

## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the writer would like to analyze the data gathered from the research. The data was obtained from observation at fourth graders in elementary school 2 Bangsri Jepara. The researcher described about the use of total physical response method in teaching vocabularies at the fourth graders in elementary school 2 Bangsri Jepara. So, the teacher used total physical response method in teaching vocabularies at the fourth graders.

After conducted observation at the school, the researcher got the data about how is total physical response method used in teaching vocabularies at the fourth grade students of State Elementary School 2 Bangsri Jepara. The researcher also got the data about how well is the students' achievement after being taught through total physical response method. Then, the researcher got the data about the factors from the teacher who influences the implementation of total physical response method.

The data in the research were analyzed qualitatively. The method of this research was descriptive research. The data were from observation, test, and interview.

#### 4.1 Observation

The researcher used observation to answer about how total physical response method was used in teaching vocabularies at the fourth grade students of State Elementary School 2 Bangsri Jepara. The observation conducted three times.

**Table 4.1. The Times of Observation**

<b>Observation</b>	<b>Times</b>
First observation	Thursday, 20 April 2017
Second observation	Wednesday, 26 April 2017
Third observation	Thursday, 27 April 2017

Firstly, the researcher discussed with the English teacher about the research would be conducted at the fourth graders. This discussion was about the time of the research, material would be given to the students, the test would be given to the students, and the steps of the research would be conducted. The observation in the classroom conducted on Wednesday and Thursday at 10 o'clock. The first meeting, the teacher gave the material about shapes. The second and third meetings were about imperative sentences.

The researcher used observation sheet to get some data. The observation sheets include some aspects. They are:

- 1) The teacher started the lesson by greeting and building knowledge of the field.
- 2) The teacher told the students about the topic to learn in the meeting.
- 3) The teacher asked the students to pay attention.
- 4) The teacher explained the material.
- 5) The teacher ordered students to do something related to the topic.
- 6) The teacher ordered the students to follow the instructions.
- 7) The teacher asked students to practice in pair.
- 8) The teacher gave individual assignment to students.
- 9) The teacher asked students submitting the work.
- 10) The teacher checked the students' understanding about the material.
- 11) The teacher concluded the lesson.
- 12) Homework
- 13) The teacher closed the meeting.
- 14) Topic Mastery
- 15) Lesson plan appropriateness

At the end of each observation description, the researcher would explain the strength and the weakness of each meeting owned by the teacher. The aspect would help the researcher to observe in teaching process.

#### **a) First Observation**

The first meeting was conducted on Thursday, 20 April 2017. It was followed by 31 students. In this activity, the total physical response was

introduced to the students. In the first meeting, the topic was shapes. Most of them were presented in the form of simple commands or sentences.

The words given in this research were about shapes *triangle*, *circle*, *square*, *trapezoid*, and *rectangle*. The activities or commands which were given to the students used some verbs. They are:

- Please drawing triangle.
- Please drawing square.
- I am drawing circle.
- I am drawing trapezoid.
- I am drawing rectangle.

**Table 4.2. Observation Sheet of First Meeting**

No	Aspects of Observation	Comments
1.	The teacher started the lesson by greeting and building knowledge of the field.	The teacher started the lesson by salam and building knowledge about learning material taught on the meeting.
2.	The teacher told the students about the topic to learn in the meeting.	The teacher told the students that the topic which was going to learn is “shapes”.
3.	The teacher asked the students to pay attention.	The teacher would give punishment to the students who do not pay attention in the learning process.
4.	The teacher explained the material.	The teacher drew some shapes

		(complete with the English names) in the board.
5.	The teacher ordered students to do something related to the topic.	The teacher asked the students to draw some shapes as instructed by the teacher.
6.	The teacher ordered the students to follow the instructions.	The students did what the teacher instructed to them.
7.	The teacher asked students to practice in pair.	The students practiced in pair about shapes.
8.	The teacher gave individual assignment to students.	The students did the test individually
9.	The teacher asked students submitting the work.	Students submitted the work.
10.	The teacher checked the students' understanding about the material.	The students responded the teacher.
11.	The teacher concluded the lesson.	The students listened to the teacher.
12.	Homework	The teacher did not give homework to the students.
13.	The teacher closed the meeting.	The teacher closed the meeting by salam.
14.	Topic Mastery	The teacher mastered the material taught.
15.	Lesson Plan appropriateness	The material taught was agreed to the

		Lesson Plan.
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In the first meeting, the teacher started the lesson by *assalamualaikum*. He directly continued by building knowledge of the field. The topic in the meeting was about “shapes”. He built up the students’ based skills about the topic by asking “anyone can draw a triangle?” Afterwards, the teacher told the students that the material of the meeting is about “shapes”.

