

**THE IMPLEMENTATION OF TOTAL PHYSICAL  
RESPONSE IN THE TEACHING OF SPEAKING  
(A Study at Basic Training Class of INEC Foundation Jepara)**

**THESIS**

**Submitted in Partial Fulfillment of the Requirement  
For Gaining The Degree of Bachelor of Education  
In English Education**



**By:**

**Nur Rokhimah  
1403046002**

**EDUCATION AND TEACHER TRAINING FACULTY  
WALISONGO STATE ISLAMIC UNIVERSITY  
SEMARANG  
2019**

## THESIS STATEMENT

I am, the student with the following identity:

Name : Nur Rokhimah  
Student Number : 1403046002  
Department : English Language Education

Certify that this thesis entitled:

### **THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE IN THE TEACHING OF SPEAKING**

**(A Study at Basic Training Class of INEC Foundation Jepara)**

is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with the ethical standards.

Semarang, 18<sup>th</sup> January 2019

The Writer,



**NurRokhimah**

**Student Number: 1403046002**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. H. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387  
Semarang 5018

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RATIFICATION

Thesis with the following identity:

Title : THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE IN  
THE TEACHING OF SPEAKING (A Study at Basic Training Class of  
INEC Foundation Jepara)  
Name of student : Nur Rokhimah  
Student's number : 1403046002  
Department : English Language Education

Had been ratified by the board examiner of Education and Teacher Training Faculty of  
Walisongo State Islamic University and can be received as one of the requirements for gaining  
the Bachelor Degree of English Language Education.

Semarang, 18<sup>th</sup> January 2019

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NIP. 19810908 200710 2 001

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Examiner II,

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Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang  
Telp/Fax (024) 7601295, 7615387 www. walisongo. ac. id

**ADVISOR APPROVAL**

Semarang, 12<sup>th</sup> December 2018

To

The Dean of Education and Teacher Training Faculty

**Walisongo State Islamic University Semarang**

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I inform that I have given guidance, briefing and correction to whatever extent necessary, we state that the final project belongs to the student as below:

Name : Nur Rokhimah  
Student Number : 1403046002  
Department : English Language Education  
Title : **THE IMPLEMENTATION OF TOTAL PHYSICAL  
RESPONSE IN THE TEACHING OF SPEAKING**  
(A Descriptive Study in Basic Training Class at INEC Foundation  
Jepara)

is ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munaqosah Session.

*Wassalamu'alaikumwr. wb.*

Advisor I

**Nadiah Ma'mun, M.Pd**  
NIP. 19781103 200701 2016



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang  
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*Wassalamu'alaikumwr.wb.*

Advisor II

**Savvdatul Fadlilah, M.Pd**  
NIP. 19810908 200710 2 001

## MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

”Indeed, Allah will not change the condition of a people until they change what is in themselves”<sup>1</sup>

"Learn from yesterday , live today , hopefully for tomorrow . The important thing is not to stop questioning . "

- Albert Einstein-

“Work Hard, Pray Hard”

-Nur Rokhimah-

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<sup>1</sup> Al-Kalam Digital, DVD Program Version 1.0, (Bandung: Penerbit Diponegoro, 2009), Surah Ar Ra'd:11

## **DEDICATION**

I dedicate this thesis to:

1. My beloved father and mother (Mr. Sunggono and Mrs. Sholihah), who always devote their affection; give advice till the writer finished in arranging this thesis.
2. My beloved brothers and sisters (Endang Susilowati and Zainur Rohman) who always give motivation and devote their affection.

## ACKNOWLEDGEMENT

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It is also a pleasure to thank many people who made this thesis entitled "The Implementation of Total Physical Response in The Teaching of Speaking (A Study at Basic Training Class of INEC Foundation Jepara)" possible the researcher would like to acknowledge that she can not complete this thesis without love, support, cooperation, help and encouragement from them. Therefore the reseacher would like to extend her appreciation to:

1. Dr. H. Raharjo, M.Ed, St., as the Dean of Education and Teacher Training Faculty (FITK).
2. Dr. H. Ikhrom, M.Ag as the head of English Department.
3. Nadiah Ma'mun M.Pd and Sayyidatul Fadlilah M.Pd. I would like to thank a million for their generous invaluable advice and positive direction and their time throughout the entire writing process. I owe much gratitude to them and I would not have come this far without them. And their continuous support.
4. All lecturers especially English Department of Education and Teacher Training Faculty (FITK).

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7. INEC Foundation, especially Mr. Roman and Mrs. Nisa who have help the reseacher in collecting the data.
8. My lovely best friends; Isma, Ulfi, Muzay, Mala, Ulya, Novia, Shinta, Atmi, Tanjung, Vivi, Frisda, Melinda, Shofi, Zainur, Muna, and Mutia. They are my second family in discussing something and always accompany me in every condition.
9. All of member of Pondok pesantren Darul Falah Besongo Semarang especially family of B5, and Dafa 2014.
10. All my friends in English Department of Teacher Training and Education Faculty (FITK) PBI A 2014. Thank you very much for these 4 years you are absolutely such an outstanding team.
11. My PPL Team at SD Hj. Isriati Baiturrahman 2 Semarang
12. My KKN Team at Batur Getasan.
13. All of my friends who I can't mention wherever you are who support and pray me.
14. The last but not least all who come and go in my life because of consciously that they always have a part throughout the

research. Happiness experience, lessons, and memory are things what they give to me also a thousand smiles during conducting this research.

Finally, The researcher realizes that this thesis is still far from being perfect; therefore, the reseacher will be happy to accept constructive criticism in order to make it better. The reseacher hopes that this thesis will be beneficial to everyone especially in developing English Teaching and Learning Process. Amen.

Semarang, December 12<sup>th</sup> 2018

The Reseacher

Nur Rokhimah  
NIM. 1403046002

## ABSTRACT

Title : **THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE IN THE TEACHING OF SPEAKING** (A Study at Basic Training Class of INEC Foundation Jepara)

Writer : Nur Rokhimah

Student Number : 1403046002

The research aimed to explain the implementation of Total Physical Response in the teaching of speaking at Basic Training Class of INEC Foundation Jepara. The research was carried out at INEC Foundation Jepara on 7<sup>th</sup> until 14<sup>th</sup> April 2018. The type of this research is descriptive qualitative. The data were collected through (1) observation (2) interview and (3) documentation. All of the data were analyzed using descriptive qualitative analysis by Miles and Huberman including data reduction, data display, and conclusion drawing/ verification. The result of the research showed that the method used in teaching speaking at INEC foundation is Total Physical Response (TPR) with Storytelling. At INEC called TPR Storytelling. Learning activities of TPR Storytelling is that student develop the instruction through Storytelling. The Students tell the story by way of role play and act or do physical movements through speaking English then other players also respond to commands with physical movement while speaking English. TPR Storytelling is effective technique in learning speaking, each student has the opportunity to speak in front of the class and increase students' confidence. The students were trained every day to speak English in front of the class expressively by using physical movements. It made students understand easily the meaning of the word through TPR Storytelling. The implementation of TPR Storytelling at INEC Foundation can make the class atmosphere cheerful and students become active during the learning process. Students can learn English happily and enthusiastically. In Addition, this method is easy and beneficial for teacher to apply in ELT.

Keyword: *Speaking, Storytelling, Total Physical Response*

## TABLE OF CONTENT

PAGE OF TITLE .....	i
THESIS STATEMENT.....	ii
ADVISOR APPROVAL I .....	iii
ADVISOR APPROVA II.....	iv
MOTTO .....	v
DEDICATION .....	vi
ACKNOWLEDGEMENT.....	vii
ABSTRACT.....	xi
TABLE OF CONTENT .....	xii

### CHAPTER I INTRODUCTION

A. Background of the Study .....	1
B. Reasons for Choosing the Topic.....	9
C. Research Question.....	10
D. Objective of the Research.....	10
E. Significances of the Research.....	10

### CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Studies .....	13
B. Total Physical Response.....	16
1. Definition of Total Physical Response.....	16
2. Characteristis of Total Physical Response.....	19
3. The Design of Total Physical Response .....	21

4.	Techniques of Total Physical Response .....	25
5.	Variations of Total Physical Response .....	28
6.	The Advantages of Total Physical Response .....	30
7.	Disadvantages of Total Physical Response .....	32
C.	Speaking .....	32
1.	Definition of Speaking .....	33
2.	Components of Speaking .....	35
3.	Classroom Speaking Activities .....	37
4.	Speaking Genre .....	41
5.	Teaching Speaking .....	42

### **CHAPTER III RESEARCH METHOD**

A.	Type of Research .....	49
B.	Time and Place of Research .....	51
C.	Source of Data .....	52
D.	Focus of Research .....	52
E.	Data Collection Technique .....	53
F.	Trustworthiness .....	55
G.	Data Analysis Technique .....	56
H.	Profile of INEC Foundation .....	59

### **CHAPTER IV RESEARCH FINDING AND DISCUSSION**

A.	Finding .....	61
B.	Discussion .....	68
C.	Limitation of Research .....	73

**CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion ..... 75  
B. Suggestion..... 76

**BIBLIOGRAPHY**

**LIST OF APPENDICES**

**CURRICULUM VITAE**

# CHAPTER I

## INTRODUCTION

Speaking is one of the language skills must be learned by students at schools. The students are able to use english for communication of a target language. But, most people often find some problems in speaking. The problem mostly found they are lack of self confident in English speaking, they also have lack of English vocabularies on what they are going to speak, and some students also have less motivation and seldom to practice of English speaking at school. To solve students' problem, It is a big duty for teacher to give an effective method in teaching speaking.

### **A. Background of the Research**

English teaching and learning has the goal of focusing students so that they are able to use English for communication and as a tool for furthering their studies.<sup>1</sup>In the process of teaching and learning, the four language skills (listening, speaking, reading, and writing) are simultaneously performed. Normally, learners in an English as a Foreign Language (EFL) context do not use the language in the authentic situations. They possess inability in communicating appropriately and correctly.

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<sup>1</sup>Thanyalak Oradee, “Developing Speaking Skills Using 3 Communicative Activities (Discussion, Problem-Solving, and Role-Playing)”, *International Journal of Social Science and Humanity*, (Vol. 2, No. 6, 2012), p. 533

This leads to learners' lack of self-confidence and avoidance when communicating with native Englishspeakers.The ultimate aim of learning a language is to communicate, and speaking is one of the central elements of communication.In teaching, it is an aspect that needs special attention so that teachers can teach speaking successfully.<sup>2</sup>In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill.<sup>3</sup>

Speaking is the active use of language to express meanings so that other people can make sense of them. Speaking skill is a language skill that needs to be mastered well. This skill is an important indicator for one's success to be able to speak English properly and fluently. Learning to speak foreign language needs more than understanding grammatical and semantic rules but it is also need to know how native speakers use the spoken language in the context of interpersonal exchange. There are prerequisites of spoken language needed to get better in oral communication. The following items are part of the discourse knowledge: knowing the relevant vocabulary in certain situation,

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<sup>2</sup>Nguyen ThiTuyetAnh, "The Key Principles for Development of Speaking", *International Journal on Studies in English Language and Literature* , (Vol.3 , No. 1, 2015), p. 49.

<sup>3</sup>K. Shumin, Factors to Consider: Developing Adult EFL Students' Speaking Abilities,"*In Methodology in Language Teaching*, ( Cambridge University Press, 2002),p.23.

able to use discourse connector, proper phrases correct intonation or tone, stress in word, and understand about the interlocutor's response input<sup>4</sup>.As explained above, speaking is a complex skill.

Unfortunately, most of people often find some problems in speaking. The problem mostly found in the students are; they will not talk in a class because they feel shy and diffident, they take so much time in thinking what they are going to say and they are only silent. It happens because they have limited vocabulary and have no motivation to speak English. And other problems are they do not get intensive training in speaking skill at the school so they are difficult to master and even practice it. In the school, speaking skill receive less attention, this occurs because the purpose of learning English in the school is directed only in one direction, that is student are able to understand the written language contained in the English books and understand the essence of language more based on grammatical methods. In addition, language learning method emphasizes more on the learning activity, exactly on the memorization of grammar rules and translation word by word (literally).

English curriculum in the schools has been designed in such a way and it is expected to produce maximum output. But in the reality, English is difficult to be mastered. In grammar is not

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<sup>4</sup>Murcia Marianne Celcie and Elite Olshatain, *Discourse and Context in Language Teaching, A guide for Language Teacher* (New York Cambridge University Press,2000),p. 175.

necessarily proficient in communicating English. As the evidence, we can see English language learning in the schools in Indonesia is book oriented, grammar oriented, over emphasizing grammar mastery and only focused on the book. So, they are not trained to speak everyday.

In coincidence with the phenomenon, Kolawole views that many people find it difficult to learn English especially in speaking because there are many problems such as lack of teaching time, ineffective teaching methods and lack of skilled personnel in the field.<sup>5</sup>To solve students' problem, they need to learn about speaking. It is a big duty for teacher to give an effective method in teaching speaking, because speaking has increasingly emerged as a special area in language pedagogy.<sup>6</sup> One of the basic problems in foreign language teaching is how to prepare learners to be able to use the language. So that the success depends on how does teacher prepare appropriate method for the students. Teacher should bring out the method that makes students comfort and enjoy in a speaking class. The method should build students' bravery, and students' interest in speaking.

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<sup>5</sup>Kolawol, C. O, "Linguistic Inputs and Three Models of Presentation as Determinants of Students' Achievement in Senior Schools Easy Writing".*Dissertations*, (Nigeria: University of Ibadan 1998),p.84.

<sup>6</sup>Martin Bygate, *Language Teaching: Speaking* (New York:Oxford University Press, 1987), p. 15.

To support English teaching and learning process, there are many methods and techniques of teaching appeared to help the teachers and learners in the teaching learning activity in order to make a good communication between the students and the teacher. Brown states that teaching methods is a way of providing learning materials to the students to achieve the established teaching objectives. The teaching method is the way to convey the message that is in the curriculum. The method should match the material to be studied.<sup>7</sup> Teaching methods have an important function in the teaching and learning process. There are several teaching methods in transferring knowledge to the students. These methods are The Grammar Translation Method was introduced by Karl Plot (1819-1881); Situational Language Teaching by A.S Hornhy (1920-1930); Audiolingual Method by Charles Fries (1958); Communicative Language Teaching by Noam Chomsky (1960); Total Physical Response by James Asher (1955); Community Language Learning by Charless A. Curran (1982); Natural approach by Tracy Terrel, (1977); Suggestopedia by Georgi Lozanov (1950); and Silent Way by Caleb Gatteno (1972).<sup>8</sup>

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<sup>7</sup> Brown H, *Principles in Language Learning and Teaching*, (New Jersey : Prentice,1991), p. 45.

<sup>8</sup> Jack C. Richards & Willy A. Renandya, *Methodology in Language Teaching*, (Cambridge University Press, 2002), p. 10.

In Islamic perspective, using method in teaching is very important because it is in accordance with the prophet Muhammad when using the method during propagation and teaching the religion of Islam. Allah stated in the holy Qur'an, Surah (An-Nahl in verse:125)

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۗ وَجِدْهُمْ بِالَّتِي هِيَ أَحْسَنُ  
إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ  
﴿النحل: ١٢٥﴾

***“Call (human) into the way of your Lord with wisdom and good lessons and dispute them in a good way. Your Lord is He who knows better than who is lost from His ways, and He is the one who knows the guided. “***<sup>9</sup>

This verse relates to the method used by Muhammad SAW in Islamic teaching. The general meaning of this verse is that the prophet Muhammad was commanded to invite the human in ways that have been guided by the Qur'an by way of *Al-Hikmah, Maudhoh Hasanah, and Mujadalah*. In this way the prophet as a great Messenger has succeeded in inviting his people with full awareness. These three methods have inspired various methods of spreading Islam as well as in the educational context.

