

**THE INFLUENCE OF USING THE TOTAL PHYSICAL RESPONSE
METHOD TOWARDS STUDENTS' WRITING SKILLS AT
THE EIGHTH GRADE OF SMP NEGERI 2 MESUJI
IN THE ACADEMIC YEAR OF 2022/2023**

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-degree

By

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ABSTRACT

In this research, it was found that the majority of class of eighth grade students at SMP Negeri 2 Mesuji, namely 60%, failed to achieve the completion score. This research aims to find out whether there is a significant influence of using the total physical response method on the writing skills of eighth-grade students at SMP Negeri 2 Mesuji.

The research method is quasi-experimental with the research instruments being pre-test and post-test, participants in this research are class A (experimental class) and class D (control class). The treatment was carried out and given to the experimental class. The pre-test and post-test data were analyzed using SPSS.

Based on the research result, the average pre-test score in the experimental class was 61.75 and the average post-test score was 73.65. After receiving treatment and carrying out the post-test, it was discovered that there was a significant difference between the experimental class and the control class, where the experimental class had a higher post-test score. This can be seen from the average pre-test score for the control class of 59.97 and the average post-test score of 65.69. It means that a significant influence occurs in the experimental class. The statistical analysis results show that Total Physical Response influences student writing skills in class VIII of SMP Negeri 2 Mesuji in the 2022/2023 academic year. A significant influence can be seen from the results of the Sig (2-tailed) Independent Sample t-test, which is 0.000, lower than $\alpha = 0.05$, which means (H_0) is rejected and (H_A) is accepted, meaning there is a real difference.

Keywords: writing skill, total physical response, quasi-experimental.



DECLARATION

The researcher is a student with the following identity:

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Hereby, I state this thesis entitled “The Influence of Using the Total Physical Response Method Towards Students’ Writing Skills at the Eighth Grade of SMP Negeri 2 Mesuji in the Academic Year of 2022/2023” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

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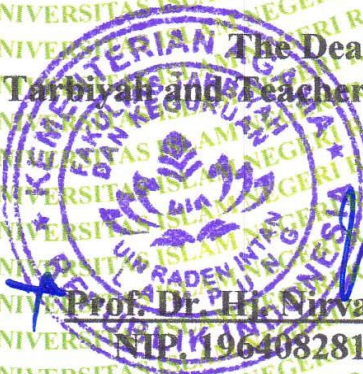
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MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ , عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“(The Essence) who teaches (humans) through the intermediary of qalam, teaches humans what they do not yet know”.¹



¹Usman El-Qurtuby, dkk, Al-Quran dan Terjemahnya, (Bandung : Cordoba, 2003),p.543

DEDICATION

This Thesis is dedication to:

1. My beloved parents, Mr.Supri Yadi and Mrs.Tumirah, who always pray for my success and give me motivation and support to study hard. I love them so much.
2. My beloved sister, Amora Jingga Pertiwi, who always gives me spirit and suggestion for my success.
3. My beloved friends, who always support me to finish this Thesis.
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CURRICULUM VITAE



The author's name is Gita Rahma Saputri. She was born on December 8th, 2001 at Gedung Ram, Mesuji. She is the first of two children of Mr. Supri Yadi and Mrs. Tumirah. She has a younger sister named Amora Jingga Pertiwi. The author studied at Kindergarten at Al-Azhar Kindergarten Gedung Ram in 2007 and finished in 2008. After that, the author continued her study in Elementary School at SDN 1 Tanjung Raya and finished in 2013. After that, the author continued her study in junior high school at SMP N 1 Tanjung Raya and graduated in 2016. After that, the author continued high school at SMA N 1 Tanjung Raya and graduated in 2019. She attended the school dance studio and took part in several competitions. In the following years, She continued her study at UIN Raden Intan Lampung at the Tarbiyah and Teacher Training Faculty English Education Study Program.

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Finally, it must be acknowledged that no human being is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestions from readers to improve the quality of this thesis. Furthermore, the researcher hopes that this thesis will be useful for researchers in particular and readers in general, especially for those who are involved in the English teaching profession.