The main teaching and learning step was begun by a warning from the teacher that the students should pay a careful attention or the students would get a punishment if they did not obey the rule. The teacher then drew some shapes on the board (completed with the English names) and asked students to do the same. The teacher then explained the material by some pictures on the whiteboard and how to pronounce well. The teacher asked the students to draw some shapes as instructed by the teacher. Then, the students did what the teacher instructed to them. After the explanation, the teacher ordered the students to practice in pairs. Students in pair came in front of class to practice the topic. One student mentioned some names of shapes and the other one drew on the whiteboard. All students in the whole class did the same.

Next activity was doing exercise. Teacher gave students an assignment in the form of multiple choice (10 questions) related to the topic discussed. It was an individual assignment which should be done individually. The teacher gave them some minutes, and then asked them to submit the work.

In the last minutes, the teacher checked the students’ understanding about the material. The teacher offered a question for students to ask if they still have any difficulties. After that, the teacher concluded the lesson. The teacher asked the students “What is the meaning of I am drawing triangle in Indonesia?” and then the students answered the questions of the teacher. He reviewed all the words about the shapes.

The teacher did not give homework to the students. Then, the teacher closed the meeting by saying salam. He said to the students “Don’t forget to study”.

The management of the class was good by the teacher. The teacher gave punishment to the students who did not pay attention. He had piercing and clear of the voice. So, the students focused the teacher explaining.

The way of the teacher taught same with the lesson plan. The topic of the lesson plan was about shapes. The teacher used total physical method appropriate with the lesson plan.

#### b) Second Observation

The second meeting was conducted on Wednesday, 26 April 2017. It was followed by 31 students. In this activity, the Total Physical Response was introduced to the students. The topic was imperative sentences. Most of them were presented in the form of simple commands or sentences.

The words given in this research were about imperative sentences. The material was simple commands or sentences. Here are those simple sentences:

- Close your eyes.
- Open your eyes.
- Close your mouth.
- Open your mouth.
- Raise your hand.
- Touch your ears.

**Table 4.3. Observation Sheet of Second Meeting**

No	Aspects of Observation	Comments
1.	The teacher started the lesson by greeting and building knowledge of the field.	The teacher started the lesson by salam and building knowledge about learning material taught on the meeting.
2.	The teacher told the students about	The teacher told the

	the topic to learn in the meeting.	students that the topic which was going to learn is “simple imperative sentence”.
3.	The teacher asked the students to pay attention.	The teacher would give punishment to the students who do not pay attention in the learning process.
4.	The teacher explained the material.	The teacher wrote some imperative sentences on the whiteboard then explained the meanings.
5.	The teacher ordered students to do something related to the topic.	The teacher asked students to practice the imperative sentences (written on the board).
6.	The teacher ordered the students to follow the instructions.	The students did what the teacher instructed to them.
7.	The teacher asked students to practice in pair.	The students ordered to come forward practicing the imperative sentences in front of the class.
8.	The teacher gave individual assignment to students.	The students did the test individually.
9.	The teacher asked students submitting the work.	Students submitted the work.

10.	The teacher checked the students' understanding.	Teacher engaged students to repeat again the material to check their understanding.
11.	The teacher concluded the lesson.	The students listened to the teacher.
12.	Homework	The teacher did not give homework to the students.
13.	The teacher closed the meeting.	The teacher closed the meeting by salam.
14.	Topic Mastery	The teacher mastered the material taught.
15.	Lesson Plan appropriateness	The material taught was agreed to the Lesson Plan.

In the second meeting, the teacher started the lesson by greeting the students and built knowledge of the field. The teacher said *assalamualaikum* and good morning to the students. The teacher then built up the students' basic skills about the meaning a word. "What is CLOSE in Indonesia?"

The main teaching and learning step was begun by a warning from the teacher that the students should pay a careful attention or the students would get a punishment if they did not obey the rule. The main teaching activity was started by writing some imperative sentences (with the meaning) on the board. The students were ordered to write down the material on their books. The next activity was applying TPR method. The teacher asked students to come forward in pairs. One student said some imperative sentences, and one other practiced them. All the students got the turn.