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<sup>9</sup> Muhammad Taqi-ud-Din Al-Halili, *The Nooble Qur'an*, (Riyadh: Darussalam publish and distributors, 2002).,p., 321

Although the schools have had many efforts in improving students' mastery of English, unfortunately they cannot fulfill the need yet. The reasons underlie the inability of formal school in fulfilling the students' need of English are: time allocation for English in school is limit; too large students so make the learning out of focus; method and technique that are applied by the teacher in the class did not make the students understand.

Therefore in order to fulfill the need of English learning, students choose another way to learn it. They decide to join a course. A course can be defined as a non-formal institution which serves certain education. By joining the course, students can get knowledge more comprehensive and understandable. So, now many courses offer excellent English learning programs with various methods are applied in the courses for those who want to receive special training such as speaking skill, mastery of English material quickly and effectively, and overcome difficulties in learning English in the school. The purpose of teaching English in the course is generally to improve students' ability to use English both orally and in writing. These skills include listening, speaking, reading and writing skills. In other words, the purpose of learning English in the course is to achieve the target of communication through students' achievement.

One of the good courses in Jepara that offer excellent English learning programs with various methods are applied in the courses is Intensive English Course (INEC) Foundation. This course has excellent English learning programs for the students. And this course offers English courses for preparing work and preparing further studies that require all English language skills and competencies well. But the main purpose of the INEC Foundation is to expose learners to English in speaking skill and to achieve public speaking skill. This course has best method in teaching speaking that is Total Physical Response method which the students are able to master English material effectively and speak English fluently and quickly.

Total Physical Response is one of the interesting method in learning English. It creates various situations by responding the teacher's instruction, it makes the students understand the meaning of vocabs and how to use to them<sup>10</sup>. Total Physical Response method gives students opportunity to speak and understand the meaning. Thus, more in front of the class. So the reseacher chooses the title :

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<sup>10</sup> Diane Larsen Freeman, *Techniques and Principles in Language Teaching: Second edition*, (Oxford University Press, 2000), p. 107.

“The Implementation of Total Physical Response in The Teaching of Speaking (A Study at Basic Training Class of INEC Foundation Jepara)”.

## **B. Reasons for Choosing the Topic**

The reasons for choosing the topic are as follow:

1. Speaking is one of the language skills that should be mastered by the students in order to be able to communicate using English well.
2. Many students face difficulties in the speaking activity.
3. Total Physical Response is an interactive method used for teaching speaking. This method can help students in speaking skill.
4. Although the schools have many efforts in improving students' mastery of English, unfortunately they cannot fulfill the need yet. Therefore, in order to fulfill the need of English learning, students choose another way to learn it. They decide to join a course.
5. INEC Foundation is one of the good courses in Jepara that offer excellent English learning programs with an interactive method which is applied in the course, namely Total Physical Response, especially in teaching speaking.

### **C. Research Question**

The research question of this research is:

1. How is the implementation of Total Physical Response in the teaching of speaking in Basic Training Class at INEC Foundation?

### **D. Objective of the Research**

Based on the problem mentioned above, the objective of this research is:

1. To explain the implementation of Total Physical Response in the teaching of speaking in Basic Training Class at INEC Foundation.

### **E. Significances of the Research**

The researcher expects that this study would be able to give advantages. The advantages are as follow:

1. Theoretically:
  - a. The result of the research can give larger knowledge about English language teaching learning at INEC Foundation for writer, readers, and teachers/tutors.
  - b. It can motivate the other reseachers to investigate more about method which is used to teach English in the courses, especially in INEC Foundation.
2. Pedagogically: The result of the research are expected to be as follow:

- a. For Student: the results of this study are expected to improve the understanding and the quality of students in English subject, especially in speaking skill.
- b. For Teacher in English course: This research is expected to provide input as a reference in developing the use of methods, approaches or strategies that are more varied in learning so as to improve the quality of learning.
- c. For English Courses: Through this research, it is expected to provide benefits and encourage the English course in order to apply the TPR method in the various subjects, so that learning is more meaningful.
- d. For Writer: By conducting the research, hopefully this study can be useful to increase researcher's experience in using the best method in teaching speaking.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter explains previous study, and related literature. Previous study presents some related studies which have been conducted by some researcher before. Related literature presents some related educational experts' theories which are become as references by the researcher in conducting this research.

#### **A. Previous Studies**

There are some previous studies which are presented by the researcher by considering some similarities and differences between my current study and the other researchers' studies.

Many researchers have conducted the studies about how to improve students' speaking skill and the other skills. Some of them also choose Total Physical Response as the teaching method. The followings are some of them:

1. A journal written by Ying Qiu (2016) entitled "Research on The Application of Total Physical Response Approach to Vocabulary Teaching in Primary Schools". This research is aimed at finding the answer to the following research questions: How to apply the TPR approach to vocabulary teaching in primary schools? and Does the experiment group have a better command of vocabulary than the control group?. This study is a experimental research. Data collection is done using the Pre-test and Post-test. Result of study show some

findings. Ying Qiu in this research stated that traditional methods of vocabulary teaching over emphasize forms of vocabulary and grammar instead of word meanings, which contributes that students lose their interest in learning English, so Ying Qiu explores the application of TPR approach to vocabulary teaching in primary schools by carrying out a teaching experimental. The results show that, after teaching experiment, there is a significant difference between them. The mean score of the experimental group is higher than the control group. The experimental group has a better command of the vocabulary spelling than that of the control group. So the TPR approach can help students with their vocabulary learning.<sup>11</sup> The present study is different from this previous study in having research subject and object. The present study regards teaching speaking technique as the research subject, while the previous ones is teaching vocabulary techniques as the research subject. And the present study regards student in English course as the research object, while the previous ones is students of primary schools as the research object. There is a point of similarity between the present study and the previous ones in having the research focus. The point is that

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<sup>11</sup>Ying Qiu, “Research on The Application of Total Physical Response Approach to Vocabulary Teaching in Primary Schools”, *International Journal of Arts and Commerce*, (Vol. 5, No. 7, 2016), p. 18.

both of them used Total Physical Response method in teaching as the focus of the study.

2. A Thesis written by Didik Darmaji (2015) student of English Departement Faculty Of Teacher Training And Education University Of Muhammadiyah Malang entitled “The Implementation of Total Physical Response in Teaching Speaking of Second Year Students at SMP PGRI 2 Batu”. This research was a descriptive qualitative research because it was aimed to describe the implementation of Total Physical Response in teaching English speaking of the second year students at SMP PGRI 2 Batu in academic years 2015 and to identify the students' response toward TPR in teaching speaking. Additionally, the data collection was conducted through observation (non-participant observation) and interview (unstructured interview). The research subject of this study was an English teacher and the second year students at SMP PGRI 2 Batu. The result of the study showed that the stage of Total Physical Response was implemented effectively based on the lesson plan. The teacher used three activities which were pre-teaching activity, main- teaching activity, and post- teaching activity. Additionally, the students' response was enthusiastic in teaching speaking using TPR. Most of them enjoyed the implementation of TPR very much. They gave positive response toward TPR in teaching learning activity through being active, asking and giving idea

bravely.<sup>12</sup> The present study is different from this previous study in having research object. The present study considers student in English course as the research object, while the previous ones is Junior High School students as the research object. There is the point of similarity between the present study and the previous ones in having the research subject and research focus. The point is that both of them used speaking teaching technique as the research subject. And used Total Physical Response method in teaching as the focus of the study.

## **B. Total Physical Response**

### **1. Definition of Total Physical Response (TPR)**

Total Physical Response (TPR) was presented by James Asher in 1965. It is a language teaching method built around the coordination of speech and actions which attempts to teach language through physical activity. Richard and Rodgers state that TPR method is a language teaching method that involves the coordination of speech and action. Teachers give a set of instructions to students in a target language to

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<sup>12</sup>Didik Darmaji, "The Implementation Of Total Physical Response In Teaching Speaking of The Second Year Students at Smp Pgri 2 Batu", *Thesis*: English Departement Faculty of Teacher Training and Education University of Muhammadiyah Malang, (2015)

have them to do some tasks in order to activate their kinesthetic sensory system.

In addition, TPR method is regarded as a simple teaching method that can be applied in teaching language, in which students do not need to give verbal response, but they can respond in physical action to the teachers' commands. The TPR method involves two different roles between teacher and students; the teacher plays an active role as director of a play and instructs the students to do what the teacher wants. On the contrary, students play actively as the actors, doing what the teacher instructs.<sup>13</sup> TPR method focuses on the improvement, which is perfectly suitable for English beginners in primary schools. Teachers should combine body movement with English learning in vivid teaching situations and teach English through body movement. While students listen to the teacher, they improve the ability of listening, speaking, reading, and writing by corresponding imitations,

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<sup>13</sup>Mohd Zuri Ghani, Norr Huziza Hanim Mohd Ghous, "The Effectiveness of Total Physical Response (TPR) Approach in Helping Slow Young Learners with Low Achievement Acquire English as a Second Language", *International Journal of Research In Social Sciences*, (Vol, 4, No.6, 2014), p. 3.

which can strengthen students' ability of thinking and enhance their learning efficiency.<sup>14</sup>

TPR in learning the target language aims at letting children learn both vocabulary and also grammatical structure, in other words, grammatical structure and vocabulary can be exposed by using this method. It is regarded as appropriate method in introducing new language, since it helps people to learn a target language in the same way they learn their native language.

The use of TPR in the language classroom has different dimensions, and it can be used for different purposes. It is a very useful method for teachers who believe that students' enjoyment during the lesson is very important and who also believe that students need the use of Total to be taught in different ways to meet the differences in their learning styles (Fayeqa, 2004:29). Thus, TPR is successful when used as the core strategy of a course or as a strong supplement. Students are highly motivated by TPR because of

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<sup>14</sup>Feng Shan-shan, "An Application of Total Physical Response to Primary English Teaching - A Case Study of Qingtong Primary School", *US-China Foreign Language* (Vol, 15, No.1, 2017), p. 36-37.

the continual and fast-moving action, the high rate of success, and the low level of stress involved. <sup>15</sup>

## 2. Characteristic of TPR

The first phase of a lesson is one modeling. The instructor issues commands to a few students, then performs the actions with them. In the second phase, these same students demonstrate that they can understand the commands by performing them alone. The observer also has an opportunity to demonstrate their understanding.

The teacher next recombines elements of the commands to have students develop flexibility in understanding unfamiliar utterances. These commands, which students perform, are often humorous.

After learning to respond to some oral commands. The students learn to read and write them. When students are ready to speak, they become the ones who issue the commands. After students begin speaking, activities expand to include skits and games. <sup>16</sup>

Characteristics of TPR are as follow :

a) The teacher directs and the students “act” in response;

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<sup>15</sup>Fatima Rahim Al-Musawi and Raed Fadhil Mohmmmed, “The International Journal of Humanities & Social Studies”, *The International Journal of Humanities & Social Studies*, (Vol. 3, No. 12, 2015), p. 302.

<sup>16</sup>Diane Larsen-Freeman Second Edition, *Techniques and Principles in Language Teaching...*, p.113-114.

- b) Understanding of the spoken language must be developed in advance of speaking;
- c) Understanding and retention is best achieved through movement of the students' bodies in response to commands;
- d) Listening and physical response skills are emphasized over oral production;
- e) Students should never be forced speak before they are ready. As the target language is internalized, speaking will be emerged naturally;
- f) Grammar and vocabulary are emphasized over other long areas. Spoken language is emphasized over written language;
- g) Whenever possible, humor is injected into the lessons to make the learners;
- h) more comfortable in learning languages.

Can be concluded that in TPR, the teachers are responsible for giving commands and monitoring actions taken by the learners. On the contrary, the learners are imitators of teachers verbal and non-verbal models. In teaching-learning process, the first phase is modeling. In this case, a teacher issues commands to learners, and performs the actions with them. In the second phase, learners demonstrate that they understand the commands by performing them alone; the teacher monitors the learners actions. Above all, the

interaction between a teacher and learners is signified by the teacher speaking and the learners replying nonverbally. Later on, the learners become more verbal and the teacher responds nonverbally

### 3. The Design of TPR

In learning good planning is needed, so that learning targets can be achieved as expected. The planning that is designed in learning using the TPR method, are as follow;

#### a) Objectives

The general objectives of TPR are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills. A TPR course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker. Specific instructional objectives are not elaborated, for these will depend on the particular needs of the learners. Whatever goals are set, however, must be attainable through the use of action-based drills in the imperative form.

#### b) The syllabus

The types of syllabus Asher uses can be inferred from an analysis of the exercise types employed in TPR classes. This analysis reveals the use of sentence-based syllabus, with grammatical and lexical criteria being primary in selecting teaching items. Unlike

methods that operate from a grammar- based or structural view of the core elements of language, TPR requires initial attention to meaning rather than to the form of items. Grammar is thus taught inductively. Grammatical features and vocabulary items are selected not according to their frequency of need or use in target language situations, but according to the situations in which they can be used in the classroom and the ease with which they can be learned.

c) Types of learning and teaching activities

Imperative drills are major classroom activity in TPR, for the first 120 hours of instruction, as mentioned. They are typically used to elicit physical actions and activity on the part of the learners. Aser's rationale for this is that "everyday conversations are highly abstract and disconnected; therefore to understand them requires a rather advanced internalization of the target language". Other class activities include role plays and slide presentations. Role plays center on everyday situations, such as the restaurant, supermarket, or gas station. Slide presentations are used to provide a visual center for teacher narration, which is followed by commands, and for questions to students, such as "which person in the picture is the salesperson?" Reading and writing activities may also be employed to further consolidate structures

and vocabulary, and as follow-ups to oral imperative drills.

d) Learner roles

Learners in the TPR have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively. Learners have little influence over the content of learning, since content is determined by the teacher, who must follow the imperative-based format for lessons. Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak- that is, when a sufficient basis in the language has been internalized.

e) Teacher roles

The teacher plays an active and direct role in TPR: "The instructor is the director of a stage play in which the students are the actors". It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. The teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictably. Classroom interaction and turn taking is teacher-directed rather than learner-directed.

Even when learners interact with other learners, it is usually the teacher who initiates the interaction.

Asher stresses however, that the teacher's role is not so much to teach as to provide opportunities for learning. The teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalize the basic rules of the target language, the teacher controls the language input the learners receive, providing the raw material for the "cognitive map" that the learners will construct in their own minds. The teacher should also allow speaking abilities to develop in learners at the learners' own natural pace.

f) The role of instructional material

There is generally no basic text in a TPR course. Materials and realia play an increasing role, however in later learning stages and a number of published resources are now available to support TPR-based teaching. For absolute beginners, lessons may not require the use of materials, since the teacher voice, action and gestures may be a sufficient basis for classroom activities. Later the teacher may use common classroom objects, such as books, pens, cup, furniture. As the course develops the teacher will need to make or collect supporting materials to support teaching points. These many include pictures, realia, sliders, and word charts. Asher has developed TPR

students kits that focus on specific situations, such as the home, the supermarket, the beach. Students may use the kits to construct scenes (e.g., “put the stove in the kitchen”).<sup>17</sup>

#### 4. Techniques of TPR

Larsen-Freeman, in her book *Techniques and Principles in Language Teaching* provides expanded descriptions of some common or typical techniques closely associated with TPR. Those are<sup>18</sup>:

##### a. Using Commands to Direct Behavior

The use of commands is the major teaching technique of TPR. The commands are given to get students to perform an action; the action makes the meaning of the command clear. 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 pace 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 student's actions tell the teacher whether

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<sup>17</sup>Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching: Third Edition* (Cambridge University Press, 2014), p.281-283.

<sup>18</sup>Diane Larsen-Freeman Second Edition, *Techniques and Principles in Language Teaching...*, p. 115-117.

or not the students understand. Teacher 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. It is very important that the students feel successful. Therefore, the teacher should not introduce new commands too fast. It is recommended that a teacher present three commands at a time. After students feel successful with these, three more can be taught.