Bandar Lampung, December 7th 2023

The Researcher,



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CHAPTER I

INTRODUCTION

A. Title Confirmation

As a first step, understand the title of this research and avoid misunderstanding, The researcher feels the need to explain a few words in the title research on this proposal. The title in question is "The Influence of Using Total Physical Response Method towards Students' Writing Skills in the Eighth Grade of SMP Negeri 2 Mesuji". Description of some of the terms contained the title of this proposal is as follows:

1. Influence
Influence is the power that causes something to happen, something that can shape or change something else and follow because of someone else's power.² From this explanation, it can be concluded that influence is a reaction that arises in the form of an action or condition from treatment due to the urge to change or shape a situation in a different direction.
2. Total Physical Response (TPR)
Total Physical Response (TPR) is a language learning method based on the coordination of speaking and doing. This is related to the theory of memory tracking, which states that the more frequently or intensively a memory connection is tracked, the stronger the memory. In the TPR classroom, students respond to commands that require physical movement.³
3. Writing Skills
Jeremy says that, writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities.⁴ Writing activity is a process lower graphic symbols and expel activities opinions, ideas, thoughts, and feelings to readers who conveyed in writing. Good writing can understood and understood the contents of ideas or thoughts to reader.
4. The Students' Ability in Writing Procedure Text
The term ability refers to the set of physical or mental skills and qualities required to accomplish a task or goal students' ability to write procedural texts is assessed by looking at aspects of writing such as concepts, organization, vocabulary, language, and mechanics.

² Babadu, J.S dan Zain, *Kamus Umum Indonesia*, (Jakarta: Pustaka Sinar Harapan, 2001), p.131.

³ Pourbehzad, H., & Khodaparast, M. (2016). *The effect of Total Physical Response and Task-based approach on learning vocabulary and writing*.

⁴ Jeremy Harmer, *How to Teach Writing*, (Longman : Pearson , 2004) p, 33.

B. Background of the problem

One of the most difficult skills to master is writing. Cahyono says, “Since writing is the most difficult skill to be mastered, it needs variety of strategies in teaching”.⁵ Writing is the subjective task of inventing an idea, figuring out how to express it, and organizing it into statements or paragraphs that the reader can understand. The author needs to think about the ideas and structures of the text so that the reader can understand it well. Therefore, to be a good English writer, you need certain skills such as: Grammar, discourse, sociolinguistic and strategic skills. An author who uses language correctly in different contexts understands the reader and takes the proper attitude of the author.

Findings from current research help to explain the factors that influence the teaching-learning process of writing and should help teachers rethink current approaches to teaching writing skills. Understanding not only facilitates the learning process, but also makes learning more interesting for teachers and students. Writing is not easy but it is not as difficult as many students and their teachers imagine.⁶

Writing involves several factors that must be considered, such as word choice, use of proper grammar, syntax, mechanics, and organizing ideas into a coherent and cohesive form. Thus, when writing texts, students learn how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to coherently put them into written texts, and how to make them more clear. You should focus on how to modify or edit the text for meaningful meaning. Rational grammar text and how to create the final product.⁷

According to Gould in Astuti, writing is a creative act. That is, writing is creative because it is necessary to interpret or understand something. Experiences, texts, events.⁸ Writing is a creative act, a creative writing act, because you need to understand or feel something. experiences, writings, or events.

When the writer conducted preliminary research at SMP NEGERI 2 MESUJI, the writer interviewed an English teacher (Nurudin, S.Pd). After conducting interviews the researcher found several problems faced by students in terms of writing, namely the lack of vocabulary owned by students, the use of grammar that was not appropriate, and students who were too lazy to carry dictionaries. In a separate question, the writer asked the teachers about their students' English knowledge, especially in terms of writing. Responses based on interview then said that students' writing skills were still low. From the interview, the authors found that more than 60% of Grade 8 students failed to achieve the passing grades. It can be see from the English table following.

⁵Bambang Yudi Cahyono, *Techniques in Teaching EFL Writing*, (Malang: State Universitas of Malang Pres, 2009),p.152.

⁶ Dhanya, M., & Alamelu, C. (2019). Factors influencing the acquisition of writing skills. *International Journal of Innovative Technology and Exploring Engineering*, 8(7), 259-263.