Next activity was doing exercise. Teacher gave students an assignment in the form of multiple choice (10 questions) related to the topic discussed. It was an individual assignment which should be done individually. The teacher gave them some minutes, and then asked them to submit the work.

In the last minutes, the teacher checked the students' understanding by offering students to ask question if they still have any difficulties. The teacher also repeated again the material once again. The teacher then closed the meeting by saying salam and reminded the students to study at home.

The researcher concluded that the weakness in the meeting was still the same as the previous meeting. The teacher did not give homework to students. On the other hand, the researcher found a good side in the meeting that the teacher mastered the material well and the teaching practice was all written in the lesson plan.

The management of the class was good by the teacher. The teacher gave punishment to the students who did not pay attention. He had piercing and clears of the voice. So, the students focused the teacher explaining.

The way of the teacher taught same with the lesson plan. The topic of the lesson plan was about imperative sentences. The teacher used total physical method appropriate with the lesson plan.

### **c) Third Observation**

The third meeting was conducted on Thursday, 27 April 2017. It was followed by 31 students. In this activity, the Total Physical Response was introduced to the students. The topic was imperative sentences. Most of them were presented in the form of simple commands or sentences.

The words given in this research were about imperative sentences. The material was simple commands or sentences. Here are those simple sentences:

- Please stand up.
- Sit down please.
- Raise your book.
- Raise your pencil.
- Touch your head.

- Touch your nose.

**Table 4.4. Observation Sheet of Third Meeting**

No	Aspects of Observation	Comments
1.	The teacher started the lesson by greeting and building knowledge of the field.	The teacher started the lesson by salam and building knowledge about learning material taught on the meeting.
2.	The teacher told the students about the topic to learn in the meeting.	The teacher told the students that the topic which was going to learn is “simple imperative sentence”.
3.	The teacher asked the students to pay attention.	The teacher would give punishment to the students who do not pay attention in the learning process.
4.	The teacher explained the material.	The teacher wrote some imperative sentences on the whiteboard then explained the meanings.
5.	The teacher ordered students to do something related to the topic.	The teacher asked students to practice the imperative sentences (written on the board).

6.	The teacher ordered the students to follow the instructions.	The students did what the teacher instructed to them.
7.	The teacher asked students to practice in pair.	The students ordered to come forward practicing the imperative sentences in front of the class.
8.	The teacher gave individual assignment to students.	The students did the test individually.
9.	The teacher asked students submitting the work.	Students submitted the work.
10.	The teacher checked the students' understanding.	Teacher engaged students to repeat again the material to check their understanding.
11.	The teacher concluded the lesson.	The students listened to the teacher.
12.	Homework	The teacher did not give homework to the students.
13.	The teacher closed the meeting.	The teacher closed the meeting by salam.
14.	Topic Mastery	The teacher mastered the material taught.
15.	Lesson Plan appropriateness	The material taught was agreed to the Lesson Plan.

In the third meeting, the teacher started the lesson by greeting the students and built knowledge of the field. The teacher said *assalamualaikum* and good morning to the students. The teacher then built up the students' basic skills about the meaning a word. "Do you know the meaning of sit down?" because the topic same with the last material about imperative sentences, the teacher reviewed about the last material.

The main teaching and learning step was begun by a warning from the teacher that the students should pay a careful attention or the students would get a punishment if they did not obey the rule. The main teaching activity was started by writing some imperative sentences (without the meaning) on the board. The teacher wrote "raise your pencil "on the board. Then, the teacher chose the student to give the meaning. The students were ordered to write down the material on their books.

The next activity was applying TPR method. The teacher asked students to come forward in pairs. One student said some imperative sentences, and one other practiced them. All the students got the turn.

Next activity was doing exercise. Teacher gave students an assignment in the form of multiple choice (10 questions) related to the topic discussed. It was an individual assignment which should be done individually. The teacher gave them some minutes, and then asked them to submit the work.

In the last minutes, the teacher checked the students' understanding by offering students to ask question if they still have any difficulties. The teacher also repeated again the material once again. The teacher then closed the meeting by saying salam and reminded the students to study at home.

The teacher still did not give homework to students in the last meeting. On the other hand, the researcher found a good side in the meeting that the teacher mastered the material well and the teaching practice was all written in the lesson plan.

The management of the class was good by the teacher. The teacher gave punishment to the students who did not pay attention. He had piercing and clears of the voice. So, the students focused the teacher explaining.

