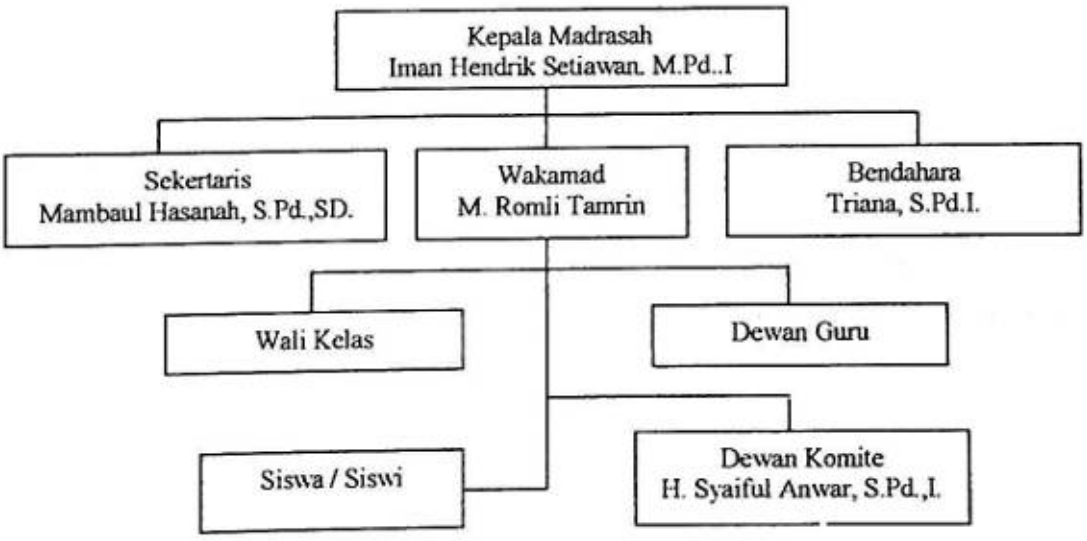
No	Level	Graders	Total students	Sex	
				Male	Female
1	I	I	25	11	14
2	II	II	25	16	9
3	III	III	25	14	11
4	IV	IV	22	10	12
5	V	V	26	14	12
6	VI	VI	21	16	5
Total			144	81	63

Source : The document of MI Ma'arif Daarul Rahman Melaris on April 2013.

e. Organization Structure

Organization Structure of MI Ma'arif daarul Rahman Melaris in academic year 2012/2013.

Figure 2
Organization Structure of MI Ma'arif daarul Rahman Melaris in academic year 2012/2013.



2. Research Data

a. Result of questionanire before use TPR method

The purpose of administering questioner is to measure the students motivation in learning English before treatment. The result of questionnaire test can be identified as follow:

Table 3
Result of questionnaire before use TPR method

No	Name	Result of Questionairre																			Total	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	AN	4	5	3	1	3	2	4	4	4	3	2	5	1	2	4	3	2	4	2	3	61
2	DA	3	3	2	4	4	2	3	5	3	3	4	4	1	3	4	3	3	5	4	3	66
3	MB	3	2	5	5	4	3	2	1	1	4	5	4	5	5	4	4	3	3	1	4	68
4	MT	5	4	3	3	4	3	2	4	1	1	5	4	3	3	3	2	3	5	4	3	65
5	MU	3	3	5	4	3	2	2	2	2	4	3	3	3	4	2	2	2	2	5	3	59
6	NAP	2	2	2	2	3	2	5	3	3	4	4	5	5	5	4	4	4	3	2	4	68
7	PJ	3	2	2	5	4	3	3	4	4	4	5	4	5	3	3	4	1	5	4	1	69
8	PY	4	2	3	5	3	4	3	3	3	1	4	4	5	2	1	4	3	2	4	3	63
9	TDR	5	5	4	3	4	2	5	3	1	3	3	5	4	3	2	3	5	5	4	5	74
10	AA	2	3	3	4	4	3	4	3	3	3	2	4	1	2	3	3	4	5	5	3	64
11	MZ	4	3	2	3	3	2	3	5	4	4	5	5	1	3	4	3	2	1	5	3	65
12	TRA	4	3	4	4	5	4	3	2	1	1	1	5	2	3	3	2	5	5	3	2	62
13	RJ	3	3	4	4	1	5	1	4	3	3	2	1	5	4	3	3	3	2	4	2	60
14	AA	5	1	4	4	5	4	4	4	3	2	4	3	5	5	3	4	3	4	5	4	76
15	MDF	3	3	2	4	4	5	3	4	3	3	3	2	5	5	4	3	3	3	4	3	69
16	IS	4	3	3	4	3	2	5	4	3	3	5	5	2	3	3	2	1	1	1	5	62
17	AJ	5	1	5	4	3	4	2	1	5	1	5	4	3	3	3	3	4	4	4	2	66
18	KS	3	2	3	2	4	4	5	1	3	4	3	2	2	2	3	4	4	5	5	3	64
19	SW	4	4	5	3	5	4	3	2	5	2	3	3	5	4	5	3	4	2	3	4	73
20	JR	4	2	4	3	2	1	5	4	3	2	2	1	5	5	4	3	3	4	5	4	66
21	AS	2	1	2	4	4	3	3	2	5	2	2	4	3	5	1	5	4	4	4	3	63
22	LS	5	4	3	2	2	1	1	4	2	3	3	3	5	1	4	4	3	3	4	3	60
23	SN	5	1	4	3	5	5	4	4	4	4	3	3	4	1	1	4	3	3	3	2	66
24	MS	5	2	3	3	3	3	4	4	1	4	4	4	3	5	4	3	2	1	1	2	61
25	SM	4	3	3	1	4	3	2	3	3	2	3	3	3	3	4	4	3	2	3	4	60
26	DA	5	3	4	2	1	5	2	2	2	3	4	3	5	4	4	3	3	4	2	3	64
																				ΣX	1694	
																				AVERAGE SCORE	65,15	

