THE USE OF TOTAL PHYSICAL RESPONSE METHOD TO IMPROVE STUDENT’S PREPOSITION MASTERY
(A Classroom Action Research of the seventh grade of MTs NU 11 Kisabariman Peron in The Academic Year 2013 / 2014)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the requirements for the Degree of SarjanaPendidikanIslam(S.Pd.I) in the English Education Department of Teacher Training and of Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

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2015
DECLARATION

In the name of Allah, the lord of Mercy, the giver of Mercy

Hereby the writer fully declares that the graduating paper is written by the writer herself and it is not containing materials written or has been published by other people and other people’s ideas, except the information from the references.

The writer is capable to account for the graduating paper if in the future the graduating paper can be proved of containing others ideas or in fact the writer imitates the others graduating paper.

Likewise, the declaration is written by the writer and the writer hopes that the declaration can be understood.

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Case : Ulfia Laili Maftuhah’s Graduating Paper

Dear,
Dean of Teacher Training
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Assalaamu’alaikum Warahmatullaahi Wabarakatuwah

After reading and correcting Ulfia Laili Maftuhah’s graduating paper entitled
“THE USE OF TOTAL PHYSICAL RESPONSE METHOD TO IMPROVE
STUDENT’S PREPOSITION MASTERY (A Classroom Action Research of
Seventh Grade Student’s of MTs NU 11 Ki Subariman Peron in Academic year
2013/2014)”, I have decided and would like to propose that it could be accepted
in the Educational Faculty and I hope this graduating paper can be examined as
soon as possible.

Wassalaamu’alaikum Warahmatullaahi Wabarakatuwah

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A GRADUATING PAPER

THE USE OF TOTAL PHYSICAL RESPONSE METHOD TO IMPROVE STUDENT'S PREPOSITION MASTERY (A Classroom Action Research of Seventh Grade Student's of MTs NU 11 Ki Sabariman Peron in Academic year 2013/2014)

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MOTTO

"Sufficient for me is Allah; there is no deity except Him. On Him I have relied, and He is the Lord of the Great Throne. (At-Taubah : 129)
DEDICATION

This graduating paper is wholeheartedly dedicated to:

1. My beloved father H. Makkum you are the best father in this world. My beloved mother, Hj. Munandiroh you are my everything, thanks for your love, trust, finance and everlasting praying. Allah bless you dad, mom!

2. My little sister, Falisda Hakima you are my spirit, thanks for your love, motivation, support and attention. I love you!

3. My beloved sister, best friend, teacher, “Mbak Syifa” who always give me motivation, support and always beside me in sadness or happiness. Love you so much.
ACKNOWLEDGEMENT

In the name of Allah the most gracious, the most merciful, the lord of universe, thanks to Allah, the writer could finish this graduating paper as one of the requirement for the degree of Sarjana Pendidikan Islam in English Department of Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.

Secondly, peace and salutation always be given to our prophet Muhammad SAW who has given us the teachings to be pious Moslems.

However, this success would not be achieved without those supports, guidance, advice, help and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to deepest gratitude for:

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2. Suwardi, M. Pd, as the Dean of Teacher Training and Education Faculty of IAIN Salatiga
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Salatiga, April 18th, 2015
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ABSTRACT


This research is a classroom action research with objectives of study is the Seventh grade students’ of MTs NU 11 Klasabirman Peron Limbangan Kendal in the academic year 2013 / 2014. It was done through two cycles with the preposition of place. Different ways of learning. Data collection was done using test and observation. The research finding show a difference in achievement of students’ comprehension before and after being treated by using Total Physical Response Method. The average of the students’ result in pre cycle was 58.90, in the first cycle 65.00, and in second cycle test were 73.75. The students were more attracted, more active, and more interested in studying when they used Total Physical Response Method as the medium compared to when they did not use media. They responded the lesson well and enjoyed the whole of the lesson. Finally the result of this research shows that students’ ability was improved in each cycle after they were taught using Total Physical Response Method. They were better in their grammar preposition of place. It was signed by their improvements in the result of each test.

Keyword: Total physical response, classroom action research
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CHAPTER I
INTRODUCTION

A. Background of the Study

English is a foreign language that must be mastered by all people. Learn english is not only in university or senior high school but also in junior high school. Teaching english to the junior high school is not easy, because it is new to them and also and also it is not their monther tongue. To teach young learners needed method that support inteaching and learning process. It is important to make indonesian students better in learning english. There are many method in teaching english, one of them is Total Physical Response (TPR). According to Dianne and Larsen (2000:110) Total Physical Response or “the comprehension approach” is a method of foreign language with instruction or command. Young learner need the teacher’s body movement or physical movement to ease them catching and memorizing of English material.

Total Physical Response (TPR) is a method of teaching language using physical movement to react the verbal input in order to reduce student difficulties and lower their affective filter. It allows students to react the language without thinking too much, facilitates long term retention, and reduces student bored and stress. In order to implement Total Physical Resonse (TPR)
effectively, it is necessary to plan regular sessions that progress in a logical order, and to keep several principles in mind (Setyadi, 2006: 127).

By using body movement, it is expected that learning English well will be conducted. Language learners can learn through observing actions as well as by performing the actions themselves. Asher said that; learning a foreign language to young learner is a directly pronouncing that contains a command, and then the students will response it by physical before they begin to produce the verbal response or speech (Brown, 2001: 30).

According to Richards and Rodger (2001:73) on his book Approaches and Method in Language Teaching, “Total Physical Resonse (TPR) is a language teaching method built around the coordination of speech and action, it attempts to teach language through physical (motor) activity”. So Total Physical response (TPR) is a method of language learning that arranged by command coordination, speech, and action, and try to teach language by physical activities (motor activities).

English preposition is one of the items of English Grammar that has differences from Indonesian preposition. So it is possible if the teacher in teaching English preposition faces difficulties. They are caused by the differences between them. They have important function in sentences and different meaning for the sentences.
“prepositions as structure words that each is composed of small class of words that have non formal racteristic ending and each signal syntactic structures that function as one of the other part of speech are difficult to be learnt.” (Frank, 1972 : 163).

In teaching grammar especially preposition, Total Physical Response (TPR) is useful because student can see and touch it directly. By using Physical Response (TPR) it is hoped that the teacher will be able to motivate the student to learn and pay attention to the material presented by the teacher.

By mastering preposition students can produce sentences in various way, it will make the message receiver can enjoy or hear the message easly and not boring from the speaker or writer. In teaching and learning process, the teacher plays an important role to select teaching media and techniques to draw students’ interest and motivation in learning English.

The writer choose Total Physical Response (TPR) as a media or method in teaching preposition of places because easly to get knowledge after learning process. Total Physical Response (TPR) is one of media or method that can be used in teaching and learning process. Total Physical Response (TPR) allows student to use and applied their physical movement in the classroom. The students’interest and motivations are important factors in learning a new language for the students to achieve the goal of the study.
After knowing the important factors, a teacher can decide the most efficient and affective technique, media and strategy of teaching English.

In this research the writer used classroom action research, because it is a number of procedures that can be used to improve teaching and learning process in the classroom. Usually it is used by teachers because they found some problem in the teaching.

B. Reasons for Choosing Topic

The writer chooses the topic based on the following reason:

a. Grammar is one of the important English components that which are considered difficult to learn especially for junior high school.

b. English prepositions is one of the grammar items that should be mastered by students who re studying english in order to use the language as a tool of comunication.

c. Total Physical Response (TPR) is one of alternative method in teaching a foreign language

C. The Statement of Problem

Based on background of research, the writer will formulate of the problem as follow:

1. What the Total Physical Response improve preposition mastery of the seventh grade students’ of MTs NU 11 Kisabariman Peron Limbangan Kendal
2. Could the Total Physical Response improve the student attention and participation in teaching learning process

D. Limitation of the Research

In this research the writer focused on the procedure of using Total Physical Response (TPR) method in teaching preposition of place with seventh grade of MTs NU 11 Ki Sabariman Peron Limbangan Kendal in the academic year 2013 / 2014. In addition, the material of this research was focused on preposition especially on preposition of places, which was taught to the students, and the researcher only takes a class to become participant. The instrument of the research which is instructional program and the achievement test will be developed by the researcher herself.

E. Objective of the Research

In this research the objectives of the study is to find out the improvement of student’s understanding on preposition of places after being taught by using Total Physical Response (TPR) method at seventh grade of MTs NU 11 Ki Sabar Iman Peron Limbangan Kendal.
F. Benefit of The Research

a. For student

1) To make student easy to understand the lessons especially on preposition of places.

2) To improve skills of students in English

3) To improve achievement and students learning outcomes

4) To improve students’ motivation to study

b. For teacher

To help teacher in providing active, creative, effective, and fun learning for students according to learning method.

c. For the school

It can be a supported way to improve teaching and learning process. The school that has many media or strategies in learning process will interest the students to be more active.

d. For the readers

It is hoped can give more information and contribution to the knowledge. Hopefully it can be a inspiration for the readers to use method or another media to improve their grammar preposition of place comprehension.
e. For writer

It hope that the result of the investigation will be useful input for the writer to improve the knowledge about teaching preposition of place and it will be useful in the future as the prospective teacher in preparing teaching process. This study can develop knowledge and experience in teaching preposition to the student.

G. Clarification of Term Key

To avoid from the various of interpretations and to restrict this research in the corridor, so need to explain some meanings connected the research about ‘The Use of Total Physical Response Method to Improving Student’s Preposition Mastery’ are:

a. Total Physical Response (TPR) Method

According to Setyadi (2006:127) Total Physical Response (TPR) is a method of teaching language using physical movement to react the verbal input in order to reduce student difficulties and lower their affective filter. It allows students to react the language without thinking too much, facilitates long term retention, and reduces student bored and stress. In order to implement Total Physical Resonse (TPR) effectively, it is necessary to plan reguler sessions that progress in a logical order, and to keep several principles in mind.
b. Improve

Improve is to bring to more desirable of excellent condition; to ameliorate; to better; to make; as land or real estate, more profitable by cultivation or construction; to make more useful (Pei, 1974:483)

c. Student

Students is person attending an educational institution, for example high school or college; one studying; one devoted to careful and systematic study (Glorier, 1974:972).

d. Preposition

According to Bergman (1987:79) preposition classified in one of the eight sections of the part of speech in grammar serves to show the relation between the object of preposition and elements in other words in a sentence. E.g. I saw him on Friday
CHAPTER II
THEORITICAL FRAMEWORK

A. Grammar

1. Definition of Grammar

Grammar is the rule wording to form a meaningful sentence. Thornbury stated that grammar is a way to make meaning explicit when contextual information is less. That is simple words not enough to express the full meaning. Grammar is a description of rules that govern how the sentence is formed. In other words, to understand the full meaning of the sentence, we must master the grammar first, because the guide on how to speak and write correctly.

According to Harmer in the book Making Sense of Functional Grammar written by Linda Garot and Peter Wignal, mentioned that grammar is a way to turn the words into sentences. It serves to make a good sentence with good structure. Grammar is also used to look at the words or phrases that are singular, plural, negative, or positive. In the mastery of grammar, we may not be able to see the errors contained in our sentence (1994: 3).