The way of the teacher taught same with the lesson plan. The topic of the lesson plan was about imperative sentences. The teacher used total physical method appropriate with the lesson plan.

From three meetings observed by the researcher, There was some strength and weakness found in each meeting, as the following:

Weakness:

1. The teacher did not give homework to students in those three meetings, considering that homework is important for students to study more about the material at home.
2. The teacher lacks of grammar skill.

Strength:

- a. The teacher mastered the material well
- b. Teaching practice was all written in the lesson plan.
- c. The teacher had piercing and clears of the voice.
- d. The teacher was skillful in managing the classroom.

#### 4.2 Test

The researcher used test to know about the students' achievement after being taught through total physical response method. The test was given to the students 3 times. The first test was conducted on Thursday, 20 April 2017. There were 31 students who followed this test. They had to answer 10 multiple-choice items given by the teacher. The first test is about shapes.

**Table 4.5. Student's Score of the First Test**

<b>No.</b>	<b>Name</b>	<b>Student's Score</b>
1.	Aderahmadani Putri Pala	60
2.	Agustina Amelia Putri	100
3.	Ahmad Fernando	80
4.	Alfrado Manvela	90
5.	Altaya Faza	100
6.	Andre Dwi Saputra	100

7.	Bomer Sinaga	100
8.	Bunga Kisya Amalia	100
9.	Cinta Rahma Azalea	80
10.	Erick Eka P	100
11.	Erwin Firnando Aditya	100
12.	Farel R. A	100
13.	Ferysca Aulia	100
14.	Gracia Eirina	100
15.	Hendrawan Pranoto Aji	100
16.	Ivan Risady	100
17.	Margareta Salwa	60
18.	Meisha Nailutfa	100
19.	M. Fathan Faturrohman	100
20.	M. Putra Aditya	100
21.	M. Revano Al Arif	100
22.	M. Sabilul Daffa	100
23.	R. Rafi Fransista	100
24.	Raditiya Bagus Wiryanto	100
25.	Ratasya Amalia Nabila	100
26.	Rullif Genta	100
27.	Saniya	100
28.	Septian Cahya Kumala	100
29.	Serly Agatha Putri Herwanda	100
30.	Tegar Yunas	100
31.	Zayyan Nailur Ridho	100
Total of the students = 31		2970

$$\begin{aligned}
 \text{The average of the students' result} &= \frac{\text{The total of students' score}}{\text{The number of the students'}} \\
 &= \frac{2970}{31} \\
 &= 95.81
 \end{aligned}$$

The second test was conducted on Wednesday, 26 April 2017. There were 31 students who followed this test. They had to answer 10 multiple-choice items given by the teacher. The second test is about imperative sentences.

**Table 4.6. Student's Score of the Second Test**

<b>No.</b>	<b>Name</b>	<b>Student's Score</b>
1.	Aderahmadani Putri Pala	50
2.	Agustina Amelia Putri	100
3.	Ahmad Fernando	70
4.	Alfrado Manvela	100
5.	Altaya Faza	100
6.	Andre Dwi Saputra	100
7.	Bomer Sinaga	90
8.	Bunga Kisya Amalia	80
9.	Cinta Rahma Azalea	100
10.	Erick Eka P	100
11.	Erwin Firnando Aditya	90
12.	Farel R. A	100
13.	Ferysca Aulia	100
14.	Gracia Eirina	100
15.	Hendrawan Pranoto Aji	70
16.	Ivan Risady	100
17.	Margareta Salwa	100
18.	Meisha Nailutfa	90
19.	M. Fathan Faturrohman	100
20.	M. Putra Aditya	80
21.	M. Revano Al Arif	100

22.	M. Sabilul Daffa	100
23.	R. Rafi Fransista	90
24.	Raditiya Bagus Wiryanto	100
25.	Ratasya Amalia Nabila	100
26.	Rullif Genta	100
27.	Saniya	100
28.	Septian Cahya Kumala	100
29.	Serly Agatha Putri Herwanda	100
30.	Tegar Yunas	100
31.	Zayyan Nailur Ridho	100
Total of the students = 31		2910

$$\begin{aligned}
 \text{The average of the students' result} &= \frac{\text{The total of students' score}}{\text{The number of the students'}} \\
 &= \frac{2910}{31} \\
 &= 93.87
 \end{aligned}$$