Imperative is the simple form of command. The imperative may be in the form of simple instruction. It uses verb to form command such as “open the window!”, “close your book”. An emphatic form of imperative may be used to express annoyance or frustration such as “Do be quiet now” and “Do try to hurry up” etc.<sup>19</sup>

All grammar features can be communicated through imperatives. To give an example of a more advanced lesson, one might introduce the form of the past tense as follows:

TEACHER                    Ingrid, walk to the blackboard.  
                                  (Ingrid gets up and walks to the  
                                  blackboard.)

TEACHER                    Class, if Ingrid *walked* to the  
                                  blackboard, stand up.  
                                  (The class stands up.)

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<sup>19</sup>Lulut Widyaningrum, “Instructional English for the Practical Day-to-Day Classes Management”, *Research Report* (UIN Walisongo, 2015), p. 22.

TEACHER            Ingrid, write your name in the blackboard.

(Ingrid writes her name on the blackboard.)

TEACHER            Class, if Ingrid *wrote* her name on the blackboard, sit down.

(The class sits down.)

b. Role Reversal

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

c. Action Sequence

At one point we saw the teacher give three connected commands, for example 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 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 instruction

- Take out a pen.
- Take out a piece of paper.

- Write a letter (Imaginary).
- Fold the letter.
- Put it in envelope.
- Seal the envelope.
- Write the address on the envelope.
- Put a stamp on the envelope.
- Mail the letter.

This series of commands is called an action sequence, or an operation. Many everyday activities, like writing a letter, can be broken down into an action sequence that students can be asked to perform.

#### 5. Variations of TPR

The basic idea of TPR is that a language learner hears something in the language and physically responds to it.

However, TPR is not just limited to whole body commands such as walking, turning around, and pointing to your nose. In fact, there are four major types of activities that can be done using the TPR mindset. The variations of TPR are;

- a) **TPR-B** "TPR with body", which includes everything that can be done with general body movement: stand up, sit down, turn around, turn right, turn left, lift up your arm, touch your nose, etc. This is best done in a room with some space to move around.

b) **TPR-O** "TPR with objects". This is best done sitting at a table that has some objects on it. For example, one day you could raid the produce stand and then sit down with your Turkish friend to a table of fruit. That day you could not only learn the words for "apple", "banana", "orange", and so on, but also, "give me", "take", "put", "smell", "bite", "roll", "peel", and "show me".

For this activity, your friend could start off with: "This is an apple. This is an orange. This is an apple. This is an orange. Where is the apple? (You would point) Where is the orange?" Once again new words can be fairly quickly built up one at a time.

c) **TPR-P** "TPR with pictures". Pictures are extremely effective language learning tools. Let's say that you're actually living in England and have gone around and taken 150 or so pictures of people doing different things and then arranged these pictures in an album. Your English friend could go through and say "This is a man. This is a boy. This is a man. This is a boy. Where is the man? Where is the boy?" Gradually both background and foreground objects in the pictures could be learned, as well as verbs: "The carpenter is hitting the nail with a hammer," leading to requests such as "show me the man who is hitting something". Even verb tenses can be incorporated by asking your friend (or tutor or teacher) to talk about all of

the pictures as if they happened last week, or now, or next week. The actual physical response with pictures is fairly basic-pointing at something-but the opportunity for vocabulary acquisition is as broad as the types of pictures you can use.

In addition to taking your own pictures, you can probably find some children's picture or story books that are also useful for this kind of learning. Newspaper and magazine pictures work well too.

- d. **TPR-S** "TPR with Storytelling". It involves the teacher (and eventually the students) acting out simple stories while speaking English as a means of understanding the story, to train speak English, and internalizing vocabulary.<sup>20</sup>

## 6. The Advantages of TPR

The advantages of TPR can determine the success of the TPR implementation itself. Some experts claimed that this method has advantages. Handoyo listed eight advantages of using TPR approach. The advantages are<sup>21</sup>:

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<sup>20</sup>[http://www2.vobs.at/ludescher/Ludescher/LAcquisition/total\\_physical\\_response.htm](http://www2.vobs.at/ludescher/Ludescher/LAcquisition/total_physical_response.htm), Accessed on 22<sup>th</sup> March 2018 at 1:00 p.m

<sup>21</sup>Mohd Zuri Ghani, Norr Huziza Hanim Mohd Ghous, *The Effectiveness of Total Physical Response (TPR) Approach in Helping Slow Young Learners with Low Achievement Acquire English as a Second Language...*, p.3

- a) TPR is a lot of fun as learners enjoy it and it can lift the pace of a lesson and the mood.
- b) TPR is a memorable activity as it assists students to recognize phrases or words.
- c) It is good for kinaesthetic learners who are required to be active in class.
- d) It can be used both in a large class or in a small class because as long as the teacher takes the lead, the learners will follow.
- e) It works well with mixed-ability classes because the physical actions get across the meaning effectively so that all learners are able to comprehend and apply the target language.
- f) There is no requirement of preparing a lot of preparation or materials. The most important part is being competent of what you want to practise.
- g) It is very effective with teenagers and young learners; and
- h) TPR involves both left and right-brained learning.

It can be concluded that the TPR method is very easy in terms of language usage and also contains elements of game movement so that it can relieve stress on students because of the problems encountered in the lesson, especially when learning a foreign language, and also can create a positive mood for students so that it can increase student motivation and achievement in the lesson.

## 7. Disadvantages of TPR

TPR has disadvantages. Among them are as follow:

- a) Whilst it can be used at higher levels TPR is most useful for beginners. It is also at the higher levels where preparation becomes an issue for the teacher.
- b) Students are not generally given the opportunity to express their own thoughts in a creative way.
- c) It is easy to overuse TPR. “Any novelty, if carried on too long, will trigger adaptation. “Asher writes, “no matter how exciting and productive the innovation, people will tire of it”.
- d) The teacher may find that it is limited in terms of language scope. Certain target languages may not be suited to this method.
- e) It can be challenge for shy students.<sup>22</sup>

TPR is not a very creative method. Students are not given the opportunity to express their own views and thoughts in a creative way.

### **C. Speaking**

Speaking skill is one of the basic language skills that has important role rather than other skills due to its significant and its use for communication. So that, the writer will explain about the

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<sup>22</sup><http://cecep-cafast.blogspot.co.id/2012/10/advantages-and-disadvantages.html> ,Accessed on 19<sup>th</sup> March 2018 at 1:00 p.m

nature of speaking itself in order to give the obvious information about what speaking is.

### 1. Definition of Speaking

Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information. Among the four language skills speaking is viewed to be the heart of second language learning.

According to Bashir, Marriam, et.Al., speaking is productive skill in the oral mode. It is like the other skills, it is more complicated than the others, it involves more than just pronouncing words. Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.<sup>23</sup>

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<sup>23</sup>Ahmila Novita, "Improving Active Learning through Students' Power point Presentations on Report Text Speaking Skill", *Vision Journal*, (Vol. 5, No. 1, 2016), p. 78-79

As Brown states, successful oral communication in the target language with other speakers serves as a display of successful language acquisition. This statement brings forth the significance of developing speaking skill, indicating competent language learners. Thus, the need to improve students' speaking skills has been intriguing researchers' interest.<sup>24</sup>

According to Jones, speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across".<sup>25</sup> Based on that opinion, speaking is realized as communication, therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message.

A spoken interaction may take place when two or more people have mutual interesting topic which relevant to the situation. The activity may aim at passing the time, sharing ideas, information or problems, amusing each other or getting

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<sup>24</sup>GültenKOŞAR & Hasan BEDİR, "Strategies-Based Instruction: A Means of Improving Adult Efl Learners' Speaking Skills",*International Journal of Language Academy* , (Vol. 2, No. 3, 2014), p.13.

<sup>25</sup>Rhodry Jones, *Speaking and Listening*, (London: John Murray Publishers Ltd,1989),p.14.

something done. Speaking in our native language is basically the same thing as speaking in a foreign language. Both are speaking activities which involve mutual understanding between interlocutors. But problems in using a foreign language will arise when one of or all speakers' language skill is still limited.<sup>26</sup>

In addition, Bygate proposes, "Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business".<sup>27</sup> It indicates that as one of the language skills, speaking should get the attention from teachers and learners because it plays the important role in our society.

## 2. Components of Speaking

The components of Speaking There are four aspects below have a great influence in speaking skill, there are<sup>28</sup>:

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<sup>26</sup>Siti Tarwiyah, *Teaching English Through Games and Songs, Research Report*, (UIN Walisongo, 2015), p. 58.

<sup>27</sup>Martyn Bygate, *Language Teaching: A Scheme for Teacher Education; Speaking*, (Oxford: Oxford University Press, 1997), p.Viii.

<sup>28</sup>Pipit Rahayu, "Role Play Strategy in Teaching Speaking...",p. 63-64.

a. Vocabulary

Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words.

a. Grammar

Communication in speaking runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaningful and part of words of a language to communicate messages that are comprehensible.

b. Fluency

Speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the cap skill or other components of speaking. Longmanin Hormailis states that the fluency is the quality or condition of being fluent. It is the cap skill to use the language spontaneously and confidently and without undue pauses and hesitation.

c. Pronunciation

Pronunciation still obviously influences by L1 though clearly intelligible. In this case, the students who

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are able to pronounce correctly will be marked has a foreign accent.<sup>29</sup>

### 3. Classroom Speaking Activities

Speaking skill is not easily obtained. There are some factors that make speaking class is not maximal. It might be caused by class setting, teaching method, teaching materials, students' knowledge or even students' interest. Further, getting speaking skills for all students in the classroom is not easy as they often face uneven participation, little talking time as certain students dominate the class. So, it is the teacher's role to set the speaking activity that can facilitate both the active speakers and silence speakers. The silence speakers need to practice speaking in low-pressure situation such as in small group before practicing in high-pressure situation like presentation in class.<sup>30</sup>

The most important feature of speaking activity is to provide an opportunity for the students to get individual meanings across and utilize every area of knowledge they have. Many of the classrooms speaking activities which are currently in use fall at or near the communicative end of the

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<sup>29</sup>Pipit Rahayu, "Role Play Strategy in Teaching Speaking...",p. 63-64.

<sup>30</sup>*Semi Sukarni*, "CTL Model to Activate Students' Participation in Speaking Class at English Education Progra", *Vision Journal* (Vol. 3, No.2, 2014), p.1.

communication continuum. There are some of the most widely-used.<sup>31</sup>

a) Acting from a Script

We can ask our students to act out scenes from plays and/or their course book. Students will often act out to the front of the class. It can be called as role play too.

b) Communication Game

Games which are designed to provoke communication between students frequently depend on an information gap, so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (Describe and arrange), or find similarities and differences between pictures. The use of game usually can help learners learn the subject enjoy and happily.

c) Discussion

One of the reasons that discussions fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the

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<sup>31</sup> Muhammad Nafi Annury, “The Impact of Structural Competence towards Speaking Competence of the 4<sup>th</sup>Semester Students of English Department of Tarbiyah Faculty IAIN Walisongo Semarang in the Academic Year of 2010/2011”, *Research Report* (UIN Walisongo, 2011), p. 45-49.

language they might use to say it. Many students feel extremely exposed in discussion situation.

In discussion usually we find students who are active in speaking, give opinion and arguments. But sometimes, we find the students who shy and not self confident in speaking. By this class activity, we can bring the students to speak confidently.

d) Prepared Talk

A popular kind of activity is the prepared talk where a student (or student) makes a presentation on a topic of their own choice. Such talk are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than this. However, is possible, students should speak from notes rather than from a script.

This activity is the kind of spoken language's type, which is usually called 'monologue'. In this case, students are expected to be fully self-confident in speaking in front of audiences.

e) Simulation and Role-play

Many students derive great benefit from simulation and role-play. Student 'simulate' a real life encounter (such as a business meeting, an encounter in a aero plane cabin, or an interview) as if they were doing so in the real word, either as themselves in that meeting or aero plane, or taking

on the role of a character different from themselves or with thoughts and feelings they do not necessarily share.

Simulation and role-play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying English Specific Purpose.

f) Dialogues

Practicing dialogues has a long history in language teaching-not surprisingly, since language is essentially dialogic in its use, and any grammar structure or lexical area can be worked into a dialogue with a little ingenuity. Dialogue practice also provides a useful change of focus from teacher-led classroom interaction. Even in large classes with fixed furniture, setting up pair work is not an insurmountable management challenge.

Classroom activities improve student's active participation, motivate and expose students to authentic use of English language in context. Many researchers have also proven that students are much more ready to interact with each other with more complex responses than with their teacher 'students feel comfortable working, interacting and making mistakes with their partners rather than with their teachers and corrective

feedback from peers are found to be less daunting than the correction by teachers.<sup>32</sup>

#### 4. Speaking Genre

The genre theory assumes that different speech events result in different types of texts, which are distinct in terms of their overall structure and kinds of grammatical items typically associated with them. Carter and McCarthy classify speaking extracts in terms of genres as follow:<sup>33</sup>

- a) Narrative: A series of everyday anecdotes told with active listener participation.
- b) Identifying: Extracts in which people talk about themselves, their biography, where they live, their jobs, their likes and dislikes.
- c) Language-in-action: Data recorded while people are doing things such as cooking, packing, moving, furniture, etc.
- d) Comment-elaboration: People giving casual opinions and commenting on things, other people, events and so on.

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<sup>32</sup>Benter Oseno Gudu, "Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya", *Journal of Education and Practice*, (Vol.6, No.35, 2015), p.57.

<sup>33</sup>Lulut Widyaningrum, "The Effectiveness of Adaptive Pecha Kucha Technique on Students' Explaining Skill", *Research Report* (UIN Walisongo, 2015), p. 24-25.

- e) Debate and argument: data in which people take up positions, pursue arguments and expound on their opinions.
- f) Decision-making and negotiating outcomes: Data illustrating ways in which people work towards decisions/consensus or negotiate their way through problem towards solutions.

There are many different kinds of texts uses in speaking. Depending on the subject, these can be formal presentations, seminar discussions, questions in a lecture, interviews, discussing methods in a practical essay, justifying your research proposal, and so on. Genres are defined by their purpose, their audience and their structure. These different genres can be constructed from a small range of different types of text.

## 5. Teaching Speaking

Teaching is learning to be. Teaching is an exiting adventure in which both the teacher and the students participate. Learning means questioning and repositioning. Teachers should always work hard kindle a spark of intellectual curiosity to stimulate their interest and get them genuinely involved in the process of learning. Students are urged to actively participate in the class in several ways. Every students is asked to give a class proved to be beneficial not only as a learning endeavor, but also as an activity which

enhances the student's self confidence and helps them far beyond the scope of class.<sup>34</sup>

Car says that teaching cannot be reduced into such skill. Academic teacher trainers greatly overplayed skills in professional educational circles. I agree to his opinion that teaching merely a skill. In Webster's Collegiate Dictionary (2003) says that skill is the ability to use one's knowledge effectively and readily in execution or performance. The word skill has two distinctive meanings; first, skill, generally refers to any kinds of activities. Second, skill that refers to teaching activity , but the skill here is different from others. Because the word skill, in the teaching activity, has certain characteristics, one must be able to manage the class well, creating good atmosphere, flexible in using technique or methods, develop, complex students' intellectual, moral, and normative, of life. Later on, teaching is a skill activity, but it is special skill that is different from others.<sup>35</sup>

Teaching speaking is activities which are purposed to make students are able to speak in foreign language Accurately,

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<sup>34</sup> Nadiah Ma'mun, *Teaching English as a Foreign Language*, (Semarang: Varos Mira Utama, 2013), p. 1.