In language learner need to learn grammar to express and understand the great variety of meanings, because the grammar distinguish sentences in different contexts. Besides as tool for making meaning, grammar also has an important function depends on the sentence. One sentence can express different meanings and different time. It is important to learn the grammar, because when we use the phrase is wrong, it can create misunderstandings between the speaker and the listener, it is the reason why people need to learn grammar (Nunan, 2005:2)
2. Part of Speech

Azar (1992:68) in his book Fundamental of English Grammar mention that in English, the class of words is divided into eight sections: pronouns, adjectives, nouns, conjunction, verbs, interjections, and preposition. Eight class of words that is usually used in preparing the sentence.

*Noun* is a word that is used to name something: a person, animal, a place, a thing, or an idea. Noun divided into concrete noun and abstract noun. Example; *I put my book on the table*. *Pronoun* is a word that replaces a noun. Some of words that are used in pronouns also used in adjectives, but they different function and form. Examples; *This is my book, that is yours*. *Verb* is a word that generally expresses an action or state, example; *Zahra walk alone in the yard*. *Adverb* is a word that has function to give an explanation at verb, conjunction, preposition, adjective, another adverb, and all of sentence. Example; *She is cooking in the kitchen right now*. *Adjective* is a word that explains noun, pronoun, and adjective. Example; *She look beautiful*. *Preposition* is a word that cannot change the form of sentence of phrase and it usually put in front of noun or object that has purpose to show the relation with words in sentences. Example; *Shira stands in front of class*. Conjunction is used to related words, expression sentence, etc. example; *you and I will go to Bali tomorrow*. *Interjection* is a sounds that are added into sentence to show feeling or strong emotion. E.g. Well done! (Burton, 1982 : 130)

3. Definition of Preposition

According to Bergman (1987:79) preposition classified in one of the eight sections of the part of speech in grammar serves to show the relation between the
object of preposition and elements in other words in a sentence. E.g. I saw him on Friday.

While Burton (1982:130) said that the preposition also means "placed before". Preposition used to follow the noun or pronoun to show the relations between people, things, or action. Preposition affect the meaning of the noun or pronoun that follows it.

The object of the preposition is the object that follows preposition, can be nouns, pronouns, gerunds, and particulate matter. Each of these functions are classified into different sections of the part of speech. The words that form the core of the sentence in which all the other words are part of the part of speech known as a noun (change) and the verb; words that modify the words of the central core is part of the part of speech called adjectives and adverbs; words that indicate a certain type of linking relationship between this passage speaks called preposition and conjunction (Junaida, 2008: 21)

Waliting found another definition of the first preposition is; word or group of words used before a noun or pronoun to indicate a place, position, time or method. second; preposition is a word that is used for the function of noun phrases that precede other phrases that express the meaning of space, time, position, etc. (Waliting, 1988: 01).

4. Types of Preposition

Frank (1972:164) said that Preposition indicated physical relation includes time, place, position, and direction.

Point of time are:
• ON. Example; I saw her on Friday ( ON used with a day of the week ) I saw her on January 14 ( On used with a day of the month )
On as a preposition of time may be omitted – I saw her Friday.
• AT, Example; I saw her at noon (or night, midnight). ( At used with a part of the day considered as a point ).
• IN, Example; I saw her in the morning ( or afternoon evening ). IN used with a part of the day.

Extended time. Starting at one point and ending at another (duration).
• Once. Example; I have no see him since yesterday. ( since gives the beginning point, if it used with the present perfect tense, the end point is now)
• By, Example; I can see you by Monday. ( By implies no later than at any time up to this point).
• For. Example; I can see you for one hour. ( For gives a quantity of time. It is usually accompanied by a number).
• During. Example; I can see you during the week. (during gives a block of time, usually thought of as undivided).

Sequence of time. Events that follow one another.
• Before, example; I will see you before yesterday ( the event precedes the time give in the before phrase).
• After, example; I will see you after Friday.

Preposition of time may introduce not only adverbial prepositional phrase, as in those just given, but they may also introduce adjective phrases that modify
nouns or pronouns. Example; the meeting in January has been canceled, the
meeting at five o’clock has been canceled, the meeting on January 14 has been
canceled.

The second preposition that indicted physical relationship is preposition of
place and position. This prepositions that are included in this type indicate the
place and position. It is divided into some point of place and position. They are
described as follows:

Position; the point itself. I or inside, example; hang your coat in the closet.
(In gives the area of something enclosed- a container, a drawer, a room, a
building, the world). There was no one inside the house. (Inside emphasizes the
containment). On, example; put the dishes on the table. (on indicates the surface
of something- a floor, a wall, a ceiling, a desk, a street). On top of, example; he is
standing on top of the desk. (On top of emphasizes the uppermost horizontal
surface. It is used with an object that has some height). At, example; she is at
school. (at church, at the store etc). (at refers to general vicinity). At is also used
for addresses with street numbers, example; she lives at 14 park avenue (Frank,
1972 : 165).

Higher or lower than point; higher. Over; example: the plan flew over the
mountains. (over is felt to be generally higher than a point). Above; example: he
lives on the floor above us. ( above is felt to be directly higher than a point) this
distinction between over and above is not always carefully observed.

Lower; under, a subway runs under this street. ( under is felt to be
generally lower than a point). Underneath, example; he swept the dirt under (neat)
the rug. (Underneath expresses the idea of close under, especially so as to be hidden). Beneath, example: beneath a tree lay a dog fast sleep. (Beneath expresses the idea of directly under, with someplace between). Below; example: She lives on the floor below us. (Below is felt to be directly lower than a point). The distinction between under and below is not always carefully maintained.

Neighboring the point; Near; example: she lives near university. (Near has the most generally meaning of neighboring a point). By is a synonym of near. Close to means very near. Next to; example : the teacher is right next to the post office. ( with nothing else between them ). Alongside; example : the tug pulled up alongside the tanker. ( adjoining persons or things considered as lined up, or side by side ). Beside; example : he sat beside his girlfriend during the party. ( on one side of a person or thing that has two sides ). Between; example : he sat between his two sons. ( on each side of a person or thing that has two sides ). If more than two persons or things are position around a point, among is use. He sat among all his grandchildren. Opposite; example : the museum is just opposite the post office. ( directly facing someone or something ).

According to Frank (1972:166-167) The third preposition that indicated physical relationship is preposition of direction. It usually deal with movement, to show the direction where the movement would go. They are : To- form; example : He always walks to school from his home. Toward (s); example : The pilgrims headed towards Makkah. Away from; example : they moved away from their old neighborhood. In ( to )- out of; example : he run into the house quickly. After a view minutes he run out of the house with an umbrella under his arm. Up-down;
example: hi climbed up (or down) the stairs. Around: example: the ship sailed around the island. Through: you can drive through that town in an hour. Past (or by); example: he walked past (or by) his old school house without stopping. As far as (up to); we will walk only as far as (up to) the old school house. Then we are turn back.

5. Function of Preposition

Preposition has many types based on its function. But, in general, preposition has a function of connecting a noun or pronoun to another word, usually a noun, a verb, or an adjective (Waliting, 1988: 8).

Example:
The girl with black shirt is beautiful
They arrived in the afternoon
She is fond of glasses

After a word of motion a preposition of position or direction; may be used without a noun object. Such a prepositional form is usually classified as an adverb. For example in the sentence: He fell down the stairs. “Down” is functioned as a preposition when it governs a noun or pronoun. Meanwhile in the sentence: He fell down. “Down” in this sentence is functioned as an adverb when it merely modifies a verb and does not show relationship between words. In the spoken language, these two prepositional forms are stressed differently (Junaida, 2008: 8). For example:

He fell down the stairs. (down as preposition is unstressed)
He fell down. (down as an adverb is stressed)
6. Preposition of Place

Preposition of place is preposition that is used to describe the place or position of all types of noun. It shows relating between thing and shows where something were located. For example, the lamp is on the table. It contains the preposition “on”. This word shows the spatial relationship between the lamp and the table. Preposition of place usually occur on the beginning of phrase including a noun (example at the cinema). Preposition of place has a concrete meaning that we can show or demonstrate.

7. Kind of Preposition of Place

Some preposition indicate the place, position, and direction, they are: (1) at: it refer to general vicinity and it used for addressing with stressing number and after the verb arrives, at refers to a place that is smaller than a city or town, for instance, He live at Jl.Kajorang Peron. (2) In: it refers to a place that is larger than a city or town, for instance, she arrived in Semarang. (3) On: it indicates the surface of something; a floor, a wall, a ceiling, a desk, a street, etc. For instance, put the picture on the wall. (4) On top of: it emphasizes the uppermost horizontal surface, for instance, She is standing that ton top of the building. (5) Over: it is felt to be generally higher than a point. For instance: The plane is over the mountains. (6) Above: it is felt to be directly higher than a point, for instance, She lives on the floor above us. (7) Under: it is felt to be generally low than a point, for instance: A subway run under the street. (8) Bellow: it indicates directly a positions that a lower than a point, for instance: She lives on the floor bellow us. (9) Near: it has the most generally meaning of neighboring a point, for
instance: She lives near the Mosque. (10) Besides: it indicates the place on one side of a person or thing that has two sides, for instance, she sat beside her two brother during the party. (11) Between and among: between generally involves two, for instance, Andy is sitting between Kevin and Randy. Meanwhile, among involves more than two, for instance, Randy is the among the student. (12) Next to: it is used to indicate the point with nothing else between them, for instance, The teather is right next to the department store. (13) Opposite: is used directly facing someone of something else, for instance, The museum is just opposite the post office (Schampfer, 1989: 376).

B. Total Physical Response Method

1. Definition of Total Physical Respone

James Asher, a professor at San Jose State University, California, develop a method in language teaching. It is called Total Physical Response. It drawn on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Palmer in 1925. James Asher, the developer of the Total Physical Response, actually made an experimental with Total Physical Response in the 1960s but it was almost a decade before the method was discussed in professional circles.

Total Physical Response (TPR) is one of the strategies of teaching and learning, in which students understand a new language before they speak, write, or read just as a child learns a language first learned about the language. Total physical response (TPR) is a method of teaching language built around the
coordination of speech acts; he tried to teach language through physical activity (motor). Quoting from the book Approaches and Method in Language Teaching by Richard and Rodger (2001:73), Total Physical Response (TPR) is a type of language teaching method that combines two elements, there are words and actions. The purpose of this method is to try to teach the language by perform physical activity. In this method, a new understanding of language is the first thing that must be mastered by the student.

Asher (2001:73) claim that speech directed to students consist primarily of commands, which students respond to physically before they begin to produce verbal responses. Asher believes that student, in learning their first language, appear to do a lot of listening before they speak. There listening is accompanied by physical response (reaching, grabbing, moving, looking, and so on).

Based on the definition above, the writer concludes that Total Physical Response is a language learning method based on the coordination of speech and action. It consist of a short sequence of instruction which is acted out. It means that the teacher give some commands and the students respond to the teacher’s instruction through psychomotor activity while they are listening.

2. The Objectives of Total Physical Response Method

A method or technique in teaching and learning precess must be developed in order to get a better purpose for a better result. Total Physical Response (TPR) is developed in order to improve the better result of teaching learning process a new language. Teachers who use Total Physical Response (TPR) method believe
in the importance of having the students enjoy their experience in learning to communicate a foreign language.