The third test was conducted on Thursday, 27 April 2017. There were 31 students who followed this test. They had to answer 10 multiple-choice items given by the teacher. The third test is about imperative sentences

**Table 4.7. Student's Score of the Third Test**

No. Absent	Name	Student's Score
1.	Aderahmadani Putri Pala	100
2.	Agustina Amelia Putri	100
3.	Ahmad Fernando	80
4.	Alfrado Manvela	100
5.	Altaya Faza	100
6.	Andre Dwi Saputra	100
7.	Bomer Sinaga	100
8.	Bunga Kisya Amalia	60
9.	Cinta Rahma Azalea	100

10.	Erick Eka P	100
11.	Erwin Firnando Aditya	90
12.	Farel R. A	100
13.	Ferysca Aulia	100
14.	Gracia Eirina	100
15.	Hendrawan Pranoto Aji	100
16.	Ivan Risady	100
17.	Margareta Salwa	90
18.	Meisha Nailutfa	100
19.	M. Fathan Faturrohman	80
20.	M. Putra Aditya	80
21.	M. Revano Al Arif	100
22.	M. Sabilul Daffa	100
23.	R. Rafi Fransista	100
24.	Raditiya Bagus Wiryanto	100
25.	Ratasya Amalia Nabila	100
26.	Rullif Genta	70
27.	Saniya	100
28.	Septian Cahya Kumala	100
29.	Serly Agatha Putri Herwanda	100
30.	Tegar Yunas	100
31.	Zayyan Nailur Ridho	100
Total of the students = 31		2950

$$\begin{aligned}
 \text{The average of the students' result} &= \frac{\text{The total of students' score}}{\text{The number of the students'}} \\
 &= \frac{2950}{31} \\
 &= 95.17
 \end{aligned}$$

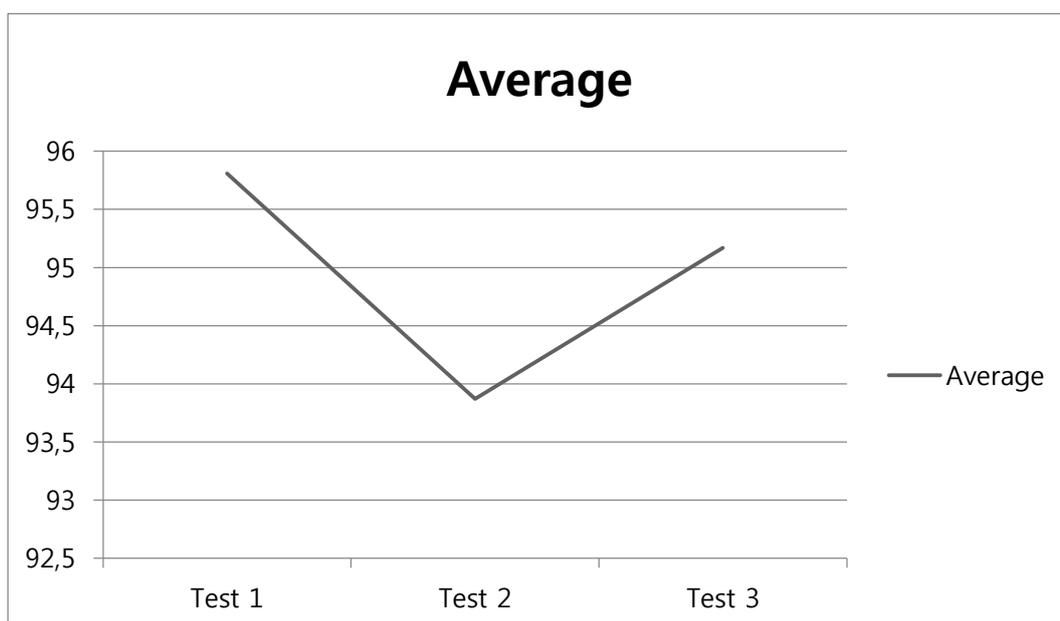
**Table 4.8. Student's Score of All the Test**

