RETAINING STUDENTS’ MEMORY ON ACTION VERBS BY USING TOTAL PHYSICAL RESPONSE (TPR)
(A Classroom Action Research in the First Grade of MTs Jam‘iyyatul Khair Ciputat)

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SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2011
RETAINING STUDENTS’ MEMORY ON ACTION VERBS BY USING TOTAL PHYSICAL RESPONSE (TPR)

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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Tarbiya and Teachers’ Training certifies that the ‘skripsi’ (scientific paper) entitled “Retaining Students’ Memory on Action Verbs by Using Total Physical Response (TPR) (A Classroom Action Research at VII Grade of MTs. Jam’iyyatul Khair, Ciputat)”, written by Idatul Fitri, student’s registration number 106014000387, was examined by the committee on March 11, 2011 and was declared to have passed and have fulfilled one of the requirements for the degree of S.Pd in English Language Education in the Department of English Education.

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ABSTRACT

Idatul Fitri. 2011. Retaining Students’ Memory on Action Verbs by Using Total Physical Response (A Classroom Action Research at First Grade of MTs. Jam‘iyyatul Khair Ciputat). Skripsi, English Education Department, Faculty of Tarbiya and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta.

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Keywords: Action verbs, Total Physical Response

This research is conducted to know whether Total Physical Response could retain students’ memory on action verbs and to know how the implementation of Total Physical Response in retaining the students’ memory on action verbs. This research was conducted at MTs. Jam‘iyyatul Khair Ciputat with the first grade students was 24 as respondent.

This research used Classroom Action Research (CAR) method in retaining the students’ memory on action verbs. The researcher used the Kurt Lewin’s model that consists of four phases, planning, acting, observing and reflecting. Then, in collecting and analyzing the data, the writer used observation, interview, and questioner, pre-test and post-test.

The result of this research showed that using Total Physical Response in retaining students’ memory at first grade of MTs. Jam‘iyyatul Khair Ciputat could motivate the students to retain their memory on action verbs. The students’ responses showed that they were enthusiastic to learn and retain action verbs because they thought that the Total Physical Response activities were interesting. Moreover, the students’ achievements in pre-test and post-test showed a significant improvement. Initially, the students’ average score in pre-test was 51.87, there were only 8.33% of the whole students who could pass the KKM. Afterwards, the students’ average score in post-test I was 65, there were only 33.33% of the whole students who could pass the KKM. Finally, the students’ average score in post-test II was 79.16, there were 83.33% of the whole students who could pass the KKM, and there were only 16.67% of students who could not pass the KKM. From this result, the researcher concluded that teaching action verbs by using Total Physical Response at first grade of MTs Jam‘iyyatul Khair could retain students’ memory on action verbs.
ABSTRAK

Idatul Fitri. 2011. Retaining Students' Memory on Action Verbs by Using Total Physical Response (A Classroom Action Research at First Grade of MTs Jam’iyyatul Khair Ciputat). Skripsi, English Education Department, Faculty of Tarbiya and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta.
Advisor: Drs. A.M. Zainuri, M. Pd.

Kata Kunci: Action verbs, Total Physical Response.

Penelitian ini ditujukan untuk mengetahui apakah Total Physical Response dapat mempertahankan memori siswa mengenai action verbs, dan untuk mengetahui bagaimana pelaksanaan dari Total Physical Response dalam mempertahankan memori siswa mengenai action verbs. Penelitian ini dilaksanakan di MTs. Jam’iyyatul Khair Ciputat dengan murid kelas satu sebanyak 24 sebagai responden.


Hasil dari penelitian ini menunjukkan bahwa penggunaan Total Physical Response dalam mempertahankan memori siswa mengenai action verbs pada kelas satu MTs Jam’iyyatul Khair Ciputat dapat memotivasi siswa untuk mempertahankan memori pada action verbs. Tanggapan siswa menunjukkan bahwa mereka bersemangat untuk mempelajari dan mempertahankan memori mengenai action verbs karena mereka menyatakan bahwa kegiatan Total Physical Response menyenangkan. Selain itu, pencapaian siswa dalam pre-test dan post-test menunjukkan perkembangan yang berarti. Pada awalnya, rata-rata nilai siswa pada pre-test adalah 51.87, hanya ada 8.33% dari keseluruhan siswa yang lulus KKM. Selanjutnya, rata-rata nilai siswa pada post-test I adalah 65, hanya ada 33.33% dari keseluruhan murid yang lulus KKM. Akhirnya, rata-rata nilai siswa pada post-test II adalah 79.16, ada 83.33% dari keseluruhan siswa yang lulus KKM, dan hanya ada 16.67% murid yang tidak lulus KKM. Dari hasil ini, peneliti menyimpulkan bahwa pengajaran action verbs dengan menggunakan Total Physical Response pada kelas satu MTs Jam’iyyatul Khair dapat mempertahankan ingatan siswa pada action verbs.
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All Praise be to Allah, The Lord of the Worlds who has blessed the writer in completing this “skripsi”. Peace and blessing be upon our prophet Muhammad SAW, all his families, companions and followers.

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Jakarta, February 2011

The writer
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>i</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>iii</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>v</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>x</td>
</tr>
<tr>
<td>CHAPTER I : INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>A. Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Limitation and Formulation of the Problem</td>
<td>4</td>
</tr>
<tr>
<td>C. Objective of the Research</td>
<td>4</td>
</tr>
<tr>
<td>D. Significance of the Research</td>
<td>4</td>
</tr>
<tr>
<td>CHAPTER II: THEORETICAL FRAMEWORK</td>
<td></td>
</tr>
<tr>
<td>A. Total Physical Response (TPR)</td>
<td>6</td>
</tr>
<tr>
<td>1. Understanding of Total Physical Response (TPR)</td>
<td>6</td>
</tr>
<tr>
<td>2. Application of Total Physical Response (TPR)</td>
<td>7</td>
</tr>
<tr>
<td>B. Verb</td>
<td>11</td>
</tr>
<tr>
<td>1. Meaning of Verb</td>
<td>11</td>
</tr>
<tr>
<td>2. Kinds of Verbs</td>
<td>12</td>
</tr>
<tr>
<td>3. Understanding of Action Verb</td>
<td>14</td>
</tr>
<tr>
<td>4. Role of Total Physical Response (TPR) in Teaching Vocabulary of Action Verbs</td>
<td>17</td>
</tr>
<tr>
<td>C. Memory</td>
<td>18</td>
</tr>
<tr>
<td>1. Understanding of Memory</td>
<td>18</td>
</tr>
<tr>
<td>2. Kinds of Memory</td>
<td>19</td>
</tr>
<tr>
<td>3. Forgetting Phenomenon</td>
<td>21</td>
</tr>
<tr>
<td>4. Role of Total Physical Response (TPR) in Retaining Students’ Memory on Action Verbs</td>
<td>23</td>
</tr>
</tbody>
</table>
CHAPTER III: RESEARCH METHODOLOGY

A. Method of Research ............................................................. 25
B. Subject and Object of the Research  .................................... 26
C. The writer’s Role on the Research ................................. 27
D. Place of the Research ......................................................... 27
E. Research Design ................................................................. 27
F. Classroom Action Research (CAR) Procedure  ............... 29
G. Instrument of Research ......................................................... 32
H. Technique of Collecting Data .......................................... 33
I. Technique of the Data Analysis ....................................... 35
J. Criteria of the Action Success ............................................ 37

CHAPTER IV: RESEARCH FINDING AND DISCUSSION

A. Description of Data before Implementing the Action …… 38
   1. Data of Pre Observation .................................................. 38
   2. Data of Pre Interview ...................................................... 39
   3. Data of Pre Questioner ................................................... 39
   4. Data of Pre-Test ............................................................ 42
B. Description of Data in Implementing Action ............... 43
   1. Cycle I ........................................................................ 43
      1.1 Planning ................................................................... 43
      1.2 Acting ....................................................................... 43
      1.3 Observing ................................................................. 44
      1.4 Reflecting .................................................................. 45
   2. Cycle II ........................................................................ 46
      2.1 Planning ................................................................... 46
      2.2 Acting ....................................................................... 46
      2.3 Observing ................................................................. 47
      2.4 Reflecting .................................................................. 48
C. Description of Data After Implementing the Action …… 49
   1. Data of Post Interview .................................................. 49
2. Data of Post Questioner…………………………………….50
3. Data of Post-Test………………………………………………52

CHAPTER V : CONCLUSION AND SUGGESTION
A. Conclusion .................................................................60
B. Suggestion .................................................................61

BIBLIOGRAPHY ........................................................................62
APPENDICES........................................................................64
# LIST OF APPENDIXES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix I</td>
<td>Teacher’s Interview Before CAR</td>
<td>64</td>
</tr>
<tr>
<td>Appendix II</td>
<td>Teacher’s Interview After CAR</td>
<td>66</td>
</tr>
<tr>
<td>Appendix III</td>
<td>Sheet of Pre-Observation</td>
<td>68</td>
</tr>
<tr>
<td>Appendix IV</td>
<td>Sheet of Post-Observation</td>
<td>70</td>
</tr>
<tr>
<td>Appendix V</td>
<td>Questionnaire of Students’ Response Before CAR</td>
<td>76</td>
</tr>
<tr>
<td>Appendix VI</td>
<td>Questionnaire of Students’ Response After CAR</td>
<td>78</td>
</tr>
<tr>
<td>Appendix VII</td>
<td>Field Note</td>
<td>80</td>
</tr>
<tr>
<td>Appendix VIII</td>
<td>Lesson Plan</td>
<td>86</td>
</tr>
<tr>
<td>Appendix IX</td>
<td>Kisi-Kisi</td>
<td>104</td>
</tr>
<tr>
<td>Appendix X</td>
<td>Pre-Test</td>
<td>107</td>
</tr>
<tr>
<td>Appendix XI</td>
<td>Post-Test I</td>
<td>110</td>
</tr>
<tr>
<td>Appendix XII</td>
<td>Post-Test II</td>
<td>113</td>
</tr>
<tr>
<td>Appendix XIII</td>
<td>Key of Pre-Test</td>
<td>116</td>
</tr>
<tr>
<td>Appendix XIV</td>
<td>Key of Post-Test I</td>
<td>117</td>
</tr>
<tr>
<td>Appendix XV</td>
<td>Key of Post-Test II</td>
<td>118</td>
</tr>
</tbody>
</table>
LIST OF TABLES

1. Differences in Memory Stores ...........................................................................21
2. Schedule of Research ..........................................................................................30
3. The Comparison Scores of Pre-test, Post-test I, and Post-test II .....................52
LIST OF FIGURES

1. Figure of Proactive Interference………………………………………..23
2. Figure of Kurt Lewin Model (Classroom Research Design)……………..28
BAB I
INTRODUCTION

A. Background of Study

English as international language is absolutely needed by learners to deliver thoughts and interact with other people in the world. It is emphasized on development of communication through both spoken and written. English as target language has many elements. One of the important elements in learning English is vocabulary. Vocabulary appears in the four language skills, such listening, speaking, reading and writing. Anyone who wants to master all of those is supposed to master it.

Vocabulary has an important role in communication, because of limited vocabulary, he or she can get difficulties to use language and express clearly what her or his idea is. As Norbert Schmitt said, "Large vocabulary can help to express idea precisely in communication. Vocabulary knowledge enables language use; language use enables the increase of it, and knowledge of the world enables the increase of it and language use and so on."¹

Davis Wilkins also has the same view about mastering vocabulary that can improve English; He stated "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions."²

According the writer's experience when teaching English at Madrasah Tsanawiyah (MTs) Jam’iyatul Khair Ciputat, the students always ask the meaning of words when teacher asks question and task. The students seem that they forget the words although the teacher had already explained it before. Moreover, based on discussing with English teacher, most of students had

difficulty to pass *Kelengkapan Kriteria Minumum* (KKM) concerning the school policy.

The success of teaching learning process on action verbs not only depends on student or teacher’s effort, but also depends on their cooperation. The students and teacher are supposed to cooperate each other, the students is supposed to think of mastering the vocabulary and the teacher also is able to find the suitable way to solve the problem.

There are two factors that influence low level on student's action verbs vocabulary: internal factors and external factors. Low students' motivation in learning action verb is one of internal factors.

One of the external factors that influence low achievement on students' action verbs is the teacher’s method. The teacher does not have many varieties of methods that can be used to improve them.

As for helping students to understand and remember the meaning of words, the teacher is supposed to find the way to solve the problem in remembering words. He or she should be creative to teach English vocabulary especially action verbs in various ways, and always encourage them in order to improve their interest to understand it.

The teacher who does not want to find the suitable method to solve the students' problem in learning English, the students and teacher himself or herself will get boredom because she or he teaches monotonously. As stated by Jeremy Harmer in *The Practice of English Language Teaching*, "The teacher who does not investigate the efficiency of new methods and who does not actively seek her or his own personal and professional development may find the job of teaching becoming increasingly monotonous."

When the writer observes, the teacher does not teach English vocabulary in various ways at MTS Jam'iyyatul Khair Ciputat. Eventually, it will be monotonous teaching-learning process, the teacher only writes some new vocabularies on the white board and its definition. In addition, the teacher also

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presents English vocabulary by using the speech, and then students repeat it after him or her. This technique makes students feel bored and forget the words quickly. Thus, they are not interested and motivated to study English.

Therefore, the writer would like to propose the method that will be used in retaining student’s memory on action verbs at MTS Jam’iyyatul Khair Ciputat, it is Total Physical Response (TPR). Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.\(^4\) Total Physical Response (TPR) requires students’ body to move in learning English Language.

By using Physical activities in learning vocabulary especially action verbs, the learners can have long-term retention from comprehension, they understand the meaning of the word and always remember it, because they are involved in teaching learning process. They know and do the instruction from their teacher. It is supported by Nation; he stated that an advantage of using action, picture, or diagram is that learners see an instance of the meaning and this likely to be remembered.\(^5\)

Meanwhile, the proponents of TPR said that TPR is one of methods that can reduce stress when studying foreign language, it is full of enjoyment, so that the students’ interest appears, they are motivated in learning English vocabulary. As stated by Ag. Bambang Setiyadi, "Having fun makes language learners interested in learning the foreign language is a principle of the method."\(^6\)

From the explanation above, the writer tries to use Total Physical Response (TPR) method to know how effective in retaining student’s memory on action verbs. So, the writer would like to carry the research under the title


"Retaining Students' Memory on Action Verbs by Using Total Physical Response (TPR) at MTS Jam'iyyatul Khair Ciputat."

B. Limitation and Formulation of the Problems

Based on the background described above, the writer conducts a research concerning on using Total Physical Response (TPR) in retaining students' memory at the first grade of MTS Jam'iyyatul Khair Ciputat. The general question for this research is "Is there any significance difference of students’ achievement between using and without using Total Physical Response (TPR) method in retaining students' memory on action verbs.

To specify this problem, the specific research questions are formulated as follows:
(1) Can TPR retain the student's memory on action verbs?
(2) How can TPR be applied in retaining student's memory on action verbs?

C. Objective of the Study

The objective of this classroom action research is to know whether and to know how far TPR can retain students’ memory on action verbs at the first grade of Mts Jam’iyyatul Khair Ciputat.

D. Significance of Study

This classroom action research is expected for three groups of people, they are:

(1) Teacher

This research is expected to give the new information and idea to teacher about how to teach and retain student's memory on action verb by using Total Physical Response (TPR) method, so that the teachers can improve their teaching English at the first grade of Junior High School.

(2) Students
This research is expected to help students in learning English Language, so that they are interested in learning English Language, they enjoy the English class.

(3) Other researcher
This research is expected to give new knowledge to the further researcher to do the better classroom action research of teaching and learning English Language.
BAB II
THEORETICAL FRAMEWORK

A. TOTAL PHYSICAL RESPONSE (TPR)

1. The Understanding of TPR

There are many educational approaches that are used in English teaching as second language, one of them is TPR. TPR is educational approach that requires coordination speech and physical activities in learning foreign language as target language. According to Richard and Theodore, they stated “TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.”

It was developed by James J. Asher, a professor of psychology at San Jose State University, California. He began experimenting with TPR in the 1960s.