<sup>35</sup> Nadiah Ma'mun, *Teaching English as a Foreign Language...*”, p. 3-4.

communicatively, and bring the elements of speaking.<sup>36</sup>The mastery of speaking skills in English is a priority for many foreign-language learners. Consequently, learners often evaluate their success in language learning and the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been ignored in EFL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches through group work, task work, and other strategies.<sup>37</sup>

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<sup>36</sup> Nuria Dhotul Janah & Siti Tarwiyah, "Male and Female Speech in *Pride and Prejudice* Novel by Jane Austen and its Implication in Teaching Speaking", *Vision Journal*, (Vol.6, No. 2 2017), p. 29-30.

<sup>37</sup> Daviq Rizal, "Moodle-Based Blended Learning of Daviqr.com in the Subject of Teaching Listening and Speaking in the Faculty of Teacher's training and Education IAIN Walisongo Semarang", *Research Report* (IAIN Walisongo, 2014), p. 61-62.

Teaching speaking to students in the target language is assumed a difficult task to do since teachers should invite students to get involved in speaking. One of the aims of teaching speaking is to improve students' speaking ability. A teacher should be aware of some following aspects: (a) Using techniques that should be intrinsically motivating. (b) Helping students to acquire language by letting them speak a lot and by providing information, feedback and encouragement. (c) Avoid talking about language. (d) Drawing on students' positive knowledge and helping them to be active. (e) Consciously maintaining control of exercises.

Lewis and Hill further give seven steps to teach speaking more enjoyable. They are as the following:

1. Teacher should exploit opportunities for short spontaneous conversations.

Classroom conversation will be most effective if it arises naturally and spontaneously from the text, For example a remark made by a student or something which happens during the lesson. Teachers should try to create a natural conversation similar to one outside the classroom which happens and flows spontaneously and in which different people contribute in different ways.

2. The teacher must choose the interesting topic for the students

As soon as the topic turns to be boring for students, drop it immediately and find other topics that interest students since one of the purposes of speaking is to give students a chance to talk about something that interest them.

3. Teachers should encourage contributions without interfering

Natural conversation is a relaxed activity in which teachers often take a back seat and students have time to formulate their thought and to decide what they wish to say and how to say it.

4. Conversation does not to be about serious issues

Conversation about very banal topics like a film, news about a mutual friend, the fact, the bus late, etc can help students to talk a lot instead of the role of women, population or other topics which student do not care about.

5. Provocative statements are often better than question .

A wrong tagged statement is more effective to stimulate students to involve in a natural and lively conversation .

6. Problem solving is often an excellent basis for conversation

Problem solving activities are arrange from simple puzzles to the kind of full-scale management training problems. The most important thing is by generating

natural information gap teachers ensure that language use is a spontaneous, natural activity and more helpful for students to talk a lot.

7. Teacher should encourage active listening

Teachers should always to teach kinds of responses which encourage students to expand the statements given. Byrne (1986) points out that oral communication is a process involving both speakers and listeners, as well as productive skills (of the speaker) and receptive skills (of those who are listening or understanding the speech). The speakers convey their ideas in an appropriate language and other ways which can make their message understood-the ways which called communicative strategies .

Teaching speaking skill to the students should be based on the above recommendations, beside that, teaching speaking skill should also be oriented to enable students to speak in English in different situations and genres. Ur (2000) proposed four recommendations for teachers who are going to teach speaking skill. First, whatever the activity chosen, it should allow students to talk a lot. Teachers should select speaking activities that demand student to talk a lot. The activity should also be able to involve all the students in the activity. It does not only better students who dominate the class. Beside that, the activity should be able to motivate students to participate

and to talk. Therefore the activity should be interesting to the students. The last one the activity should be acceptable with students' proficiency level. If it is too difficult or too easy for them, it will motivate them to participate. <sup>38</sup>

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<sup>38</sup>Lulut Widyaningrum, "The Effectiveness of Adaptive Pecha Kucha Technique on Students' Explaining Skill"...",p. 31-33.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher discusses the research method that was used in the research. Research method is aimed to give a direction how the research was conducted. The research method is used to make the writer accomplish the study easily. This chapter covers the type of the research, the setting of place and time of the research, the source of the data, focus of the research, the technique of data collection, the data validity, and the technique of data analysis, and explain the place of the research.

#### **A. Types of research**

Research is a process which involves (a) defining a problem, (b) stating an objective, and (c) formulating an hypothesis. It involves gathering information, classification, analysis, and interpretation to see to what extent the initial objective has been achieved.<sup>39</sup>

There are two kinds of research namely qualitative research and quantitative research. There are some differences between Qualitative and Quantitative research. One of the differences between both of them is Qualitative research, and is that

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<sup>39</sup>David Nunan, *Research Methods in Language Learning*, (Cambridge University Press, 1992), p. 2.

the data is analyzed by using sentences, and in Quantitative research, the data is analyzed by using numbers.<sup>40</sup>

In this research, the researcher uses qualitative research, because the data is in the form of written and there is no treatment in this research. Qualitative research, on the other hand, assumes that all knowledge is relative, that there is a subjective element to all research, and that holistic, general studies are justifiable (an general study is one in which the insights and outcomes generated by the research cannot be applied to contexts or situations beyond those in which the data were collected).<sup>41</sup> Bogdan and Taylor (1975) in Moleong<sup>42</sup> states “qualitative methodology” as a research procedure that produces descriptive data in the form of words written or spoken from people and behaviors that can be observed. In other words, the study called a qualitative research study that is not settled accounts.

The Qualitative used is descriptive qualitative, Because the researcher only describes the implementation of Total Physical Response in teaching speaking at INEC Foundation (Intensive English Course). Qualitative descriptive research describes the fact

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<sup>41</sup>David Nunan, *Research Methods in Language Learning...*, p. 3.

<sup>42</sup>Lexy J Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya,2002), P. 4.

and the features of population systematically, factually, and accurately.<sup>43</sup>

Qualitative research refers to descriptive research which describes the data based on what hapend in the field and does not use statistical procedures.

## **B. Time and Place of Research**

The time and place of this research are:

### 1. Time of the Research

This research was conducted on 7-14 April, 2018.

The researcher observed the implementation of TPR in the teaching of speaking at INEC Foundation.

### 2. Place of the Research

The research was conducted at INEC Foundation. It is located on Makamdowo street Km 3 Guyangan 01/04 Bangsri Jepara Central Java. The reason why the reseacher determined the research in INEC Foundation because INEC Foundation is one of the good English courses in Jepara that offer excellent English learning programs with various methods are applied in the course andit is famous English Course in Jepara, which is considered as the right place in conducting this research.

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<sup>43</sup>Sumadi Suryabrata, *Metodologi Penelitian*, (Jakarta: Rajagrafindo Persada, 2011), p. 75.

### **C. Source of Data**

A source of data in this study is a subject in which the data can be obtained. The data in this research were collected in the form observation, interview, and documentation. In this study, the sources of the data will be obtained from:

#### 1) Informant

In this study, the researcher took representative of the students and the teachers as informant to get the data.

#### 2) Event

The event of this research is in the form of teaching learning process that is the implementation of TPR in teaching speaking in the classroom to observe the teaching performance of INEC's teachers and students activities.

#### 3) Document

The document in this research is all archives or written information concerning with English course, teachers, and students in INEC Foundation.

### **D. Focus of Research**

The focus of the research is the limitation of the problem. So, the focus of this research is to find and understand the English teaching learning process at INEC Foundation in terms of the TPR method used and the implementation.

## E. Data Collection Technique

In qualitative research, data collection is done on natural settings (natural conditions), primary data sources, and data collection techniques more on participant observation, indepth interview, and documentation.<sup>44</sup>

The researcher used the descriptive method in this reseach. In conducting this reseach, the reseacher did some ways to collect the data, such as observation, interview, and documentation. There are some techniques used to collect the data. They are:

### 1) Observation

Observation is a data collection technique that is done through an observation with the recording of the state or behavior of the target object.<sup>45</sup>

In this observation, the observation's objects are teacher and INEC Foundations' activities in teaching learning process. In other words, this observation aims to describe the implementation of TPR in teaching speaking that used by teacher.

The researcher used non participatory observation. The reseacher only observed what the teacher and students do.

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<sup>44</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R& D*, (Bandung: Alfabeta, 2010), p. 309.

<sup>45</sup>Abdurrahmat Fatoni, *Metodologi Penelitian & Teknik Penyusunan Skripsi*, (Jakarta: PT Rineka Cipta, 2006), p. 104.

By doing observation, the researcher could monitoring the teacher's strategies in English language teaching directly in class. Therefore, the researcher could see the students' activities, the teacher's strategies in teaching in term of method implemented by the teacher in developing students' capability in Basic Training Class at INEC Foundation .

## 2) Interview

The resecher used structured interview andconducted the interview to get further instructional information about the implementation of TPR in teaching speaking at INEC Foundation. The researcher interviewed the chief, the teacher and the students at INEC Foundation. The researcher gave some questions to collect the data.Meaningful face to face interview between the interviewer with the respondent, and activities conducted orally.

## 3) Documentation

Documentation is a technique of collecting data by studying records of personal data of respondents. Document is a record of events that have passed. Documents may be in the form of writing, drawing, or monumental works of a person. document study is a complement of the use of observation and interview methods in qualitative research. In terms of document, Bogdan stated “ In most tradition of qualitative research,the phrase personal document is used broadly to refer

to any first person narrative produced by an individual which describes his or her own actions, experience and belief<sup>46</sup>

In this study, the researcher used documentation from the INEC Foundation to explain the condition of place, students, and teaching learning process. It is also supported the data such as; schedule , profile of INEC Foundation etc. At the end of the learning process, the researcher analyzed the result of research's observation and interview compared with documentation taken to know how is the implementation of TPR in teaching speaking and the materials are delivered in English learning process at INEC Foundation.

#### **F. Trustworthiness**

Before some information is used for the research data, the trustworthiness of the information must be checked first. This is because the data must be responsible as the point of departure to make conclusion. In this research, the technique used to check the trustworthiness of the data is triangulation. According to Susan Stainback in Sugiyono<sup>47</sup>, "the aim of triangulation is not to determinate the truth about same social

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<sup>46</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D...* , p. 329.

<sup>47</sup>Sugiyono, *Metodologi Penelitian Pendidikan*, (Bandung: Alfabeta, 2007), p. 330.

phenomenon, rather than the purpose of triangulation is to increase one's understanding of whatever is being investigated". Thus triangulation is not aimed at finding the truth, but increasing the researcher's understanding of the data and facts. Triangulation in credibility testing is defined as checking data from various sources in various ways and with various times. So that triangulation can be grouped into three types: they are source triangulation, technique triangulation, and time triangulation.<sup>48</sup>

In this study the researcher used source triangulation. Triangulation of sources means compare and re-checking the degree of confidence of information obtained through different sources, for example comparing observational results with interviews, comparing what is said publicly to what is said personally, comparing the results of interviews with existing documents. In this study, the researcher conducted the data by comparing data between observation, interview with teachers and students in INEC Foundation with the same topic, and documentation.

## **G. Data Analysis Technique**

The researcher analyzed the data by using Miles and Huberman's data analysis model. There are some activities in

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<sup>48</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2010), p. 372.

this analysis technique: They are data reduction, data display, and conclusion drawing/ verification.<sup>49</sup>

The data obtained from the field is quite a lot, complex, and complicated. For that to be done immediately analisis data through data reduction .During the stages of data collection, the researcher make data reduction, which aim to select relevant data and meanings here in after presented. In this study, the data reduction applied by way of summarizing, selecting basic things, and focus on the things that are important both from the interviews, observations, and documents obtained from research in INEC Foundation.

After reducing data, the next step is displaying the data. In the qualitative research, the data can be displayed in the form of brief description, chart, relation among categories, etc. By data display, the data is organized, arranged in a pattern of relationships that would be easily understood. Some activities of display the data on this research is as follow:

1. Displaying the data interview that will be done and has been arranged into written text.

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<sup>49</sup>Sofwan Adiputra, “Model-model Analisis Data Kualitatif”, <https://bkpemula.wordpress.com/2011/12/04/model-model-analisis-data-kualitatif/> Accessed on 28<sup>th</sup> March 2018 pukul 2:00 p.m

2. Displaying the data from the observation about teacher's techniques in English language teaching at INEC Foundation in the form of method and implementation conducted in English language teaching.
3. Displaying the documentation about INEC Foundation in BTC class

By displaying the data, researcher can get the conclusion in order to answer about the research question in this research.

The last step of data analysis is conclusion drawing/verifying. The preliminary conclusions raised are temporary, and will be changed if there is no strong evidence to support the next stage of data collection. But if the conclusion have indeed been supported by valid and consistent evidence when the researcher returns to the field to collect the data, then the conclusion put forward is a credible conclusion (credible).<sup>50</sup>

In this research, drawing the conclusion was conducted by comparing data between observation, interview, and documentation. Therefore, the researcher obtained the conclusion about language teaching and learning in speaking

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<sup>50</sup>Sofwan Adiputra, "Model-model Analisis Data Kualitatif", <https://bkpemula.wordpress.com/2011/12/04/model-model-analisis-data-kualitatif/> Accessed on 28<sup>th</sup> March 2018 pukul 2:00 p.m

at INEC Foundation in term of TPR method and the implementation.

## **H. Profile of Intensive English Course (INEC Foundation) Jepara**

Intensive English Course (INEC) Foundation Jepara is one of the English courses in Jepara. It is established on January 1<sup>st</sup> 2014. It is located on Makamdowo street Km 3 Guyangan 01/04 Bangsri Jepara Central Java. The founder and owner of this course is Roman Herdi Kusuma. INEC Foundation built in 2000 in Pamekasan East Java, and has many branches such as Pamekasan, Sampang, Bangkalan, Bali, Surabaya, Pare, Juana, Pati, Kudus and Jepara. INEC Foundation focuses on courses, training, and education. This course offers four language courses namely Mandarin, Japanese, Korean, and English language. This course has fourteen employees, which consist of: 1 owner as the director and tutor, 1 secretary, 1 treasurer, and 11 tutors who will be the instructor of the four languages. at INEC Foundation has three levels of education program; they are Basic Training Class (BTC), Candidate Training Class (CTC), and Training Class (TC). The duration of the learning program is 18 meetings for BTC class, and whereas the duration for CTC and TC class is 30 meetings. INEC has

some excellent activities, such as family day, weekly meeting, outbound, performance, and study tour.<sup>51</sup>

INEC Foundation is one of the good English courses in Jeparat hat offer excellent English learning programs with methods applied in the course for students. And this course also offers English course for preparing work and prepares for further studies that require all English language skills and competencies, those are; speaking, listening, reading and writing. But, the main purpose of the INEC Foundation is to expose learners to English in speaking skills and to achieve public speaking skills. This course has best method in teaching speaking that is Total Physical Response method using system which students are able to master English material effectively and speak English fluently and quickly.

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<sup>51</sup>Result of interview with Mr. Roman as chief of INEC Foundation at Monday, April 9<sup>th</sup> of 2018 at the Office

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents two main points. They are data finding and analysis of the data.

#### **A. Finding**

This section describes about the implementation of Total Physical Response (TPR) in the teaching of speaking in basic training class at INEC Foundation.

##### **1. The Implementation of Total Physical Response in the Teaching of Speaking in Basic Training Class at INEC Foundation**

A course can be defined as a non-formal institution which serves certain education. By joining the course, students can get knowledge more comprehensively and understandly. So, now many courses offer excellent English learning programs with various methods that are applied in the courses for those who want to receive special training such as speaking skill, mastery of English material quickly and effectively, and overcome difficulties in learning English in the school. The method used for transferring the material has important role. The goals will be achieved, is determined by the method used by the tutor.