According to Freeman (2000:117) Total Physical Response (TPR) was to develop in order to reduce the stress people feel when studying foreign language and thereby encourage students to persist in their study beyond a beginning level; or proficiency.

Richard and Rodgers (1986:75) say:

“ The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehensions is a mean to an end, and the ultimate aim is to give basic speaking skills. Total Physical Response (TPR) aim to produce learners who are capable of uninhibited communication that is intelligible to a native speaker”.

From the statement above, there are some objectives of Total Physical Response. First, teaching oral proficiency at a beginning level. Second, using comprehension to mean speaking. The last is using action based on drills in the imperative form.

World is most thoroughly researcher approach in second language acquisition that is success with children and adults learning any language. There are three language, learners can accept the knowledge well, seconds is Long-term retention, and the last is zero stress. Using Total Physical Response in learning process make learners relax and another unusual feature is enjoyable for teachers and students.
3. Characteristics of Total Physical Response

The teacher as a director and the students “act” in response. The instructor or teacher is director of the stage play in which the students are the actor. Understanding of the spoken language must be developed in advance of speaking. Understanding and retention are best achieved through movement of the students’ bodies in response to commands. Listening and physical response skills are emphasized over oral production. Students should never be forced to speak before they are ready. As the target language is internalized, speaking will be emerged naturally. Grammar and vocabulary are emphasized over other long areas. Spoken language is emphasized over written language. Whenever possible, humor is injected into the lessons to make the learners more comfortable in learning language.

4. Approach and Design of The Total Physical Response Method

a. Theory of Language and Learning

According to Richards & Rodger (2001:73) the appearance of Total Physical Response (TPR) in the language learning based on the assumption that we must learn grammar-based when we learn it. Asher support that assumptions by this state. He said that grammatical structure id the dominant point in the target language and there are hundreds of vocabulary that can be learned from imperative instructor.

Language is being composed of abstraction and non-abstractions being most specifically represented by concrete noun and imperative verb. The learners
ca acquire a “detailed cognitive map” as well as “the grammatical structure of a language” without recourse to abstractions.

Based on Asher’s (2001:74) point of view, a stimulus response have a role a providing a learning theory underlying language teaching pedagogy. As the addition, he has been elaborated an account of what he feels facilitates or inhibit foreign language.

b. Design

Teaching oral capability is the common purpose of Total Physical Response (TPR) method and it is for beginner. The first aim is teaching basic speaking skills, and as the final indicator is comprehension on it. As the Total Physical Response (TPR) course goals is producing learners who are capable of an inhibited communication that is understandable to a native speaker. When the Total Physical Response (TPR) is applied, the specific instructional objectives are ignored because their necessary are different from other.

From the syllabus, here can be combined from other type in Total Physical Response (TPR) classes. Different from other method, Total Physical Response (TPR) need to focus on what is the content rather than how is the form. Things that related to grammar and vocabulary are chosen based on the condition in which they can be applied in the classroom and ease with which they can be learned. The type of learning and teaching activities in Total Physical Response method is imperative drills that used to get physical action on the part of learners, and it is the main classroom activities in Total Physical Response (Richard & Rodger, 1986 : 75)
Here, the learners are as the listener and the performer who must listen attentively and respond the command given by the teacher physically. They have a few influence to the content that has decided by the teacher because they just as the follower of their teachers’ role. Setyadi said that the instructor is the director of a stage play in which the students are the actors (2006:129).

According to Brown (2001:31), when Total Physical Response applied the teacher is an instructor or director, and the students are as the actors. Teacher who decides all perform requirement, and she or he is also allowed to support all of preparation in order the lesson can run predictably. Refers to statement above, Asher stresses that the teacher’s role is not so much to teach as to provide opportunities for learning. The teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalize the basic rules of the target language. The teacher should also allow speaking abilities to develop in learners at the learners’ own natural pace.

In giving feedback to learner, the teacher should follow the example how parents give feedback to their children. At first, parents correct very little, but as the child grows older, parents tolerate fewer mistakes in speech. Similarly teachers should refrain from too much correction in the early stages and not interrupt to correct errors, since this will inhibit learners. Teacher should also having to narrow a tolerance for errors in speaking (Richard & Rodgers, 2001:76–77).

Basically, there is no special material in Total Physical Response method. When the students learn language firstly, teachers’ voice, actions and gestures can
be used as the source of materials, for the next, the teacher can use abject around
the classroom, such as books, pens, and furniture’s. The course can be developed
by collect supporting materials such as pictures, slide, and words chards.

5. Principle of Total Physical Response Method

The principle of Total Physical response is developed by Asher. According to him, second language learning is same with first language learning and it interprets the same natural process. Before applying the Total Physical Response method for teaching a foreign language, in this case is English, a teacher should understand its principle well. So he or she will be able to use it properly in the teaching learning process.

Larsen and Freeman (2000:114) stated their principle in Total Physical Response that can support Asher’s statement. According to them, in order to make the students understanding of the meaning efficiently, it can be conveyed by action totally. When the student interact with their environment by their body, they can initially learn one part of the language rapidly. Students should not be made to memorize routinely because it can make them be surprised, so language learning must be fun so that more effective in teaching and learning process.

As the conclusion, using body movement or physical response in the classroom activity will make students easy to understand the meaning of the vocabulary items. A teacher should be careful in correcting the students’ mistake. Correcting the mistakes improperly will make the students feel desperate. Therefore, an English teacher must be able to create flexibility in the classroom.
Another important thing is that new vocabulary should be presented in a context not word by word.

Before beginning the teaching learning process, there are thing that should be prepared; first arrange the furniture and props in the classroom before the lesson, so we can use a variety of prepositions when moving students around. Then try not to emphasize the prepositions too much in our speech; student need to recognize normal intonation and stress patterns. Last, we have to make sure that the classroom has enough space for all students to perform the motions safely.

During Total Physical Response activities, the teacher should pay careful attention to how the students respond. After teacher give attention to the students, teacher can give some comments and correct what the student’s performance before. The teacher also can give mark to the students.

6. Teaching Preposition using Total Physical Response (TPR)

Total Physical Response (TPR) is an educational technique that is developed by Dr. James Asher to help people learn foreign English language, as the name suggest, the technique focuses on using physical movement to teach word meaning. The concept of Total Physical Response (TPR) can be used for all language, including sign language for the deaf, and with learners of all ages and abilities. Asher’s system can be used to teach specific element of grammar, such as preposition, one the language meaning aspect of English for non-native speakers to master, because it create a learning environment that encourages immediate understanding and retention. In transferring the material about
preposition of place related with Total Physical Response (TPR), we can use some term.

First, assessing knowledge is also used in Total Physical Response (TPR). It asked student to tell you what they know first. You can see that someone can give you a definition of term and some examples. Those who have already well in English language. Ask question like, “where is your book? Where is the pen?”

Second, List the commonly used prepositions on piece of paper or on the board. We also can ask students to give definition if they can. For example, we might stand in the doorway and announce that you are :in the doorway, beside the coat rack.”

Third, Total Physical Response (TPR) with body movement means that the teacher gets the students moving. Give instruction using preposition and have same students to follow. The teacher might tell students to put their book under a chair, put their hand on the knees, or stand near window.

The last is physicality, Total Physical Response (TPR) is considered particularly effective for those who have very little language base since it is based on physical movement, but it many be used for more advanced concepts like preposition in use. As the teacher give instructions in verbal sentence, students should be able to recognize the term in normal stress and intonation.

7. Characteristic of Junior High School

Harmer (2001:37) said that Junior high school students heve special characteristics that make them different from younger and older students. As a teacher, it is important to understand their characteristics, in order to make
appropriate design and adequate programs to fit the particular requirement of
individuals of this group.

The range of age junior high school students is between 13-14 years old. They are in process of changing from children to adult. The children of 13-14 years old is seemed to be less lively and humorous than adult. They have less motivation and present outright discipline problems. As a teenagers, if they are engaged, they have a great capacity to learn, a great potential for creativity and passionate commitment to tings which make them interested (Harmer, 2001: 39). Student must be encourage to response to text and situations with their own through and experience, rather that just by answering questions and doing abstract learning activities. So, they need some special task in education school and teacher should provide opportunities for them to explore and experiment in a stable and supportive atmosphere, because they learn now experiences, new rules, and this range of age is one of the most challenging times in life.
CHAPTER III

METHODOLOGI OF RESEARCH

A. Setting of Research

This research was carried out at MTs NU 11 Ki Sabariman Peron, Jl. Kajorang No.5 Peron Village, Limbangan District, Kendal Regency, Central Java Province. The research was applied for the seventh grade students’ MTs NU 11 Ki Sabariman Peron. The student are from various areas with various economy levels.

1. Profile of MTs NU 11 KIsabariman Peron

Name of school : MTs NU 11 Kisabariman Peron

NPSN : 20322050

Type : Swasta

Accreditation Status : B

Located : Jl.Kajorang No.5 Peron Limbangan Kendal

Head Master : H. Markhum, S.Pd.I

Vision : Terbentuknya manusia yang beriman, bertaqwa, cerdas, terampil, berakhlaqul karimah dan cinta tanah air (The establishment of a man of faith, devoted, intelligent, skillful, virtuous and love of the country)
2. Education Facilities and Tools

- Computer Lab
- Equipment of Sport (volleyball, football, badminton, table tennis, chess)
- Marching band
- Library

3. The Organization Profession Structure of MTs NU 11 Kisabariman

- Headmaster: H. Markhum, S.Pd.I
- Deputy of Curriculum: Sutopo, S.Pd.
- Deputy of Students Affairs: Kunafak, S.Pd.I
- Deputy of Infrastructure: Munawir, S.Pd.I
- Deputy of Public Relation: Yitman, S.Pd.I
- Adviser of OSIS: Khoirul Anwar, S.Pd.I
- Chief of Administration: Musrifah, S.Pd.I
- Deputy of Administration: Listiyana, S.Pd.I
- Teacher Council:
  - Rohidayati, S.Pd.I
  - Nurul Farida, S.H.I
  - Qifia Tabiati, S.H.I
  - Binasiyah, S.Pd.I
  - Suprayitno, B.A
  - Slamet Suradal
  - Arif Fahmi
B. Research Methodology

This is a classroom action research (CAR). Action research is kind of research that is conducted in the classroom by a teacher. This research can offer new ways and procedures to improve and increase teachers’ professionalism in the teaching learning process and students’ learning result (Mills, 2000:6).

Classroom action research might be defined as “the study of social situation to improve the quality of action”. It aims to feed practical judgment in concrete situations and the validity of the “theories” or hypotheses it generates depend not so much on “scientific” test of trust, as on their usefulness in helping people to act more intelligently and skillful.

Classroom action research in one of the types of investigation that has characteristic, reflective, participative, collaborative and spiral which has the purpose to repair and increase the system, method, process, competence and situation of teaching learning (Arikunto, 2008:23). According to Kemmis and McTaggart, action research is a group of activities and a piece of descriptive research carried out by a teacher in his or her own classroom, without changing the phenomenon under investigation (Nunan, 1992:18).

From the definition above, the researcher concluded that action research is an action in research that can be done by teacher, researcher and teacher with his or her colleague, that involves a group of student to improve the quality of
teaching an learning process or to enhance the understanding of the student to the lesson. Action research is different from other research. It has its own characteristics. There are characteristics of action research:

1. On the job problem oriented

The problem of teaching and learning which are investigated in action research are the problems found in everyday life.