The Meaning of TPR is designed to teach student who learn English Language as their first language, it is emphasized on developing student's comprehension skill before the students learn speaking skill. Students should not be encouraged to speak until they are ready. As stated by Setiyadi, he stated “The meaning of Total Physical Response emphasized on comprehension and delays the production of language.”

Many people believe that The Meaning of TPR is only appropriate for children. However, TPR can be used to teach adult. Asher stated, "The meaning of Total Physical Response can be used to teach any foreign language not only to children but also adults" (1988:31). It means that TPR is appropriate not only for children but also for adults.

Based on those definitions, it can be concluded that TPR is one of methods that requires coordination between speech and physical activities, it emphasized

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on comprehension rather than the production of language; it is also appropriate for children and adult.

2. The Application of TPR

This section will describe the application of Total Physical Response to English learning activities. In general, the major technique of Total Physical Response is the use of commands to direct behavior.

Brown said that “The Meaning of Total Physical Response heavily utilized the imperative mood, even into more advanced proficiency levels. Commands were an easy way to get learners to move about and loosen up.”\(^ {10}\) In The Meaning of Total Physical Response, students are taught using imperative sentence and they have to follow by doing what the teacher asks them to do. As stated by Asher, he said that “The instructor is the director of a stage play in which the students are the actors.”\(^ {11}\) In TPR, teacher as director who directs a stage and the actors. Meanwhile, students as actor who play an action.

The imperative is a powerful aid that is used by teacher to direct student behavior; he or she gives the command, and then they response teacher’s command by performing it well. It can be used in learning grammatical structure of target language and vocabulary item. Asher said that “Most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor.”\(^ {12}\)

In TPR, imperative can be called economical or successful aid that is usually used method in the first period of teaching in learning foreign language. As stated by Palmer and Palmer in Richards and Rodgers’ book that “No method of teaching foreign speech is likely to be economical or successful which does not

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include in the first period a very considerable proportion of that type of classroom work which consists of the carrying out the pupil of orders by the teacher."\(^\text{13}\)

The meaning of the command will be explained through students’ responding to their teacher by doing the action. Students’ responding also tells the teacher whether students understand his or her command or not. Diane stated that “The commands are given to get students to perform an action; the action makes the meaning of the command clear.”\(^\text{14}\) A detailed description of procedure of TPR is provided below.

a. Procedures

In the first phase of a lesson, teacher asks some students to be volunteers. Later, she or he gives command clearly, and then perform the actions with volunteers. As stated by Larsen and Freeman, they stated that “In the first phase of a lesson is one of modeling. The instructor issues commands to a few students then performs the action with them.”\(^\text{15}\) For example, teacher wants teach action verbs, such as walk, run, point, close, open, stand up. He or she says to students "Walk!", and then she or he and volunteers walk together.

In the first section, teacher should not give command too fast. In each section, the teacher can presents three commands. Later, she or he can teach others commands after the students feel successful. According to Asher in Larsen and Freeman, they stated that “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, there more can be taught.”\(^\text{16}\) For example, the topic of a lesson is action verbs, so the teacher can


\(^{15}\) Diane Larsen and Freeman, *Techniques and Principles in Language Teaching*, p. 116.

present three commands at the first section, such stand up, sit down, walk to white board. Later, the teacher can present others commands after the students feel successful, such as open the door, close the door, and clean the white board.

In the second phase, these same students demonstrate that they can understand the commands by performing them alone. The observers also have an opportunity to demonstrate their understanding. Teacher asks the same volunteers to perform the action without him or her. She or he just observes them.

One of students can try to give the commands to their classmates when they can respond teacher correctly. Jeremy Harmer stated that “When all students can respond to commands correctly, one of them can then start giving instructions to other classmates.” For example, one of student give the command, such as open the book, so their classmates will open the book, they listen and perform his or her command.

The last phases of a lesson, teacher writes some new commands on the white board, each time she or he writes the commands, she or he acts it, and then the students write the commands on their book. As stated by Larsen and Freeman, “After learning to responds to some oral commands, the students learn to read and write them.”

b. Roles

There are many roles for students and teacher in teaching learning activities by using Total Physical Response.

1) Students Roles

17 Diane Larsen and Freeman, Techniques and Principles in Language Teaching…p. 116.
19 Diane Larsen and Freeman, Techniques and Principles in Language Teaching,…p. 116.
In Total Physical Response, the students have role as listener and
performer. They observe the teacher’s performance, and then they
listen attentively and respond physically to commands given by the
teacher. They can respond their teacher both individually and
collectively. Richards and Rodgers stated that “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 the
lesson.”

20 Theodore S. Rodgers and Jacks C. Richards, Approaches and Methods in Language

21 Theodore S. Rodgers and Jacks C. Richards, Approaches and Methods in Language
Teaching,…p. 93.

2) Teacher Roles

The other way, teacher has great influence over the content of learning,
it is determined by teacher. The teacher plays an active and direct role
in Total Physical Response, as stated by Rodgers and Richards that
“The instructor is the director of a stage play in which the students are
the actors.” In Total Physical Response, teacher is like the director.
He or she direct students behavior. He or she utters the command
clearly to students. If the students make an error, the teacher will
repeat the command while acting it out.

3) The Role of Instructional Materials

The role of instructional materials in learning target language is very
important, either TPR or other methods. For supporting materials, the
visual aids such as picture or realia can be used in Total Physical
Response method. For example: teacher explains “eat”, so he or she
says “I eat”, and then he or she puts the plate to support his or her
actions. Richard and Theodore stated that “The teacher may use
common classroom objects, such as books, pens, cups, furniture, and the teacher will need to make or collect supporting materials to support teaching points. These may include pictures, realia, slides, and word charts.”

B. VERB

1. The meaning of Verb

In term of meaning, different linguists define verb differently. However the meanings are more or less the same. According to Rozakis, “Verbs are words that name an action or describe a state of being. Verbs are seriously important, because there is no way to have a sentence without them. The verb is found in the predicate.” It means that no sentence without containing verb. Verb is a part of sentence that indicates being or doing. As stated by Matson in *English Usage* that “Verb is a word that indicates being or doing on the part of the person or thing denoted by the subject of the sentence or clause. Every sentence or clause must contain a verb as a part of the predicate.” Meanwhile, Marcel said that “Verbs are words that indicate the action performed by the subject of a sentence.” Referring to this definition, it can be seen that verb is defined as the action performed by the subject of a sentence.

According to three definitions above, it can be said that verbs are verbs are words that describe subject’s action or a state of being. It can be found in the predicate. A sentence is not called as sentence without a verb. For example: read, listen, work, and cook.

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2. Kinds of Verbs

There are two types of verbs. According to Pearson in *Basic Skills in English*, there are two basic types of verbs: Action verbs and state of being verbs or linking verbs.\(^\text{26}\)

   a. Action verb

   Action verbs are words that tell what people or things do.\(^\text{27}\) It means that action verbs are verbs that show the performance of an action. They are dynamic verbs that show something happening.

   For example:
   - Tiger *eats* meat.
   - Student *read* a book
   - They *go* to school.

   b. Linking Verbs

   State of being verbs are often called linking verb. Linking verb is verb that links the subject of the sentence to another word, in order to make a statement.\(^\text{28}\) It means that linking verbs connect the subject of the sentence to additional information about the subject. As stated by Pearson in *Basic Skills in English*, he stated that “Linking verbs connect the subject with a word in the predicate.”\(^\text{29}\) It explains that linking verbs is a verb which can connect with the word in the predicate.

   Based on those definitions, it can be said that linking verb is a verb that can links or connect the subject to another word in the predicate.

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For example:

The leaf was green

On the sentence above, the verb was connects the subject the leaf with the word green, to make statement about the leaf.

The spaghetti smells delicious

Ina became furious.

It can be explained that the verb smells connects the subject the spaghetti with words delicious, to make statement about the spaghetti. The last sentence can be explained that the verb became connects the subject Ina with the word furious, to make statement about Ina.

In addition, linking verb can be followed by nouns or adjectives. As stated by Pearson, “The words that follow linking verbs tell something about the subject. They may be nouns or adjectives.”

The sentences below are the examples of nouns that follow linking verbs.

My uncle is a writer

I am a teacher

Linking verbs do not show action. Instead, they help the words at the end of the sentences name and describe the subject. It means that linking verbs do not express the action. It helps to connect the subject with a word in the predicate.

For example:

Ronny is a workaholic.

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According to the sentence above, the word *is* is not something that *Ronny* can do.

The following verbs are common linking verbs: any of the *be* verbs (*am, are, is, was, were, be, been, being*), *become*, and *seem*. Then you have a list of verbs multiple personalities: *appear, feel, grow, look, remain, prove, smell, sound, and taste*.32

Sometimes linking verbs can be used as action verb. As stated by Laurie that many linking verbs can also be used as action verbs.33 For example:

a. The girl looked sad. (Linking verb)

b. The girl looked for the flower in the garden. (Action verb)

The verb that is used in the first sentence is linking verb. The verb "looked" also can be used as action verb in sentence (b).

3. Understanding of Action Verb

In term of definition, different linguists define action verb differently. However the definitions are more or less same. According to Murray, “Action verbs may express physical action or mental action.” 34 It can be explained that action verbs express the subject’s action or mental action. This explanation is supported with Rozakis’ statement in *The Complete Idiot’s Guide to Grammar and Style*, “Action verbs tell what the subject does.” 35 It means that action verb is kinds of verbs that tell what the subject does

Based on two definitions above, action verb is verb that specifically describes what the subject does; it can be physical action (read, run, and walk) or mental actions (believe, think, and decide). Most of verbs are action verbs.

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Here are some examples of action verb in sentences. Underlying words in sentence above is action verb.

Teacher **walks** to white board.
Students **think** an examination.
Don't **throw** rubbish on the floor, please.

The underline words above are action verbs. The verbs **walks** and **throw** in the first and third sentences show physical action, while the verb **think** in the second sentence show mental action.

a. Characters of Action Verb

1) An action verb can be transitive and intransitive

   Action verb is kind of verb that can be transitive and intransitive. As stated by Rozakis, “An action verb can be transitive or intransitive.”

   It means that action verb can be followed and cannot be followed direct object.

   For example:
   1. Rudi **puts** the box.
   2. **Kick** the ball, please.
   3. We **run** in the garden.
   4. Susi **swims** in the swimming pool

   Sentence 1 and 2 are transitive action verbs, because the verb must be followed by direct object, the words puts and kick must be followed direct object the box and the ball. It can conclude that transitive action verb is a verb that needs a direct object. It cannot stand alone. Whereas, sentence 3 and 4 are intransitive action verbs, because the verb must not be followed by direct object, the words run and swims must not be followed

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direct object. It can stand alone. According to sentences above, it can conclude that intransitive action verb is verb that does not need a direct object. It can stand alone.

2) An action verb can be visible or mental action.

An action verb not only can be visible action, but also it can be mental action, such as think, learn, and cogitates. As stated by Laurie, “The action of an action verb can be visible action or a mental action.” Referring to this definition, it can be seen that visible or mental action can be defined as an action verb.

For example:
1. My father reads a magazine.
2. Climbing the tree, please.
3. A mother thinks about her child.
4. Students cogitate their examination.

Sentence 1 and 2 are visible action, because action verbs reads and climb can be seen by our visualization. On the other hand, sentence 3 and 4 are mental action, because action verbs thinks and cogitate cannot be seen by our visualization. According to sentences above, it can conclude that visible or mental action can be defined as action verb.

3) An action verb can be the main verb or cannot the main verb of a sentence.

An action verb of a sentence can be use as the main verb, and then it cannot be the main verb; it can use another verb as helping verb. Laurie

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said, “Actions verbs main be used alone as the main verb of a sentence; meanwhile, the action verb may use a helping verb.”  

For example:

1. Ronny catches a butterfly in the garden.

2. Ronny must catches a butterfly in the garden.

According to two sentences above, it can be seen that the first sentence contains the action verb catches as the main verb of a sentence, and then the action verb of a sentence use a helping verb in the second sentence; an action verb catches is not the main verb of a sentence.

**4. The Role of Total Physical Response (TPR) in Teaching Action Verbs**

TPR is one way that is used by teacher to explain either vocabulary or grammatical structure in learning target language. Asher viewed that “Most of the grammatical structure of the target language and hundreds of vocabulary item can be learned from the skillful use of the imperative by the instructor.”  

Action verb is verb that expresses physical action. It can be appropriately presented by TPR, because it can use gesture or mime to explain the meaning of words. For example: teacher explains the word “point”, he or she says “point the map”, and then he or he points it with his or her finger. As stated by Jeremy Harmer that “Actions, in particular, are probably better explained by mime.”  

TPR which is used for presenting action verb can benefit the use of visual aids to makes the word easier to be understood, such as the using of realia or picture. For example: teacher explains the words “put and take”, thus he or he

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C. MEMORY

1. The Understanding of Memory

Memory is the part of human body, animal, machine where information can be stored. As stated by Friedenberg and Silverman that “Memory is the capacity to retain information over time. Memory is of course very important to any information processing system, animal or machine, because it underlies the ability to learn.”42 Beside of that, Wikipedia defines “Memory as an organism's ability to store, retain, and recall information and experiences.”43 It means that memory is someone’s ability to remember things, places, and experiences. It can also remember anything from the past about person, place and experiences. Based on two definitions above, memory can be defined as the place where information can be stored. It is able to remember anything such thing, place and experiences.

2. Kinds of Memory

Generally there are three kinds of memory; sensory memory, short-term memory, and long-term memory. A distinction among kinds of memory is based upon duration.

   a. Sensory memory

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43 http://en.wikipedia.org/wiki/Talk: Memory
Sensory memory is one of memories that can hold information for only an instant. It is the shortest than all of memories. As stated by John W. Santrock, “Sensory memory is memory that holds information from the world in its original form for only an instant.”  

Meanwhile, Friedenberg and Silverman viewed that “Sensory memory is a repository for incoming sensory information.” Referring to this definition, it can be seen that new information will be certainly stored in our memory through sensory memory. It is defined as first storage for any information which will be stored in short term and long term memory. 

Based on two definitions above, sensory memory is the first storage for new information. It can hold the information for only an instant.

b. Short-term memory

Short-term memory is limited in capacity but relatively longer in duration than sensory memory. It is memory that can holds new information for about thirty seconds. It has longer retention that sensory memory. As stated by Santrock, “Short-term memory is a limited-capacity memory system in which information is retained for as long as thirty seconds, unless the information is rehearsed, in which case it can be retained longer.”

Moreover, Magill also stated “Short term memory is also sometimes known as working memory. Working memory a functional component of the structure of memory that operates to temporarily store and use recently presented information.” It means that short-term memory is kinds of


46 John W. Santrock, Educational Psychology…p. 255.

memory that can hold new information temporally; it can save new information longer than sensory memory.

Based on two definitions, short-term memory is kind of memory that can hold new information for only thirty seconds. It can save new information longer than sensory memory. For example: when someone keeps a telephone number in mind for the few seconds between looking it up and dialing it.

c. Long-term memory

Long-term memory is kind of memories that can hold new information for a long period of time. As stated by Santrock, “A type of memory that holds enormous amounts of information for a long period of time in relatively permanent fashion.” It means that long term memory is kinds of memories that can hold new information permanently through sensory and short-term memory. Someone who always remembers his elementary classmates when he is in the senior high school, it can be called that he stores his information in the long-term memory.

In addition, Richard also said that “Long-term memory is component of the structure of memory that serves as a relatively permanent storage repository for information.” It means that long term-memory can hold the new information for many hours, days, and years. It has the longest retention than all of memories.

According to explanations above, long-term memory is defined as component of memory which is a more permanent storage repository of information. For example, recalling the name of elementary teacher requires long-term memory. Here are the differences types of memory.

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Table 2.1

<table>
<thead>
<tr>
<th>Memory</th>
<th>Duration</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory</td>
<td>250 milliseconds</td>
<td>Large</td>
</tr>
<tr>
<td>Short–Term</td>
<td>20 seconds</td>
<td>4 Chunks</td>
</tr>
<tr>
<td>Long-Term</td>
<td>Years, days, hours, minutes.</td>
<td>Very large</td>
</tr>
</tbody>
</table>

3. Forgetting Phenomena

Forgetting is a phenomenon that someone’s memory is unable to remember to the information or anything that he or she has known before. According to Santrock, “Forgetting is retrieval failure caused by a lack of effective retrieval cues.”\(^{51}\) It can be explained that forgetting is a spontaneous process in which old memories are unable to be recalled from memory storage. For example, when someone promises to send email to his friend, he is confused whether he has sent or not.