Generally, the methods applied in several course places in teaching speaking are: role play, speech, debate, discussion, simulation etc. But INEC Foundation offers a unique method that is applied in teaching speaking that is Total Physical Response. The uniqueness of TPR method at INEC is TPR with Storytelling. The teacher not only gives warming up to students through the instructions, then students respond with physical movements but the students are required to tell stories while acting out of the story by doing physical movements and responses. So, each students has the opportunity to practice speaking through the roles contained in the story.

TPR Storytelling at INEC Foundation is divided into five steps, Those are<sup>52</sup>: The first step, the teacher gave the students warming up TPR in the form of imperative verbs. Then the second step, the teacher introduced the target vocabulary from the new concept of the day and taught them to TPR gesture. Then the teacher told a story using TPR Storytelling technique. In the third step, the students have an opportunity to retell the story instead of the teacher. This can be done in a variety of ways, ranging from a single student retelling the whole story, retelling in pairs, or having

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<sup>52</sup> Result of Observation of learning process in Basic Training Class at INEC Foundation at Monday till Thursday , 9-12<sup>th</sup> April 2018.

students take turns telling individual sections of the story. And after the students shows the story the teacher retells the story again but from different perspective . The last step is the teacher gave the quiz.

#### The Implementation of TPR Storytelling:

1. To begin the class, the teacher asked class coordinator to lead to pray together before starting the lesson of the day. Then, the teacher greeted the students and asked about their condition. Usually teacher opens the class by reciting Basmalah together and greeting some students. It aimed to make students comfortable before the class begins. In order that the students enjoy the lesson from the beginning until the end. The teacher usually ask their condition and gives interesting warming up such as the teacher plays a video and asks the students to imitate. Then the teacher gives brainstorming before starting the material. The teacher gives some imperative verbs and they must respond to the command given by teacher for example; clap your hands -clap your hands three times - -jump once - jump seven times-turn around - jump once and clap twice - jump five times and clap twice. It helps students' who are bored, lack of spirit, or lack of focus will be enthusiastic and ready to have English materials.
2. Then the teacher introduced the target vocabulary from the new concepts of the day and taught them through TPR

gestures. The teacher acted out the gesture, some students imitated what their teacher did. Then the teacher gave a series of command and observing the students to make sure they knew the corresponding gestures. After that, the teacher told the story using the target vocabulary of the day and asked the students to pay attention carefully to his explanation so that the students would not miss a single sequence of the story and they can get complete understanding, both in understanding the meaning of the words and in comprehending the story.

The teacher practiced TPR Storytelling

*This is a short story "The Hungry Wolf". Oneday, a wolf was very hungry. It looked for food here and there. But it couldn't get any. Suddenly, the wolf sees a little bird. wolf grabs the little bird. the little bird said "let me go, I'll give you something" then the wolf slowly release the grip. Then the little birds gives the wolf a sandwich. And the wolf said "Thank you!"*

From the story above, to describe the 'wolf' the teacher demonstrated his hand like scratching and making his face looked creepy. To demonstrate the word 'hungry', the teacher used a circular motion with his stomach on his hand. To demonstratethe word 'see', the teacher used his pointer and middle finger and points away from his eyes. To demonstratethe word 'grabs', the teacher made a grabbing motion with both arms. To describe 'little birds', the teacher

made a flapping wing with his hands held. To demonstrate the wolf said 'thank you', the teacher made a hand gesture in his chest then nodded. When the students were ready, the teacher asked the students to demonstrate the movements while the teacher told the story.

3. Then the teacher divided class into 6 groups, each group consists of 3-4 students the teacher gave students 15 minutes to preparing their performance in front of the class for storytelling practice and the students would perform it with their group. The student tells the story by way of role play, interacting with other players, and giving a series of instructions to other players to respond with physical movement while speaking English. So each student has a chance to speak English. After the students show their performance, the teacher retold the story again but from a different perspective. The story was changed it was not completely the same as the previous story but the teacher might change the subject or the object of the story it aimed to add students' vocabulary mastery more.
4. Having finished with all the previous steps the teacher gave the quiz that is the teacher doing physical movements, then the student guessed it by speaking English. The quiz aimed to know how far students comprehended the story. The teacher and students discussed the quiz together. They checked and corrected the answer. While checking and correcting, the

teacher asked the students more and more in order to know their understanding.

5. The class was finished. The teacher concluded the material and teacher told the students about the next material they were going to learn.

TPR Storytelling is effective technique in learning speaking, because each student has the opportunity to speak in front of the class. The students practice speaking while doing physical movement, the other students who become audience can better understand the storyline, and if they do not know the meaning of vocabulary spoken by telling story players they can know the meaning vocabulary from physical movements carried out by players in the telling story. It can help to increase the amount of vocabulary mastery by students.

TPR Storytelling is very good to increase students' confidence when doing speak English in front of many people because storytelling is expressive. So students will be trained every day to speak while expressing and moving to convey intent to the audience. In this learning, students are more active than teachers.<sup>53</sup>

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<sup>53</sup> Result of Observation in Basic Training Class at INEC Foundation at Wednesday, 11<sup>th</sup> April 2018

**a. The Teaching Material of Speaking at INEC Foundation**

INEC has a handbook in learning English, but more often the material used in speaking is taken from the internet because it is easier to determine popular themes nowadays. Usually, the topic is more natural and spontaneous.

To support learning the teacher also creates a picture media based on material that has been taken from the internet or book in the form of images that is storyline from beginning to end to use practice in preparing the performance later that will be displayed so students will not be confused in determining the storyline.<sup>54</sup>

**b. Media for Learning Process at INEC Foundation**

In teaching-learning process the tutor needs some tools or media to assist the succesness of the process. It can also help students undstand the material being taught.

There is visual media (like picture) or audio visual media (like television or video). These are supporting infrastucture and media at INEC Foundation; Classroom learning media (whiteboard, handbook, boardmaker). Students are expected to be as creative as possible to utilize

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<sup>54</sup>Result of Interview with Mrs. Nisa as tutor at IINEC Foundation at Wednesday,11<sup>th</sup> April 2018

the media in the form of objects in the classroom to be a property in doing Tellingstory.<sup>55</sup>

## **B. Discussion**

### **1. Analysis of the Implementation of Total Physical Response (TPR) in the Teaching of Speaking in Basic Training Class at INEC Foundation**

This section presents the justification of theories constructed from the research findings and theories proposed by experts. The most thing in success of teaching learning process is method used. Based on the theoretical review, Peter Westwood said that teacher effectiveness is not concerned with any particular teaching method. Rather it is concerned in a more general sense with the way in which teachers operate and in their classrooms the decisions they make, the action they take, their instructions with students, their presentation skill and they way they manage the group.

In order to reach the goals of teaching and learning process, the teacher at INEC has to concern the various teaching and interesting classroom situation. Based on interviews that have been conducted by the researcher to the teacher ,the teacher stated that students in INEC have a variety of characters and abilities. However, the students came to INEC with keenness mastering English, therefore all students too were enthusiastic to

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<sup>55</sup> Result Documentation at Thursday, 12<sup>th</sup> April 2018

learn. The students at INEC say that their teacher are very kind and friendly. They also jokes in every meeting in the class, so that the students are not bored in teaching learning activities. In addition, the teacher also offer a lot of games that could attract more students to actively speak english.

Teacher role at INEC applied learner-centered approach, the focus on student-student interaction in teaching speaking. So that the student have bigger chance to be active in the class.

Furthermore, the teachers of INEC also applied the method to make the students more active and communicative. The students said that they like with the variety of technique and method applied by their teachers. Due the presence of games or variations of teaching technique and method that they will be more interested and active in join the learning process.

There are four major types of activities that can be done using the TPR mindset. The variation of TPR are; TPR-B "TPR with body", which includes everything that can be done with general body movement, second is TPR-O"TPR with objects". This is best done by sitting a table that has some objects on it,the third is TPR-P"TPR with pictures"Pictures are extremely effective language learning tools. And the last is TPR-S"TPRwith Storytelling". It involves the teacher (and eventually the students) acting out simple storieswhile speaking English as a means of understanding the story, to train speak English, and

internalizing vocabulary.<sup>56</sup> Based on the theory above INEC Foundation Jepara used TPR with Storytelling. At INEC called TPR Storytelling.

According to Celce-Murcia TPR Storytelling is a method of second or foreign language teaching that includes actions, pantomime, and other techniques. In short, TPR storytelling focuses on story but the basic of TPR is not left behind.<sup>57</sup>Based on Celce-Murcia explanation, it can be concluded that TPR Storytelling is teaching method originates from a kinesthetic instructional approach entitled, “Total Physical Response” (TPR). It uses the basic principle and technique of TPR combined with the use of story.

From the implementation, the characteristic or type of teaching and learning activities of TPR Storytelling at INEC Foundation is that student develop the instruction through storytelling. Students act or do physical movements through speaking English and other players also respond to commands or respond with physical movement while speaking English.

The reseacher was conducted interview to 20 students. 18 students stated that TPR Storytelling method made it easier

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<sup>56</sup>[http://www2.vobs.at/ludescher/Ludescher/LAcquisition/total\\_physical\\_response.htm](http://www2.vobs.at/ludescher/Ludescher/LAcquisition/total_physical_response.htm) Accessed on 22<sup>th</sup> March 2018, 13:00 pm

<sup>57</sup>Celce-Murcia, Marianne, *Teaching English as a Second or Foreign Language*, (Boston: Heinle & Heinle Thomson Learning Inc, 2001), p. 146

for them to learn speaking at INEC Foundation. Students really enjoyed learning. They will not feel bored during the learning process because in the TPR method students did not just sit on the bench, read the material, or listened to the teacher's explanation but they do a series of physical actions. So it can make them more interested in learning English. And some students also stated that TPR Storytelling is very helpful for students to be more confident in speaking English in front of many people, because students are used to the practice of talking while expressing and demonstrating physical movements, and students are also easy to remember the vocabulary taught that day because it is practiced repeatedly with physical movements. It can help to increase the amount of vocabulary mastery by students.

2 students stated that TPR Storytelling method made it difficult for them to learn speaking at INEC Foundation because they felt difficult and feel confused, because TPR Storytelling must focus on two things that is speaking and doing physical movements. And it can be challenge for shy students, because they lack of confidence to express themselves through physical movements. although they did the task cooperatively and worked it together as a team, meanwhile there were students who just followed their friend opinion, they did not speak their own mind. Although not all students did the task well but many of them took it seriously.

For those who were not paying attention seriously faced a difficulty in finishing the task. They needed a help from their friend. It happens because Students are not generally given the opportunity to express their own thought in a creative way.

16 students stated they had problems when using TPR Storytelling. The problems they face are;it can be challenge for shy students, the other problem is when they feel lazy and their moods are not good, making them not maximal in participating in learning because learning activities students are required to do a series of physical movements, some students also said that they felt bored because the method was repeated at each meeting, and they also feel troubled when guessing movements that are not clear.

**a. The Analysis of the Teaching Material of Speaking at INEC Foundation**

Generally, the English material that should be mastered by learners of INEC is not different from other general school or other non-formal educational institution. Through observation and interviews conducted by the reseacher to the tutor, learning materials used in this Tellingstory have been prepared by the teacher those are; handbook, folklore books (folk tales, fairy tales, legends, fable, etc). or with E-book. In addition to E-books, teachers download stories in the form of mp3 files or videos.

**b. The Analysis of the Teaching Media for Learning Process at INEC Foundation**

At INEC, the teaching learning activities in the class especially in implementing the TPR are also supported by some media, such as audio, tape-recorders, pictures, LCD etc. Through observation and interviews conducted by the researcher to the students, they stated that the medium of teaching in the class is very sufficient and support their learning, although it needs to be completed.

**C. Limitations of the Research**

The researcher considers that in this research there are many mistakes. It happened because of there are some hindrances and barriers in conducting this research. However, some limitations of this research are as follow:

1. This research was limited only about one week. It was short time to get the data. So, it is possible that different result will be gained.
2. Relative lack of knowledge and experience of the researcher makes the researcher in case of explaining and analysing the data of this research is less appropriate. But the researcher tried as do this research as well as possible.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

In this chapter, the research conclusion is presented according to the data that have been analyzed in the previous chapter.

From all the data to the analysis about the implementation of TPR in the teaching of speaking in BTC Class at INEC Foundation Jepara can be concluded that: The method used in teaching English at INEC foundation is Total Physical Response (TPR). TPR can make students interested in learning English. In the classroom, teaching must also have movement in order to create various situations. By responding the teacher's instruction, students are avoided from boring. The uniqueness of the TPR method at INEC is TPR with Storytelling. At INEC it called TPR Storytelling. So, The teacher not only gives warming up to students through the instructions, then students respond with physical movements but the students are required to tell stories while acting out of the story by doing physical movements and responses.

Learning activities of TPR Storytelling is that student develop the instruction through Storytelling. The Student tell the story by way of role play and act or do physical movements through speaking English then other players also

respond to commands with physical movement while speaking English. TPR Storytelling is effective technique in learning speaking, because each student has the opportunity to speak in front of the class and can increase students' confidence when doing speak English in front of many people because storytelling is expressive. So students will be trained every day to speak while expressing and moving to convey intent to the audience. From physical movements carried out by players in the tellingstory can make students understand easily the meaning of the word so, it can also increase the amount of vocabulary mastery by students. If student master a lot of vocabulary, they will be more ready to speak English. The implementation of TPR Storytelling at INEC Foundation can make the class atmosphere cheerful and students become active during the learning process. Students can learn English happily and enthusiastically. In Addition, this method is easy and beneficial for teacher to apply in ELT.

## **B. Suggestion**

After analyzing the data and writing the conclusion, the reseacher would like to give some suggestions as follow:

1. For teachers of INEC

They should make a variation of the topic of the material and also make it interesting and enjoyable for the students. TPR method can be applied to teach other

material, it depends on the teachers' creativity. In addition, the use of the learning strategy should be appropriate with the student's condition and the school facilities.

2. For the students

They need to pay attention to the teacher's instruction. Although TPR method is easy to be applied in learning English and already proved that it improved speaking skill, the success of the method depends on the learners. The students are better to make themselves enjoy the process of learning. Then, always practicing speaking in English every day makes their speaking ability better from day to day.

3. For the next researcher

This research still has many weaknesses. Thus, the researcher suggests to the next researchers to be actively explore many methods of teaching speaking. This research also could be one of the references for the next researchers.

Finally, the researcher hopes that the result of this research would be useful for the reader. It is also hoped that the readers would have more information about the use of TPR method in teaching speaking.

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# **APPENDICES**



## Appendix 1

### OBSERVATION GUIDELINE

OBSERVATION'S OBJECT	ASPECT OF OBSERVATION
Tutor's Activities	<ol style="list-style-type: none"><li>1. Communication technique used by tutor</li><li>2. Language used in teaching learning process</li><li>3. The materials delivered by tutor</li><li>4. The method used</li><li>5. The media used</li><li>6. Learning Sequences</li><li>7. The tutor's role</li><li>8. Classroom management</li></ol>
Students' Activities	<ol style="list-style-type: none"><li>1. Students' interest to the tutor's explanation</li><li>2. Students' responses to the method used by tutor</li><li>3. Students' responses to the tutor's question</li><li>4. Students' activeness in speaking English</li><li>5. Students' practice</li></ol>

## Appendix 2

### INTERVIEW GUIDELINE

#### A. Chief of INEC Foundation Jepara

1. Bagaimana awal mula dan perkembangan pembelajaran yang ada di INEC Foundation Jepara ?
2. Sebagai lembaga pendidikan, apa kurikulum yang digunakan dalam pembelajaran di tempat kursus ini, khususnya dalam pembelajaran speaking?

#### B. Tutor of INEC Foundation

##### A) Perencanaan

1. Kapan metode TPR ini mulai diterapkan dalam pembelajaran speaking di INEC Foundation Jepara?
2. Apa yang melatarbelakangi adanya penerapan metode TPR dalam pembelajaran speaking?
3. Apa tujuan penerapan metode TPR dalam pembelajaran speaking?
4. Sebelum KBM dimulai, persiapan apa yang yang anda lakukan untuk mengajar speaking dengan metode TPR?