⁷ Apsari, Y. (2018). Reflective reading journal in teaching writing. *Indonesian EFL Journal*, 4(2), 39-47.

⁸ Astuti, A. (2020). *Upaya Meningkatkan Ketrampilan Writing Skill pada Teks Interaksi Interpersonal dengan Menerapkan Teknik Pembelajaran Total Physical Response (Pada Siswa Kelas VII A SMP Negeri 8 Muaro Jambi)*. *Jurnal Ilmiah Dikdaya*, 10(1), 9-20.

Table 1
Students' score of writing text at Eighth Grade of SMP NEGERI 2 MESUJI in academic year 2022/2023

No	Class	Students score		Total
		≥ 75	< 75	
1	VIII A	11	23	33
2	VIII B	10	22	32
3	VIII C	14	21	35
4	VIII D	9	20	29
5	VIII E	12	21	33
6	VIII F	7	22	29
7	VIII G	8	20	28
Total				219

From the data above, it can be seen that of the two hundred nineteen grade VIII students of SMP NEGERI 2 MESUJI, 149 students scored below 75. The standard criterion for the minimum score for mastery of English in that school was 75. It indicates that most students still face difficulties in writing English texts.

Based on the results of interview in preliminary research, the researcher found several factors that caused students' difficulties in learning to write. Students have difficulties in developing and expressing their ideas, have difficulty using correct grammar, and lack of vocabulary. Moreover, educational conditions and teaching strategies in the teaching and learning process are less attractive. Teachers only teach according to the textbook. From here, the researcher used a teaching method using the total physical response method to see the influence on students' writing skills.

In writing skills, there are several methods that can be used: one of which is a total physical response. TPR is a method which is built around the coordination of speech and action in other words it is to teach language through activity.⁹ Total Physical Response consists of following the instructions given by the instructor which results in a clear physical response. For example, when the instructor says "stand" the class automatically stands.¹⁰

The Total Physical Response method is considered a simple teaching method that can be applied in language teaching, where students do not need to provide verbal responses, but they can respond in physical actions to the instructor's commands. In TPR the teacher plays an active role as game director and instructs students to do what the teacher says. Meanwhile, students play an active role as actors, actively doing what the teacher orders. In the TPR method, teachers should combine body movements with English language learning in live teaching situations and teach English through body movements. When students listen to teachers, they improve their listening, speaking, reading, and writing abilities through appropriate imitation, which can strengthen students' thinking abilities and influence students' learning efficiency.¹¹

⁹ Er, Sühendan. *Using Total Physical Response Method in Early Childhood Foreign Language Teaching Environments*, (Procedia - Social and Behavioral Sciences, 2013).p.1

¹⁰ Stephen D Krashen, *Principles and Practice In Second Language Acquisition* (Southern California: Pergamon Press Inc., 1982), p.140.

¹¹ Feng Shan-shan, "An Application of Total Physical Response to Primary English Teaching - A Case Study of Qingtong Primary School," (USChina Foreign Language, 2017), p.36-37

Therefore, the researcher is interested in conducting research entitled "The Influence of Using Total Physical Response Method on Students' Writing Skills in the Eighth Grade of SMP Negeri 2 Mesuji".

C. Identification and Limitation of the Problem

Based on the above background, the problem is identified as follows:

1. Students' writing ability is low
2. The student have difficulties in developing and expressing their ideas due lack of vocabularies and misunderstanding grammar.
3. The teaching method used by the teacher is still less interesting.

Furthermore, the researcher limits research to the used of total physical response method on students' writing skills at SMP Negeri 2 Mesuji. The author focuses on describing the influence of using the tpr method on students' procedure text writing skills.

D. Formulation of The Research Question

The formulation of the research problem: Is there a significant influence of using the Total Physical Response Method on Students' Writing Skills In The Eighth Grade of SMP Negeri 2 Mesuji?

E. Objective of The Research

Based on the problem formulation, the aim of this research is to determine whether there is a significant influence of the use of the total physical response method on the writing skills of class VIII students at SMP Negeri 2 Mesuji.

F. Benefit of the Research

1. Theoretical Contribution

The results of this research are expected to support previous theories regarding the influence of using the total physical response method on students' writing skills.