Here are some causes of forgetting.

a. Encoding Failure

Encoding failure is the failure to process in the formation into memory.\(^{52}\) It means that encoding failure is a failed process of message formation into memory. For example, teacher may have said something to student as he walked out the door, and students may have heard him, but if students were not paying attention to what he said, it would not get past sensory memory.

b. Trace decay


Trace decay is lost of memory due to the passage of time, during which the memory trace is not use. It can be explained that if someone stores a memory and then fails to recall it periodically, the memory trace weakens and decays.

c. Interference Theory

There are two types of interference theory:

a) Proactive interference
Proactive interference is memory retrieval problem that occur when older in formation interferes with the retrieval of newer information. It means that if older information interferes with the retrieval of newer information, so retrieval problem will occur in memory. For example, if students were to study for English test and then Arabic test, interference could occur in two directions. When taking Arabic test, the English information studied first may proactively interfere with retrieval of the Arabic information.

b) Retroactive interference
Retroactive interference is memory retrieval problem that occur when newer information interferes with the retrieval of older information. It can be explained that if newer information interferes with the retrieval of older information, so retrieval problem will occur in memory. For example, if students were to study for English test and then Arabic test. When taking English test, the more recently studied

54 Saundra K. Ciccarelli and J. Noland White, Psychology, …p. 251
55 Saundra K. Ciccarelli and J. Noland White, Psychology, … p. 251
the Arabic information may retroactively interfere with the retrieval of the English information.

Proactive interference
English, learned beforehand, interferes proactively

Retroactively interference
Arabic, learned afterwards, interferes retroactively

4. The Role of Total Physical Response (TPR) in Retaining Students’ Memory on Action Verbs

TPR is a method that requires students to listen to teacher’s command comprehensively. Later, students observe teacher’s performance and perform what teacher commands. They are automatically involved in teaching learning process, because they prepare the use of multiple modalities such as aural, visual, kinesthetic, and spatial to support in forming long term memories. Setiyadi said, “This is believed that the students who observe the actions also have learning processes. Use of multiple modalities (aural, visual, kinesthetic, and spatial) assists in forming long term memories.” 56

TPR is a kind of method that involves students’ body in performing the action; they listen to teacher’s command, and then perform it well. The experience of those actions can make them always remember about the word. Nation said,

“An advantage of using action, picture, or diagram is that learners see an instance of the meaning and this likely to be remembered.”

The statement above is also supported by Thornburry, he stated that reinforcing a situational presentation with picture, board drawings, or gesture makes it more intelligible, and perhaps more memorable.

In addition, there are many proponents of TPR believe in the importance of having their students enjoy their experiences in learning target language, it can reduce their stress in learning foreign language. Hence, TPR can assist of their long term memory that will be retained in learning foreign language. Advocates of TPR believed that strong feeling of stress has negative effects on long term learning.

According to those proponents of TPR above, it shows that TPR method greatly influence students in learning foreign language, it is able to retain students’ memory in learning target language through its principles, such as students observe teacher’s performance, listen to teacher’s command, perform teacher’s command, and they can reduce the stress through its activity.

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59 Ag. Bambang Setiyadi, Teaching English as A Foreign Language,…p. 131
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the method of research, subject, and object of the study, time and place, research design, the Classroom Action Research (CAR) procedures technique of collecting data, technique of the data analysis, data validity, and criteria of the action success.

A. The Method of Research

The method used in this study is Classroom Action Research (CAR) method which is derived from the root an action research. Because it occurs in the classroom frame, it is called CAR. According to Niff, “CAR encourages teacher to be reflective of his own practice in order enhance the quality of education for himself and his pupils.” 60 It means that CAR is one of researches that requires teacher to practice and give him or her new opportunities to reflect on and assess their teaching.

Meanwhile Hinchey viewed that “Action research is a process of systematic inquiry, usually cyclical, conducted by those inside a community rather than by outside experts; it is goal to identify action that will generate some improvement the researcher believes important.” 61 It means that CAR is process systematic inquiry that leads to an action plan, which frequently generates a new cycle of the process. It is always conducted by those inside a community (teacher, administrators, school counselor, or other stakeholders in the teaching/learning environment) rather than by outside experts. Identify action to increase some improvement in a way of teaching process is the goal of this activity.


Meanwhile, Fraenkel and Wallen said that “Action research is research conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice.” It means that CAR is defined as systematic inquiry that is conducted by teacher, or other stakeholders in the teaching/learning environment. Teacher or researcher needs to identify the real problem in which occur in the classroom, and then solve the problem by doing the action.

According those definitions above, it can be said that action research is one of educational research that is conducted by inside a community such teacher, administrators, or other stakeholders in the teaching-learning environment. It is conducted to develop the quality of education.

B. Subject and Object of the Research

1. Subject

The subject of study is students of Seventh Grade of MTs. Jam’iyyatul Khair Ciputat, academic year 2010/2011. The number of students consists of 24 (twenty-four). It is chosen based on interview result with the English teacher, he recommended that class because they have some the lowest achievement of vocabulary test among the other seventh grade classes, and they also have difficulties to remember English vocabulary especially action verbs. That is why they need an appropriate strategy to help them to retain their action verbs, so that they can improve their scores toward vocabulary.

2. Object

The object of study is Total Physical Response (TPR) to retain students’ memory on action verbs.

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C. Writer’s Role on the Research

In this research, the writer’s role as a teacher who makes lesson plan maker and the assessment or test before CAR (pre-test) and after CAR (post-test) in each final cycle, and the English teacher’s role as observer who observes teaching-learning situation, student and teacher’s performance during teaching-learning process. Afterwards, the writer also collects and analyzes data with English teacher.

D. Place of the Research

The place is MTs Jam’iyyatul Khair Ciputat, academic year 2010/2011. It is located at Jalan WR. Supratman Cempaka Putih, Ciputat.

E. Research Design

The CAR procedure used in this research is Kurt Lewin’s design. Kurt Lewin is one of the first researchers to use the term action research in the 1930s. He designs action research into two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting. Here is the scheme of Kurt Lewin’s design.
Figure 3.1
Kurt Lewin’s Action Research Design

(Taken from Sanjaya, Wina. 2010. Penelitian Tindakan Kelas. Jakarta: Prenada Media Group.)
F. The CAR Procedures

Based on scheme above, the researcher decides to use two cycles in her action research, each cycle consists of four phases. Those are planning, acting, observing, and reflecting. The research will be probably found a new problem or the previous unfinished problems yet. Therefore, it is necessary to continued to the second cycle in line with the same concept of the first cycle. Here are the explanations of its phases.

1. CYCLE I

Planning

After identifying the students’ problem, planning phase is the writer’s first step in CAR. In planning phase, she makes the lesson plan based on the syllabus, chooses the topic based on syllabus, reviewing related literature, and then determines appropriate teaching aids to support the using of total physical response activities. The writer also makes the evaluation to know students’ achievement at the end of cycle, and then prepares the instrument to notice all activities in the classroom. In this cycle, the writer decides to choose three meetings.

Acting

In the acting phase, the writer implies the planning that is made by her. The writer gives material based on the lesson plan that has been made. Later, the writes begin the research process more deeply based on her lesson plan. The teacher presents the topic that will be learned by using TPR.

The writer decides to take the action phase during two weeks. To know the step of this research, the researcher makes the schedule of research as follows:
Table 3.1
The schedule of Research

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>July</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td><strong>Preparation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arrange concept of</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>implementation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arrange the instrument</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td><strong>Implementation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cycle I</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Cycle II</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Arrange Report</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arrange concept of report</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Complete draft of report</td>
<td></td>
</tr>
</tbody>
</table>

Observing

In observing phase, the writer as observer always notices all of activities in the classroom, such as class situation. The writer also observes students’ participation, enthusiasm, response, achievement, and other data is found during the teaching-learning process. The writer notices the class situation using the field note and observation sheet, and then she sometimes asks some student’s opinion about the process of teaching-learning on action verb to retain memory by using Total Physical Response.
Reflecting

Reflecting phase is designed to reflect researcher action in teaching learning process, it is based on data that have been collected. After collecting data, the writer has to analyze data and reflect with English teacher by using result of the observation, whether Total Physical Response is the good way to retain memory on action verbs at seventh grade student of MTS Jam’iyyatul Khair Ciputat or not. If the first plan is unsuccessful, so it should be directed to the next cycle or re-planning, re-acting, and re-observing to reach goal which is desired. The unsuccessful goal has been solved until the main goal is reached.

2. CYCLE II
Planning

After identifying the problems found cycle 1, the writer decides to revise her lesson plan, reselect topic, reviewing related literature and teaching aids, thus students will motivate to study action verb by using Total Physical Response, finally they can get a better retaining memory on action verbs. In this phase, the writer uses many teaching aids, such as realia and picture to support Total Physical activity, thus students feel more interesting than usual activity. In this cycle, the writer also decides to choose three meetings, and then prepares instruments.

Acting

In this phase, the writer does the action based on the new lesson plan which is emphasized on the problem that occurs in cycle I. The teacher presents the topic that will be learned by using TPR and some visual aids such as realia and picture. Later, the writer gives a posttest to students after doing the action.
**Observing**

In cycle II, the writer observe as same as at cycle I. She observes and notices all of activities that occur in the classroom. The writer also notices the class situation using the field note and structured observation sheet. In the phase, the writer also asks someone to be observer, she observes and uses camera to capture the class situation.

**Reflecting**

In this cycle, reflecting phase is designed to reflect the writer’s action in cycle II, it is based on data that have been collected. The writer has to analyze data and reflect with English teacher by using result of the observation. The writer also analyzes observation data, interview data, pre-test and post-test based on criteria success. If the result of cycle II has reached the main goal, thus the writer should stop her research. In the other hand, if the result of cycle has not reached the main goal, thus the writer has to direct to the next cycle until the main goal is reached.

**G. Instrument of Research**

In this research, the writer conducted four instruments; they are observation, questioner, interview, and test. Here are the explanations.

a. Observation

In this research, the writer used field note, sheet of pre-observation of teaching learning, and sheet of observation of teaching learning to observe the situation of English class, students’ performance, and English teacher’s and the writer’s performance. Field note is done during implementing CAR. Sheet of pre-observation of teaching learning is done before implementing CAR, it is purposeful to know English teacher’s performance, and sheet of observation of teaching learning is done during implementing CAR.
b. Questioner

The writer conducted questioner to 24 students. Questioner is done before implementing CAR, it is purposeful to know students’ difficulty in English learning. Questioner is done after implementing CAR, it is purposeful to know students’ response about TPR activities in learning action verbs.

c. Interview

The writer conducted the interview to English teacher; it is done before and after implementing CAR. Interview is done before implementing CAR, it is done to make sure whether the data of observation in line with the result pretest or not. Post test I is done after implementing action in cycle I. post test II is done after implementing action in cycle II, it is done to measure students’ vocabulary on action verbs after implementing TPR in cycle II.

d. Test

The writer used pretest, post test I, and post test II in this research. Pretest is done before implementing CAR, it is done to make sure whether the data of observation in line with the result pretest or not. Post test I is done after implementing action in cycle I, it is done implementing action in cycle I, it is done to measure students’ vocabulary on action verbs after implementing TPR in cycle I. Post test II is done after implementing action in cycle II, it is done to measure students’ vocabulary on action verbs after implementing TPR in cycle II.

H. Technique of Collecting Data

Technique of collecting data in this research used qualitative data (experience-based) and quantitative data (number-based). In this research, the writer decides to collect the qualitative data from observation within the physical activity in the classroom, questioner, students and interview to be presented for the teacher. On the other side, the quantitative data used is pre-test and post-test. Here are the explanations.
a. Observation

In this research, the writer and English teacher act as observer. The writer and English teacher observe all of student’s activity in the learning activity, such as their response on the using of Total Physical Response and class situation, and English teacher also observes the writer’s performance. In this stage, all of teaching learning aspect should be noticed is to make sure whether is teaching-learning activity in line with the lesson plan or not. The writer also uses observation sheet to know their improving in retaining action verbs, and she uses field not to notice the condition of classroom activity.

b. Questioner

The questioner is presented for students before and after CAR. The writer uses questioner for knowing students’ difficulties in learning and retaining action verbs before CAR. Subsequently, the writer uses questioner for knowing whether CAR process success or not.

c. Interview

In this research, the writer decides to use interview to English teacher. The interview process is began the teaching-learning activity, the writer asks about the students’ condition involving English class, the average mark of English class, what are problems that usually occur in English class, and etc. The interview process is also used by the writer after CAR. It is purposeful stage to know students’ response on action verbs learning through Total Physical Response, teacher’s response toward the idea of Total Physical Response method in action verbs learning.

d. Test

The test used in this study is pre-test and post-test. The pre-test is done before implementing Total Physical Response method. It is used to measure students’ vocabulary on action verbs at first. It is used to make sure whether the data of observation in line with the result of pre-test or not. In the other hand, the post-test is done after using Total Physical
Response in action verbs learning. It is used to measure students’ vocabulary on action verb after implementing Total Physical Response method. In this research, the writer chooses the form test of multiple choices. It is contained of twenty items. The test is held on the third action of each cycle.

I. Technique of the Data Analysis

The writer uses the observation of teaching-learning activity and the interview before and after CAR in the analyzing of qualitative data. In the other hand, the analysis quantitative data used is numerical data. In analyzing the numerical data, the writer uses this formula.\(^{63}\)

\[
p = \frac{f}{N} \times 100\% \tag{1}
\]

After having percentage frequency, the researcher looks for the average mark by using this formula.\(^{64}\)

\[
M = \frac{X}{N} \tag{2}
\]

---


M : Mean
X : Individual score
N : Number of students

To identifying improvement of students’ score from pre-test up to students’ average score in cycle 1 and cycle 2, the writer uses the formula:  

\[
P = \frac{y - y_1}{y} \times 100\%
\]

\[
P = \frac{y_2 - y}{y} \times 100\%
\]

P : percentage of students’ improvement
y : pre-test result
y1 : post-test 1
y2 : post-test 2

I. Data Validity

Validity is the most important variable in judging the adequacy of a measurement instrument. There three are kinds of validity in action research. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In this research, the writer uses democratic, outcome and process validity. Outcome validity contains concept that action research leads to successful outcome in your context of action research. Meanwhile, process

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validity requires the researcher’s competent is absolutely needed to determine quality of research process and process of collecting data.

“Outcome validity requires that the action emerging from a particular study leads to the successful resolution of the problem that was being studied, that is, your study can be considered valid if you learn something that can be applied to the subsequent research cycle.”\textsuperscript{67} Based on this statement, the outcome validity could be seen from the result of the test. When the result of cycle two is better than cycle one, it means that the study is successful. Then, Process validity is could be seen from the result of observation. Thus, the writer observes and notes all of activity in teaching-learning process. The writer modifies strategies when there have a mistake in teaching learning process. As stated by Geoffrey that “Process validity is the validity that requires a study has been conducted in a “dependable” and “competent” manner.”\textsuperscript{68}

J. Criteria of the Action Success

CAR is called successful research if the criterion that has been determined is reached. Meanwhile, if the criterion has not been reached yet, thus the next cycle has to done. The criterion is fixed by teacher and researcher.

In this research, teacher and researcher determine when there are 70% of students achieve any improvement; gaining score 70 (seventy) of vocabulary test started from the pre-test until the second post-test in cycle two. It can be stated that successful CAR, and next action will be stopped. Meanwhile, there are no 70% of students achieve any improvement; it can be called unsuccessful CAR. Thus, the next cycle has to done.


\textsuperscript{68} Geoffrey E. Mills, \textit{Action Research: A Guide for the Teacher Researcher}, … p. 84
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

In this research finding, the writer presents the data that have been collected. The data description consists of the description of data from observation, data from interview, questioner and the test.