##### B) Pelaksanaan

1. Dalam pembelajaran speaking, materi apa sajakah yang menjadi pokok kajian bagi murid (mengingat latar belakang pendidikan murid yang berbeda beda)?

2. Menurut anda apa kelebihan dan kekurangan dari penerapan metode TPR ini dalam pembelajaran speaking di kelas BTC di INEC Foundation Jepara?

C) Evaluasi

1. Bagaimana hasil belajar siswa dalam pembelajaran speaking menggunakan metode TPR ini?
2. Apakah anda selalu memberikan evaluasi dalam pembelajaran speaking ini? Kalau iya bagaimana bentuk evaluasinya

**C. Students of INEC Foundation**

1. Bagaimana tanggapan anda dengan adanya penerapan metode TPR dalam pembelajaran speaking di INEC Foundation Jepara?
2. Menurut anda, apakah pembelajaran speaking dengan metode TPR ini memudahkan atau menyulitkan anda?
3. Adakah kendala yang dihadapi ketika melakukan pembelajaran speaking dengan metode TPR ini?

## Appendix 3

### TRANSCRIPT OF INTERVIEW

#### A. Chief of INEC Foundation

Date : Monday, April 9<sup>th</sup> 2018

Informant : Mr. Roman Herdi Kusuma

Place : Office

Time : 07.30 WIB

1. Bagaimana awal mula dan perkembangan pembelajaran yang ada di INEC Foundation Jepara?

**Jawab:** Intensive English Course adalah lembaga kursus dan pelatihan bahasa inggris, berdisri sejak tahun 2000 di Pamekasan Jawa Timur, yang sudah meluluskan lebih dari 21.000 alumni, banyak diantara mereka sudah menjadi orang penting atau tokoh masyarakat. Lembaga Intensive English Course menyelenggarakan kursus dan pelatihan untuk peserta dari berbagai latar belakang dan kalangan yang mempunyai keinginan sama yaitu mampu berkomunikasi dalam Bahasa Inggris.

Peserta disiapkan untuk memiliki kemampuan berkomunikasi dalam bahasa inggris untuk berbagai keperluan sosialisasi, bisnis, perkuliahan, konferensi, dan sebagainya. Untuk itu disediakan banyak pilihan program sesuai dengan kebutuhan peserta. Intensive English Course mempunyai 10 cabang diseluruh Indonesia diantaranya Jepara, Sampangan, Bangkalan, Bali, Surabaya, Pare, Juawana, Pati,

Kudus. Metode dan materi pembelajaran Intensive English Course dikembangkan secara teliti oleh para ahli di bidangnya masing-masing.

2. Sebagai lembaga pendidikan, apa kurikulum yang digunakan dalam pembelajaran di tempat kursus ini, khususnya dalam pembelajaran speaking?

**Jawab:** Lembaga INEC membuat silabus di sesuaikan berdasarkan kebutuhan peserta kursus dan memiliki buku pegangan yang dibagikan kepada para peserta kursus digunakan sebagai buku pegangan mereka untuk belajar bahasa inggris setiap harinya.

## **B. Tutor of INEC Foundation**

Date : Monday, April 9<sup>th</sup> 2018

Informant : Mrs. Khairunnisa

Place : Office

Time : 07.45 WIB

### **a) Perencanaan**

1. Kapan metode TPR ini mulai diterapkan dalam pembelajaran speaking di INEC Foundation Jepara?

**Jawab:** Metode TPR di terapkan dalam pembelajaran di INEC dari awal sejak lembaga INEC didirikan

2. Apa yang melatarbelakangi adanya penerapan metode TPR dalam pembelajaran speaking?

**Jawab:** Hal yang melatarbelakangi adanya penerapan TPR dalam pembelajaran speaking adalah karena banyak siswa yang mengeluh merasa bosan ketika pembelajaran speaking, siswa juga merasa tertekan ketika dituntut untuk praktik berbicara langsung didepan kelas.

3. Apa tujuan penerapan metode TPR Storytelling dalam pembelajaran speaking?

**Jawab:** tujuan dari penerapan metode TPR storytelling dalam pembelajaran speaking adalah agar semua siswa memiliki kesempatan untuk berbicara di depan kelas. para siswa berlatih berbicara sambil melakukan gerakan fisik, siswa lain yang menjadi penonton dapat lebih memahami alur cerita, dan jika

mereka tidak tahu arti dari vocab yang diucapkan dengan menceritakan pemain cerita mereka dapat mengetahui arti kosakata dari gerakan fisik yang dilakukan oleh pemain dalam cerita tersebut. Dan hal ini dapat membantu meningkatkan jumlah penguasaan vocab oleh siswa. TPR storytelling sangat baik untuk meningkatkan kepercayaan diri siswa ketika berbicara bahasa Inggris di depan banyak orang karena tellingstory bersifat ekspresif. Sehingga siswa akan dilatih setiap hari untuk berbicara sambil mengekspresikan dan bergerak untuk menyampaikan maksudnya kepada para penonton

4. Sebelum KBM dimulai, persiapan apa yang akan anda lakukan untuk mengajar speaking dengan metode TPR dalam storytelling?

**Jawab:** Sebelum KBM dimulai persiapan yang akan saya lakukan untuk mengajar speaking dengan metode TPR adalah mempersiapkan video-video yang nanti akan saya play pada saat ice breaking, kemudian persiapan materi yang akan saya ambil dari buku, bisa dari internet, atau terkadang saya mempersiapkan serangkaian gambar yang sudah saya susun untuk dijadikan tema tellingstory

## b) Pelaksanaan

1. Dalam pembelajaran speaking, materi apa sajakah yang menjadi pokok kajian bagi murid (mengingat latar belakang pendidikan murid yang berbeda beda)?

**Jawab:** karena latar belakang murid-murid di kelas BTC berbeda level atau jenjang pendidikan di sekolah formal mereka berbeda beda jadi materi yang saya ajarkan tidak mengacu pada materi mereka di sekolah formal. Materinya saya ambil dari internet, dari e-book, dan terutama dari buku pegangan yang tersedia dari lembaga .

2. Menurut anda apa kelebihan dan kekurangan dari penerapan metode TPR dalam pembelajaran speaking di kelas BTC di INEC Foundation Jepara?

**Jawab:** Kelebihan menggunakan metode TPR dalam pembelajaran speaking yaitu siswa menjadi tidak bosan karena mereka tidak hanya duduk di bangku saja dari awal pembelajaran sampai selesai , selain itu TPR dapat melatih otak kanan dan kiri jadi mereka berbicara sambil mengekspresikan gerakan fisik, dengan gerakan fisik pula siswa jadi lebih mudah mengetahui arti dari kosakata target hari itu, dan tentunya lebih mudah mengingatnya. Adapun kerugian menggunakan metode TPR adalah hal ini menjadi tantangan bagi siswa yang mempunyai sifat pemalu mereka tidak bisa mengekspresikan dirinya secara maksimal dalam melakukan gerakan fisik sambil berbicara bahasa inggris, dan bagi siswa yang tidak

memperhatikan secara serius akan menghadapi kesulitan dalam menyelesaikan tugas. Mereka butuh bantuan dari teman mereka. Itu terjadi karena siswa umumnya tidak diberikan kesempatan untuk mengekspresikan pemikiran mereka sendiri dengan cara yang kreatif. Mereka harus terpacu dengan metode yang diterapkan oleh guru.

### c) Evaluasi

1. Bagaimana hasil belajar siswa dalam pembelajaran speaking menggunakan metode TPR ini?

**Jawab:** Hasil belajar siswa dalam pembelajaran speaking cukup memuaskan karena mereka terlatih berbicara bahasa Inggris dengan mengekspresikan dirinya melalui gerakan fisik jadi kepercayaan diri siswa dalam berbicara bahasa Inggris menjadi lebih meningkat.

2. Apakah anda selalu memberikan evaluasi dalam pembelajaran speaking ini menggunakan metode TPR ? Kalau iya bagaimana bentuk evaluasinya

**Jawab:** Iya tentu saya selalu memberikan evaluasi dalam pembelajaran speaking, dengan cara siswa secara berkelompok praktik berbicara di depan kelas memerankan cerita sambil melakukan serangkaian gerakan fisik. Setelah itu saya kasih kuis. Kuis nya adalah guru melakukan gerakan fisik, lalu siswa menebaknya dengan berbicara bahasa Inggris. Kuis ini bertujuan untuk mengetahui sejauh mana para siswa memahami alur cerita pada target vocab yang harus dikuasai siswa hari itu.

### C. Students of INEC Foundation

Date : Monday, April 9<sup>th</sup> 2018

Informant : Tomy Amizzuhar

Place : Classroom

Time : 14.35 p.m

1. Bagaimana tanggapan anda dengan adanya penerapan metode TPR dalam pembelajaran speaking di INEC Foundation Jepara?

**Jawab:** Menurut saya penerapan metode TPR di INEC Foundation sangat efektif untuk meng improve kemampuan speaking siswa. Dan pembelajaranya juga tidak membuat kami bosan, karena kita cenderung bergerak, berpindah tempat, berekspresi. Kami juga menjadi tidak merasa tertekan dituntut untuk berbicara bahasa inggris langsung di depan kelas.

2. Menurut anda, apakah pembelajaran speaking dengan metode TPR ini memudahkan atau menyulitkan anda?

**Jawab:** menurut saya ya memudahkan,dengan metode TPR kita dituntut untuk berbicara bahasa inggris sambil melakukan gerakan fisik, hal tersebut akan melatih kepercayaan diri siswa saat melakukan praktik speaking di depan banyak orang.

3. Adakah kendala yang dihadapi ketika melakukan pembelajaran speaking dengan metode TPR ini?

**Jawab:** kendalanya ketika kita sedang malas dan tidak mood tapi dipaksa untuk berdiri, bergerak melakukan gerakan fisik . belum lagi kita di tuntut untuk berbicara bahasa inggris.

Date : Monday, April 9<sup>th</sup> 2018

Informant : Avincent Pradinata

Place : Classroom

Time : 14.45 p.m

1. Bagaimana tanggapan anda dengan adanya penerapan metode TPR dalam pembelajaran speaking di INEC Foundation Jepara?

**Jawab:** menurut saya bagus bagus aja , pembelajaranya jadi tidak monoton. Metodenya mudah diterapkan dan di kembangkan dalam kondisi apapun dalam proses pembelajaran.

2. Menurut anda, apakah pembelajaran speaking dengan metode TPR ini memudahkan atau menyulitkan anda?

**Jawab:** Menurut saya sih memudahkan ,penerapanya juga gak ribet kita tinggal melakukan gerakan, berekspresi sambil berbicara bahasa inggris.

3. Adakah kendala yang dihadapi ketika melakukan pembelajaran speaking dengan metode TPR ini?

**Jawab:**Kendalanya ketika kita mendapat anggota kelompok yang pemalu dalam praktik TPR storytelling jadi kita tidak bisa secara maksimal dalam praktik speaking .

Date : Monday, April 9<sup>th</sup> 2018

Informant : Jamilatul Mila

Place : Classroom

Time : 14. 55 p.m

1. Bagaimana tanggapan anda dengan adanya penerapan metode TPR dalam pembelajaran speaking di INEC Foundation Jepara?

**Jawab:** baik, pembelajaran jadi tidak membosankan

2. Menurut anda, apakah pembelajaran speaking dengan metode TPR ini memudahkan atau menyulitkan anda?

**Jawab:**kalo saya sendiri tidak merasa kesulitan karena guru memberi arahan secara jelas ,prosedur dan hal apa saja yang harus kami lakukan pada saat proses pembelajaran ,jadi kita tinggal memperhatikan dan melaksanakan apa yang diperintahkan oleh guru.

3. Adakah kendala yang dihadapi ketika melakukan pembelajaran speaking dengan metode TPR ini?

**Jawab:** kendalanya hanya ada saat kita sedang malas dan mood lagi kurang baik. Jadi tidak maksimal saat disuruh maju kedepan kelas untuk praktik speaking apalagi badan kita disuruh bergerak.

Date : Monday, April 9<sup>th</sup> 2018

Informant : Cantika Dayanti

Place : Classroom

Time : 15.25 p.m

1. Bagaimana tanggapan anda dengan adanya penerapan metode TPR dalam pembelajaran speaking di INEC Foundation Jepara?

**Jawab:** Menurut saya TPR sangat bagus diterapkan dalam pembelajaran speaking karena dari awal pembelajaran kita sudah diberi warming up melakukan beberapa gerakan fisik. Jadi kita yang kurang semangat menjadi lebih bersemangat melanjutkan proses pembelajaran

2. Menurut anda, apakah pembelajaran speaking dengan metode TPR ini memudahkan atau menyulitkan anda?

**Jawab:**memudahkan pastinya karena jika pembelajaran speaking hanya dituntut praktik berbicara saja kedepan kelas tentunya siswa akan merasa malas dan pembelajarannya akan sangat membosankan.

3. Adakah kendala yang dihadapi ketika melakukan pembelajaran speaking dengan metode TPR ini?

**Jawab:**tidak ada kendalanya sih, kita tinggal mengikuti intruksi dari guru.

Date : Monday, April 9<sup>th</sup> 2018

Informant : Dian Wulandari

Place : Classroom

Time : 15.45 p.m

1. Bagaimana tanggapan anda dengan adanya penerapan metode TPR dalam pembelajaran speaking di INEC Foundation Jepara?

**Jawab:** menurut saya ya bagus, ini akan memudahkan siswa dalam proses pembelajaran

2. Menurut anda, apakah pembelajaran speaking dengan metode TPR ini memudahkan atau menyulitkan anda?

**Jawab:** menurut saya memudahkan. Dengan adanya gerakan fisik sambil mengekspresikan diri saat melakukan storytelling pembelajaran speaking jadi tidak monoton.

3. Adakah kendala yang dihadapi ketika melakukan pembelajaran speaking dengan metode TPR ini?

**Jawab:**gak ada kendala sih karena metode TPR sangat mudah diterapkan.

Date : Tuesday, April 10<sup>th</sup> 2018

Informant : Widiana

Place : Classroom

Time : 14.30 p.m

1. Bagaimana tanggapan anda dengan adanya penerapan metode TPR dalam pembelajaran speaking di INEC Foundation Jepara?

**Jawab:** Menurut saya metode TPR kurang baik di terapkan dalam pembelajaran speaking karena ini akan menjadi tantangan untuk siswa yang mempunyai sifat pemalu.

2. Menurut anda, apakah pembelajaran speaking dengan metode TPR ini memudahkan atau menyulitkan anda?

**Jawab:** Memudahkan bagi siswa yang kepercayaan dirinya tinggi, tapi menyulitkan untuk siswa yang mempunyai sifat pemalu ,kurang pede mengekspresikan dirinya dengan gerakan-gerakan fisik.

3. Adakah kendala yang dihadapi ketika melakukan pembelajaran speaking dengan metode TPR ini?

**Jawab:**Kendala nya jika kita sedang malas itu saja.

Date : Tuesday, April 10<sup>th</sup> 2018

Informant : Siti Nur Aini Faida

Place : Classroom

Time : 14.45 p.m

1. Bagaimana tanggapan anda dengan adanya penerapan metode TPR dalam pembelajaran speaking di INEC Foundation Jepara?

**Jawab:** menurut saya penerapan metode TPR dalam pembelajaran speaking sangat memudahkan siswa ,terutama bagi siswa yang baru belajar bahasa inggris

2. Menurut anda, apakah pembelajaran speaking dengan metode TPR ini memudahkan atau menyulitkan anda?

**Jawab:** Menurut saya memudahkan. Apalagi saya baru belajar bahasa Inggris. Untuk pemula seperti saya dengan diterapkannya metode TPR dalam pembelajaran speaking mempermudah saya mengingat vocabulary yang diajarkan hari itu, dan saya jadi lebih mudah mengetahui arti vocabulary yang di praktikkan dengan speaking menggunakan gerakan fisik.