Source : The Questionnaire-test Result of the Fifth graders of MI Ma'arif Daarul Rahman.

Based on the table above, the writer then measured the students' motivation, as follow:

Score of questionnaire as follow:

Score 5 = Yes

Score 4 = Seldom

Score 3 = Sometimes

Score2 = No

Score 1 = Never

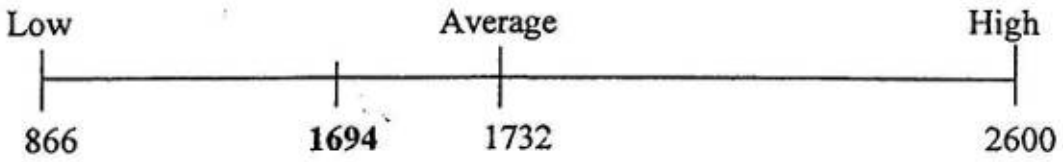
Likert Scale =The highest score x Number of questionnaire x Number of participant.

Likert Scale = 5 x 20 x 26

= 2600

Number score before using TPR method = 1694

Perseption of 26 the students' of motivationis 1694 : 2600 = 65 % of criteria constant. Based on the statement above, it can be inferred that 26 the students' motivation using likert scale as follow:



Based on the likert scale above, the score before using TPR method is 1694, include to interval of " low motivation".

b. Result of questionnaire test after use TPR Method

After knowing the questioner result before use TPR method or students motivation the students got poor score and then teacher gave treatment by using TPR method. In using TPR method the researcher gave explanation in learning English by using TPR method, where was the showed each what the TPR method did. The students felt interesting and not boring in teaching learning processhappened. In the end the teacher gave the questionnaire test to know students'motivation in learning after giving treatment by using TPR method.

To measure the students' motivation in learning English after giving treatment using TPR method, writer tested the students by giving them questionnaire test.The result of questionnaire-test can be identified as follow:

Table 5
Result of questionnaire after use TPR method.