2. Problem-solving oriented

The main aim of action research is to solve problem.

3. Improvement oriented

Action research is meant to make changes and improvement by making use of the elements in the process of development.

4. Multiple data collection

An action research consist of several methods which are used to collect the data, such as observation, test, interview, and questionnaire, etc. all these ways are focused to get result validation of research.

5. Cyclic

A cyclic consists of certain steps that are planning, acting, observing, and reflecting. They are implemented in an action research. There are four components in one cycle for doing classroom action research. They are:

a). Planning

Planning is a plan to conduct treatments or after making sure about the problem of the research. A writer needs to make a preparation before doing an action research.
b). Acting

This section discusses the steps and activities that would be taken by the researcher. It means that a researcher implemented the plan, which is made in previous phase in the field of research.

c). Observing

A writer has to observe all events or activities during the research. The observation is done during the research in purpose of getting any data to show students’ condition while research is conducted.

d). Reflecting

According to Arikunto (2006:96-97) reflecting is the inspection effort on the success or the failure in teaching the temporary purpose in order to determine the alternative step that are probably made to get the final goal of the research.

Model of Action Research According to Lewin (Arikunto, 2006 : 92 )
The researcher used classroom action research as an effort to develop English teaching learning process and to solve the problem faced by the students in learning English.

6. Collaborative

The researcher cooperates with other people, every step of the research to heighten the validity of the observation. Kemmis and McTaggart add Nunans’ book argue that there are three defining characteristic of action research, they are:

(a) It is carried out by practitioners (for our purpose, classroom teacher) rather than outside researcher. (b) It is collaborative, and (c) It is aimed at changing things. (Nunan, 1993: 18).

From the definition above the researcher conclude that action research is the collaboration in classroom action research which is done by two persons between the researcher and teacher, teacher and teacher, etc to solve the problem or improve the situation through a cycle procedure covering, planning, acting, observing and reflecting in teaching and learning process. This action research is analyzing the students in learning grammar especially in student’s understanding of preposition of place.

1. The Subject of Research

a. Students

In this classroom action research, the subject of research is VII A class of MTs NU 11 Kisabariman Peron Limbangan Kendal in the academic year 2013/2014. It consists of 32 students with 14 boys and 18 girls.
<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A. Khanafi</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>Abiartono</td>
<td>Male</td>
</tr>
<tr>
<td>3</td>
<td>Aditya Esa Nurrohmah</td>
<td>Female</td>
</tr>
<tr>
<td>4</td>
<td>Advin Maulana</td>
<td>Male</td>
</tr>
<tr>
<td>5</td>
<td>Amalia Putri Arifah</td>
<td>Female</td>
</tr>
<tr>
<td>6</td>
<td>Chichi Diva Cahyani</td>
<td>Female</td>
</tr>
<tr>
<td>7</td>
<td>Desmi Fitri Handayani</td>
<td>Female</td>
</tr>
<tr>
<td>8</td>
<td>Dewi Kartika Sari</td>
<td>Female</td>
</tr>
<tr>
<td>9</td>
<td>Dewi Masithoh</td>
<td>Female</td>
</tr>
<tr>
<td>10</td>
<td>Dwi Ana Setyani</td>
<td>Female</td>
</tr>
<tr>
<td>11</td>
<td>Dyah Permata Anggraini</td>
<td>Female</td>
</tr>
<tr>
<td>12</td>
<td>Eni Umi Kholisoh</td>
<td>Female</td>
</tr>
<tr>
<td>13</td>
<td>Eva Diah Ayu Saputri</td>
<td>Female</td>
</tr>
<tr>
<td>14</td>
<td>Fara Kinanti</td>
<td>Female</td>
</tr>
<tr>
<td>15</td>
<td>Fashul Maulana</td>
<td>Male</td>
</tr>
<tr>
<td>16</td>
<td>Guntur Sofian</td>
<td>Male</td>
</tr>
<tr>
<td>17</td>
<td>Ikhtiar Ma’arif</td>
<td>Male</td>
</tr>
<tr>
<td>18</td>
<td>Khoirul Muflikhatun</td>
<td>Female</td>
</tr>
<tr>
<td>19</td>
<td>Khoirunnisa Lutfiana</td>
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</tr>
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<td>20</td>
<td>Laila Fatchu Rikza</td>
<td>Female</td>
</tr>
<tr>
<td>21</td>
<td>Lailatul Maghfiroh</td>
<td>Female</td>
</tr>
<tr>
<td>22</td>
<td>Linda Sofya Ranti</td>
<td>Female</td>
</tr>
</tbody>
</table>
b. Researcher

In this application researcher collaborated with the English teacher. Researcher carried out Total Physical Response Method in teaching Preposition of Place that was helped by Mr. Slamet Suradal who as English teacher in MTs NU 11 Kisabariman Peron Limbangan Kendal as collaborator.

2. The Schedule of The Research

This classroom action research was done in March 2014. The time schedule of research could be drawn in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Linta Nur Mala</td>
<td>Female</td>
</tr>
<tr>
<td>24</td>
<td>M. Miftahul Daroyini</td>
<td>Male</td>
</tr>
<tr>
<td>25</td>
<td>M Tamamudin</td>
<td>Male</td>
</tr>
<tr>
<td>26</td>
<td>Nur Sakhowi</td>
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<tr>
<td>27</td>
<td>Restu Ari Nugroho</td>
<td>Male</td>
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<tr>
<td>28</td>
<td>Salis Abdul Hakim</td>
<td>Male</td>
</tr>
<tr>
<td>29</td>
<td>Siti Sa’adah</td>
<td>Female</td>
</tr>
<tr>
<td>30</td>
<td>Tovan Dwi Raharjo</td>
<td>Male</td>
</tr>
<tr>
<td>31</td>
<td>Vahmi Indra destyawan</td>
<td>Male</td>
</tr>
<tr>
<td>32</td>
<td>Valdin Astrian Setyaning</td>
<td>Male</td>
</tr>
</tbody>
</table>
Table 3.2 Schedule of The Research

<table>
<thead>
<tr>
<th>Step</th>
<th>Date and Time</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 March 2014</td>
<td>Observation</td>
<td>MTs NU 11 Kisabariman Peron Limbangan</td>
</tr>
<tr>
<td>Cycle 1</td>
<td>12 March 2014</td>
<td>Teaching learning process by using Total Physical Response Method</td>
<td>VII A class in Mts NU 11 Kisabariman Peron Limbangan Kendal</td>
</tr>
<tr>
<td>Cycle 2</td>
<td>19 March 2014</td>
<td>Teaching learning process by using Total Physical Response Method</td>
<td>VII A class in Mts NU 11 Kisabariman Peron Limbangan Kendal</td>
</tr>
</tbody>
</table>

3. The Procedure of Research

This study use statistical analysis to find out the improvement of student’s knowledge on grammar of preposition of place. The observation in this research is conducted three time, before the treatment, during the cycle I, and cycle II. There are four components in one cycle for doing classroom action research. It consist of planning, acting, observing, and reflecting. The researcher gives check list in the observation. In the end it will be analyzed by describing the result of percentage from the check list.
a. **Pre-cycle**

In this pre cycle, the researcher sees teaching the material of preposition of place in the classroom. By doing pre cycle, the teacher has still done conventional method which does not use the researcher’s method in teaching and learning process.

In teaching learning process, pre cycle will also measure with the research indicator which will see the students’ activities in learning process, the concept, and the students’ result. In this study is done as basic to compare the procedure of learning by using the researcher’s method in teaching and learning on first and second cycle.

b. **First cycle**

1. **Planning**

   - Design activities for the methods implementation.
   - Arranging a lesson plan based on the teaching material
   - Preparing the materials that needed
   - Preparing checklist for observation

2. **Acting**

   Researcher with the English teacher began the teaching and learning process based on lesson plan. The procedures in teaching and learning process as follow :
   
a). Pre-activities

   - Giving introduction about materials by asking some questions. “ Do you know preposition ?”
   - Students answer the questions orally.
b). Main activities

1. Exploration
   - Giving explanation about preposition and kinds preposition.
   - Giving example of preposition to the students.
   - Students discussing about preposition of place.

2. Elaboration
   - Students asked to mention kind of preposition of place
   - Students asked to make an example of preposition of place.
   - Checking students work.
   - Students asked to give response what the teacher say about the material that related to preposition of place.
   - Students asked to doing the exercise about preposition of place.

3. Confirmation
   - Giving feedback
   - Giving confirmation

c). Post activities

- Making conclusion
- Conveying the next material in the next meeting
- Closing the lesson

3. Observing

- The researcher observe the classroom activity such as students’ interest and students’ response by this technique.
The researcher observe the students when they were answering the questions about preposition of place.

4. Reflecting

Researcher and teacher analyzed and discussed the result of the observation. It was continued then to make reflection which one should be maintained and which one should be repaired in the next cycle.

Made a conclusion from cycle 1.

c. Second cycle

1. Planning

- Planning the action to students
- Arranging a lesson plan based on the teaching material
- Preparing the material that needed
- Preparing checklist for observation
- Preparing from of test

2. Acting

The researcher with the English teacher began the teaching and learning process based on lesson plan. The procedures in the teaching and learning as follow:

a). Pre-activities

- Giving introduction about materials by asking some questions. “Do you know preposition?”
- Students answer the question orally
b). Main activities

1. Exploration
   - Giving treatment to the students about preposition of Place using Total Physical Response.
   - Giving explanation about preposition and kind of preposition
   - Giving example of preposition to the students
   - Students discussing about preposition of place

2. Elaboration
   - Students asked to perform a game of Total Physical Response Method
   - Students asked to mention kind of preposition of place
   - Students asked to make an example of preposition of place
   - Checking students work
   - Students asked to give response what the teacher say about the material that related to preposition of place
   - Students asked to doing the exercise about preposition of place

3. Confirmation
   - Giving feedback
   - Giving confirmation

c). Post-activities
   - Making conclusion
   - Conveying the material in the next meeting
   - Closing lesson
3. Observing
   - The researcher observes the classroom activity such as students’ interest and students’ response by this technique.
   - The researcher observes the students when they were answering the questions about preposition of place.

4. Reflecting
   Reflecting was done at the end step after finishing the observation. In this step, the researcher had the result of the observation and the researcher concluded for the improvement in the writer’s study.
   - Evaluate the activity that has been done.
   - Analyze the activity, whether they still found the problem or not.
   - Discussed with the teacher and analyzed the data.
   - Made a conclusion from cycle II.

4. Source of Data
   The researcher is conducted the research at MTs NU 11 Kisabariman Peron Limbangan Kendal in the academic year 2013 / 2014.
   They are some sources of data:
   - Data from the head master of MTs NU 11 Kisabariman Peron Limbangan Kendal involves the history and development of the school.
   - Data from the English teacher of the seventh grade involves teaching learning process and students’ name.
   - Data from the students involves: students’ achievement that is obtained from students’ score in the end of every cycle. Then data of observation, it
is taken from students during teaching learning process, and an additional data is taken from the test documentation during the research.