3. Adakah kendala yang dihadapi ketika melakukan pembelajaran speaking dengan metode TPR ini?

**Jawab:** Kendalanya ada pada saat kita kurang fokus dalam pembelajaran jadi kita salah dalam melakukan gerakan fisik.

Date : Tuesday, April 10<sup>th</sup> 2018

Informant : Tegar Aji Bagus W

Place : Classroom

Time : 14.55 p.m

1. Bagaimana tanggapan anda dengan adanya penerapan metode TPR dalam pembelajaran speaking di INEC Foundation Jepara?

**Jawab:** menurut saya penerapan metode TPR sangat membantu bagi siswa pemula seperti saya

2. Menurut anda, apakah pembelajaran speaking dengan metode TPR ini memudahkan atau menyulitkan anda?

**Jawab:** menurut saya metode TPR memudahkan saya dalam pembelajaran speaking karena gerakan fisik sangat membantu

saya dalam memahami kosakata, penerapan metodenya juga sederhana tidak memerlukan banyak persiapan dari pihak guru

3. Adakah kendala yang dihadapi ketika melakukan pembelajaran speaking dengan metode TPR ini?

**Jawab:**Kendala yang dihadapi sih nggak ada tapi menurut saya jika terlalu sering menggunakan metode TPR membuat siswa akan menjadi bosan.

Date : Tuesday, April 10<sup>th</sup> 2018

Informant : Dea Zidane Zuniarta

Place : Classroom

Time : 15.15 p.m

1. Bagaimana tanggapan anda dengan adanya penerapan metode TPR dalam pembelajaran speaking di INEC Foundation Jepara?

**Jawab:** menurut saya penggunaan metode TPR sangat bagus diterapkan dalam pembelajaran speaking, termasuk saya siswa bertipe kinestetik ini sangat membantu menambah keaktifan saya di kelas

2. Menurut anda, apakah pembelajaran speaking dengan metode TPR ini memudahkan atau menyulitkan anda?

**Jawab:** menurut saya ya sangat memudahkan, metode TPR ini menambah keaktifan saya dikelas terutama saat praktik TPR storytelling saya jadi lebih mudah memahami setiap intruksi yang di berikan oleh teman praktik saya, bermain role play, dan intruksi-intruksi yang diberikan oleh guru melalui gerakan fisik

,saya pun lebih mudah menghafal kosakata-kosakata yang diajarkan pada hari itu.

3. Adakah kendala yang dihadapi ketika melakukan pembelajaran speaking dengan metode TPR ini?

**Jawab:**Kendala yang saya hadapi saat praktik TPR dalam pembelajaran speaking yaitu harus berfikir secara bersamaan antara melakukan gerakan fisik sambil berbicara bahasa inggris.

Date : Tuesday, April 10<sup>th</sup> 2018

Informant : Dimas Srimukti K

Place : Classroom

Time : 16.35 p.m

1. Bagaimana tanggapan anda dengan adanya penerapan metode TPR dalam pembelajaran speaking di INEC Foundation Jepara?

**Jawab:** menurut saya dengan adanya metode TPR dalam pembelajaran speaking membuat pembelajaran menjadi menyenangkan.

2. Menurut anda, apakah pembelajaran speaking dengan metode TPR ini memudahkan atau menyulitkan anda?

**Jawab:** Menurut saya memudahkan. Suasana saat pembelajaran speaking pun tidak akan begitu menegangkan, karna saat praktik berbicara maupun merespon intruksi guru menggunakan gerakan fisik.

3. Adakah kendala yang dihadapi ketika melakukan pembelajaran speaking dengan metode TPR ini?

**Jawab:**kendalanya ada pada saat Praktik TPR storytelling ,harus mikir gerakan fisik yang seperti apa untuk mendeskripsikan kosakata yang akan kita ucapkan.

Date : Tuesday, April 10<sup>th</sup> 2018

Informant : Itus Bernita

Place : Classroom

Time : 16.55 p.m

1. Bagaimana tanggapan anda dengan adanya penerapan metode TPR dalam pembelajaran speaking di INEC Foundation Jepara?

**Jawab:** Tanggapan saya ya bagus sih ,kalo pembelajaran speaking tanpa adanya metode ya pembelajarannya jadi membosankan apalagi speaking ,jika teknik pembelajarannya kurang menarik jadi malas untuk belajar speaking.

2. Menurut anda, apakah pembelajaran speaking dengan metode TPR ini memudahkan atau menyulitkan anda?

**Jawab:** menurut saya memudahkan. Penerapan metode TPR dalam pembelajaran speaking dapat menambah keaktifan dan ke kretifitasan siswa dalam dalam melakukan gerakan fisik ,dan bermain berperansaat praktik storytelling.

3. Adakah kendala yang dihadapi ketika melakukan pembelajaran speaking dengan metode TPR ini?

**Jawab:**kendalanya tidak ada sih karena penerapan metodenya sangat mudah diterapkan dalam kondisi kelas seperti appaun.

Date : Tuesday, April 10<sup>th</sup> 2018

Informant : Annisa Ainur

Place : Classroom

Time : 17.05 p.m

1. Bagaimana tanggapan anda dengan adanya penerapan metode TPR dalam pembelajaran speaking di INEC Foundation Jepara?

**Jawab:** saya sih kurang begitu suka dengan adanya penerapan metode TPR dalam pembelajaran speaking karena harus terfokus pada dua hal gerakan dan ucapan.

2. Menurut anda, apakah pembelajaran speaking dengan metode TPR ini memudahkan atau menyulitkan anda?

**Jawab:** menurut saya menyulitkan, karna kita dituntut untuk selalu fokus jika tidak fokus akan salah gerakan fisik maupun saat berbicara bahasa inggris.

3. Adakah kendala yang dihadapi ketika melakukan pembelajaran speaking dengan metode TPR ini?

**Jawab:** kendalanya jika kita sedang malas bergerak gerak di kelas.

Date : Tuesday, April 10<sup>th</sup> 2018

Informant : Meinanda Arga

Place : Classroom

Time : 17.23 p.m

1. Bagaimana tanggapan anda dengan adanya penerapan metode TPR dalam pembelajaran speaking di INEC Foundation Jepara?

**Jawab:** pembelajaran menjadi lebih menarik.

2. Menurut anda, apakah pembelajaran speaking dengan metode TPR ini memudahkan atau menyulitkan anda?

**Jawab:** menurut saya memudahkan karena dari gerakan fisik yang praktikkan oleh guru maupun teman kita yang jadi pemeran saat storytelling kita jadi lebih mudah mengingat ingat kosakata. Metode TPR itu melatih otak kanan dan otak kiri kita secara bersamaan .

3. Adakah kendala yang dihadapi ketika melakukan pembelajaran speaking dengan metode TPR ini?

**Jawab:**karena TPR mengharuskan kita untuk melakukan gerakan fisik ,kendalanya jika kita sedang tidak mood bergerak gerak dalam kelas kita jadi malas mengikuti proses pembelajaran tersebut.

Date : Wednesday, April 11<sup>th</sup> 2018

Informant : Margaret Salwa

Place : Classroom

Time : 14.25 p.m

1. Bagaimana tanggapan anda dengan adanya penerapan metode TPR dalam pembelajaran speaking di INEC Foundation Jepara?

**Jawab:** menarik sekali metode ini diterapkan dalam pembelajaran speaking untuk melatih otak kanan dan kiri kita.

2. Menurut anda, apakah pembelajaran speaking dengan metode TPR ini memudahkan atau menyulitkan anda?

**Jawab:** menurut saya ya memudahkan karena penerapan metodenya tidak monoton. Setiap siswa diharuskan

mengekspresikan dirinya melalui gerakan fisik sesuai kreatifitas nya dengan berbicara bahasa inggris saat praktik TPR storytelling. Hal ini sangat memudahkan audiens memahami alur cerita.

3. Adakah kendala yang dihadapi ketika melakukan pembelajaran speaking dengan metode TPR ini?

**Jawab:** kendalanya jika kita kurang fokus saat melakukan praktik speaking dengan melakukan gerakan fisik menjadi tidak maksimal.

Date : Wednesday, April 11<sup>th</sup> 2018

Informant : Risty Putri

Place : Classroom

Time : 14.55 p.m

1. Bagaimana tanggapan anda dengan adanya penerapan metode TPR dalam pembelajaran speaking di INEC Foundation Jepara?

**Jawab:** sangat membantu.

2. Menurut anda, apakah pembelajaran speaking dengan metode TPR ini memudahkan atau menyulitkan anda?

**Jawab:** ya menurut saya memudahkan .karena gerakan fisik dapat sangat membantu pemahaman siswa.

3. Adakah kendala yang dihadapi ketika melakukan pembelajaran speaking dengan metode TPR ini?

**Jawab:** kendalanya saat kita kurang memperhatikan guru atau teman kita yang berperan menjadi instruktur atau pemberi instruksi kita jadi tidak bisa meresponya.

Date : Wednesday, April 11<sup>th</sup> 2018

Informant : Nuvianti Nur Hasanah

Place : Classroom

Time : 15.10 p.m

1. Bagaimana tanggapan anda dengan adanya penerapan metode TPR dalam pembelajaran speaking di INEC Foundation Jepara?

**Jawab:** menurut saya penerapan metode TPR dalam pembelajaran speaking sangat memudahkan siswa terutama bagi siswa pemula.

2. Menurut anda, apakah pembelajaran speaking dengan metode TPR ini memudahkan atau menyulitkan anda?

**Jawab:** sangat memudahkan apalagi saya tipe orang yang sangat aktif jika berada di kelas, metode ini menambah keaktifan saya.

3. Adakah kendala yang dihadapi ketika melakukan pembelajaran speaking dengan metode TPR ini?

Jawab: Tidak ada kendala, yang penting kita fokus dan memperhatikan instruksi dari guru

Date : Wednesday, April 11<sup>th</sup> 2018

Informant : Aqila Ainum

Place : Classroom

Time : 16.05 p.m

1. Bagaimana tanggapan anda dengan adanya penerapan metode TPR dalam pembelajaran speaking di INEC Foundation Jepara?

**Jawab:** menurut saya sangat membantu dalam proses pembelajaran.

2. Menurut anda, apakah pembelajaran speaking dengan metode TPR ini memudahkan atau menyulitkan anda?

**Jawab:** Memudahkan siswa, metode ini juga dapat membuat siswa dikelas menjadi lebih aktif dan dapat memperbaiki mood atau suasana hati.

3. Adakah kendala yang dihadapi ketika melakukan pembelajaran speaking dengan metode TPR ini?

**Jawab:**Kendalanya saat guru menyuruh kita menebak kosakata atau kalimat yang dipraktikkan oleh guru melalui gerakan fisik yang abstrak atau kurang jelas.

Date : Wednesday, April 11<sup>th</sup> 2018

Informant : Kaila Norkita

Place : Classroom

Time : 15.17 p.m

1. Bagaimana tanggapan anda dengan adanya penerapan metode TPR dalam pembelajaran speaking di INEC Foundation Jepara?

**Jawab:** menurut saya metode TPR ini sangat efektif dan tepat diterapkan di kelas BTC untuk pemula pembelajar bahasa inggris

2. Menurut anda, apakah pembelajaran speaking dengan metode TPR ini memudahkan atau menyulitkan anda?

**Jawab:** Memudahkan karena, karena metode ini menjadi alat untuk membangun kosakata, dan baik untuk merangsang siswa berbicara bahasa inggris dan melakukan respon gerakan fisik.

3. Adakah kendala yang dihadapi ketika melakukan pembelajaran speaking dengan metode TPR ini?

**Jawab:**Kendalanya saat kita sedang malas dan di haruskan untuk aktif dikelas.

Date : Wednesday, April 11<sup>th</sup> 2018

Informant : Novita Marliyana

Place : Classroom

Time : 17.16 p.m

1. Bagaimana tanggapan anda dengan adanya penerapan metode TPR dalam pembelajaran speaking di INEC Foundation Jepara?

**Jawab:** Menurut saya sangat cocok diterapkan untuk siswa pemula di kelas BTC.

2. Menurut anda, apakah pembelajaran speaking dengan metode TPR ini memudahkan atau menyulitkan anda?

**Jawab:** Ya memudahkan, karena siswa menjadi lebih berkonsentrasi mengekspresikan diri dengan cara melakukan gerakan fisik dan berbicara bahasa inggris ketimbang memahami konteks materi.

3. Adakah kendala yang dihadapi ketika melakukan pembelajaran speaking dengan metode TPR ini?

**Jawab:**Kendalanya jika keadaan fisik sedang kurang sehat atau sedang sakit keaktifan kita jadi tidak maksimal.

Date : Wednesday, April 11<sup>th</sup> 2018

Informant : Selly Marcelina

Place : Classroom

Time : 17.25 p.m

1. Bagaimana tanggapan anda dengan adanya penerapan metode TPR dalam pembelajaran speaking di INEC Foundation Jepara?

**Jawab:** Menurut saya sangat efektif di terapkan dalam pembelajaran speaking.

2. Menurut anda, apakah pembelajaran speaking dengan metode TPR ini memudahkan atau menyulitkan anda?

**Jawab:** Menurut saya memudahkan, siswa dapat memahami apa yang mereka pelajari dan apa yang akan mereka ucapkan melalui gerakan fisik.

3. Adakah kendala yang dihadapi ketika melakukan pembelajaran speaking dengan metode TPR ini?

**Jawab:** Kalo saya sendiri tidak ada kendala sih, mungkin yang mengalami kendala cenderung siswa yang mempunyai sifat pemalu.

## Appendix 4

### **DOCUMENTATION GUIDELINE**

1. Vision and Mission of INEC Foundation Jepara
2. Geographical location of INEC Foundation Jepara
3. Cover of handbook
4. Some examples of New Concept of handbook
5. List of Infrastructure and facilities
6. Organizational structure of INEC Foundation Jepara
7. Table of Students' List
8. Learning scedule
9. Pictures

## Appendix 5

### **VISION AND MISSION OF INEC FOUNDATION JEPARA**

#### VISION:

- Makes the students can speak English.

#### MISSIONS:

- Success of the program in six month.
- Students have thousands vocabularies.
- 80% of the program must be successful.

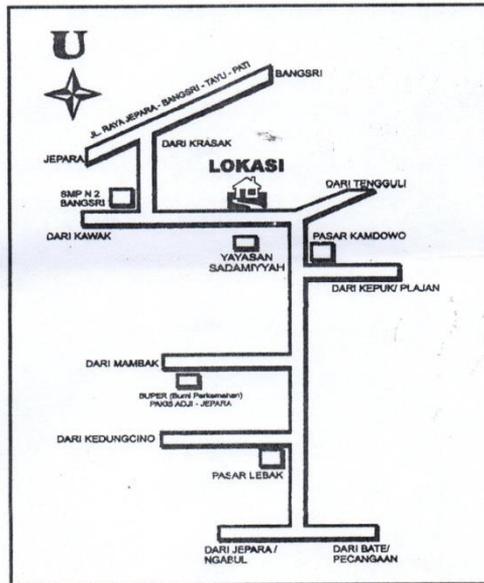
# Appendix 6

## GEOGRAPHICAL LOCATION OF INEC FOUNDATION JEPARA



LEMBAGA KURSUS DAN PELATIHAN  
"INEC"  
INTENSIVE ENGLISH COURSE  
Jl. Makamdowo Km 03 Guyangan Rt 01/Rw 04 Bangsri Jepara 59453  
Phone 082138509628

### PETA LOKASI



Appendix 7

COVER OF HANDBOOK



## Appendix 8

### **SOME EXAMPLES NEW CONCEPT OF HANDBOOK**

#### “Do You Speak English”

I had an amusing experience last year. After I had left small village in the south of France, I drove on to the next town. On the way, a young man waved to me. I stopped and he asked me for a lift. As soon as he had got into the car, I said good morning to him in French and he replied the same language. Apart from a few words, I do not know any French at all. Neither of us spoke during the journey. I had nearly reached the town, when the young man suddenly said very slowly, "Do you speak English?" As I soon learnt, he was English himself!