No	Name	Result of Questionairre																				Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	AN	4	5	3	4	3	2	4	4	4	3	3	5	5	5	5	4	3	5	2	4	77
2	DA	3	3	2	4	4	2	3	5	3	3	4	5	5	5	4	5	4	4	3	5	76
3	MB	3	2	5	5	4	3	4	4	3	4	5	4	4	5	4	5	5	4	4	3	80
4	MT	5	4	3	3	4	3	2	4	1	1	5	5	4	5	4	5	4	3	4	4	73
5	MU	3	3	5	4	3	2	3	4	4	4	3	4	5	5	3	4	4	3	4	4	74
6	NAP	2	2	2	2	3	2	5	3	3	4	4	5	5	4	5	5	3	4	3	4	70
7	PJ	3	2	2	5	4	3	3	4	4	4	5	5	4	4	5	5	4	5	2	5	78
8	PY	4	2	3	5	3	4	3	3	3	1	4	5	5	5	3	5	5	4	2	5	74
9	TDR	5	5	4	3	4	4	5	3	4	3	3	5	4	3	4	3	4	4	3	5	78
10	AA	4	3	4	4	4	3	4	3	3	3	4	5	5	4	4	5	3	5	3	4	77
11	MZ	4	3	2	3	3	2	3	5	4	4	5	5	5	5	5	5	4	4	3	3	77
12	TRA	4	3	4	4	5	4	3	2	3	4	5	5	4	4	5	3	4	4	4	3	77
13	RJ	3	4	4	4	3	5	4	4	3	3	3.	5	5	4	4	4	4	4	5	3	78
14	AA	5	1	4	4	5	4	4	4	3	2	4	5	5	4	3	5	4	4	5	3	78
15	MDF	3	3	2	4	4	5	3	4	3	3	3	5	4	4	4	4	3	3	4	4	72
16	IS	4	3	3	4	3	2	5	4	3	3	5	5	5	3	4	5	3	2	4	4	74
17	AJ	5	1	5	4	3	4	2	1	5	1	5	5	5	5	3	3	5	2	4	5	73
18	KS	3	2	3	2	4	4	5	1	3	4	3	4	5	4	4	5	4	1	3	5	69
19	SW	4	4	5	3	5	4	3	2	5	2	3	5	4	4	5	4	5	1	5	5	78
20	JR	4	5	4	3	4	3	5	4	3	4	5	4	5	3	4	4	5	4	2	3	78
21	AS	2	3	2	4	4	5	3	2	5	2	5	5	5	4	3	3	4	3	5	3	72
22	LS	5	4	3	2	4	2	3	4	2	3	3	4	5	4	5	5	2	5	4	4	73
23	SN	4	3	4	3	5	5	4	4	4	4	3	5	5	4	3	5	5	4	4	2	80
24	MS	5	2	3	3	3	3	4	4	1	4	4	5	4	5	4	4	5	4	3	4	74
25	SM	4	3	3	3	4	3	2	3	3	2	3	4	5	4	5	5	4	3	3	4	70
26	DA	5	3	4	3	5	5	2	3	3	4	4	5	4	4	4	5	3	3	5	3	77
∑X=																						1957
AVERAGE SCORE																						75,26

Source : The Questionnaire-test Result of the Fifth graders of MI Ma'arif Daarul Rahman.

Based on the table above, the writer then measured the students' motivation, as follow:

Score of questionnaire as follow:

Score 5 = Yes

Score 4 = Seldom

Score 3 = Sometimes

Score2 = No

Score 1 = Never

Liker Scale =The highest score x Number of questionnaire x Number of participant.

Likert Scale = 5 x 20 x 26

= 2600

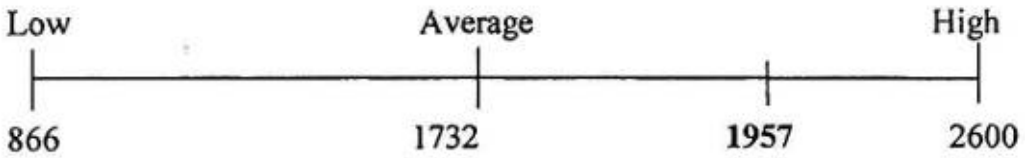
Likert Scale =The highest score x Number of questionnaire x Number of participant.

Likert Scale = 5 x 20 x 26

= 2600

Number score after using TPR method = 1957

Perseption of 26 the students' of motivation is 1957: 2600= 75% of criteria constant. Based on the statement above, it can be inferred that 26 the students' motivation using likert scaleas follow:



Based on the likert scale above, the score before using TPR method is 1957, include to interval of " average motivation".

B.Hyphotesis Testing

After applying the documentation and questionnaire, the writer analyzed the data by using t-tes in order to prove whether there is positive and significant influence of usingtotal physical response method toward the students' motivation in

learningEnglish at the fifth graders of MI Maarif Daarul Rahman Melaris East Lampung, as follow:

1. Preparing the table in order to to prove whether there is positive and significant influence of using total physical response method toward the students' motivation in learning Englishat the fifth graders of MI Maarif Daarul Rahman Melaris East Lampung.

Table 7
The result questionnaire test before and after use TPR method at the fifth class of MI Ma'arif Darul Rahman Melaris.