<b>No. Absent</b>	<b>Name</b>	<b>Test 1</b>	<b>Test 2</b>	<b>Test 3</b>
1.	Aderahmadani Putri Pala	60	50	100
2.	Agustina Amelia Putri	100	100	100
3.	Ahmad Fernando	80	70	80
4.	Alfrado Manvela	90	100	100
5.	Altaya Faza	100	100	100
6.	Andre Dwi Saputra	100	100	100
7.	Bomer Sinaga	100	90	100
8.	Bunga Kisya Amalia	100	80	60
9.	Cinta Rahma Azalea	80	100	100
10.	Erick Eka P	100	100	100
11.	Erwin Firnando Aditya	100	90	90
12.	Farel R. A	100	100	100
13.	Ferysca Aulia	100	100	100
14.	Gracia Eirina	100	100	100
15.	Hendrawan Pranoto Aji	100	70	100
16.	Ivan Risady	100	100	100
17.	Margareta Salwa	60	100	90
18.	Meisha Nailutfa	100	90	100
19.	M. Fathan Faturrohman	100	100	80
20.	M. Putra Aditya	100	80	80
21.	M. Revano Al Arif	100	100	100
22.	M. Sabilul Daffa	100	100	100
23.	R. Rafi Fransista	100	90	100
24.	Raditiya Bagus Wiryanto	100	100	100
25.	Ratasya Amalia Nabila	100	100	100
26.	Rullif Genta	100	100	70
27.	Saniya	100	100	100
28.	Septian Cahya Kumala	100	100	100

29.	Serly Agatha Putri Herwanda	100	100	100
30.	Tegar Yunas	100	100	100
31.	Zayyan Nailur Ridho	100	100	100
$\Sigma$		2970	2910	2950
<b>Mean</b>		95.81	93.87	95.17

The following is the graph of the test during the research:

**Figure 4.1. The Average of the Test**



### 4.3 Interview

In interview, the researcher got some the data about the factors that influence the implementation of total physical response method. The researcher gave some questions related about the factors from the teacher who influence the implementation of total physical response method. Then, the teacher answered the question with briefly. The researcher gave 7 questions to the teacher.

The teacher explained about the material to the students. The students followed the instruction of the teacher. For example the teacher asked

students to touch their nose and the students followed with their action to touch their nose.

In teaching vocabularies using TPR, the teacher prepared the book to understand about the material. Then, the teacher should master about the material. So, the teacher learnt about the material would be give to the students. The teacher also prepared about lesson plan. The way of the teacher taught appropriate with the lesson plan. The teacher used the topic appropriate with the lesson plan. Then, the teacher used total physical method appropriate with the lesson plan.

The teacher explained about the benefit of using TPR in the classroom was the students' fun and enjoyable with the teaching of the material. If the students enjoy with teaching in the classroom, the students would easy to understand the material. The students would success in learning English.

According to the teacher about the difficulties of using TPR in the classroom, there were two characteristics of students in the classroom. The characteristics were active students and passive students. The passive of the students were shy. So, the passive students would feel confident to action and active in the classroom. They would passive in teaching process. The students who difficult to listen about English, they would difficult to learn English and understand about the material.

The factor of the teacher that influences the implementation of TPR method was to variety of teaching method in the classroom. The variety made students enjoy with their teaching in the classroom. The students would not lazy and bored in teaching process. They would have spirit in the classroom. So, the teacher used TPR to make variety activities in teaching classroom.

The teacher told that the strength of TPR was to manipulate memorize of the students. So, the students would be easy to memorize the vocabularies.

The teacher explains the weakness of total physical response method was the passive student would difficult to follow the instruction of the teacher. They felt shy to active in the classroom. The students difficult to listen about English also would difficult to understand about the material.

#### 4.4 The Implementation of TPR

In observation, the students were looked very enthusiastic in following the teaching process in the classroom. Students were very interested and enjoyable when teacher taught by using total physical response method. The teacher was good in teaching vocabularies using total physical respond method. So, the students were easy to remember the vocabularies. Students were also very enjoying in total physical respond method.

There were indicators in blue print of observation. The first indicator was about teaching strategies. The aspects about teaching strategies included:

- 1) The teacher started the lesson by greeting and building knowledge of the field.
- 2) The teacher told the students about the topic to learn in the meeting.
- 3) The teacher explained the material.
- 4) The teacher asked students to practice in pair.
- 5) The teacher gave individual assignment to students.
- 6) The teacher asked students submitting the work.
- 7) The teacher checked the students' understanding about the material.
- 8) The teacher concluded the lesson.
- 9) Homework
- 10) The teacher closed the meeting.

The second indicator was about management class. The aspects about management class included:

- 1) The teacher asks students to pay attention.
- 2) The teacher ordered students to do something related to the topic.
- 3) The teacher ordered the students to follow the instructions.