A. Description of Data Before Implementing the Action

1. Data of Pre Observation

Pre observation was used by writer to observe the process of teaching learning activity before implementing the action. It was held on the 26\textsuperscript{th} and 31\textsuperscript{st} July 2010 at VII class of MTs Jam‘iyyatul Khair Ciputat academic year 2010/2011. The class consists of 24 students.

The pre-observation process was conducted by observing English teacher and students in the teaching-learning process. In the teaching-learning process, teacher taught new vocabulary monotonously, he just wrote it and its definition on the white board, and then asked them to memorize. In other occasion, he chosen to drill some new vocabularies, later he translated it into Indonesian Language orally. It made the students was not motivated and they felt boredom in vocabulary learning. In addition, when the teacher asked the students to answer question or do the task, the students asked about the meaning of vocabulary although it had been taught before. They seemingly got it, thus they asked him.

2. Data of Pre Interview

In this research, Pre interview was done on Wednesday, July 28\textsuperscript{th} 2010 at 11.00 A.M. It was conducted to interview the teacher at MTs Jam‘iyyatul Khair Ciputat. This instrument gathers information from English teacher about his students’ difficulty in learning English lesson and his teaching method.
In this part, the writer asked about what problems are that usually occur in English class. He told that the students faced many difficulties in English lesson, especially in vocabulary skill. They were not able to remember action verbs. They always ask about the meaning of words when he asked some questions and tasks. They seemed that they forgot the words although the teacher had already explained it before. Thus, they could not answer questions and task, it is proved with their score were below *Kelengkapan Kriteria Minimum* (KKM). Meanwhile, relating with her teaching method, he said that he just wrote it on the white board and asked them to memorize. In other chance, he gave English vocabulary by drilling and then he translated it orally.

3. Data of Pre Questioner

Before the teaching action would be implemented, the writer gave questioner to the students. Pre Questioner was done on Wednesday, July 28th 2010 at 10.15 A.M. It was conducted to ask students at MTs Jam’iyyatul Khair Ciputat by using rating scale. The writer took 24 students to answer the questioner. The questioner is about students’ feeling during English lesson and their responses toward English teacher’s method in teaching-learning process at VII grade of MTs Jam’iyyatul Khair Ciputat. The result of pre-questioner can be seen in appendix V.

The researcher had asked 10 questions to 24 students. Based on the result of pre-questioner, there are many important points as following:

1. There were 12.5% students who strongly agree that English vocabulary is one of difficult skill in English, there were 75 % who agree that students got difficulty in learning English vocabulary, and then there were 12.5% who were doubtful about their difficulty in learning English vocabulary. It means that students mostly got difficulties in learning vocabulary.

2. There were 8.33% students who strongly agree that students got difficulty in remembering English vocabulary, there were 70.83%
who agree that students feel difficulty in remembering English vocabulary, and then there were 20.83 % who were doubtful about their difficulty in remembering English vocabulary. It means that students mostly got difficulties in remembering vocabulary.

3. There were 79.17% students who strongly disagree that students did not have difficulty in remembering some action verbs, there were 16.67% who were doubtful that students could remember about some action verbs such as put, play, and then there were 4.16 % who agree that they could remember about action verbs such as put, take, and play. It can be explained that students easily forget about action verb.

4. There were 66.67% students who disagree that they were happy and active when their teacher taught them through drilling, and then there were 33.33 % who were doubtful about their feeling, students undecided that they were happy and active when their teacher taught them by drilling. It showed that students really did not understand and remember when the teacher explained action verb by using drill.

5. There were 8.33% students who strongly agree that they were not interested in action verbs learning when their teacher taught them through drilling, and asked them to memorize, there were 66.67% who agree that they are not interested with teacher’s method in action verbs learning, and then there were 25 % who were doubtful that students are interested in action verbs learning through drilling and memorizing. It showed that students mostly were not interested to write and memorize in learning action verb.

6. There were 16.67% students who strongly agree that they were not able to answer teacher’s question about action verbs, and there were 83.33% who agree that students could not answer teacher’s question about action verbs. It can be explained that students are not able to answer teacher’s question about action verbs.
7. There were 12.5% students who strongly disagree that they could remember action verbs easily when the teacher taught them through drilling, there were 66.67% who disagree that they easily remember action verbs through drilling, and then there were 25% who were doubtful that students could remember action verbs easily through drilling. It means that students were difficult to remember the word through drill and copying word from whiteboard.

8. There were 12.5% students who strongly agree that they felt boredom about their experiences in action verbs learning through memorizing, there were 79.17% who agree that students were not enjoyable in action verbs through memorizing, and then there were 8.33% who were doubtful that they were interested in action verbs learning through memorizing. It means that students really felt bored to memorize vocabulary.

9. There were 25% students who strongly agree that their teacher often asked them to write and memorize some action verbs, and then there were 75% who agree that students wrote and memorized some action verbs in English class. It means that teacher usually use drill method in learning vocabulary.

10. There were 87.5% students who disagree that their teacher never used Total Physical Response in action verbs learning, and then there were 12.5% who were doubtful that teacher did not use Total Physical Response in action verbs learning. It showed that the teacher have never taught action verbs by using TPR.

Based on the information above, students felt bored when the teacher taught vocabulary especially action verb by using memorizing and drill. Because of that, the students can easily forget the words. The teacher should use new method to teach action verb in order that the students will be more active and able to retain their memory on action verbs.
4. **Data of Pre-test**

The pretest had done before the CAR, it was held on August 2\textsuperscript{nd} 2010 at 10.15 A.M. It used to measure the student’s vocabulary, especially in action verbs. The test was consisted of 20 questions. They were multiple-choice form. It must be done during 20 minutes. The result of pretest determined that the mean of pretest was 51.87.

There were only two students who derived the score above the criterion of minimum completeness (KKM) meanwhile the other 22 students were below that criterion. The lowest achievement gained score 35. From that analyzing, it could be seen that almost of students’ action verbs was still low.

B. **Description of Data in Implementing Action**

1. **CYCLE I**
   
   a. **Planning**

   After doing pretest, the writer made a lesson plan and selected the appropriate material. There were three lesson plans in cycle I; the topics were asking someone to do something, forbidding someone to do something, and shopping. In this cycle, the writer prepared some visual aids to support TPR activities such realia and picture. In addition, the writer also made unstructured observations to observe teaching-learning activities.

   b. **Acting**

   The acting of cycle I was accomplished on August 4\textsuperscript{th}, 11\textsuperscript{th}, and 16\textsuperscript{th} 2010. In this phase, the writer did action based on lesson plan had been made. The students were given some action verbs by using TPR. In the first meeting, the writer divided four sessions in giving some action verbs. There were four sessions of each meeting. Each session consists of three action verbs. The action verbs given in first meeting were sit down; stand up, walk, sing, dance, swim, read, listen, write, wash, cook, and water. The action verbs that would be taught in the second meeting were open, close,
clean, run, clean, watch, turn on, turn off, drink, eat, run, and jump. The last meeting of cycle I would be taught some action verbs, such as put, take, hold, point, touch, bring, throw, look, and count, give, pull, and push.

1). Pre-teaching

In the first meeting of cycle I, the writer greeted the students, Later, she motivated students by using games, and then she explained the topic which would be discussed by using TPR and the competence that would be achieved. In the second and third meeting, the writer reviewed the lesson by using games.

2). While teaching

In the first meeting of cycle I, the writer explained briefly about the method used in teaching-learning process by using students’ native language. Thus, students had some ideas about what they had to do.

In this phase, the writer asked two students to be volunteers. Next, the writer acted some action verbs along volunteers. The writer had to persuade students, because they were not confident. Later, she asked the others students to be volunteers. They had to listen to her, and performed same action verbs along with the writer. She intentionally chose two students whom were confident to be second volunteers. Next, the writer wrote the words which had studied on the whiteboard. She performed each word that had been written. Then, the students wrote it on their book.

3). Post teaching

The writer asked three students to perform action verbs that had been taught. Then, she asked two students to summarize the lesson. Finally, the writer encouraged students to be confident in performing some action verbs, and then ended the lesson.
c. Observing

The writer as observer noted all of students’ activity in teaching-learning process. In this cycle, the writer saw that the teaching-learning process was not running well. Many of students were not confident to perform some action verbs, they had to be persuaded, and thus they wanted to perform it. Some students were confused when they wanted to perform the writer’s commands. One of students did not want to perform action verbs; he told the writer that he was sick. In teacher’s performance, she gave the commands loudly, but there were many students asked her to repeat her command, she probably gave the commands too fast.

In addition, the writer also noted the situation of class. It was crowded in the first meeting. It was also occur when the writer divided students into group or team, but they seemed more enthusiastic to do the exercise.

d. Reflecting

The writer decided to modify the action because the posttest I showed only 33.33% who passed the KKM. It could be showed that the writer should do the next cycle.

The writer felt satisfied enough because there is real students’ improvement in remembering action verb although the teaching learning target could not accomplish yet, it could be seen from comparing posttest I and pretest score.

In implementing TPR, the writer felt unsatisfied. The teaching-learning process was not running well. First, teacher’s performance. She gave the command too fast, thus students were confused to imitate her. In this case, the writer as teacher decided to give command clearly and slowly. Second, students’ response. They were not confident to response teacher’s command. To solve this problem, the writer decided to encourage them, motivate them and taught more enthusiastic than last performance. In solving this problem, the writer made a strategy, she would gave command
collectively first, then individually. Thus, they can perform it confidently. Third, the writer had difficult to manage the class, the students joked too much. Hence, she tried to apply discipline. The student who break the rule, he or she would get a punishment, such as she or he have to give command in front of class as teacher.

2. CYCLE II

a. Planning

In this phase, the writers made and modified her lesson plan based on experience of reflecting in the first cycle. Activities in the second cycle were almost similar to the activities in the first cycle. However, there were any modifications in the second cycle; there must be allocation of time to provide collectively activity, thus students felt more confident to perform some action verbs.

In this phase, the writer also selected the appropriate material. There were three lesson plans in cycle II; the topics were the same as the topic of cycle I. As usual, the writer also prepared some visual aids to support TPR activities such realia and picture. In addition, the writer also made unstructured observations to observe teaching-learning activities. In addition, she also prepared for making posttest II.

b. Acting

Acting of cycle II was accomplished on August 23rd, 25th, and 30th 2010. In this phase, the writer did action based on lesson plan had been made. The writer conducted the teaching-learning process to get better result that was significant in retaining students’ memory on action verbs by using TPR. As usual, there are three session of meeting. Each session consist of three action verbs. The action verbs given in first meeting were Sit down, stand up, walk, sing, dance, swim, read, listen, write, wash, cook, and water. The action verbs would be taught in second meeting were open, close, clean, run, clean, watch, turn on, turn off, drink, eat, run, and jump.
The last meeting would be taught some action verbs such as Put, take, hold, point, touch, bring, throw, look, and count, give, pull, and push.

1). Pre-teaching

In this phase, the writer greeted the students, and then reviewed the action verb that has been taught last meeting by using games. The condition of class was very crowded, but the writer could control it. The students were very enthusiastic to follow games.

2). While teaching

In this phase, the writer asked two students to be volunteers. They sat on the chairs that were line up facing other students. They had to listen to her, and performed three action verbs without the writer. Next, the writer asked two students to be volunteers; they had to do some actions without the writer. She just observed and gave the commands. They repeat some actions as many times as necessary. Then, she asked all of students to perform all of action verbs that had been taught. Afterwards, the writer presented the second and third three action verbs. Furthermore, the writer asked one student to be volunteer. She gave commands and her classmates acted it out. The students were more active and confident than the first cycle.

3). Post-teaching

The writer evaluated the students using games. They were enthusiastic in following games. They could answer the writer’s question and classmates’ question correctly. Then, the writer motivated the students to be more an active students in the class. Finally, she ended the lesson.

c. Observing

As observation in cycle I, observation in cycle II also was done to get the data from the students’ progress during their activity when teaching learning process occurred. It was expected that the result in the second cycle would be better than which had been achieved in the first cycle.
Students’ responses in cycle 1 were not good. Some students were not confident; they were shy to perform some action verbs. The teaching-learning process was not running well. It was so crowded when the writer divided class into group. However, in cycle 2, the students’ responses were very good; they were very enthusiastic to follow the teaching learning process although they had fast. The students looked more confident to perform some action verbs. They wanted to perform some action verbs in front their classmates voluntarily. They also could perform some teacher’s command directly.

The situation of class was more controlled than the first cycle; students listened to the teacher attentively. They seemed more enthusiastic to do TPR games.

d. Reflecting

After analyzing the data and evaluating the result of observation of teaching learning process in cycle 2, the writer evaluated that the students’ ability to retain action verbs more longer than before. Students were more confident; they asked to be performer voluntarily. In teacher’s performance, she gave commands clearly and slowly, thus most of students could respond teacher’s command directly and correctly. They also seemed more enthusiastic in teaching-learning process; it can be seen from their active in doing some TPR games. They performed some action verbs and guessed it energetically.

Based on the result of cycle 2, the writer concluded that students can retain more longer on action verb by using TPR, it can be proved through the result of posttest II, it showed 83.33% who passed KKM.
C. Description of Data After Implementing the Action

1. Data of Post Interview

In this research, Post interview was done on Wednesday, September 1st 2010 at 11.00 A.M. It was conducted to interview the English teacher at MTs Jam’iyyatul Khair.

This instrument gathers information from English teacher about the teacher’s response concerning TPR through CAR that had been done. In this section, the writer asked some questions. First, the writer asked about the students’ condition in the teaching learning process after applying TPR. He told that the students’ condition were better than before. They were more confident to perform and answer questions, they were more active in learning, such as in performing and giving commands, asking questions, and involving in TPR activity and games. Beside of those, TPR could make learning more enjoyable. Thus, students did not felt bored.

Later, the writer asked about the development of students’ skill in remembering action verbs after implementing TPR. He stated that her students’ skill had increased than before. Students were able to perform the writer’s command and gave command to other students, and then they could answer the writer’s question and tasks correctly. In reviewing lesson, they mostly could comprehend the writer’s command and answered the writer’s questions.

Finally, the writer asked about the teacher’s opinion about the applying of TPR. He said that this technique is very good to be applied to her students in remembering action verbs. Initially, she doubted with applying of TPR at the first meeting, because the students’ condition were very crowded. Subsequently, he was sure this method at the second meeting, because it could interest them to be more active and enthusiastic, and then they were able to answer correctly without having memorization that made them felt bored. He added that TPR could make learning more enjoyable, because it could be applied through the games, so students were happy and enthusiastic in learning action verbs.
2. Data of Questioner

After the teaching action had been implemented, the writer gave questioner to the students. The questioner was given at the end of meeting after school time, in order that it will not disturb the teaching learning process. The writer took 24 students to answer the questioner. The questioner is about their feeling during English lesson and their responses toward the implementation of TPR in retaining students’ memory on action verbs at VII grade of MTs Jam’iyyatul Khair Ciputat. The result of post questioner can be seen in appendix VI.

The researcher had asked 10 questions to 24 students. The information above showed that

1. There were 20.83% students who strongly agree that they got enjoyment in action verbs learning through TPR, and then there were 79.17 % who agree that students were mostly interested and enjoy in learning action verb through TPR.

2. There were 87.5% students who disagree that they were not confident to demonstrate some action verbs through TPR, and then there were 12.5 % who undecided. It can be explained that students really were not diffident to perform the action.

3. There were 25% students who were strongly agree that they really remembered some action verbs through TPR, and then there were 70.83 % who agree and 4.17% undecided. It means that students easily remember the words through TPR.

4. There were 91.67% students who disagree that they got difficulty in action verbs learning through TPR, and then there were 8.33 % who undecided. It showed that students could easily understand about action verb by using TPR.

5. There were 91.67% students who disagree that they got boredom in action verbs learning through TPR, and then there were 8.33 % who undecided. It can be determined that students mostly did not felt bored when the teacher
taught action verbs by using TPR. They were really enjoyable in teaching-learning process.

6. There were 20.83% students who strongly agree that they were interested in following TPR’s activities, there were 75% who agree that students did not fell boredom in action verbs learning through TPR, and then 4.17% undecided. It means that students were enthusiastic in learning action verb by using TPR.