#### “He often does this”

After I had lunch at a village pub, I looked for my bag. I had left it on a chair beside the door and now it wasn't there! As I was looking for it, the landlord came in. 'Did you have a good meal?' he asked. 'Yes, thank you,' I answered, 'but I can't pay the bill. I haven't got my bag.' The landlord smiled and immediately went out. In a few minutes he returned with my bag and gave it back to me. 'I'm very sorry,' he said. 'My dog had taken it into the garden. He often does this!'

### “Sold out”

‘The play may begin at any moment, ’ I said. ‘It may have begun already, ’ Susan answered. I hurried to the ticket office. ‘May I have two tickets please?’ I asked. ‘I’m sorry, we’ve sold out, ’ the girl said. ‘What a pity!’ Susan exclaimed. Just then, a man hurried to the ticket office. ‘Can I return these two tickets?’ he asked. ‘Certainly, ’ the girl said. I went back to the ticket office at once. ‘Could I have those two tickets please?’ I asked. ‘Certainly, ’ the girl said, ‘but they’re for next Wednesday’s performance. Do you still want them?’ ‘I might as well have them, ’ I said sadly

### “Good news”

The secretary told me that Mr. Harmsworth would see me. I felt very nervous when I went into his office. He did not look up from his desk when I entered. After I had sat down, he said that business was very bad. He told me that the firm could not afford to pay such large salaries. Twenty people had already left. I knew that my turn had come. ‘Mr. Harmsworth, ’ I said in a weak voice. ‘Don’t interrupt, ’ he said. Then he smiled and told me I would receive an extra thousand pounds a year!

## Appendix 9

### INFRASTRUCTURES AND FACILITIES

#### a. Infrastructures

No	Type of Infrastructure	Total	Condition
1.	Table	10	Good
2.	Chair	85	Good
3.	Whiteboard	7	Good
4.	Computer	2	Good
5.	LCD Projector	1	Good
6.	DVD Player	2	Good
7.	Printer	1	Good
8.	LED TV	1	Good
9.	Speaker	4	Good
10.	Microphone	5	Good

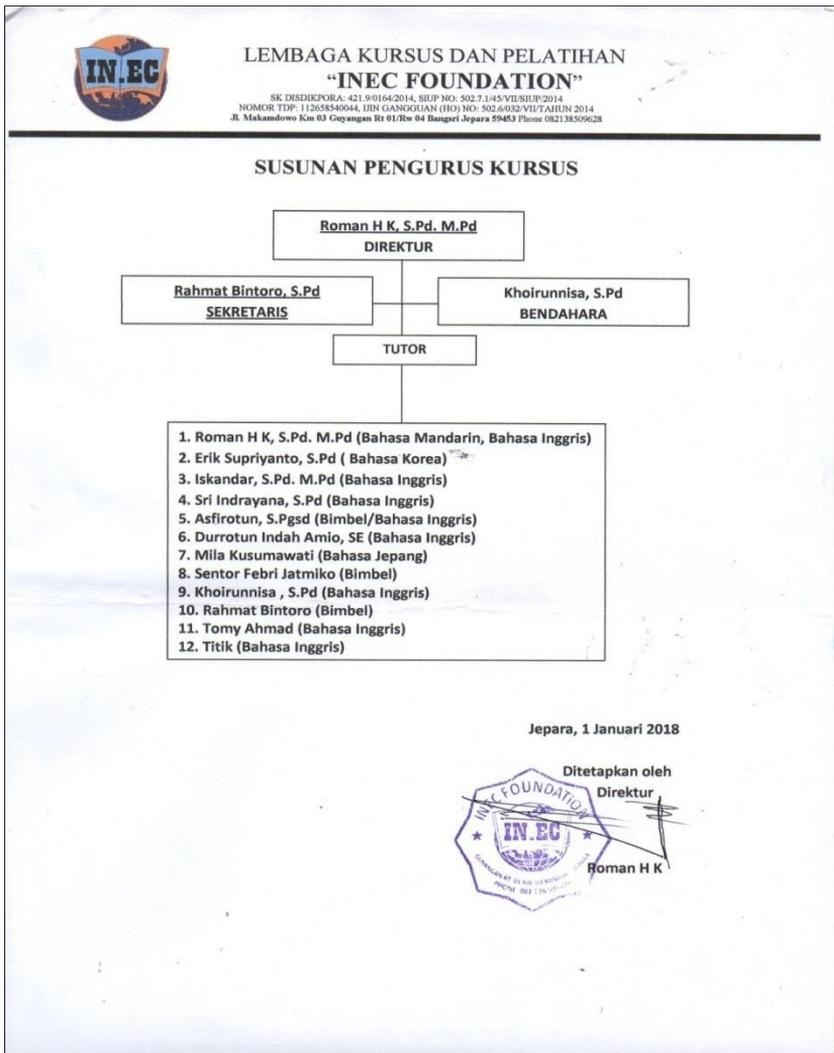
#### b. Facilities

No	Facility	Local Number	Capacity	Condition
1.	Study room	3	15-20	Good
2.	Office	1	3-4	Good
3.	Parking area	1	25	Good
4.	Toilet	4	2	Good

5.	Praying room	1	40-45	Good
6.	Waiting room	1	5-7	Good

Appendix 10

**ORGANIZATIONAL STRUCTURE OF INEC  
FOUNDATION JEPARA**



## Appendix 11

**Table of Students' List**

NO	NAME	ADRESS	LEVEL OF EDUCATION
1.	Avincent Pradinata Fahria Putra	Guyangan rt 02 rw 04	Class VIII
2.	Itus Bernita Uliyani	Guyangan Krajan rt 01 rw 04	Class VIII
3	Widiana	Kawak Rt 02 Rw 01	Class VII
4.	Risty Putri Devi	Guyangan Krajan	Class VII
5.	Siti Nur Aini Faida	Jl. Makamdowo Km 03 Guyangan rt 01 rw 04	Class VII
6.	Nuvianti Nur Hasanah	Tengguli Buhu Rt 01 rw 11	ClassIX
7.	Dian Wulandari	Jl. Makamdowo Km 03 Guyangan rt 01 rw 04	Class VII
8.	Tommy Amiruzzuhar	Guyangan Krajan	ClassIX
9.	Meinanda Arga Jihan Fahreza	Jl. Makamdowo Km 03 Guyangan rt 02 rw 03	Class VII
10.	Margaret Salwa	Jl. Makamdowo	Class VIII

	Ezzar. E	Km 03 Guyangan rt 01 rw 04	
11.	Aqila Ainum Majid	Guyangan Krajan	ClassIX
12.	Kaila Norkita Amelia Putri	Guyangan Krajan	Class VII
13.	Jamilatul Milla	Kawak rt 03 rw 01	Class VII
14.	Selly Marcelina	Krasak rt 04 rw 17	Class VIII
15.	Cantika dayanti	Guyangan Krajan rt 04 rw 03	ClassIX
16.	Tegar Aji BagusW	Guyangan	ClassIX
17.	Nofita Marliyana P	Guyangan Krajan	ClassIX
18.	Dea Zidane Juniarta	Guyangan rt 01 rw 04	ClassIX
19.	Dimas Srimukti K	Kepuk rt 01 rw 05 Bangsri	ClassVII
20.	Annisa Ainur R	Guyangan rt 01 rw 04	Class VIII

Appendix 12

**LEARNING SCHEDULE**

**Basic Training Class (Reguler)**

Day	Time Allocation
Monday	15.00-17.00
Tuesday	15.00-17.00
Wednesday	15.00-17.00

**Basic Training Class (Intensive)**

Day	Time Allocation
Monday	08.00- 10.00 13.00-14. 00 15.00-17.00 19.30- 21.00
Tuesday	08.00- 10.00 13.00-14. 00 15.00-17.00 19.30- 21.00
Wednesday	08.00- 10.00 13.00-14. 00 15.00-17.00 19.30- 21.00

Thursday	08.00- 10.00 13.00-14. 00 15.00-17.00 19.30- 21.00
Saturday	08.00- 10.00 13.00-14. 00 15.00-17.00 19.30- 21.00

## Appendix 13

### PICTURES

The students discuss with their group to prepare TPR Storytelling practice



The students practice TPR Storytelling





The teacher gives the students warming up TPR



## Appendix 14



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hanka Kampus II Ngaliyan (024)7601295 Fax. 7615387 Semarang 50185

Semarang, 5 April 2018

Nomor : B-1505/un.10.3/D.1/TL.00/04/2018  
Lampiran :-  
Perihal : Mohon Izin Riset  
a.n : Nur Rokhimah  
NIM : 1403046002

Yth.

Pimpinan Lembaga Kursus dan Pelatihan Intensive English Course (INEC) Foundation Jepara  
Di tempat

Assalamu'alaikum Wr.Wb

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama : Nur Rokhimah  
NIM : 1403046002

Alamat : Desa Mindahan Rt 06/ RW 02 Kecamatan Batealit Kabupaten Jepara

Judul Penelitian: **THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE (TPR) IN THE TEACHING OF SPEAKING (A Descriptive Study in Basic Training Class at INEC FOUNDATION Jepara)**

Pembimbing : 1. Nadiyah Ma'mun, M.Pd.  
2. Sayyidatul Fadlilah, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/ judul skripsi sebagaimana tersebut diatas selama 14 hari mulai tanggal 9 April 2018 sampai dengan tanggal 23 April 2018.

Demikian atas perhatian dan kerjasamanya disampaikan terimakasih.

Wassalamualaikum Wr.Wb



Dekan,  
Dekan Bidang Akademik  
Prof. Dr. H. Fatah Syukur  
NIP. 196812121994031003

Tembusan disampaikan kepada Yth:

Dekan Fakultas Ilmu Tarbiyah Dan Keguruan UIN Walisongo Semarang (sebagai laporan)

## Appendix 15

### CERTIFICATE OF DOING RESEARCH



LEMBAGA KURSUS DAN PELATIHAN  
"INEC FOUNDATION"  
INTENSIVE ENGLISH COURSE  
Makamdowo Km 03 Guyangan Rt 01/ Rw 04 Bangsri Jepara 59453  
Phone 082138509628

#### SURAT KETERANGAN

Yang bertanda tangan di bawah ini Direktur Lembaga Kursus dan Pelatihan Intensive English Course (INEC) Foundation Jepara, menyatakan bahwa:

Nama : Nur Rokhimah

Tempat Tanggal Lahir: Jepara, 01 Oktober 1995

NIM : 1403046002

Jurusan/ Program : Pendidikan Bahasa Inggris

Alamat : Mindahan Rt 06/ Rw 02 Kecamatan Batealit Kabupaten Jepara

Pada tanggal 9 April 2018 sampai dengan 16 April 2018 telah melaksanakan penelitian penyusunan Skripsi dengan Judul **"THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE (TPR) IN THE TEACHING OF SPEAKING (A DESCRIPTIVE STUDY IN BASIC TRAINING CLASS AT INEC FOUNDATION JEPARA)"**.

Demikian surat keterangan ini kami buat untuk digunakan sebagaimana mestinya.

Jepara, 16 April 2018

Direktur LKP "INEC FOUNDATION"



Roman Herdi Kusuma

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG**  
**LEMBAGA PENELITIAN DAN PENGABDIAN**  
**KEPADA MASYARAKAT (LP2M)**  
Jalan Walisongo Nomor 3-5 Semarang 50185  
Telp/fax: (024) 7601292, Website: lppm.walisongo.ac.id, Email: lp2m@walisongo.ac.id

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**PIAGAM**

Nomor : B-126/Un.10.0/L.1/PP.03.06/03/2018

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa :

Nama : **NUR ROKHIMAH**

NIM : **1403046002**

Fakultas : **ILMU TARBIYAH DAN KEGURUAN**

Telah melaksanakan kegiatan Kuliah Kerja Nyata Mandiri Inisiatif Terprogram (KKN MIT) Angkatan ke-5 Semester Gasal Tahun Akademik 2017/2018 dari tanggal 12 Januari 2018 sampai tanggal 25 Februari 2018 di Kelurahan Batur, Kecamatan Getasan, Kabupaten Semarang, dengan nilai :

..... **84** ..... (..... **4,0 / A** .....

Semarang, 14 Maret 2018


MINISTRY OF RELIGIOUS AFFAIRS  
STATE ISLAMIC UNIVERSITY WALISONGO  
LANGUAGE DEVELOPMENT CENTER  
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngablengan Telp./Fax. (024) 7614463 Semarang 50185  
email : ptd@walisongo.ac.id

**WALISONGO**

*Certificate*

Nomor : B-4466/Un.19.0/P3/PP.00.9/08/2018

This is to certify that

**NUR ROKHIMAH**  
Date of Birth: October 01, 1995  
Student Reg. Number: 1403046002

**the TOEFL Preparation Test**

Conducted by  
Language Development Center  
of State Islamic University (UIN) "Walisongo" Semarang  
On August 2nd, 2018  
and achieved the following scores:

Listening Comprehension	: 46
Structure and Written Expression	: 47
Reading Comprehension	: 42
<b>TOTAL SCORE</b>	<b>: 450</b>

Director,  
Drs. M. Muhammad Saifulah, M.Ag.  
19700321 199603 1 003

KEPANTERIAN AGAMA ISLAM  
REPUBLIC INDONESIA  
UN WALISONGO  
SEMARANG

Semarang, August 13th, 2018

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**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI WALISONGO**  
**PUSAT PENGEMBANGAN BAHASA**  
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngalyan Telp./Fax. (024) 7614453 Semarang 50185  
email : ppb@walisongo.ac.id

# شهادة

B-1968/Un.10.0/P3/PP.00.9/05/2018

يشهد مركز تنمية اللغة جامعة والي سونجو الإسلامية الحكومية بأن

NUR ROKHIMAH : الطالبة

Jepra, 1 Oktober 1995 : تاريخ و محل الميلاد

1403046002 : رقم القيد

قد نجحت في اختبار معيار الكفاءة في اللغة العربية (IMKA) بتاريخ ١٣ فبراير ٢٠١٨

بتقدير: مقبول (٣٠١)

وحررت لها الشهادة بناء على طلبها.

سمارانج، ٨ مايو ٢٠١٨

مدير،

  
الدكتور محمد سيف الله الحاج  
وظائف : ١٩٧٠٠٣٢١١٩٩٦٠٣١٠٠٣

تمتاز : ٥٠٠-٤٥٠  
جيد جدا : ٤٤٩-٤٠٠  
جيد : ٣٩٩-٣٥٠  
مقبول : ٣٤٩-٣٠٠  
راسب : ٢٩٩ وأدناها

رقم الشهادة : 220181163



## CURRICULLUM VITAE

### A. Personal Identity

Name : Nur Rokhimah

Place and Date of Birth : Jepara, 1<sup>th</sup> Oktober 1995

Student's number : 1403046002

Address : Mindahan Rt 06 Rw 02 Mindahan  
Batealit Jepara, Jawa Tengah

Geder : Female

Phone : 082220655001

E-mail : [nurrokhimah16@gmail.com](mailto:nurrokhimah16@gmail.com)

### B. Educational Background :

#### 1. Formal Education

- a. SDN 1 Mindahan
- b. Mts. Nurul Muslim Mindahan
- c. SMA N 1 Tahunan Jepara
- d. Education and Teacher Training Faculty Walisongo  
State Islamic University

#### 2. Informal Education

- a. Pondok Pesantren Darul Falah Be-songo Semarang