The third indicator was about teacher's ability. The aspects about teacher's ability were included topic mastery and lesson plan appropriateness. The researcher also got the data about the nature of the teacher. The nature of the teacher included strength and weakness.

#### 4.5 Students' Achievement

**Table 4.9. The Average of the Test**

<b>Test 1</b>	<b>Test 2</b>	<b>Test 3</b>
95.81	93.87	95.17

In the first test, the average of students' result in the first test was 95.81. This result was good for the first meeting. There were 26 students who got 100 scores and there was 1 students who got 90 score. There were 2 students who got 80 scores and there were 2 students who got 60 scores. The students' very enthusiastic was the teacher taught them. The students fast to remain the vocabularies after the teacher taught them using total physical response. The students felt enjoyable and interested.

The average of students' result in the second test was 93.87. In the second test, the average score decreased from the first test because the difficulty of the material was further improved than the first test. The words were more variation than the first material. In the second test, there were 22 students who got 100 scores and there were 4 students who got 90 scores. There were 2 students who got 80 scores. There were 2 students who got 70 scores and there was 1 student who got 50 score.

The average of students' result in the third test was 95.17. This result was good than the second meeting. But, the result of the first test was high than the third test, because the first meeting used simple command. The teacher used the simple command was like "please drawing ". The second and third meeting used variant command. The commands were like "close, open, raise" In the third test, there were 24 students who got 100 scores and three were 2 students who got 90 scores. There were 3 students who got 80 scores and there was 1 student who got 70 score and there was 1 student who got 60 score.

Based on the results of the test during the total physical response in this study, the results of the score of students were very good. There were few

students who had score below the average. The average student score of the first result was 95.81. From the second test result, the average score of students was 93.87. The third test result, the average student score was 95.17.

From the first test, students who had score below the average there were 2 students with a score of 60. From the second test results, students who had score below the average there was 1 student with the score of 50. While the third test results, students which got below average score there was 1 student with score 60.

Most of students who got perfect score are 100. From the results of the first test students who get 100 scores there were 26 students. From the second test result, students who get the score of 100 there were 22. While the third test results, students who get the score of 100 there were 24 students.

The total physical response method greatly affects the students. Students were also very happy and enjoy by learning to use the total physical response method. Students were very enthusiastic when learning in the classroom. When the teacher gave the instruction, the student responds immediately with the action. Students become more active in the learning process in class. They also more easily understand the lessons conveyed by the teacher. Students more easily remember the words were given by the teacher.

The total physical response method gives a good impact for students, especially in test scores. Students more easily remember the word after the teacher taught by using total physical response. They were very interested and enjoyable in the learning process. When the teacher gave instructions, immediately students directly instruct from the instruction of the teacher. For example, the teacher asked students to touch your nose, students directly touch their nose. Automatically students know the meaning of the word touch your nose, because they directly practice it. In addition, students also easily remember the word because it is done repeatedly and spontaneity.

#### **4.6 The Factors that Influences the Implementation of TPR**

The teacher chose total physical response method for variations in teaching methods in the classroom. So, students did not feel bored in the

learning process. The teacher taught using total physical response method to make the students felt enjoy and happy in the learning process. This method was a lot of fun. Students enjoyed with this method and this method made the class was active.

Total physical response used action in the teaching process. The students in elementary school felt interesting if the teaching process used action. So, the students would enthusiastic to follow the instruction of the teacher. This method was good for kinetics learners who need to be active in the class.

The teacher used total physical response to easy made students remembers the material. For example, the students forgot the meaning of raise your hand. They would practice to raise their hand. So, the students would remember about the meaning of raise your hand. This method was very memorable. It really helped students to remember phrases or words.

This method was good for teaching vocabulary. The teacher used the method to teaching vocabulary. Students were easy to remember the words after the teacher taught by using the method. Total physical response method was like a game. So, the students interested to learn with this method.

Total physical response had many advantages to the teacher and students. So, the teacher used total physical response method in teaching process. The teacher used the method to teaching vocabulary.

Based on the above statement, the researcher could conclude the results of the study. Total physical response method provided a good method for the students and the teacher. In this method, the student felt interested and enjoyable in learning process. This method helped the teacher to teaching the students in the classroom. The teacher used total physical response method to teach vocabulary. Students felt interesting to learn vocabulary by using total physical response method. This method helped the students to easy remember the words or phrases.