No	Participants	(X_1)	(X_2)	X_1^2	X_2^2	X_1X_2
1	AN	61	77	3721	5929	4697
2	DA	66	76	4356	5776	5016
3	MB	68	80	4624	6400	5440
4	MT	65	73	4225	5329	4745
5	MU	59	74	3481	5476	4366
6	NAP	68	70	4624	4900	4760
7	PJ	69	78	4761	6084	5382
8	PY	63	74	3969	5476	4662
9	TDR	74	78	5476	6084	5772
10	AA	64	77	4096	5929	4928
11	MZ	65	77	4225	5929	5005
12	TRA	62	77	3844	5929	4774
13	RJ	60	78	3600	6084	4680
14	AA	76	78	5776	6084	5928
15	MDF	69	72	4761	5184	4968
16	IS	62	74	3844	5476	4588
17	AJ	66	73	4356	5329	4818
18	KS	64	69	4096	4761	4416
19	SW	73	78	5329	6084	5694
20	JR	66	78	4356	6084	5148
21	AS	63	72	3969	5184	4536
22	LS	60	73	3600	5329	4380
23	SN	66	80	4356	6400	5280
24	MS	61	74	3721	5476	4514
25	SM	60	70	3600	4900	4200
26	DA	64	77	4096	5929	4928
N =26		$\sum X_1$= 1694	$\sum X_2$= 1957	$\sum X_1^2$ = 110862	$\sum X_2^2$ = 147545	$\sum X_1X_2$ = 127625

2. Putting the data above into the formula of product moment in order to get "r_{hitung}".

To find and prove whether there is positive influence of using TPR method toward the students' motivation in learning English at the fifth graders of MI Maarif Daarul Rahman Melaris East Lampung, the researcher used the product moment formula:

$$r = \frac{N\sum X_1 X_2 - (\sum X_1)(\sum X_2)}{\sqrt{[N\sum X_1^2 - (\sum X_1)^2][N\sum X_2^2 - (\sum X_2)^2]}}$$

Notes:

r	=	Correlation Officious
N	=	Total of participant
$\sum X_1$	=	Total of students' score before using TPR method
$\sum X_2$	=	Total of students' score after using TPR method
$\sum X_1^2$	=	Total of students' score before using TPR method (quadrate)
$\sum X_2^2$	=	Total of students' score after using TPR method (quadrate)

N	= 26
$\sum X_1$	= 1694
$\sum X_2$	= 1957
$\sum X_1^2$	= 110862
$\sum X_2^2$	= 147545
$\sum X_1 X_2$	= 127625

$$r = \frac{N\sum X_1 X_2 - (\sum X_1)(\sum X_2)}{\sqrt{[N\sum X_1^2 - (\sum X_1)^2][N\sum X_2^2 - (\sum X_2)^2]}}$$

$$= \frac{26(127625) - (1694)(1957)}{\sqrt{\{26(110862) - (1694)^2\}\{26(147545) - (1957)^2\}}}$$

$$= \frac{3328250 - 3315158}{\sqrt{(2882412 - 2869636).(3836170 - 3829849)}}$$

$$= \frac{13092}{\sqrt{(12776).(6321)}}$$

$$= \frac{13092}{\sqrt{80757096}}$$

$$= \frac{13092}{8986,4952}$$

$$= 1,456$$

"r_{hitung}" is 1,456

The researcher has formulated the alternative hypothesis (Hi), as follows:

There is a positive and significant influence of using total physical response method toward the students' motivation in learning English at the fifth graders of MI Maarif Daarul Rahman Melaris East Lampung.

After the alternative hypothesis (Hi) above was formulated the researcher consulted to $r_{observation}$ to r_{table} as follows:

a. If $r_{observation}$ is higher than r_{table}, Hi isaccepted.

b. If $r_{observation}$ is smaller than r_{table}, Hi is rejected.

To know the critical value of product moment (r_{table}), the writer firstly counted *df*, *df* is degree of freedom. The formulation of *df* = N-1. N is the number of research population.

df = N-1

= 26 – 1

= 25

After considering the t-test table by using *df*2.

Table 6
Level of significant

Level of significant	5 %	1 %
db 25	0,396	0,505

1. The critical of value of t test (r_{table}) for the 5 % level is 0,396
2. The critical of value of t test (r_{table}) for the 1 % level is 0,505

From all the data analysis above, it can be found that:

1. "$r_{observation}$"=1,456
2. "r_{table}"= 0,396

   "$r_{observation}$" > "r_{table}" or 1,456>0,396

Finally, the data confirmed that $r_{observation}$is higher thanr_{table}. Therefore, it can be inferred that Hi isaccepted. It means that there is a positive influence of using total physical response method toward the students' motivation in learning English at the fifth graders of MI Maarif Daarul Rahman Melaris East Lampung.

C. Interpretations

The researcher has formulated the alternative hyphothesis (Hi) as follow:

There is a positive and significant the influence of using total physical response method toward the students' in learning English at the fifth graders of Ml Ma'arif Daarul Rahman Melaris East Lampung.