5. Technique of Collecting Data

Method of data collections is very important in a research. Data source in research is basically source of which a researcher get data, depends on the necessity and kind of information which is needed (Arikunto, 2006 : 149) . In this research, the researcher use observation and test.

a). Observation

According Hadi (2004:15), observation is the process of observe and write the phenomena that happened in class systematically. Nunan (1992 : 93) states that, classroom observation is an observation that focused on the understanding of how social event of the language classroom are enacted. In this research, observation is done during the action research as a method to observes the teaching process and students’ activity. The writer observes the event in class during the lesson or the treatment using check list to get data. There are some steps that will be done by the writer to get the data collection by giving the observation is as follows :

- The writer focused on students observable behaviors that indicate their participation to the material. The indicator accessed in the check list of observation.
- Using check list behavioral observation.
b). Test

Test is one of technique of data collection in the research. Test is a set of questions that is given to someone to get answer that become base to give score. Test is important thing of every teaching and learning experience. Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria (Brown, 2001: 401). The researcher conduct a test to know how students’ ability on preposition especially on preposition of place.

The researcher obtained the data from the teaching and learning process and the result of students’ test. Test achievement at the end of course, and overall proficiency, as measured by external examination. In this research the researcher carried out the writing test. Writing test is used to measure students’ writing ability would be to have them write (Harris, 1969: 69). Writing is an appropriate test for measuring the students’ mastery of the whole language aspects that have been taught in the teaching learning process.

Arikunto, (2006: 263) say that In every cycle, after give a treatment the writer gives test to students. The result of the test will be analyzed by using percentage scoring as following formula:

\[ \text{Score} = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100\% \]

6. Technique of Data Analysis

a. Observation

Data from observation is analyzed by using some steps. First, the data will be edited, and then the writer makes a categorization and tabulation.
b. Written Test

Written test includes pre-cycle test, cycles 1 test and cycle 2 tests. In this research, researcher also uses mean formula to know the average of students’ score and check student’s improvement in learning preposition of place. The mean score of the class is searched by using this following formula:

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

Where:

- \( M \) : The mean / average of student score
- \( \sum x \) : Total Score
- \( n \) : The number of students.

From the result of this formula the researcher will find out the improvement of students understanding of preposition of place by the use Total Physical Response (TPR) method.

7. Achievement Indicator

To know the success of this classroom action research, if:

- The average of students’ score in preposition of place at seventh grade students of MTs NU 11 Kisabariman Peron Limbangan Kendal in the academic year 2013/2014 after taught by Total Physical Response method is 7.0. The improvement of the students’ preposition of place score can be seen in the achievement indicator as follow:
### Table 3.3 Achievement Indicator

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Criteria</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85 – 100</td>
<td>Excellent</td>
<td>The students get the excellent criteria score in every category</td>
</tr>
<tr>
<td>2</td>
<td>70 – 84</td>
<td>Good</td>
<td>The students get the good criteria score in every category</td>
</tr>
<tr>
<td>3</td>
<td>55 – 69</td>
<td>Fair</td>
<td>The students get the fair criteria score in every category</td>
</tr>
<tr>
<td>4</td>
<td>40 – 54</td>
<td>Poor</td>
<td>The students get the poor criteria score in every category</td>
</tr>
</tbody>
</table>

- There are many improvements of students’ activeness during teaching and learning process after taking action by using the Total Physical Response method.
CHAPTER IV

DISCUSSION

A. The Use of Total Physical Response (TPR) Method to Teach English Preposition of Place

In this chapter, the researcher would like to describe and discuss of the research. As mentioned in the previous chapter that in this research, the research wants to describe the use of total physical response to improve students’ grammatical mastery and to find out the improvement of student’s knowledge on preposition of place. In this research, the researcher uses a classroom action research. Its aims are to describe the Use of Total Physical Response Method to teach English Preposition of Place and describe students’ achievement in Preposition of Place after taught by using Total Physical Response Method. In these finding, the researcher present the result of the research an analysis of data collected through three cycle to consist of pre-cycle and two cycle’s treatment. Pre-cycle to get students base score in English Preposition of Place, two cycle of treatment are the teaching and learning process using Total Physical Response Method and the assessment test. Each activity will be explained as follows:

1. Pre – Cycle

The preliminary research was conducted on Monday March 3rd, 2014. It was done by asking some documents from English teacher and observed the classroom activity during the English lesson before being
taught using Total Physical Response (TPR) Method. The researcher and the English teacher Mr. Slamet Suradal discussed about the students’ problem in English lesson. The researcher identification the problem that faced by the students is about understanding the grammar. There were still many students that did not know and understand the grammar.

The researcher thought that grammar about preposition was important to the students or people were beginning to learning English language. Good sentences need a good grammar. After students were given some treatments by researcher through Total Physical Response (TPR) Method, they started to be familiar about English preposition. Students’ achievement in understanding English preposition also more tended to increase with Total Physical Response (TPR) Method.

After that the teacher gave pre-test to got students basic score. The students’ mark that contained 20 items consist of 10 items multiple choices and 10 item matching questions. All of the questions were about the preposition and preposition of place. It was followed by 32 students as the participant of the study. The purpose of the test was to measure the skill of the students in comprehending English preposition of place and to know basic score of preposition when taught using conventional method. The result can be seen as follow:
### Table 4.4. The Pre-Cycle Test Result

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A. Khanafi</td>
<td>55</td>
</tr>
<tr>
<td>2</td>
<td>Abiartono</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>Aditya Esa Nurrohmah</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Advin Maulana</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>Amalia Putri Arifah</td>
<td>55</td>
</tr>
<tr>
<td>6</td>
<td>Chichi Diva Cahyani</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>Desmi Fitri Handayani</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>Dewi Kartika Sari</td>
<td>65</td>
</tr>
<tr>
<td>9</td>
<td>Dewi Masithoh</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>Dwi Ana Setyani</td>
<td>55</td>
</tr>
<tr>
<td>11</td>
<td>Dyah Permata Anggraini</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>Eni Umi Kholisoh</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>Eva Diah Ayu Saputri</td>
<td>55</td>
</tr>
<tr>
<td>14</td>
<td>Fara Kinanti</td>
<td>65</td>
</tr>
<tr>
<td>15</td>
<td>Fashul Maulana</td>
<td>60</td>
</tr>
<tr>
<td>16</td>
<td>Guntur Sofian</td>
<td>50</td>
</tr>
<tr>
<td>17</td>
<td>Ikhtiar Ma’arif</td>
<td>60</td>
</tr>
<tr>
<td>18</td>
<td>Khoirul Muflikhatun</td>
<td>55</td>
</tr>
<tr>
<td>19</td>
<td>Khoirunnisa Lutfiana</td>
<td>60</td>
</tr>
<tr>
<td>20</td>
<td>Laila Fatchu Rikza</td>
<td>55</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Score</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>21</td>
<td>Lailatul Maghfiroh</td>
<td>60</td>
</tr>
<tr>
<td>22</td>
<td>Linda Sofya Ranti</td>
<td>65</td>
</tr>
<tr>
<td>23</td>
<td>Linta Nur Mala</td>
<td>70</td>
</tr>
<tr>
<td>24</td>
<td>M. Miftahul Daroyini</td>
<td>65</td>
</tr>
<tr>
<td>25</td>
<td>M Tamamudin</td>
<td>50</td>
</tr>
<tr>
<td>26</td>
<td>Nur Sakhowi</td>
<td>55</td>
</tr>
<tr>
<td>27</td>
<td>Restu Ari Nugroho</td>
<td>60</td>
</tr>
<tr>
<td>28</td>
<td>Salis Abdul Hakim</td>
<td>60</td>
</tr>
<tr>
<td>29</td>
<td>Siti Sa’adah</td>
<td>55</td>
</tr>
<tr>
<td>30</td>
<td>Tovan Dwi Raharjo</td>
<td>60</td>
</tr>
<tr>
<td>31</td>
<td>Vahmi Indra destyawan</td>
<td>55</td>
</tr>
<tr>
<td>32</td>
<td>Valdin Astrian Setyaning</td>
<td>55</td>
</tr>
</tbody>
</table>

\[ N : 32 \quad \sum x = 1885 \]

\[ M = \frac{\sum x}{N} \]

\[ M = \frac{1885}{32} \]

\[ M = 58.90 \]

The final score of test was also being counted using formula: (Arikunto, 2002 : 264 )

\[ M = \frac{\sum x}{N} \]

\[ M = \frac{1885}{32} \]

\[ = 58.90 \]
Where $\sum$ represent “sum of” X represent any raw score value, N represent the total number of students, and M represents the mean.

Based on the observation in this activity, most of the students had difficulties to do it. It can be seen from their gesture when learning process and also from their activities. After doing the test, the teacher ask them to choose which one of the 20 items of the test was too difficult for them to do. The students said that almost of the questions were too difficult to be answered. This condition was not interesting for grammar class. The teacher and researcher decided to use another technique to make students interested and enjoyed the grammar class in order to improve students’ understand, the technique is Total Physical Response Method.

The condition of the class during learning process can be seen as follow:

**Table 4.5. The condition of the class during learning process in pre-cycle**

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>None (0%)</th>
<th>A few ( &lt; 20% )</th>
<th>Half (20–49 % )</th>
<th>Many (50–69 % )</th>
<th>Majority ( &gt; 70 % )</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students’ attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Students’ enthusiasm in listening teachers’</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>explanation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students’ participation in answering the teacher question</td>
<td>√</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The students are enthusiasm play the game</td>
<td>√</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The students’ participation in doing pair works</td>
<td>√</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The students enthusiasm in doing test</td>
<td>√</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|   | Total score |   |   | 17 |

Score = \( \frac{\text{Total Score}}{\text{Maximal Score}} \times 100 \% \) (Sudjana, 1999 : 133)

\[
= \frac{17}{30} \times 100 \% = 56.6 \%
\]
With the criteria as follows:

1. Poor : 0% - 20 %
2. Fair : 21 % - 40 %
3. Average : 41 % - 60 %
4. Good : 61 % - 80 %
5. Excellent : 81 % - 100 %

Based on the result of the observation above, it can be seen that the students’ attention and participation during learning process was still low. Many of the students were enjoy talking with their tablemate. Most of them did not enthusiast in listening the teacher’s explanation and doing the task.

2. Cycle 1

This activity was done on Saturday, March 12th 2014. Knowing the students result from the pre-cycle not satisfied enough. The teacher and researcher decided to use Total Physical Response Method to solve the problem.

In this activity, the teacher taught preposition of place using Total Physical Response Method, it made students paid attention. Before the teacher done
the action, the teacher began to explaining to the students about Total Physical Response Method, gave overview, and how to work with it.