7. There were 8.33% students who strongly disagree that they were tired in action verbs learning through TPR, there were 79.17% who disagree that they were not active in following action verbs learning through TPR, and then there were 12.5% who undecided. It can be explained that students were enthusiastic to perform some action verbs. They were not tired.

8. There were 16.67% students who strongly agree that they were not sleepy in following action verbs learning through TPR, and then there were 83.33% who agree. It means that students were not sleepy in learning action verbs. They were enjoyable and active.

9. There were 12.5% students who strongly disagree that they were more enthusiastic to follow drilling rather than TPR’s activities in action verbs learning, there were 83.33% who disagree that students were interested to learn action verbs through drilling, they were more enthusiastic to learn action verbs through TPR’s activities and then there were 4.17% who undecided. It means that students mostly were more enthusiastic to learn action verb through TPR than drill.

10. There were 8.33% students who strongly agree that they were confident to answer teacher and friends’ question about action verbs, there were 87.5% who agree that they were enthusiastic in answering some action verbs, and then there were 4.17% who undecided. It means that students mostly were active in asking and answering teacher’s questions.

According to explanation above, most students liked and enjoyed to learn action verbs by using TPR, it was enjoyable method, so the
students were enthusiastic in learning action verbs. Moreover, the students become more confident, more enjoy, more active and easier to understand, and they also easily to remember the words without memorization.

3. **Data of Post test**

To know the progress of students’ ability in retaining memory on action verbs, the writer displayed students’ progress on their pre-test, post test I, and post test II.

<table>
<thead>
<tr>
<th>Student</th>
<th>X</th>
<th>Y1 (Post-test I)</th>
<th>Y2 (Post-test II)</th>
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<tbody>
<tr>
<td>1</td>
<td>45</td>
<td>60</td>
<td>70</td>
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<td>2</td>
<td>40</td>
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<tr>
<td>16</td>
<td>60</td>
<td>65</td>
<td>80</td>
</tr>
</tbody>
</table>
The table above shows that the average score of pre-test is 51.87. In post-test I, the average score is 65. In addition, in post-test II, the average score is 79.16. The improvement result of the implementation between pre-test and post-test is 13.13. Moreover, the improvement result of the implementation between pre-test and post-test is 14.16. So, there is a significant improvement of students’ achievements in retaining students’ memory on action verb.

In analyzing numerical data, the writer compared the test result between pretest and posttest of each cycle. Before carrying out the CAR, the writer gave students the pretest. The mean score of the pretest was computed such following

\[
\bar{X} = \frac{\sum x}{n}
\]

*: The student who passed the KKM (70)
Based on that computation, the mean score of the class in pretest was 51.87. On the other side, to know the class percentage whose passed the KKM using the formula as:

\[
F = \frac{P}{N} \times 100\%
\]

\[
P = \frac{4}{2} \times 100\%
\]

\[
P = 8.33\%
\]

From that calculation, there were two students who passed the KKM, so after dividing with the number of students in the class and altering that into percentage, it could be derived about 8.33% students whom passed the KKM.

Next, after scoring the pretest the writer calculated the result of posttest 1. It was to know the improvement from the pretest to posttest 1 result. However to measure that improvement, it was needed to know the mean score of the class by using the formula as:

\[
\sum x
\]

\[
X = \frac{\sum x}{n}
\]

\[
1560
\]

\[
X = \frac{1560}{24}
\]

\[
X = 65
\]

It was known that the mean score of the class in the posttest 1 derived 65. It gained any improvement 13.13 from the pretest or having
25.31% from the pretest to the posttest 1 result. To know that improvement into percentage, the writer calculated as following:

\[ \frac{y_1 - y}{y} \times 100\% \]

\[ \frac{65 - 51.87}{51.87} \times 100\% = 13.13\% \]

\[ \frac{13.13}{51.87} \times 100\% = 25.31\% \]

In the 1st cycle of posttest 1, there were 8 students who passed the KKM. If it was calculated into class percentage, it was derived 33.33% through the formula:

\[ \frac{F}{N} \times 100\% \]

\[ \frac{8}{24} \times 100\% = 33.33\% \]

In the end of cycle two, the mean of students’ score in action verb posttest 2 gained 79.16. It was derived from:

\[ \frac{\sum x}{n} \]

\[ \frac{1900}{24} = 79.16 \]
To know the improvement from the pretest to posttest 2 into percentage, after getting the mean score 79.16, the writer made a percentage calculation as following:

\[
\frac{y_2 - y}{y} \times 100\% = \frac{79.16 - 51.87}{51.87} \times 100\% = 27.29\%
\]

Based on that computation, it could be seen that the posttest 2 had 52.61% improvement from the pretest or 27.3% (52.61 – 25.31) improvement from the pretest 1. Meanwhile, to know the percentage of the class that passed the KKM, it could be calculated as following:

\[
\frac{F}{N} \times 100\% = \frac{20}{24} \times 100\% = 83.33\%
\]

In the end of cycle two, the result of the posttest showed that there were 20 students or 83.33% who passed the KKM. It improved from the pretest which gained only 8.33% and in the post-test 1 which had any improvement become 33.33%. Therefore, based on the class percentage result from the pretest to the posttest 2 in the second cycle improved about
75% (83.33 – 8.33). It proved that the target of CAR success in which minimum 70% students passed the KKM could be achieved.

D. Interpretation of Test Result

As a whole, the interpretation of the data results among the pretest, the posttest of cycle 1 and the posttest of cycle 2 are as following:

In the pretest, the mean score of students on vocabulary test before carrying out CAR is 51.87. It is the result of students’ score before the using of TPR. Meanwhile, the class percentage which passes the KKM is 8.33%. It means that there are only two who are able to pass the KKM, and there are 22 students who are not able to pass the KKM.

Moreover, the mean score in the posttest of cycle 1 is 65. It means that the improvement result of the implementation between pre-test and post-test is 13.13 (65-51.87). It is not enough to reach the research target and still need to be improved. Meanwhile, the class percentage which passes the KKM in posttest I is 33.33%, it means that there are 8 students who pass the KKM, and there are 16 students whose score still under the KKM. It means that still needed more improvement because it could not achieve the target yet of success CAR. Thus, the writer continues to cycle II.

Afterwards, the mean score in the posttest of cycle II is 79.16. It shows that the improvement result of the implementation between post-tests I and post-test II is 14.16 (79.16-65). So, there is a significant improvement. There are 20 students whose pass the KKM, and there are only 4 students whose score still under the KKM. This class percentage shows some improvements 75% from pretest (8.33%). It proved that the post-test II has fulfilled the target of CAR success. It is above 70% students could pass the KKM. Thus, it can be said that CAR is success, and then the writer stops her research.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research that was conducted at first grade students of MTs Jam‘iyyatul Khair Ciputat in 2009/2010 academic year, it can be concluded that using Total Physical Response (TPR) can retain students’ memory on action verbs. It could be proved based on the several facts. First, related to observation result, students were more active and enthusiastic in learning action verbs, and they were able to follow the writer’s command correctly. Second, related to the questioner, it could be conclude that students did not felt bored, TPR activity could make learning more enjoyable, thus they were enthusiastic to learn and remember action verbs easily. Third, related to the interview, English teacher saw that students were more active and confident, they were enthusiastic in following TPR’s activities, and then they were able to perform commands correctly. Finally, related to the test result, the students’ achievements in pre-test and post-test showed a significant improvement. Initially, the students’ average score in pre-test was 51.87, there were 2 of the whole students who could pass the KKM. Afterwards, the students’ average score in post-test I was 65, there were only 8 of the whole students who could pass the KKM. Finally, the students’ average score in post test II was 79.16, there were 20 of the whole students who could pass the KKM, and there only 4 of students who could not pass the KKM. Based on these result, the researcher concluded that teaching action verbs by using Total Physical Response at first grade of MTs Jam‘iyyatul Khair could retain students’ memory on action verbs.

B. Suggestion

After concluding the result of this study, the writer would like to offer some suggestions. First, it would be better for the teachers to use Total Physical
Response because this method can retain the students’ memory on action verbs. Besides, it could make learning more enjoyable. Second, the students should be more confident and active in teaching learning process, and then the teacher and the students should work together in teaching and learning process, the teacher should think the various methods, and students should actively contribute in teaching-learning process.
BIBLIOGRAPHY


http://en.wikipedia.org/wiki/Talk: Memory
Interview Guidelines for the Classroom Action Research Data

(Before CAR)

Location: MTs Jami’iyyatul Khair Ciputat
Interviewer: The Researcher
Interviewee: The Teacher

Interviewer: Bapak sering menemukan masalah apa dalam mengajar Bahasa Inggris?
Interviewee: Banyak sekali masalah yang timbul mba, seperti murid tidak mengetahui kosakata pada bacaan tertentu, tidak mengerti grammar, pelafalan kosakata yang kurang benar.

Interviewer: Dalam bahasa Inggris terdapat banyak skill, menurut bapak skill mana yang paling susah dipahami oleh siswa?
Interviewee: Menurut saya sih kosakata. Saat saya meminta untuk berbicara Bahasa Inggris, siswa sering merasa kebingungan dan panik, karena mereka tidak mengetahui kosakata yang akan diucapkan saat berbicara.

Interviewer: Berarti kosakatanya yah pak, lalu kosakata apa yang sering ditanyakan siswa?
Interviewee: Kosakata yang berbentuk kata kerja seperti mengambil, bermain, menaruh. Padahal kosakata tersebut telah dipelajari, namun anak-anak masih sering lupa. Saat saya menyuruh anak untuk berbicara, membaca, dan membuat kalimat dalam Bahasa Inggris, mereka cenderung selalu bertanya, dan alasan mereka selalu lupa.

Interviewer: Kelas satu yang mana pak yang mengalami kesulitan itu?
Interviewee: Semuanya. Tapi yang sering berkendala sih VII.B

Interviewer: Bagaimana cara bapak mengajarkan kosakata tentang action verb kepada murid?
Interviewee: Karena tidak ada media gambar tentang action verbs, saya hanya menggunakan media papan tulis, seperti menulis kosakata, kadang saya juga drill pada anak-anak.
Interview Guidelines for the Classroom Action Research Data  
(After CAR)

Location : MTs Jam‘iyyatul Khair Ciputat  
Interviewer : The Researcher  
Interviewee : The Teacher  

Interviewer : Bagaimana kondisi siswa bapak dalam pembelajaran action verb setelah menggunakan tehnik Total Physical Response (TPR)?
Interviewee : Setelah mbak menggunakan TPR dalam mengajar action verb, anak-anak menjadi percaya diri dan antusias dalam pelajaran.

Interviewer : Bagaimana perkembangan kemampuan siswa bapak dalam mengingat action verb setelah menggunakan TPR?
Interviewee : Anak-anak cepat menangkap dan mengingat tentang kosakata yang telah diajarkan. Mereka dengan semangat dapat menjawab pertanyaan guru dan temannya. Setiap anak menjadi semakin aktif dan bersemangat dalam mempelajari action verb.

Interviewer : Bagaimana pendapat bapak mengenai metode TPR untuk pembelajaran action verb kepada siswa-siswa bapak?
Interviewee : Metode TPR sangat sesuai untuk diterapkan dalam mempelajari action verb. Anak-anak aktif dan sangat antusias, apalagi ketika mbak menyelipkan games yang berkaitan saat proses pengajaran, jadi anak-anak semakin antusias dan tidak bosan saat mempelajari action verb, sehingga mereka juga dapat mudah juga untuk mengingat kosakata yang telah dipelajari, karena mereka menyenangi dalam mengikuti pembelajarannya.
Interviewer : Apakah bapak merasa terdorong untuk menggunakan metode TPR saat mengajarkan action verb?

Interviewee : Ya tentu saja mbak, TPR sangat sesuai untuk pengajaran action verb, selain membuat siswa tidak bosan dalam mempelajari action verb, TPR juga dapat membuat suasana kelas menjadi menyenangkan dan siswa lebih mudah mengingat action verb.
Sheet of Pre-Observation of Teaching Learning Process

Place : MTs Jam’iyyatul Khair
Day/Date : July 26\textsuperscript{th}, 2010
Topic : Asking someone to do something

<table>
<thead>
<tr>
<th>No</th>
<th>Objects that are observed</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher’s activities</td>
<td>- The teacher wrote some sentences about how to asking someone to do something. Then, she answered the meaning of words orally, and finally she drilled some action verbs to the students.</td>
</tr>
</tbody>
</table>
| 2. | Students’ activities      | - The students listened to the teacher’s explanation  
- The students wrote some sentences on their book  
- Some students didn’t write. They only talked with their classmates.  
- The students were mostly passive, there were three or five students answered teacher’s questions.  
- The students always ask the meaning of action verbs although the teacher had already drilled them, there were three students who asked the same questions about the meaning of action verbs. |
| 3. | Interaction between the teacher and the students | - The teacher was dominant in teaching-learning process; the students just listened and wrote some sentences.  
- Lack of students interaction |
| 4. | Evaluation                | - The teacher took the students’ score from LKS and there was feedback from only a few students |
Sheet of Pre-Observation of Teaching Learning Process

Place : MTs Jam’iyyatul Khair
Day/Date : July 28th, 2010
Topic : Forbidding someone to do something

<table>
<thead>
<tr>
<th>No</th>
<th>Objects that are observed</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher’s activities</td>
<td>- The teacher asked one of students to read LKS about how to Forbidding someone to do something, then the teacher wrote some sentences and explained it. She explained the meaning of words orally. For remembering, she drilled some action verbs to the students.</td>
</tr>
<tr>
<td>2.</td>
<td>Students’ activities</td>
<td>- The students listened to the teacher’s explanation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students wrote some sentences on their book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Some students didn’t write. They only talked with their classmates.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- When students were doing the task, they asked the meaning of action verbs although the teacher had already drilled them.</td>
</tr>
<tr>
<td>3.</td>
<td>Interaction between the teacher and the students</td>
<td>- The students didn’t have opportunity to express the topic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The teacher was dominant in teaching-learning process; the students just listened and wrote some sentences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lack of students interaction</td>
</tr>
<tr>
<td>4.</td>
<td>Evaluation</td>
<td>- The teacher took the students’ score from LKS and there was feedback from only a few students</td>
</tr>
</tbody>
</table>
Sheet of Observation of Teaching Learning Process

Place: MTs Jam’iyyatul Khair
Day/Date: August 4th, 2010
Topic: Asking someone to do something (1st meeting of cycle 1)

<table>
<thead>
<tr>
<th>No</th>
<th>Objects that are observed</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Writer’s activities</td>
<td>- The writer explained the topic by using Total Physical Response (TPR), and then she presented some action verbs. Later, she asked two students to perform with the writer, they were still not confident, they must be persuaded firstly. Finally, Ndaru and Intan became volunteers. Next, she asked the others volunteers to perform the same action.</td>
</tr>
</tbody>
</table>
| 2. | Students’ activities | - The students listened to the teacher’s explanation, and considered the writer’s action. They were enthusiastic in learning action verbs.  
- The students were mostly not confident to perform an action, but they became active when they followed games as evaluation.  
- The students wrote some action verbs on their book |
| 3. | Interaction between the teacher and the students | - The teacher was an orchestra, she gave commands and students must perform with her. The students were more active, they can express their self by doing some actions. |
| 4. | Evaluation | - The teacher knew students’ improvement by giving some commands, and they had to perform it. The students were mostly not confident to perform an action. |
Sheet of Observation of Teaching Learning Process

Place: MTs Jam‘iyyatul Khair
Day/Date: August 11th, 2010
Topic: Forbidding someone to do something (2nd meeting of cycle 1)

<table>
<thead>
<tr>
<th>No</th>
<th>Objects that are observed</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Writer’s activities</td>
<td>- The writer reviewed the lesson by checking attendant list, she asked students to perform some action verb that had been taught last meeting. Then, she explained the topic by using TPR. Next, she asked two students to perform with her. The writer encouraged students by giving games as evaluation.</td>
</tr>
<tr>
<td>2.</td>
<td>Students’ activities</td>
<td>- The students listened to the teacher’s explanation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students performed some action verbs with the writer. There was one student that did not want to perform an action; he told that he was sick.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students wrote some action verbs on their book.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students were enthusiastic to follow games as evaluation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students were mostly active in following games as evaluation.</td>
</tr>
<tr>
<td>3.</td>
<td>Interaction between the teacher and the students</td>
<td>- The students were an active; they actively guessed the writer’s action.</td>
</tr>
<tr>
<td>4.</td>
<td>Evaluation</td>
<td>- The students were more confident than last meeting, they mostly wanted to perform, and they performed some actions correctly although they asked to repeat the command for many times.</td>
</tr>
</tbody>
</table>
Sheet of Observation of Teaching Learning Process