After Hi was formulated the writer consulted $r_{observed}$ to r_{table} as follows:

a. If $r_{observation}$ is higher than r_{table}, Hi isaccepted.
b. If $r_{observation}$ is smaller than r_{table}, Hi is rejected.

Finally the data confirmed that $r_{observation}$ is bigger than r_{table} 1,456>0.396. Therefore it can be inferred that Hi is accepted. It means that there is a positive and significant influence ofusing total physical response method toward the students' motivation in learning English at the fifth graders of MI Ma'arif Daarul Rahman Melaris East Lampung.

During the research, the writer observed that the children were interested in learning English material through total physical response method. All students always attended the class from the first treatment until the last treatment. They were also active in the class during the presentation of the material by using the total physical response method.

The writer assumed that teaching and learning by using the TPR method can influence students' motivation in learning English. Through using the TPR method, the students learn English easier way because the students using their body when they learn so makethe students able to understand the English material through easily. So it has proved that using TPR method could influence the students' motivation in learning English than the other method especially for the students at the fifth graders of MI Maarif Daarul Rahman Melaris.

Through using the TPR method, the students learn using their body. In brief, there is a positive and significant influence of using TPR methodtoward the students' motivation in learning English because after treatments.

D. Limitation

The research was conducted at MI Ma'arif Daarul Rahman Melaris East Lampung the subject of the research were the fifth class in academic 2012/2013 the result of this research did not discuss all of the problem that faced by the students.

The instrument were suitable with the subject that learnt by the student in the learning process there were some obstacles in understanding in learning English. The first the Students were various, some students have a understood a about the explanation teacher and some others have not understood yet. The second was teacher seldom used English in learning process so they looked confused when there was someone spoke English.

Even though, they had difficult in understanding in learning English but most of them was more interesting in learning English by using TPR method and one of good method in students' motivation to learn especially in learning English.

GI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the date collection and analysis, the research concludes that the TPR mthod as an alternative method can influence the students' motivation in learning English at the fifth graders and increasing students' motivation in learning English. In can be seen from the critical value $r_{observation}$ is 1,456 and r_{tabel} is 0,396. The date confirmed that $r_{observation}$ is bigger than r_{tabel} . Therefore, it can be inferred that Hi is accepted. So, there is influence of using total physical response method toward the students' motivation in learning English at the fifth graders of MI Maarif daarul Rahman Melaris East lampung. Through the using total physical response method, the students learn English in an easier way. In brief there is any positive influence of using total physical response method toward the students' motivation in learning English at the fifth graders of MI Maarif daarul Rahman Melaris East lampung.

Based on the students response. In generally they like English subject, they have good interest to study English more deeply. The students have good response toward teacher and using total physical response method.

B. Suggestion

After the researcher had done the research at the fifth class of MI Maarif daarul Rahman Melaris East lampung. The research would like to some suggestion as follow:

1. For the hesdmaster.
   a. It is suggest for the headmaster in order to persuade the teacher to use this method because it is easy to be understood by the students and efficient in teaching the material for the teacher, especially to learn English.
   b. It is suggest in suporting in English learning process by preparing the facilitation and instrument completely.
2. For the teacher.
   a. The English teacher are suggest to help the students increase their motivation.
   b. It is better for the teacher to use total physical response method in teaching English because it can improve students motivation in learning English.
3. For the students.
   a. It is better for the teacher to use total physical response method in teaching English because it can improve students motivation in learning English.
   b. To be more active in learning English by using total physical response method because the total physical response help the students to enjoy in following material that the teacher given. So it can increase their motivation at MI Ma'arif Daarul Rahman Melaris.

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CURICULUM VITAE



The researcher was born at East Lampung, Juny 27th, 1991. She is the first child of Suyoto and Supiyanti. she has 2 sisters, Vicky and Vicka. Being good teacher was the last thing her ever dreamt of.

She was enrolled pre elementary school at TK PGRI Tanjung Harapan in 1996 and graduate in 1997. And then she was enrolling in SD Negeri 2 Sekampung in 1997-2003 made her ready to continue her study at SMP N 2 Sekampung. Indeed, three years in 2003-2006 had been a long journey to pass in SMP N 2 Sekampung while she had so many friends to leave. In line with his focus of the study, she decided to extend her study in SMA N 1 Sekampung in 2006-2009. Nevertheless, STAIN Jurai Siwo Metro has become her next direction to go on his study in the academic year of 2009/2010. She has been in English Education Study Program since the academic year of 2009/2010 up to now.

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