First time, the students faced difficulties about the teacher means, but not long after that, by brief explanation from the teacher students can understood and got the point of Total Physical Response Method. It may be caused the teacher ever little explanation about Total Physical Response Method and gave example hoe to create in grammar class. After the teacher gave explanation about the material, then the teacher divided the students into a group, each group consist of two students. Then the teacher asks the students to make some sentences using preposition of place then demonstrated it in front of class. Students still little bit confused and need much help from the teacher. Based on the class condition it was important by teacher must have ability to manage learning group. As we know that one teacher’s roles facilitated in teaching learning process. So, the teaching learning process runs well. Further explained as follows:

a. Planning

The teacher arranged the learning instrument such as:

- Choosing the teaching learning materials
- Arranging the lesson plan based on teaching materials
- Preparing the test instrument
- Preparing teaching facilities
- Preparing students’ attendance list
Preparing checklist for observation

From planning above, the teacher used lesson plan as the form to implement of action will be done. In the first cycle, teacher used preposition that focus on preposition of place. In this phase the teacher began from pre-activity, whilst activity, and post activity. Pre activity is the activity where a teacher must prepared for teaching learning process. In this activity, the teacher greets the students, checked the students’ attendance in order to the teacher knew who the students absent today. In the whilst activity, the teacher explained the material (preposition of place), kind and function of preposition of place. Then teacher divided students into groups, each group consist of two students. Then, the last activity is post activity, in this phase, the students demonstrated the Total Physical Response Method in front of class.

b. Acting

In this step, the teacher along with the researcher conducted an activity as it had planned in the lesson plan. The teacher started learning process by greeting, reading Basmalah together, and checking attendance. The teacher gave introduction about material by giving example about preposition of place. Then he asked students to answer the question orally and gave example of preposition of place.

The first stage was exploration. In this stage, the teacher gave warming up to the students’ about preposition. The teacher gave
introduction about material by giving example of preposition. Then the teacher asked students to answer the question orally and gave example of preposition used things around the class. The teacher wanted to know how far students’ understanding about preposition of place.

The next stage was elaboration. Almost of the student were not strange with English Preposition but they did not comprehend what the mean of that preposition. They got difficulties in comprehending and the meaning of the preposition because it was first for them. Therefore, the teacher intended to make the students understood, not only the theory but also the meaning and the function of preposition. The teacher led them to discuss their mistake in pre-test. Then, the teacher asks the students about what the difficult of preposition. The teacher chooses some students to tell their reason. After the students tell their reason, the teacher gave them an explanation and example of preposition with other way. The teacher showed some picture about preposition to the students and asked to identify the location or place based on the picture. In this stage the teacher and researcher used Total Physical Response Method. But there were some students who sit in the backside of the class did not pay attention with explanation the teachers’ instruction, and they tried to talk each other by her friend, look bored and feel sleepy. To solve the problem, the teacher gave more attention to the students and sometimes the teacher walk to behind of class.
After finished with the explanation of preposition, the teacher also researcher lead the students to the next stage that was join construction of text. At first, the teacher asked the students to come forward in front of class. Then, the students asked to practice some preposition in front of class used things in the class. Then, the teacher gave them some leading question about preposition, e.g. what preposition is this? What the direction or place is this? the other students should to guest what the preposition and example of it in sentences. After that, the teacher asked to student discuss about the preposition. The students discuss about types of preposition especially preposition of place. The students were enthusiasm enough in joining the discussion. The teacher monitors this activity and sometimes each group asked the teacher if they faced the problem. There were some students who had difficulties to do it. It can be seen from the class was noisy and students who always made noise tried to cheat and discussed the answer with their friends.

The final stage was confirmation. In this stage the teacher asked every student to answer the questions. There were 20 questions that consist of 10 multiple choice questions and 10 matching questions that they had to answer. Moreover, the result of cycle one test can be seen in the table below:
<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A. Khanafi</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>Abiartono</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>Aditya Esa Nurrohmah</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>Advin Maulana</td>
<td>65</td>
</tr>
<tr>
<td>5</td>
<td>Amalia Putri Arifah</td>
<td>65</td>
</tr>
<tr>
<td>6</td>
<td>Chichi Diva Cahyani</td>
<td>65</td>
</tr>
<tr>
<td>7</td>
<td>Desmi Fitri Handayani</td>
<td>75</td>
</tr>
<tr>
<td>8</td>
<td>Dewi Kartika Sari</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>Dewi Masithoh</td>
<td>65</td>
</tr>
<tr>
<td>10</td>
<td>Dwi Ana Setyani</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>Dyah Permata Anggraini</td>
<td>65</td>
</tr>
<tr>
<td>12</td>
<td>Eni Umi Kholisoh</td>
<td>65</td>
</tr>
<tr>
<td>13</td>
<td>Eva Diah Ayu Saputri</td>
<td>60</td>
</tr>
<tr>
<td>14</td>
<td>Fara Kinanti</td>
<td>65</td>
</tr>
<tr>
<td>15</td>
<td>Fashul Maulana</td>
<td>65</td>
</tr>
<tr>
<td>16</td>
<td>Guntur Sofian</td>
<td>60</td>
</tr>
<tr>
<td>17</td>
<td>Ikhtiar Ma’arif</td>
<td>65</td>
</tr>
<tr>
<td>18</td>
<td>Khoirul Muflikhatun</td>
<td>65</td>
</tr>
<tr>
<td>19</td>
<td>Khoirunnisa Lutfiana</td>
<td>65</td>
</tr>
<tr>
<td>20</td>
<td>Laila Fatchu Rikza</td>
<td>60</td>
</tr>
<tr>
<td>21</td>
<td>Lailatul Maghfiroh</td>
<td>65</td>
</tr>
<tr>
<td>22</td>
<td>Linda Sofya Ranti</td>
<td>75</td>
</tr>
</tbody>
</table>
According to the table, the final score of test was being counted using the formula as follow (Arikunto, 2002 : 264) :

\[ \text{M} = \frac{\sum x}{N} \]
\[ \text{M} = \frac{2080}{32} \]
\[ \text{M} = 65.00 \]

Where \( \sum \) represent “sum off”, \( X \) represents any raw score value, \( N \) represents the total number of students, and \( M \) represents the mean.
Based on the result, the average of students in treatment (cycle 1) was 65.00. It increased 58.90 from pre-cycle and it could be concluded that first cycle was successful enough. In first cycle, the researcher analyzed that some students still had difficult in preposition of place, but also in comprehending the types and function content of the preposition of place.

c. Observing

First monitoring, it was conducted on Saturday, 15th March 2014. This meeting, all of the students attended class. While the teacher showed the picture, they listened to teacher’s explanation and they did what the teacher said. There were some students who crowded, but almost all of them are enthusiastic. In the second activity, most of the students paid attention during teaching and learning process. When the teacher gave a task to them, they did not seriously, except some of the students who like to jokes with their tablemate.

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>None (0%)</th>
<th>A few (&lt; 20%)</th>
<th>Half (20–49 %)</th>
<th>Many (50–69 %)</th>
<th>Majority (&gt; 70 %)</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students’ attendance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>√</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Students’ enthusiasm in listening teachers’ explanation of preposition</td>
<td></td>
<td>✓</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students’ participation in answering the teacher question</td>
<td></td>
<td>✓</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The students are enthusiasm discuss with table mate</td>
<td></td>
<td>✓</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The students’ are enthusiasm in participation the Total Physical Method</td>
<td></td>
<td>✓</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The students enthusiasm in doing test</td>
<td></td>
<td>✓</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total score</td>
<td></td>
<td></td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Score  = \frac{\text{total score}}{\text{maximal score}} \times 100\% \quad \text{(Sudjana, 1999 : 133 )}

= \frac{20}{30} \times 100\%

= 66.7\%

With the criteria as below:

1. Poor  \quad : 0\% - 20\%

2. Fair  \quad : 21\% - 40\%

3. Average  \quad : 41\% - 60\%

4. Good  \quad : 61\% - 80\%

5. Excellent  \quad : 81\% - 100\%

Based on the result of observation above it can be concluded that more students joined the class enthusiastically enough and teaching by using Total Physical Response Method is more effective to improve students’ comprehension on preposition of place than teaching without Total Physical Response Method (teaching with confessional method). They paid attention to the lesson, although some students still had difficulties in asking and answering the questions. The students could use other things in the classroom to example.
d. Reflecting

The teaching that done by the teacher was not maximum enough, because in giving material was less interesting. The students did not pay attention to the teacher in the classroom. Besides that, there were students that did not understand in instruction that was given by the teacher. Teacher should prepare teaching media well. Teacher should improve students that were less attention.

3. Cycle 2

a. Planning

The teacher arranged the learning instrument such as :

- Choosing the teaching learning materials
- Arranging the lesson plan based on the teaching material
- Preparing the Test Instrument
- Preparing teaching facilities
- Students’ attendance list

Same as the activity the second plan began from pre-activity, whilst and post activity. In this activity, the teacher explained more detailed about preposition of place, teacher prepared preposition of place that more interesting than before.

In the pre activity, the teacher did the almost the same activity with the first cycle. At the previous cycle, some of students had not paid attention
well. So, teacher more gave the motivation of students who less attention. Teacher also asked student about the previous lesson, and gave reviewed about previous material. It was to be developed become learning improvement point in this cycle. The last activity the teacher gave a test to measure the students’ ability in understanding the text.

b. Acting

In the second cycle, that was conducted on Wednesday, 19th March 2014 the teacher taught preposition of place using Total Physical Response Method. The procedure of this research was almost same as the previous cycle. The first stage of acting was brain storming. The teacher asked the student about the previous lessons in the previous meeting. The main focus of this stage was making students more comprehend the content of the preposition of place than before. In this phase, the teacher explained more detailed about preposition of place, teacher and researcher prepared another material that more interesting than before. Before the teacher started the lesson, teacher asked students about their problem on the previous lesson. Some of students said they had difficulties in finding the function and meaning of preposition because it is almost have some function. So, the teacher helps them to explained one more how to get the meaning and function of preposition more detail. In this cycle, the teacher focuses more to the lowest students who get low score in the previous score. According to the observer it can motivated to the students because the teacher gave more attention. This appropriate with the teaching skill
that the teacher should have ability to monitor the students’ progress and make students develop and cooperative spirit in classroom. So the teaching learning process will be better.

In elaboration stage, the teacher explored the students’ understanding by drilling them some sentence used preposition of place. The writer also used picture and furniture or thing in classroom to inspire the students in varying vocabulary. Then, the students asked to write them on the blackboard. In the next step in the elaboration stage, the teacher asks some students to come forward in front of class. The teacher gives instruction to the student to doing some activity about preposition of place and guided them to modeling. Then, the teacher asked the students to write the sentences and its meaning based on the students’ model on the blackboard. All of them, the students enthusiastic to be a model in front of class and to write on the blackboard. Almost of the students wants to come forward to be a model and act what the teacher said. It concluded that the students interested in grammar preposition of place class, as we know grammar is difficult, but with the interesting technique that implemented the students more challenging and active. The teacher should make the teaching learning process can be effective and efficient. After those activities the teacher reviewed explained about grammar preposition of place. After that, the researcher checked the students work and then gives correct the answer.
Move to the next stage, confirmation of the lesson. In this stage, the students had to answer the questions on the paper test about preposition of place. In this test the teacher gave those 20 questions that consist of 10 multiple choice and 10 matching question test. The result of students’ achievement in preposition of place in the cycle 2 can be seen as follow:

**Table 4.7. The score analysis the Cycle 2 the Result**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A. Khanafi</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>Abiartono</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>Aditya Esa Nurrohmah</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>Advin Maulana</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>Amalia Putri Arifah</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>Chichi Diva Cahyani</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>Desmi Fitri Handayani</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>Dewi Kartika Sari</td>
<td>75</td>
</tr>
<tr>
<td>9</td>
<td>Dewi Masithoh</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>Dwi Ana Setyani</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>Dyah Permata Anggraini</td>
<td>75</td>
</tr>
<tr>
<td>12</td>
<td>Eni Umi Kholisoh</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>Eva Diah Ayu Saputri</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>Fara Kinanti</td>
<td>75</td>
</tr>
<tr>
<td>15</td>
<td>Fashul Maulana</td>
<td>75</td>
</tr>
<tr>
<td>16</td>
<td>Guntur Sofian</td>
<td>75</td>
</tr>
</tbody>
</table>
Based on the result, the average of students in treatment (cycle 2) was 65.00. It increased from cycle 1 and it conducted that a second cycle
was successful. In second cycle, the researcher analyzed that majority of students had to understood the types, and function of preposition of place.

c. Observing

This step of classroom action research was done on Monday, 24th March 2014. This observation was executed while students doing test. In the learning process, all of the students, attended in class and listened to teacher’s explanation. While doing test, there were some students did not pay attention to the learning process and there were some students active in asking questions. They asked about the meaning of the questions that they did not know. Almost of the students were disciplines in the test.