Place : MTs Jam’iyyatul Khair
Day/Date : August 16th, 2010
Topic : Shopping (3rd meeting of cycle 1)

<table>
<thead>
<tr>
<th>No</th>
<th>Objects that are observed</th>
<th>Observation</th>
</tr>
</thead>
</table>
| 1. | Writer’s activities       | - The writer reviewed the lesson by using games. The students mostly became active, they were enthusiastic in following games, and the situation of classroom was very crowded.  
   - The writer explained the topic by presenting a picture.  
   - The writer presented action verb by using TPR, and the writer also used realia and picture to support her TPR activities.  
   - The writer wrote some action verbs on the whiteboard, she performed each of action verbs that had been written by her.  
   - The writer asked two students to perform with her, and then she gave evaluation by using games. |
| 2. | Students’ activities       | - The students listened to the teacher’s explanation.  
   - The students performed some action verbs with the writer.  
   - The students wrote some action verbs on their book.  
   - The students were enthusiastic and active in following games as evaluation. |
| 3. | Interaction between the teacher and the students | - The students were an active; they actively guessed the writer’s and friend’s action. |
| 4. | Evaluation                | - The students were more confident than last meeting.  
   - The students actively could answer the writer’s question.  
   - There were 5 or 7 students confused about the writer’s command. |
Sheet of Observation of Teaching Learning Process

Place : MTs Jam’iyyatul Khair
Day/Date : August 23th, 2010
Topic : Asking someone to do something (1st meeting of cycle 2)

<table>
<thead>
<tr>
<th>No</th>
<th>Objects that are observed</th>
<th>Observation</th>
</tr>
</thead>
</table>
| 1. | Writer’s activities | - The writer encouraged students by giving games. She also reviewed the lesson by using TPR games.  
- The writer asked two students to perform some action verbs without her. She just gave commands and observed them.  
- The writer asked all of students to perform some action verbs  
- The writer asked one of student to give some commands to her friend. |
| 2. | Students’ activities | - Two students became volunteers; they had to perform some action verbs without the writer.  
- The students listened to the writer’s command comprehensively, and then they performed the writer’s command collectively.  
- One student could give some commands to their friends.  
- The students were mostly active in following games as evaluation |
| 3. | Interaction between the teacher and the students | - The students were an active; they actively performed some action verbs that were given by the writer or their friend. |
| 4. | Evaluation | - The students were mostly confident than last meeting, they came forward to perform action verbs voluntarily.  
- One student could give some command to their friend  
- The students mostly could answer the writer’s question, they also could comprehend the command, and performed the command correctly. |
Sheet of Observation of Teaching Learning Process

Place : MTs Jam’iyyatul Khair
Day/Date : August 25th, 2010
Topic : Forbidding someone to do something (2nd meeting of cycle 2)

<table>
<thead>
<tr>
<th>No</th>
<th>Objects that are observed</th>
<th>Observation</th>
</tr>
</thead>
</table>
| 1. | Writer’s activities       | - The writer reviewed the lesson by giving a game.  
|    |                           | - The writer asked two students to perform some action verbs without her. She just gave commands and observed them.  
|    |                           | - The writer asked all of students to perform some action verbs  
|    |                           | - The writer asked one of student to give some commands to her friend.  
|    |                           | - The writer gave evaluation by using games.  |
| 2. | Students’ activities      | - The students could follow game enthusiastically, and they could perform some action verbs in reviewing the lesson.  
|    |                           | - Two students performed some action verbs correctly  
|    |                           | - The students mostly performed some action verbs correctly.  
|    |                           | - One student proposed herself to give some commands to her friend.  
|    |                           | - The students were enthusiastic to follow a game as evaluation  |
| 3. | Interaction between the teacher and the students | - The students were an active; they became volunteer, and then they could perform the writer’s and friend’s command.  |
| 4. | Evaluation                | - The students were active in teaching-learning process. They could perform individually and collectively, there was one student who could give command voluntarily.  |
Sheet of Observation of Teaching Learning Process

Place: MTs Jam’iyyatul Khair
Day/Date: August 30th, 2010
Topic: Shopping (3rd meeting of cycle 2)

<table>
<thead>
<tr>
<th>No</th>
<th>Objects that are observed</th>
<th>Observation</th>
</tr>
</thead>
</table>
| 1. | Writer’s activities       | - The writer reviewed the lesson by giving a game.  
                         | - The writer asked two students voluntarily to perform some action verbs without her. She just gave commands and observed them.  
                         | - The writer asked all of students to perform some action verbs  
                         | - The writer asked one of student voluntarily to give some commands to her friend.  
                         | - The writer gave evaluation by using games |
| 2. | Students’ activities       | - The students were enthusiastic in reviewing the lesson by using games.  
                         | - The students were active in learning action verbs, they wanted to perform some actions voluntarily, they also could perform some action collectively and individually.  
                         | - The students did the evaluation well. |
| 3. | Interaction between the teacher and the students | - The students could be the writer; they could give some commands to their classmates. |
| 4. | Evaluation                | - The situation of classroom was crowded, but the writer could organize it well.  
                         | - The students were mostly confident to perform some action verbs. They also could give some commands to their friend.  
                         | - The students could answer the writer and friend’s questions.  
                         | - The students were enthusiastic to follow TPR games. |
# OBSERVATION SHEET OF PRE QUESTIONER

**Name:**

Jawablah pertanyaan-pertanyaan berikut dengan cara memberi tanda checklist (√) pada kolom ini di bawah ini

SS : Sangat setuju  
STS : Sangat tidak setuju  
S : Setuju  
TS : Tidak setuju  
R : Ragu-ragu

<table>
<thead>
<tr>
<th>Pertanyaan</th>
<th>Siswa</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SS</td>
<td>S</td>
</tr>
</tbody>
</table>
| 1. Saya kesulitan mempelajari kosakata dalam Bahasa Inggris | 3 | 18 | 3 | - | - | SS = 3  
S = 18  
R = 3  
TS = 0  
STS = 0  
SS = 12.5%  
S = 75%  
R = 12.5%  
TS = 0%  
STS = 0% |
| 2. Saya sering mengalami kesulitan mengingat kosakata dalam mempelajari Bahasa Inggris | 2 | 17 | 5 | - | - | SS = 2  
S = 17  
R = 5  
TS = 0  
STS = 0  
SS = 8.33%  
S = 70.83 %  
R = 20.83 %  
TS = 0%  
STS = 0% |
| 3. Saya sering lupa dengan kosakata yang jenisnya action verb, seperti put, play, take. | 1 | 19 | 4 | - | - | SS = 1  
S = 19  
R = 4  
TS = 0  
STS = 0  
SS = 4.17%  
S =79.17%  
R =16.67%  
TS =0%  
STS =0% |
| 4. Saya mudah mengerti dan mengingat saat guru mengajarkan kosakata hanya dengan drill. | - | - | 8 | 16 | - | SS = 0  
S = 0  
R = 8  
TS =16  
STS = 0  
SS = 0%  
S= 0%  
R= 33.33%  
TS = 66.67 %  
STS = 0% |
5. Saya tidak tertarik pada saat guru mengajarkan kosakata Bahasa Inggris hanya dengan menulis di papan tulis, lalu menghafalkannya.  

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>16</th>
<th>6</th>
<th>-</th>
<th>-</th>
<th>SS = 2</th>
<th>S = 16</th>
<th>R = 6</th>
<th>TS = 0</th>
<th>STS = 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SS = 8.33%</td>
<td>S = 66.67%</td>
<td>R = 25%</td>
<td>TS = 0%</td>
<td>STS = 0%</td>
</tr>
</tbody>
</table>

6. Saya bosan dengan metode pengajaran menghafal saat mempelajari kosakata Bahasa Inggris.  

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>19</th>
<th>2</th>
<th>-</th>
<th>-</th>
<th>SS = 3</th>
<th>S = 19</th>
<th>R = 2</th>
<th>TS = 0</th>
<th>STS = 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SS = 12.5%</td>
<td>S = 79.17%</td>
<td>R = 8.33%</td>
<td>TS = 0%</td>
<td>STS = 0%</td>
</tr>
</tbody>
</table>

7. Saya sering mudah lupa saat mempelajari kosakata Bahasa Inggris  

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>20</th>
<th>-</th>
<th>-</th>
<th>-</th>
<th>SS = 4</th>
<th>S = 20</th>
<th>R = 0</th>
<th>TS = 0</th>
<th>STS = 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SS = 16.67%</td>
<td>S = 83.33%</td>
<td>R = 0%</td>
<td>TS = 0%</td>
<td>STS = 0%</td>
</tr>
</tbody>
</table>

8. Saya lebih mudah mengingat saat guru mengajarkan kosakata kata kerja hanya dengan menulis dan drill.  

<table>
<thead>
<tr>
<th></th>
<th>-</th>
<th>-</th>
<th>6</th>
<th>16</th>
<th>2</th>
<th>SS = 0</th>
<th>S = 0</th>
<th>R = 6</th>
<th>TS =16</th>
<th>STS = 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SS = 0%</td>
<td>S =0%</td>
<td>R= 25%</td>
<td>TS =66.67%</td>
<td>STS =12.5%</td>
</tr>
</tbody>
</table>

9. Guru sering menyuruh menulis dan menghafal saat mempelajari vocabulary  

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>18</th>
<th>-</th>
<th>-</th>
<th>-</th>
<th>SS = 6</th>
<th>S = 18</th>
<th>R = 0</th>
<th>TS = 0</th>
<th>STS = 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SS = 25%</td>
<td>S = 75%</td>
<td>R = 0%</td>
<td>TS = 0%</td>
<td>STS = 0%</td>
</tr>
</tbody>
</table>
10. Guru pernah mengajarkan kosakata action verb dengan menggunakan Total Physical Response (TPR)

<table>
<thead>
<tr>
<th></th>
<th>-</th>
<th>--</th>
<th>3</th>
<th>21</th>
<th>-</th>
<th>SS = 0</th>
<th>S = 0</th>
<th>R = 3</th>
<th>TS = 21</th>
<th>STS = 0</th>
<th>SS = 0%</th>
<th>S = 0%</th>
<th>R = 12.5%</th>
<th>TS = 87.5%</th>
<th>STS = 0%</th>
</tr>
</thead>
</table>

*Number on the Box: The amount of the students who cross the answers.*
OBSERVATION SHEET OF POST QUESTIONER

Name:

Jawablah pertanyaan-pertanyaan berikut dengan cara memberi tanda checklist (√) pada kolom ini di bawah ini

<table>
<thead>
<tr>
<th>Pertanyaan</th>
<th>Siswa</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Saya senang mempelajari kosakata action verb dengan gerakan (TPR)</td>
<td>5</td>
<td>SS = 5, S = 19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SS = 20.83%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S = 79.17%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R = 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TS = 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STS = 0</td>
</tr>
<tr>
<td>2. Saya malu saat memeragakan action verb</td>
<td>-</td>
<td>SS = 0</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>S = 0</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>R = 3</td>
</tr>
<tr>
<td></td>
<td>21</td>
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<tr>
<td></td>
<td></td>
<td>STS = 0</td>
</tr>
<tr>
<td>3. Saya mudah ingat kosakata action verb dengan gerakan (TPR)</td>
<td>6</td>
<td>SS = 6</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>S = 17</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>R = 1</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>TS = 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STS = 0</td>
</tr>
<tr>
<td>4. Saya kesulitan memahami saat guru menjelaskan kosakata action verb</td>
<td>-</td>
<td>SS = 0</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>S = 0</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>R = 2</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>TS = 22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STS = 0</td>
</tr>
<tr>
<td>5. Saya merasa bosan saat guru mengajar kosakata</td>
<td>-</td>
<td>SS = 0</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>S = 0</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>R = 2.33%</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>TS = 91.67%</td>
</tr>
<tr>
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<td></td>
<td>STS = 0</td>
</tr>
<tr>
<td></td>
<td>action verb dengan gerakan (TPR)</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R =2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TS=22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STS =0</td>
</tr>
<tr>
<td>6.</td>
<td>Metode pengajaran action verb dengan gerakan (TPR) sangat menyenangkan.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SS = 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S = 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R= 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TS = 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STS =0</td>
</tr>
<tr>
<td>7.</td>
<td>Saya mudah capek saat disuruh guru untuk memeragakan action verb</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SS = 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S = 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R = 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TS = 19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STS =2</td>
</tr>
<tr>
<td>8.</td>
<td>Saya tidak mengantuk saat mengikuti pembelajaran action verb dengan gerakan (TPR)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SS =4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S= 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R =0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TS =0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STS =0</td>
</tr>
<tr>
<td>9.</td>
<td>Saya lebih bersemangat mengikuti pembelajaran kosakata action verb dengan drill dari pada gerakan (TPR)</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SS =0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S = 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R =1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TS =20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STS =3</td>
</tr>
<tr>
<td>10.</td>
<td>Saya aktif dan tidak malu saat menjawab pertanyaan guru dan teman setelah pembelajaran action verb dengan gerakan (TPR)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SS= 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S =21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R=1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TS =0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STS = 0</td>
</tr>
</tbody>
</table>

*Number on the Box: The amount of the students who cross the answers.*
### CATATAN LAPANGAN

<table>
<thead>
<tr>
<th>Tempat Penelitian</th>
<th>MTs Jam’iyyatul Khair Ciputat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hari/Tanggal</td>
<td>Rabu, 04 Agustus 2010</td>
</tr>
<tr>
<td>Kegiatan</td>
<td>Pembelajaran action verb</td>
</tr>
<tr>
<td>Siklus</td>
<td>Satu (pertemuan pertama)</td>
</tr>
</tbody>
</table>

**Proses Pembelajaran:**

Kegiatan pembelajaran dimulai pada pukul 10.15 dan berakhir pada pukul 11.35. Topik yang diajarkan pada pertemuan pertama di siklus I adalah asking someone to do something.

**Aktivitas guru:**

Setelah mengucap salam, guru menyapa murid, namun masih ada beberapa murid yang belum menjawab sapaan guru, mereka hanya terdiam saja. Lalu, guru mengabsen siswa untuk lebih mengenal satu-persatu siswa. Setelah itu, guru meminta dua orang sukarelawan untuk menjadi volunteer, namun satu murid enggan untuk menjadi volunteer, namun setelah dibujuk akhirnya dia maju menemani teman sebangkunya untuk memeragakan action verb. Kondisi kelas sangat ramai pada saat guru memerintahkan beberapa action verb pada murid yang menjadi sukarelawan.

**Aktivitas siswa:**

Antusias mendengarkan dan memperhatikan guru, serta memeragakan beberapa action verb
<table>
<thead>
<tr>
<th>Tempat Penelitian</th>
<th>MTs Jam’iyyatul Khair Ciputat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hari/Tanggal</td>
<td>Rabu, 11 Agustus 2010</td>
</tr>
<tr>
<td>Kegiatan</td>
<td>Pembelajaran action verbs</td>
</tr>
<tr>
<td>Siklus</td>
<td>Satu (pertemuan kedua)</td>
</tr>
</tbody>
</table>

**Proses Pembelajaran:**

Kegiatan pembelajaran dimulai pada pukul 10.15 dan berakhir pada pukul 11.35. Topik pada pertemuan kedua di siklus I adalah forbidding someone to do something.

**Aktivitas guru:**

Setelah mengucap salam, lalu guru menanyakan kabar, siswa dengan semangat menjawabnya. Guru mereview materi lalu dengan games, semua siswa diminta untuk memeragakan action verb, namun ada seorang siswa yang sama sekali enggan memeragakan action verbs, saat ditanya oleh guru siswa tersebut ternyata sedang tidak enak badan. Sedangkan siswa-siswa yang lain, walaupun masih malu-malu, namun mereka mampu memeragakan sesuai apa yang diminta guru. Kondisi kelas sangat ramai saat ada games TPR, tapi semua bisa dikendalikan dengan baik oleh guru.