From the statement above, it can be concluded that while doing observation the researcher knew the activity that the students did during teaching learning process. The researcher concluded that students of MTs NU 11 Kisabariman Peron Limbangan Kendal were active and enthusiastic joining learning process. It was proved while most of the students listened to teacher’s explanation, active asked the questions, and discipline in doing a task.

According Sudjana (1999:133) the condition of the class during learning process can be as follow:
Table 4.8. The condition of the class during learning process in cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>None (0%)</th>
<th>A few (&lt; 20%)</th>
<th>Half (20–49%)</th>
<th>Many (50–69%)</th>
<th>Majority (&gt; 70%)</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students’ attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>5</td>
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<tr>
<td>2</td>
<td>Students’ enthusiasm in listening teachers’ explanation of preposition</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Students’ participation in answering the teacher question</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>The students are enthusiasm in participation the total Physical Response Method</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
The students’ enthusiasm in participation using Total Physical Response Method

The students’ enthusiasm in doing test

<table>
<thead>
<tr>
<th></th>
<th>The students’ enthusiasm in participation using Total Physical Response Method</th>
<th></th>
<th>√</th>
<th></th>
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</thead>
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<tr>
<td>5</td>
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<td></td>
<td>4</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>The students’ enthusiasm in doing test</th>
<th></th>
<th>√</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Total score 22

Score = \( \frac{Total\ score}{Maximal\ score} \times 100\% \)

\[ = \frac{24}{30} \times 100\% \]

\[ = 80\% \]

With the Explanation:

1. Poor : 0 % - 20 %
2. Fair : 21 % - 40 %
3. Average : 41 % - 60 %
4. Good : 61 % - 80 %
5. Excellent : 81 % - 100 %
Based on the result of observation above, it can be concluded that majority of the students joined the class enthusiastically. All activities in the second cycle and the activity could run well. It can be seen from their responses. No students were noisy. While the teacher was presenting the lesson, most of the students were paying attention to the teacher and researcher; they tried to answer the questions correctly and enthusiastically.

d. Reflecting

Evaluate the steps in teaching learning process, discussed the result of observation, and assessed the result of students’ understanding for the improvement of students’ grammar on preposition of place. According to the researcher, all activities run well. It can be seen from their responses. No students were noisy, while the teacher was presenting the lesson, majority of the students were paying attention to the teacher. From the result above, the researcher concluded that the research proved that the use of Total Physical Response Method develop students’ comprehension in grammar preposition of place was significant.

Table 4.9 The Result of Whole Test

<table>
<thead>
<tr>
<th>No</th>
<th>The Result</th>
<th>Pre Cycle</th>
<th>First cycle</th>
<th>Second cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Mean of score</td>
<td>58.90</td>
<td>65.00</td>
<td>73.75</td>
</tr>
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</table>
B. Discussion

1. Analysis of Pre-Cycle

The researcher’s analysis showed that the average of students’ test result of the first cycle was 58.90. The highest score was 70 and the lowest score was 50. In this activity, the teacher and researcher was still using conventional method or teacher centre. Generally, the students felt bored and did not even notice their attendance. They were busy with their selves and did not even notice their attendance to lesson. The researcher analyzed that some students still had the difficulties finding in the meaning of preposition. The students did not only have the difficulties to comprehend meaning but also felt bored because just write down the material from the teacher.

Based on observation, the result in pre-cycle was 56.7 %. Based on observations in the pre-cycle above it could be concluded that only half of the active and enthusiastic students, half of the students required more attention from the teacher and researcher in the learning process. After the teacher and researcher gave the lesson material, the teacher asks some students to do what the teacher said, but the response was low. They just listen and no one that do the teacher want. When the teacher explained the material a half of the students just listening. The students were not given the maximum response, especially the students who sit in the back of the class.
The analysis above showed that the result of the first cycle was not enough and this score was too little. There were more improvements in this cycle although it was step by step. So, the teacher and researcher decided to continue action to the next cycle.

2. Analysis of Cycle 1

The researcher’s analysis shows that average f the students’ test result of the first cycle was 65.00. The highest score was 80 and the lowest score was 60. From the analysis above, the average of the result was 65.00. The researcher analyzed that some students still had difficult in preposition especially in preposition of place. The students not only had difficulty to comprehend the kinds of preposition but also in knowing the meaning and function of each preposition of place.

The analysis above shows that the result of the first cycle was 66.7 % better than previous one. There were more improvements in this cycle although it was step by step. So, the teacher and researcher decided to continue the action to the next cycle.

3. Analysis of Cycle 2

In this cycle, the teacher just continues what the teacher has been done in the previous cycle to repair methods and strategy which used in teaching learning process. The researcher and the teacher just add attention and motivation to the students. The result of analysis shows that the average of students’ test result of the second cycle was 65.00. The highest
score was 80 and the lowest score was 60. All the activities in the second cycle and the activity could run well. The researcher analyzed the problems just in aspect mechanism and in the learning aid that was not big enough and affected several students in comprehending the content of the preposition and knowing the meaning function of each preposition. To solve these problem, the teacher and researcher gave students to do the Total Physical Response Method to the teaching and learning process could be success and the improvement of grammar comprehension on preposition of place could be reached.

The observation result in cycle 2 was 80%. Based on the observation above, it can be concluded that most of the students belonging to class enthusiastic and activity in the second cycle could run well. It can be seen from their responses. While the teacher presents the lesson, most students pay attention to the teacher. The students are trying to answer the questions correctly and enthusiastic.

From the result above, the analysis shows that the result of the second cycle was better than previous one. There were more improvements in this cycle although it was step by step. The writer concluded that the use Total Physical Response Method to develop student’s grammar in preposition of place was improved.
4. The Comparison of Pre-Cycle and Cycle 1

In pre-cycle we can see that students’ activeness were low. This can be concluded that there were just about 56.6% students who gave attention to the teacher’s explanation about preposition of place. It was shown by their attitudes during the class; most of them were talking to each other and busy with their self, while the study in progress. For instance, when teacher pointed one of them to express their work in front of class, students who was pointed would point another student or his/her partner instead. But there was someone who did what the teacher’s command although with hard.

Different with the pre-cycle in cycle 1, students’ responds and attentions during teaching and learning process were improve almost students pay attention toward the teacher explanation. It increase from pre-cycle.

From the result above, the average students in pre-cycle were only 58.90 and cycle 1 was 65.00, the comparison between pre-cycle and cycle 1 improved 6.10. It means the use Total Physical Response Method can improve student’s achievement in grammar preposition of place.

5. The Comparison of Cycle 1 and Cycle 2

In cycle 1 we can see that students’ activeness were low. This can be concluded that the students did not give attention to teacher’s
explanation. It was shown by their attitudes during the class that most of
them were talking to each other while the study in progress or sleeping.
Even when they were in groups of discussion, they did not show any
enthusiasm in joining the activity. For instance, when teacher pointed one
of them to come forward, student who was pointed would point another
student or his/her partner instead.

In cycle 2, students’ responds toward preposition were shown the
improvement. It was resulted that students activeness/participation in
lesson activity increased from cycle 1. In this cycle, most of students were
paid attention to the learning method and seriously when did the test.

From those, it can be said that the use Total Physical Response
Method were effective in improving students’ comprehension on
preposition of place and motivated them to be more active.

In addition, their achievement in test result also increased.
Students’ average in cycle 1 was 65.00, increased up to 73.70 in cycles 2.
It was higher than minimum score that be reached. Those indicated that
Total Physical Response Method can improve students’ grammar
preposition of place.

6. The Comparison of Pre-Cycle and all Cycle

According to the analysis above, the researcher made the
interpretation takes the result of analysis. In the best average score of the
pre cycle, cycle 1 and cycle 2 of the students was 58.90, 65.00 and 73.75. It shows that cycle scores of the class (66.80) are better than the result of the pre-cycle (59.60), and the result of the cycle 2 (77.10) was better than cycle 1. Based on the result above, the researcher concluded that the teaching learning activity by using Total Physical Response method can improve the students’ comprehension in preposition of place. Also, Total Physical response Method could motivate to improve their knowledge of English lesson.

From this result, the researcher concluded that the students’ achievement and participation in grammar preposition of place using Total Physical Response Method had a significant improvement. The development was shown in the graphic of data analysis below:

**Chart 4.1 Result of Observation**
From the diagram, the researcher can conclude that there was an improvement on students’ achievement in preposition of place after taught using Total Physical Response Method. From pre-cycle showed that students’ achievement was 58.90 it means that still low ability in some students, because the standardized from KKM was 70.

In the cycle 1 showed that there was increasing students’ achievement up to 66.80. From cycle 2 the students’ achievement more increases 8 (77.80). It means there was improvement in every cycle after using application of Total Physical Response Method.
CHAPTER V
CLOSURE

A. Conclusion

The improvement of the student of MTs NU 11 Kisabariman Peron Limbangan Kendal was good. Analysis of pre-cycle, cycle one and cycle two, show that there is a difference in students’ grammar achievement especially in preposition of place before and after being treated by using total physical response method in teaching preposition of place. The average of the students’ test result in pre-cycle was 59.60, in the cycle one test was 68.80, and in cycle two tests were 77.80. The treatments in fact can help the students to learn the preposition of place. Therefore, Total Physical Response Method inspires the students to comprehend grammar preposition of place.

According the result of research, it can be concluded that:

1. Total Physical Response Method is an effective medium to improve students’ preposition comprehension especially in preposition of place at Seventh grade students of MTS NU 11 Kisabariman Peron Limbangan Kendal. This is proved by student, grammar preposition of place comprehension that improves in each cycle.

2. Total Physical Response Method also improve the students’ attention and participation.
B. Suggestions

In teaching English, the teacher must create fun atmosphere, enjoyable, and interesting situation as possible as the teacher can. In other word, the teacher should make learning interesting because students like to learn when they are enjoying themselves.

The researcher considers some suggestion in order to improve comprehension in preposition especially for the teacher and the students. The researcher’s suggestions are as follow:

1. For the school

   School can make an innovation by using medium in each lesson especially in English. So that student can be more focus in following the teaching and learning process.

2. For the teacher

   a. Teacher is suggestion to be creative in teaching grammar, because by giving interesting media or technique, students will have an interest to learn grammar more

   b. Teacher should have some strategies and ways to enrich their English teaching technique.

3. For the students

   For students should not be afraid in learning English. English is one of lesson which is can be enjoyable and fun. Besides that, learning preposition of place with using Total Physical Response Method as
media can help you easy remembering and mastering English grammar. Then, you do not shy ask question the material that you did not know to your teachers.

Finally, the researcher realizes that this paper is far from being perfect, so that, constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all teachers. Aamiin
REFERENCES

CURRICULUM VITAE

Name : Ulfa Laili Maftuhah
Date of Birth : May 30th, 1989
Address : Peron RT 02 RW 02 Limbangan-Kendal
Education History :

SDN 01 Peron Graduated in 2001
MTs NU 11 Kisabariman Peron Graduated in 2004
SMA Islam Sudirman Bringin Graduated in 2007
IAIN Salatiga Graduated in 2015

Salatiga, March 5th, 2015

Ulfa Laili Maftuhah
11307120
Appendix 1
Student’s Name on Class VII A Mts NU 11 Kisabariman Peron Limbangan
Kendal in Academic Year 2013 / 2014

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
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</thead>
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<td>1</td>
<td>A. Khanafi</td>
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</tr>
<tr>
<td>2</td>
<td>Abiartono</td>
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<tr>
<td>3</td>
<td>Aditya Esa Nurrohmah</td>
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<td>4</td>
<td>Advin Maulana</td>
<td>Male</td>
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<tr>
<td>5</td>
<td>Amalia Putri Arifah</td>
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<tr>
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<td>Chichi Diva Cahyani</td>
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<tr>
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<tr>
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<td>Dwi Ana Setyani</td>
<td>Female</td>
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<tr>
<td>11</td>
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<td>12</td>
<td>Eni Umi Kholisoh</td>
<td>Female</td>
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<td>13</td>
<td>Eva Diah Ayu Saputri</td>
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<td>Fara Kinanti</td>
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<td>Fashul Maulana</td>
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<td>16</td>
<td>Guntur Sofian</td>
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Appendix 2

ATTENDANT LIST

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<thead>
<tr>
<th>No</th>
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Appendix 4

LESSON PLAN CYCLE 1

School : MTs NU 11 Kisabariman Peron
Subject : English Language
Class/Semester : VII / II
Theme : Preposition of Place
Time Allotment : 2 x 40 minutes

I. STANDARD OF COMPETENCE

Expressing meaning in transactional (to get thing done) and interpersonal conversation (socialization) to give instruction, prohibit someone, and ask for information

II. BASIC COMPETENCE

Expressing and responding a conversation using daily classroom language

III. INDICATORS

Students are able to:

- Express location of places
- Identify types of preposition
- Use kinds of preposition of place

IV. LEARNING OUTCOME

By the end of the lesson, the student will have be enable to express location of places in a city and existence of things and places.

V. METHOD

Total Physical Response
VI. MEDIA

- Box
- Ball
- Things in the classroom

VII. MATERIAL

Preposition

a. Definition of Preposition

Preposition are a class of word that indicated relationships between nouns, pronouns and and other words in a sentence. Most often they come before a noun. They never change their form, regardless of the case, gender ect.

Preposition is a function word used to relate a noun phrase which it precedes with another part of the sentence, the whole forming a prepositional phrase. It expresses meaning of space, time, and positions.

b. Types of Preposition

There are 3 types of preposition. They are :

1. Preposition of Time

Preposition used for time of different natures are in, on, at, etc.

Example : I will call you at 02.00 pm

2. Preposition of Place

The preposition that indicates place.
Example: he live in Jakarta

3. Preposition of Direction

Preposition like to, toward, through, into are used to describe the direction.

Example: she went to the campus.

c. Kinds of preposition of place

Some preposition indicate the place, position, and direction, they are:

a. At: it refers to general vicinity and used for addresses with street number and after the verbs arrives, at refers to a place smaller than a city or town, for instance. E.g: he lives at Jl.Pemuda 3 Salatiga.

b. In: it refers to a place larger than a city or town, for instance. E.g: She arrived in Salatiga

c. On: indicates the surface or something; a floor, a wall, a ceiling, a desk, a street. E.g: put the on the wall.

d. On top of: emphasizes the uppermost horizontal surface. E.g: She is standing on the top of the building

e. Over: It is felt to be generally higher than a point. E.g The plane is over the mountains.

f. Above: it is felt to be directly higher than a point. E.g: She lives on the floor above us.
g. Under: It is felt to be generally lower than a point. E.g: A subway runs under the street

h. Bellow: it is indicated directly a position lower than a point. E.g: She lives on the floor bellow us.

i. Near: it has the most generally meaning of neighboring a point. E.g: He lives near the Mosque

j. Besides: it indicates the place on one side of a person or thing that has two sides. E.g: She sat beside her two brother during the party.

k. Between and among: between generally involves two. E.g: Nisa sitting between Laila and Najma. Meanwhile, among involves more than two, for instance, Afik is among the students.

l. Next: it is used to indicate the point with nothing else between them. E.g: The teater is right next to the department store.

m. Opposite: is used directly facing someone of something else. E.g: The museum is just opposite the post office.

**VIII. LEARNING ACTIVITIES**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Organizing</th>
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<tbody>
<tr>
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<td>Learners</td>
</tr>
<tr>
<td><strong>Opening Activities</strong></td>
<td>C</td>
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<tr>
<td>• Greeting</td>
<td></td>
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</table>
- Checking attendant
- Learners are built their motivation

<table>
<thead>
<tr>
<th>Main Activities</th>
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<tbody>
<tr>
<td>Exploration :</td>
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<tr>
<td>- Giving introducing about the material (explain about place) c</td>
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<td>- Learners are asked to mention some location of place</td>
</tr>
<tr>
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<table>
<thead>
<tr>
<th>Elaboration</th>
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<tr>
<td>- Learners are given explanation of preposition c/p</td>
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<tr>
<td>- Student discussion about kinds of preposition</td>
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<tr>
<td>- Students asked to identify the location based the picture i</td>
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<tr>
<td>- Students asked to come forward in front of class and act some preposition of place</td>
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<tr>
<td>- Students are asked to work in pairs, and guess the preposition</td>
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<tr>
<td>- Students asked to answer the c</td>
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<td>question</td>
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<td><strong>Confirmation</strong></td>
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<tr>
<td>• Checking student’ works together</td>
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<tr>
<td>• Giving feedback to the students about the lesson</td>
</tr>
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<td>• Learners are given the question by the teacher; what is the function of preposition of place ?</td>
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<tr>
<td><strong>Closing Activities</strong></td>
</tr>
<tr>
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<tr>
<td>• Student asked to review the lesson</td>
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<tr>
<td>• Class is closed by the teacher</td>
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</tbody>
</table>

I : individual  p : pairs  g : group  c: classical

**IX ASSESSMENT**

Type : test multiple choice items.

Instrument form : students are asked to answer the questions about the material at paper sheet.

Scoring : score = \( \frac{\text{\#right answer}}{\text{\#items}} \times 100 \% \)
X. SOURCE


LKS Target B.Inggris untuk SMP / MTs kls VII. Tim Surya Badra, Surakarta.

Peron, 12th March 2014

Researcher

Ulfa Laili Maftuhah

Approved by

Headmaster

English Teacher

H. Markhum, S.Pd.I

Slamet Suradal
LESSON PLAN CYCLE 2

School : MTs NU 11 Kisabariman Peron
Subject : English Language
Class/Semester : VII / II
Theme : Preposition of Place
Time Allotment : 2 x 40 minutes

I. STANDARD OF COMPETENCE
Expressing meaning in transactional (to get thing done) and interpersonal conversation (socialization) to give instruction, prohibit someone, and ask for information

II. BASIC COMPETENCE
Expressing and responding a conversation using daily classroom language

III. INDICATORS
Students are able to:

- Express location of places
- Identify types of preposition
- Understand kinds of Preposition of Place
- Use of Preposition of Place

IV. LEARNING OUTCOME
By the end of the lesson, the student will be enabled to express location of places in a city and existence of things and places.

V. METHOD
Total Physical Response

VI. MEDIA
- Box
- Ball
Things in the classroom

VII. MATERIAL

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<tr>
<th><strong>Main Activities</strong></th>
<th><strong>Exploration</strong> :</th>
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<tr>
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<td>• Learners are asked to mention some location of place</td>
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<tr>
<td>• Students answer the question orally</td>
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<tbody>
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<td>• Learners are given explanation of preposition</td>
<td>c/p</td>
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<tr>
<td>• Student discussion about kinds of preposition</td>
<td>45 minutes</td>
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<td>• Students asked to identify the location based the picture</td>
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<tr>
<td>• Students asked to come forward in front of class and act some preposition of place</td>
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<td>• Students are asked to work in pairs, and guess the preposition</td>
<td>c</td>
</tr>
<tr>
<td>• Students asked to answer the</td>
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</tbody>
</table>
### Confirmation
- Checking student’s works together
- Giving feedback to the students about the lesson
- Learners are given the question by the teacher; what is the function of preposition of place?

### Closing Activities
- Students asked by the teacher weather they have difficulties during teaching and learning process
- Student asked to review the lesson
- Class is closed by the teacher

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<th>I</th>
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<td>individual</td>
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### IX ASSESSMENT

**Type**: test multiple choice items.

**Instrument form**: students are asked to answer the questions about the material at paper sheet.

**Scoring**: score = \( \frac{\text{right answer}}{\text{items}} \times 100 \% \)

### X. SOURCE


LKS Target B.Inggris untuk SMP / MTs kls VII. Tim Surya Badra, Surakarta.
Peron, 19th March 2014
Researcher

Ulfa Laili Maftuhah

Approved by

Headmaster

H. Markhum, S.Pd.I

English Teacher

Slamet Suradal
Appendix 6
Instrument of The Test

A. Choose with the correct answer by crossing a, b, c, d!

1. Do you live ................ Semarang?
   a. at  c. to
   b. In  d. On

2. Diana lives................14 Srikandi street
   a. In  c. On
   b. At  d. to

3. The head master room is ........the first floor
   a. For  c. On
   b. At  d. In

4. She stands............. the class
   a. In  c. In front of
   b. On  d. Under

5. In English lesson Zeni always sit.............me
   a. Beside  c. Over
   b. Between d. After

6. The secretary works............an office.
   a. At  c. for
   b. On  d. In
7. The red ball is……… the cat  
   a. In   c. On  
   b. At   d. Beside

8. Fina is………..home  
   a. At   c. in  
   b. On   d. by

9. He spent her holiday…………a small island  
   a. on   c. at  
   b. in   d. between

10. The white star is ……. The red star  
    a. behind   c. beside  
    b. between   d. among

B. Fill the gaps with the right preposition !  
   1. Randy hiding…………the bushes  
   2. You will find an explanation………..Page 18  
   3. He is standing ……………Jenny  
   4. We waited for over an hour………..the bus stop  
   5. What do you have……….your hands ?  
   6. I met Afik……………the station  
   7. Do not play………. The street !  
   8. There is a glass………..the table  
   9. You have to write……………the paper  
   10. Our seats are………..the third now

On       At       On       In       Among  
Beside   In       At       At       On