**Aktivitas siswa:**

Memeragakan beberapa action verb membuat siswa menjadi antusias dan tak ada yang mengantuk. Mereka sangat bersemangat, apalagi saat melakukan permainan TPR.
### CATATAN LAPANGAN

<table>
<thead>
<tr>
<th>Tempat Penelitian</th>
<th>: MTs Jam’iyyatul Khair Ciputat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hari/Tanggal</td>
<td>Senin, 16 Agustus 2010</td>
</tr>
<tr>
<td>Kegiatan</td>
<td>Pembelajaran action verb</td>
</tr>
<tr>
<td>Siklus</td>
<td>Satu (pertemuan ketiga)</td>
</tr>
</tbody>
</table>

### Proses Pembelajaran:

Kegiatan pembelajaran dimulai pada pukul 10.15 dan berakhir pada pukul 11.35. Topik pada pertemuan ketiga di siklus I adalah shopping.

### Aktivitas guru:

Guru mereview materi lalu dengan games, siswa sangat antusias, ada beberapa siswa yang belum menjawab pertanyaan action verb dengan benar, namun sebagian besar mampu mengingat dan menebak pertanyaan yang dilontarkan temannya. Kondisi kelas ramai ketika seluruh siswa

### Aktivitas siswa:

Siswa sudah mulai terbiasa untuk memeragakan action verb. Dalam melakukan permainan, siswa sangat antusias, namun masih ada beberapa orang masih keliru dalam memeragakan action verb.
# CATATAN LAPANGAN

<table>
<thead>
<tr>
<th>Tempat Penelitian</th>
<th>MTs Jam’iyyatul Khair Ciputat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hari/Tanggal</td>
<td>Senin, 23 Agustus 2010</td>
</tr>
<tr>
<td>Kegiatan</td>
<td>Pembelajaran action verbs</td>
</tr>
<tr>
<td>Siklus</td>
<td>Dua (pertemuan pertama)</td>
</tr>
</tbody>
</table>

## Proses Pembelajaran:

Kegiatan pembelajaran dimulai pada pukul 10:15 dan berakhir pada pukul 11:35. Topik pada pertemuan pertama pada siklus II adalah asking someone to do something.

## Aktivitas guru:


## Aktivitas siswa:

Siswa sangat bersemangat mengikuti pelajaran, mereka dengan antusias memeragakan beberapa action verb dengan menggunakan alat peraga seperti gelas dan piring. Selanjutnya, siswa memeragakan dengan baik beberapa action verb dalam permainan TPR.
## CATATAN LAPANGAN

<table>
<thead>
<tr>
<th>Tempat Penelitian</th>
<th>MTs Jam‘iyyatul Khair Ciputat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hari/Tanggal</td>
<td>Rabu, 25 Agustus 2010</td>
</tr>
<tr>
<td>Kegiatan</td>
<td>Pembelajaran action verb</td>
</tr>
<tr>
<td>Siklus</td>
<td>Dua (pertemuan kedua)</td>
</tr>
</tbody>
</table>

### Proses Pembelajaran:
Kegiatan pembelajaran dimulai pada pukul 10.15 dan berakhir pada pukul 11.35.
Topik pada pertemuan kedua di siklus II adalah forbidding someone to do something.

### Aktivitas guru:
Guru mereview materi lalu dengan games. Lalu, guru menjelaskan topic yang akan dipelajari saat itu dengan role play menggunakan boneka mainan, dan siswa pun sangat antusias memperhatikan penjelasan dari guru. Lalu, mereka dengan percaya diri menawarkan diri menjadi sukarelawan untuk memeragakan beberapa action verbs, dan guru hanya memberikan perintah saja.

### Aktivitas siswa:
Dalam evaluasi, siswa sangat aktif dan bekerja sama dengan baik dengan kelompoknya.
### CATATAN LAPANGAN

<table>
<thead>
<tr>
<th>Tempat Penelitian</th>
<th>: MTs Jam’iyyatul Khair Ciputat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hari/Tanggal</td>
<td>: Senin, 30 Agustus 2010</td>
</tr>
<tr>
<td>Kegiatan</td>
<td>: Pembelajaran action verb</td>
</tr>
<tr>
<td>Siklus</td>
<td>: Dua (pertemuan ketiga)</td>
</tr>
</tbody>
</table>

#### Proses Pembelajaran:

Kegiatan pembelajaran dimulai pada pukul 10.15 dan berakhir pada pukul 11.35. Topik pada pertemuan ketiga di siklus II adalah shopping.

#### Aktivitas guru:

Guru mereview materi lalu dengan games, lalu menjelaskan topic saat itu dengan berbagai realia dan gambar. Siswa sudah mulai mampu membuat kalimat dengan action verb. Beberapa siswa juga sudah memberanikan diri menjadi sukarelawan tanpa ditunjuk oleh guru untuk memberikan beberapa perintah untuk teman kelasnya.

#### Aktivitas siswa:

Siswa dengan bersemangat melakukan permainan saat review, mereka juga memperhatikan penjelasan dengan guru dengan baik. Kondisi kelas ramai seperti biasa saat ada games, namun guru mampu mengendalikan keramaian tersebut, sehingga mampu menjadi kondusif kembali.
LESSON PLAN (ACTION I / CYCLE I)

Theme : Asking someone to do something
Level : Junior High School, 1st year
Method : Total Physical Response (Listen to do)
Time Allocation : 2 X 30
Competence Standard : Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Basic Competence : Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.

Indicator : Siswa dapat merespon perintah dari guru berupa gerakan mengenai perintah melakukan sesuatu

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Class organization</th>
<th>Material/sources</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>5 minutes</td>
<td></td>
<td></td>
<td>1. Guru mengucapkan salam kepada murid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Guru menanyakan kabar siswa</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Good Morning class? How are you today?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Let’s begin our study by reciting &quot;Basmallah.&quot;</td>
</tr>
<tr>
<td>Warming up</td>
<td>10 minutes</td>
<td></td>
<td></td>
<td>1. Guru mengabsen siswa sambil perkenalan dengan games.</td>
</tr>
</tbody>
</table>
2. Guru menjelaskan action verbs dengan member contoh dengan menggunakan TPR.
   - Guru berkata “Sit down”, lalu ia duduk.
   - Guru berkata “Stand up”, lalu ia berdiri.
   - Guru berkata “Walk to door”, lalu ia berjalan menuju pintu.
   - Ok class, sit down, stand up, and walk are action verbs.

   - “Ok, today we would like to learn about asking someone to do something by using TPR.”
   - “I will give you some action verbs”.
   - Guru mempraktekkan tiga action verbs dengan TPR.
   - Guru berkata “Sit down, stand up, and walk to door”, ia duduk di atas kursi, lalu ia berdiri, dan berjalan kearah pintu.


5. Guru memberikan 3 action verb berikutnya.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-closing</td>
<td>5 minutes</td>
<td>1. Guru meminta dua siswa untuk menyimpulkan materi yang telah dipelajari.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Guru memberikan motivasi untuk selalu belajar yang giat di rumah.</td>
</tr>
</tbody>
</table>

Ciputat, August 4th 2010.

English Teacher of 1st grade
Zuhrul Huda, Spd.

Researcher
Idatul Fitri
LESSON PLAN (ACTION II/ CYCLE I)

Theme : Forbidding someone to do something
Level : Junior High School, 1\textsuperscript{st} year
Method : Total Physical Response
Time Allocation : 2 X 30

Competence Standard : Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Basic Competence : Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.

Indicator : Siswa dapat mengidentifikasi kalimat ketidakmampuan, yakni dengan mengekspresikannya dengan gerakan.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Class organization</th>
<th>Material/sources</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>5 minutes</td>
<td>Attendance list</td>
<td>1. Guru mengucapkan salam kepada murid</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Guru menanyakan kabar siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Good Morning class? How are you today?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Guru mengawali pelajaran dengan berdoa</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- “Let’s begin the lesson by reciting basmallah.”</td>
<td></td>
</tr>
<tr>
<td>Warming up</td>
<td>15 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The lesson</td>
<td>20 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Textbook</th>
<th>Realia (piring, gelas)</th>
<th>Picture (pisang, susu, makanan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Guru mengulang materi lalu dengan permainan. Ia menyuruh seluruh murid untuk mendemonstrasikan action verbs sambil mengabsen satu persatu.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Guru menjelaskan topic yang akan dipelajari dengan mendemonstrasikan tiga action verbs. Ia berkata, “Open the door, please”, maka ia berjalan ke arah pintu dan membukanya. Lalu, ia berkata,”Don’t open the door, please.” Lalu ia menutup pintunya.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


4. Guru memberikan perintah tiga action verb selanjutnya dengan dua relawan yang baru.

5. Guru menulis semua action verb yang telah dipelajari sambil memeragakannya satu persatu, sedangkan murid mencatatnya di buku tulis.

<table>
<thead>
<tr>
<th>1. Evaluasi</th>
<th>15 minutes</th>
<th>Pairs</th>
<th>Card</th>
</tr>
</thead>
</table>
pasangan masing-masing, maka setiap pasangan harus memeragakan sesuai dengan kartu yang diperoleh.

| Pre-closing | 3 minutes | 1. Guru memberikan motivasi agar murid-murid tidak malu saat memeragakan action verb, dan supaya sering berlatih di rumah. |
| Closing     | 2 minutes | 1. Guru mengakhiri pelajaran dengan membaca doa dan salam. |

Ciputat,
August 23\textsuperscript{rd} 2010.

English Teacher of 1st grade

Zuhrul Huda, S.pd

Researcher

Idatul Fitri
LESSON PLAN (ACTION III/ CYCLE I)

Theme : Shopping  
Level : Junior High School, 1st year  
Approach : Active Learning  
Time Allocation : 2 X 30

Competence Standard : Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Basic Competence : Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara lancar, akurat dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur; meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan.

Indicator : Siswa dapat merespon perintah guru dengan beberapa gerakan mengenai perintah yang berkaitan dengan barang-barang belanjaan

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Class organization</th>
<th>Material/sources</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>3 minutes</td>
<td></td>
<td></td>
<td>1. Guru memberi salam kepada murid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Guru menanyakan kabar siswa</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-Good Morning class? How are you today?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Guru memulai pelajaran dengan membaca doa</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-“Let’s pray together by reciting basmallah.”</td>
</tr>
<tr>
<td>Warming up</td>
<td>15 minutes</td>
<td></td>
<td></td>
<td>1. Guru mereview materi dengan menggunakan games. Guru menyuruh</td>
</tr>
<tr>
<td>The lesson</td>
<td>20 minutes</td>
<td>Realia Picture (Fruit, sugar, tea, coffee, meat, flour, butter, etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>-------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Guru meminta dua murid untuk menjadi relawan. Mereka mendengarkan dan mendemonstrasikan semua perintah guru bersama guru. Setelah dua murid berhasil mengerjakan perintah guru, maka ia meminta dua orang murid lagi untuk mengerjakan hal yang sama tanpa guru, guru hanya mengamati saja.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Guru memberikan perintah tiga action verb secara berurutan kepada tiga relawan yang baru.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Guru memberikan action verb berikutnya.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Guru menuliskan semua action verb yang telah dipelajari dengan memeragakannya</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
satu-persatu. Murid mengamati, lalu menuliskannya di buku tulis.

<table>
<thead>
<tr>
<th>Evaluasi</th>
<th>15 minutes</th>
<th>Groups</th>
<th>Short story</th>
<th>1. Guru membagi murid ke dalam dua grup. Masing-masing grup diberi sebuah cerita pendek, salah satu murid dari kelompok tersebut diminta untuk membacakannya, sedangkan anggota yang lain harus memeragakan action verb yang terdapat dalam cerita pendek tersebut. Grup yang lain juga mengerjakan hal yang sama.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-closing</td>
<td>2 minutes</td>
<td></td>
<td></td>
<td>1. Guru memberikan motivasi kepada siswa untuk tampil dengan percaya diri.</td>
</tr>
</tbody>
</table>
| Closing | 5 minutes | Attendence list |  | 1. Guru mengabsen siswa  
2. Guru mengakhiri pelajaran dengan berdoa |

English Teacher of 1st grade

Zuhrul Huda, S.pd

Ciputat, August 18th 2010.

Researcher

Idatul Fitri
LESSON PLAN (ACTION I/ CYCLE II)

Theme : Asking someone to do something
Level : Junior High School, 1st year
Time Allocation : 2 X 30
Competence Standard : Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Basic Competence : Memahami makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.

Indicator : Siswa dapat merespon perintah dari guru berupa gerakan mengenai perintah melakukan sesuatu

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Class organization</th>
<th>Material / sources</th>
<th>Description</th>
</tr>
</thead>
</table>
| Opening  | 5 minutes |  |  | 1. Guru memberi salam
2. Guru menanyakan kabar siswa
   - Good Morning class? How are you today?
3. Guru memulai pelajaran dengan membaca doa
   - “Let’s pray together by reciting basmallah.”
4. Guru mengabsen murid |
| Warmin   | 15   | Card                |  | 1. Guru mereview materi dengan |
g up minutes menggunakan games. Guru menyuruh siswa untuk berbaris, dan masing-masing siswa mengambil satu kartu, dan langsung memeragakan kartu yang diperolehnya.

<table>
<thead>
<tr>
<th>The lesson</th>
<th>20 minutes</th>
<th>Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru meminta dua murid untuk menjadi relawan. Mereka mendengarkan dan mendemonstrasikan semua perintah guru, dan guru hanya mengamati saja. Setelah dua murid berhasil mengerjakan perintah guru, maka ia meminta dua orang murid lagi untuk mengerjakan hal yang sama.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Guru memberikan perintah tiga action verb secara berurutan kepada dua relawan yang baru.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Guru memberikan action verb berikutnya dengan meminta bantuan relawan untuk memeragakannya.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Setelah semua action verb telah dipelajari, guru meminta satu orang murid untuk member perintah kepada seluruh temannya.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>15 minutes</th>
<th>Groups Short story</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru membagi murid ke dalam tiga grup, lalu ia membagi papan tulis menjadi tiga bagian. Guru memberi beberapa soal yang berbeda kepada</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
setiap grup. Setiap grup, memilih seseorang yang dapat memeragakan action verb yang diperintahkan dalam soal, dan yang lainnya menuliskan action verb yang diperagakan. Grup yang paling cepat menuliskan action verb yang diperagakan adalah sebagai pemenangnya.

| Pre-closing | 2 minutes | 1. Guru memberikan motivasi kepada siswa dengan cerita pendek. |
| Closing | 3 minutes | Attendance list |
| 1. Guru mengakhiri pelajaran dengan berdoa |
| -“Let’s close our study by reciting hamdallah.” |
| -"Wassalamualaikum." |

Ciputat, August 18th 2010.

English Teacher of 1st grade
Reasercher

Zuhrul Huda, S.pd
Idatul Fitri
LESSON PLAN (ACTION II/ CYCLE II)

Theme : Forbidding someone to do something
Level : Junior High School, 1st year
Time Allocation : 2 X 30
Competence Standard : Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Basic Competence : Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: Meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan

Indicator : Siswa dapat mengidentifikasi kalimat ketidakmampuan, yakni dengan mengekspresikannya dengan gerakan

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Class organization</th>
<th>Material/sources</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>3 minutes</td>
<td>Attendence list</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1. Guru memberi salam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Guru menanyakan kabar siswa -Good Morning class?How are you today?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Guru memulai pelajaran dengan membaca doa - Before we study, let’s pray by reciting &quot;Basmallah.&quot;</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Warmin g up/ Brainsto rming</th>
<th>15 minut es</th>
<th>1. Guru mengulang pelajaran dengan games. Guru menyuruh setiap masing-masing siswa menulis satu action verb, setelah itu guru menunjuk satu siswa untuk maju ke depan, ia harus memilih tiga temannya dan memeragakan action verb yang telah ditulis ketiga temannya tersebut. Lalu, guru menunjuk siswa yang lainnya.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lesson</td>
<td>20min utes</td>
<td>Text book Realia (piring, gelas) Picture (pisang, susu, makanan)</td>
</tr>
<tr>
<td>2.</td>
<td>1. Guru meminta dua murid untuk menjadi relawan. Mereka mendengarkan dan mendemonstrasikan semua perintah guru, dan guru hanya mengamati saja. Setelah dua murid berhasil mengerjakan perintah guru, maka ia meminta dua orang murid lagi untuk mengerjakan hal yang sama.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>2. Guru meminta semua murid untuk memeragakan action verb yang telah dipelajari. Guru hanya memberikan perintah dan mengamati murid.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>3. Guru memberikan perintah tiga action verb secara berurutan kepada dua relawan yang baru.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>4. Guru memberikan action verb berikutnya dengan meminta bantuan relawan untuk memeragakannya.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>5. Setelah semua action verb telah dipelajari, guru meminta satu orang murid untuk memberi perintah kepada</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>15 minutes</td>
<td>Cards</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>Pre-closing</td>
<td>2 minutes</td>
<td>1. Guru memotivasi siswa untuk lebih aktif lagi di kelas.</td>
</tr>
</tbody>
</table>


English Teacher of 1st grade

Zuhrul Huda, Spd.

Researcher

Idatul Fitri
Theme : Shopping
Level : Junior High School, 1st year
Time Allocation : 2 X 40

Competence Standard : Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Basic Competence : Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.

Indicator : Siswa dapat merespon perintah guru dengan beberapa gerakan mengenai perintah yang berkaitan dengan barang-barang belanjaan

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Class Organization</th>
<th>Material/ Sources</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>5 minutes</td>
<td>Attendance list</td>
<td></td>
<td>1. Guru member salam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Guru menanyakan kabar siswa</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-Good Morning class?How are you today?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Guru membuka pelajaran dengan membaca doa</td>
</tr>
</tbody>
</table>
|            |        |                    |                  | -Before we study, let’s pray by reciting "Basmallah."
<p>|            |        |                    |                  | 4. Guru mengabsen siswa |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warmin g up/ Brainstorming</td>
<td>15 minutes</td>
</tr>
<tr>
<td>The lesson</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

**1. Warm-up/Brainstorming**
- 15 minutes

**2. The lesson**

- Picture (Fruit, sugar, tea, coffee, meat, flour, butter, etc)
- 20 minutes
- Guru meminta dua murid untuk menjadi relawan. Mereka mendengarkan dan mendemonstrasikan semua perintah guru, dan guru hanya mengamati saja. Setelah dua murid berhasil mengerjakan perintah guru, maka ia meminta dua orang murid lagi untuk mengerjakan hal yang sama.

- 20 minutes
- Guru meminta semua murid untuk memeragakan action verb yang telah dipelajari. Guru hanya memberikan perintah dan mengamati murid.

- 20 minutes
- Guru memberikan perintah tiga action verb secara berurutan kepada dua relawan yang baru.

- Guru memberikan action verb berikutnya dengan meminta bantuan
<table>
<thead>
<tr>
<th>Evaluasi</th>
<th>15 minutes</th>
<th>Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guru memberikan kartu yang berisikan kata kepada masing-masing siswa seperti put, take, touch, dll. Guru meminta siswa untuk membuat kalimat. Misalkan, Rony mendapatkan kartu touch, maka ia membuat kalimat seperti “Touch the fruit, please.” Lalu ia harus memeragakannya di depan kelas, dan teman-teman yang lainnya menebak apa yang diperagakannya.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-closing</th>
<th>3 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Guru memotivasi siswa untuk tetap belajar di rumah.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closing</th>
<th>2 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Guru mengakhiri pelajaran dengan membaca doa dan salam.</td>
</tr>
</tbody>
</table>

Ciputat, August 30<sup>th</sup> 2010.

English Teacher of 1<sup>st</sup> grade      Researcher

Zuhrul Huda, Spd.               Idatul Fitri
**KISI – KISI PENULISAN SOAL PRETEST CLASSROOM ACTION RESEARCH (CAR)**

**TAHUN PELAJARAN 2009/2010**

Nama Sekolah : MTs Jam’iyyatul Khair Ciputat  
Alokasi Waktu : 20 menit  
Mata Pelajaran : Bahasa Inggris  
Jumlah Soal : 20 (dua puluh)  
Kurikulum Acuan : KTSP 2006

<table>
<thead>
<tr>
<th>STANDAR KOMPETENSI KOMPETENSI KOMPETENSI</th>
<th>INDIKATOR</th>
<th>Jenis soal</th>
<th>Nomo r soal</th>
<th>Jml</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.</td>
<td>Memahami makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan</td>
<td>1. Memahami kalimat sesuai gambar mengenai topic asking someone to do something.</td>
<td>11,12, 14,16, 17,18, 19,20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Memahami kalimat sesuai gambar mengenai topic forbidding someone to do something.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Memahami kalimat sesuai gambar dengan topic shopping.</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Menafsirkan makna kata dalam sebuah kalimat mengenai topic asking someone to do something.</td>
<td>MC</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Menafsirkan makna kata dalam sebuah kalimat mengenai topic forbidding someone to do something.</td>
<td>1,4, 7, 8</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Menafsirkan makna kata dalam sebuah kalimat mengenai topic shopping.</td>
<td>5,9</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2,3,6,10</td>
<td>0</td>
</tr>
<tr>
<td>memerintah atau melarang.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## KISI – KISI PENULISAN SOAL POSTTEST I CLASSROOM ACTION RESEARCH (CAR)

**TAHUN PELAJARAN 2009/2010**

<table>
<thead>
<tr>
<th>Nama Sekolah</th>
<th>MTs Jam‘iyyatul Khair Ciputat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alokasi Waktu</td>
<td>20 menit</td>
</tr>
<tr>
<td>Mata Pelajaran</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>Jumlah Soal</td>
<td>20 (dua puluh)</td>
</tr>
<tr>
<td>Kurikulum Acuan</td>
<td>KTSP 2006</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STANDAR KOMPETENSI</th>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR</th>
<th>Jenis soal</th>
<th>Nomer soal</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memahami makna dalam</td>
<td>Merespon makna dalam percakapan</td>
<td>1. Memahami kalimat sesuai gambar mengenai topic asking someone to do</td>
<td>11,12, 13,14, 17,19, 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>percakapan transaksional</td>
<td>transaksional (to get things done)</td>
<td>do something.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dan interpersonal</td>
<td>dan interpersonal (bersosialisasi)</td>
<td>2. Memahami kalimat sesuai gambar mengenai topic forbidding someone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sangat sederhana</td>
<td>yang menggunakan ragam bahasa lisan</td>
<td>to do something.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>untuk berinteraksi</td>
<td>sangat sederhana secara akurat, lancar</td>
<td>3. Memahami kalimat sesuai gambar dengan topic shopping.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dengan lingkungan</td>
<td>dan berterima untuk berinteraksi</td>
<td>4. Menafsirkan makna kata dalam sebuah kalimat mengenai topic asking</td>
<td>MC</td>
<td>15,17</td>
<td>20</td>
</tr>
<tr>
<td>terdekat.</td>
<td>dengan lingkungan terdekat yang</td>
<td>someone to do something.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>melibatkan tindak tutur: menyapa orang</td>
<td>5. Menafsirkan makna kata dalam sebuah kalimat mengenai topic forbidding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>yang belum/sudah dikenal, memperkenalkan</td>
<td>someone to do something.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>diri sendiri/orang lain, dan memerintah</td>
<td>6. Menafsirkan makna kata dalam sebuah kalimat mengenai topic shopping.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>atau melarang.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STANDAR KOMPETENSI</td>
<td>KOMPETENSI DASAR</td>
<td>INDIKATOR</td>
<td>Jen is soal</td>
<td>Nom or soal</td>
<td>Jumlah soal</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------</td>
<td>-----------</td>
<td>-------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Memahami makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintahkan atau melarang.</td>
<td>1. Memahami kalimat sesuai gambar mengenai topic asking someone to do something.</td>
<td>12,1</td>
<td></td>
<td>12,1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Memahami kalimat sesuai gambar mengenai topic forbidding someone to do something.</td>
<td>18,1</td>
<td></td>
<td>18,1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Memahami kalimat sesuai gambar dengan topic shopping.</td>
<td>11,1</td>
<td></td>
<td>11,1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Menafsirkan makna kata dalam sebuah kalimat mengenai topic asking someone to do something.</td>
<td>MC 2,4,1</td>
<td>0</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Menafsirkan makna kata dalam sebuah kalimat mengenai topic forbidding someone to do something.</td>
<td>6,8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Menafsirkan makna kata dalam sebuah kalimat mengenai topic shopping.</td>
<td>1,3,5</td>
<td>0,7,9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PRETEST

CLASS: VII.2

MTS. Jam’iyyatul Khair Ciputat

NAMA:

Pilihlah arti yang tepat pada kata yang digaris dibawahi!

1. Read this book, please!
   a. Tulislah
   b. Bacalah
   c. Bukalah
   d. Bawalah

2. Point the sugar, please!
   a. Tunjuklah
   b. Peganglah
   c. Lihatlah
   d. Sentuhlah

3. Look at the pizza, please!
   a. Tunjuklah
   b. Lihatlah
   c. Peganglah
   d. Bukalah

4. Close the door, please!
   a. Bukalah
   b. Tutuplah
   c. Doronglah
   d. Tariklah

5. Don’t run in the class, please!
   a. Dorong
   b. Loncat
   c. Jalan
   d. Lari

6. Touch the cheese, please!
   a. Tunjuklah
   b. Peganglah
   c. Lihatlah
   d. Sentuhlah

7. Wash the dishes, please!
   a. Taruhlah
   b. Ambillah
   c. Cucilah
8. **Turn on the lamp, please!**
   a. Tunjuklah
   b. Redupkanlah
   c. Nyalakanlah
   d. Matikanlah

9. Don’t **Give** me an apple, please.
   a. Menunjuk
   b. Melihat
   c. Membeli
   d. Memberi

10. **Take** the egg, please.
    a. Ambillah
    b. Taruhlah
    c. Tunjuklah
    d. Letakanlah

**Pilihlah jawaban yang tepat pada pertanyaan di bawah ini!**

11. **………**, please!
    a. Swim
    b. Run
    c. Sing
    d. Dance

12. **……….a letter, please.**
    a. Draw
    b. Paint
    c. Write
    d. Hold

13. **…… the box, please.**
    a. Put
    b. Push
    c. Bring
    d. Take

14. **…….a juice, please.**
    a. Eat
    b. Drink
    c. Buy
    d. Bring

15. Don’t **……….a book, please.**
    a. Put
    b. Close
    c. Bring
    d. Read
   a. Put
   b. Close
   c. Bring
   d. Read

17. .......... the window, please.
   a. Clean
   b. Show
   c. Put
   d. Look

18. ............the floor, please.
   a. Sit
   b. Sleep
   c. Wash
   d. Sweep

19. ........... television, please!
   a. Point
   b. Watch
   c. Sit down
   d. Push

20. ............. a picture, please.
   a. Read
   b. Write
   c. Draw
   d. Look
NAMA:

Pilihlah arti yang tepat pada kata yang digaris dibawahi!

16. Don’t run in the class.
   a. Berbicara
   b. Berdiri
   c. Berlari
   d. Berman

17. Point the lamp, please!
   e. Tunjuklah
   f. Peganglah
   g. Lihatlah
   h. Sentuhlah

18. Listen to the teacher, please.
   a. Memperhatikan
   b. Menjawab
   c. Mendengarkan
   d. Melihat

19. Take an ice cream in the refrigerator, please.
   a. Menaruh
   b. Meletakkan
   c. Mengambil
   d. Menggunakan

20. Close the book, please!
   e. Bukalah
   f. Tutuplah
   g. Tulislah
   h. Bacalah

21. Write your name on the book, please!
   e. Bacalah
   f. Tulislah
   g. Lihatlah
   h. Bukalah

22. Eat popcorn in the movie theater, please!
   a. Makanlah
   b. Minumlah
   c. Belilah
d. Bawalah
23. **Touch** the butter, please!
   e. Tunjuklah
   f. Peganglah
   g. Lihatlah
   h. Sentuhlah
24. Don’t **sit** on the table, please!
   a. Menaruh
   b. Mengambil
   c. Duduk
   d. Berdiri
25. Don’t **clean** the whiteboard, please.
   a. Menunjuk
   b. Memegang
   c. Membersihkan
   d. Menulis

Pilihlah jawaban yang tepat pada pertanyaan di bawah ini!

26. ........to school, please.
   a. Bring
   b. Walk
   c. Touch
   d. Give

12. ........on the chair, please.
   a. Stand up
   b. Sit down
   c. Run
   d. Play

13. ........the picture, please.
   a. Write
   b. Read
   c. Draw
   d. Look

   e. Put
   f. Close
   g. Bring
   h. Read
15. ........tv, please.
   a. Touch
   b. Watch
   c. Take
   d. Bring

16. Don’t...........the dishes, please.
   a. Wash
   b. Look
   c. Waters
   d. Bring

17. ........ the plant, please.
   a. Clean
   b. Show
   c. Water
   d. Look

18. Don’t........... the floor, please.
   a. Touch
   b. Sweep
   c. Throw
   d. Look

19. .................the letter, please.
   a. Write
   b. Read
   c. Look
   d. Put

20. ...............please
   a. Sing
   b. Dance
   c. Walk
   d. Play
Pilihan arti yang tepat pada kata yang digaris dibawahi!

27. Point the T-shirt, please!
   i. Tunjuklah
   j. Peganglah
   k. Lihatlah
   l. Sentuhlah

28. Wash the dishes, please.
   a. Taruhlah
   b. Cucilah
   c. Tunjuklah
   d. Ambillah

29. Throw the bottle in the basket, please.
   a. Taruhlah
   b. Letakkan
   c. Lemparlah
   d. Ambillah

30. Turn off the lamp, please.
   i. Lihatlah
   j. Matikanlah
   k. Hidupkanlah
   l. Tunjuklah

31. Put the butter, please.
   i. Ambillah
   j. Taruhlah
   k. Lihatlah
   l. Belilah

32. Don’t touch the iron, please.
   a. Melihat
   b. Menunjuk
   c. Memegang
   d. Menyentuh

33. Push the door, please.
   a. Tariklah
   b. Doronglah
34. Don’t run in the class, please.
   a. Menonton
   b. Bermain
   c. Berlari
   d. Berbicara

35. Count the cookies, please.
   a. Hitunglah
   b. Doronglah
   c. Tariklah
   d. Peganglah

36. Clean the window, please.
   a. Tunjuklah
   b. Sentuhlah
   c. Bersihkanlah
   d. Hitunglah

Pilihlah jawaban yang tepat pada pertanyaan di bawah ini!

37. ........the door, please.
   a. Bring
   b. Throw
   c. Open
   d. Look

   i. Put
   j. Close
   k. Bring
   l. Read

17. ........to school, please.
   a. Bring
   b. Walk
   c. Read
   d. Give

18. ........the cupboard, please.
   a. Clean
   b. Water
   c. Point
   d. Look
19. .......... the box, please.
   a. Clean
   b. Take
   c. Push
   d. Look

20. ..........an egg, please.
   a. Clean
   b. Cook
   c. Waters
   d. Sweep

21. Don’t........your eyes, please.
   e. Raise
   f. Look
   g. Point
   h. Close

18. ...........a story, please.
   a. Put
   b. Close
   c. Write
   d. Read

19. ...........the whiteboard, please.
   a. Put
   b. Point
   c. Pull
   d. Push

   a. Put
   b. Take
   c. Stop
   d. Clean
KEY OF PRETEST

1. B
2. A
3. B
4. B
5. D
6. D
7. C
8. C
9. D
10. A
11. C
12. C
13. B
14. B
15. D
16. A
17. A
18. D
19. B
20. B
KEY OF POST-TEST I

1. C
2. A
3. C
4. C
5. B
6. B
7. A
8. D
9. C
10. C
11. B
12. B
13. C
14. D
15. B
16. A
17. C
18. B
19. A
20. B
KEY OF POST-TEST II

1. A
2. B
3. C
4. B
5. B
6. D
7. B
8. C
9. A
10. C
11. C
12. D
13. B
14. A
15. C
16. B
17. D
18. C
19. B
20. A