2. Practical Contribution

a. For Students

It is hoped that this research can provide students with new experiences in the influence of writing skills through total physical response.

b. For Teachers

It is hoped that this research can provide information to English teachers about the total physical response for teaching writing procedure texts.

G. Relevant Previous Research

There are many researchers have implied some methods to influence students' writing skills in these various research fields. They prove that the application of several methods has a good influence on the learning process, especially in teaching writing.

The research of Haleh, entitled The Effect of Total Physical Response And Task-Based Approach on Learning Vocabulary and Writing. The researcher discovered that implementing certain teaching methods resulted in increased happiness and engagement among students. Through this approach, it was also observed that students who were

pursuing credentials had more opportunities to interact with their teacher, leading to better learning outcomes.¹²

The research of Diana, entitled *The Use of Total Physical Response (TPR) Plus Writing In Improving Students' Writing Procedural Text Ability (A Pre-Experimental Study Of The Seventh Grade In SMPN 11 Bandung)*. Total physical Response (TPR) plus Writing is very effective used for improving students' writing procedural text ability. Students look happy, the class is enjoyable and they are motivated to write better and The students give positive responses toward the use of Total Physical Response (TPR) plus Writing. They are enthusiastic to write better.¹³

The research of Mira , entitled *Improve Writing Skills in Interaction With Text Interpersonal By Applying Total Learning Techniques Physical Responses in Students Class VII.1 SMP NEGERI 17 Batanghari*. The results of this study were in the form of an increase in students' Writing Skills in Interpersonal Interaction Text using the total physical response technique, there was an increase in the number of students completing learning from cycle 1 to cycle 2, namely 71% to 92% and there are 8% that have not been completed due to a lack of understanding of the material the learning.¹⁴

Based on the previous research above, the research study has the same aim, namely to determine the influence of using total physical response on writing skills. The research findings are different from previous research due to the larger sample size, use of different materials, and development of several variables based on suggestions from previous research.

H. Systematics Discussion

This research is divided into five chapters, as follows:

1. Chapter I Introduction
The first chapter contains the title confirmation, the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, the objective of the research, significance of the research, relevant research, and also systematic of the research. This introduction is useful to give the initial information to the readers.
2. Chapter II Frame of Theory
The second chapter discusses the theory that is related to and use in this research. This chapter gives information to the reader about the theories, references or foundations of this research. Beside provide the theory, here also provide a hypothesis that inform to the reader about the prediction of research results.
3. Chapter III Research Method
This chapter explains the research method in detail, start from the place and time of the research, research design, population and sample, data collecting technique, data analysis, operational definition of variables, research instrument, validity and

¹²Pourbehzad, H., & Khodaparast, M. (2016). *The effect of Total Physical Response and Task-base approach on learning vocabulary and writing*.

¹³ Misyuarni, D., & LESTARI, F. (2016). *The Use of Total Physical Response (TPR) plus Writing in Improving Students' Writing Procedural Text Ability* DIANA MISYUARNI. 107010027 (Doctoral dissertation, Sastra Inggris).

¹⁴ Mira, N. (2021). *Upaya meningkatkan keterampilan writing skill pada teks interaksi interpersonal dengan menerapkan tehnik pembelajaran total physical response pada siswa kelas vii. 1 smp negeri 17 batanghari*. *Journal Education of Batanghari*, 3(3), 154-163.

also reliability of the instrument, fulfilment of the assumption, and until hypothesis testing.

4. Chapter IV Research and Discussion

This chapter provides the information about the Improving Students' Writing Skills Through Total Physical Response In Teaching Writing At The Eight Grade of SMP Negeri 2 Mesuji.

5. Chapter V Result and Discussion

This last chapter contains the closing as the end of the research which contains conclusions and recommendation



CHAPTER II

LITERATURE REVIEW

A. Frame of Theories

1. Writing skills

a. Definition of Writing

Writing is one of the most important skills in English. Writing is also the activity of creating informative paragraphs in a medium using word order. According to Alice, Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it¹⁵. This means that when writing, you must use your mind before writing.

In other words, writing is the process by which someone expresses their thoughts in the text on paper, and by writing, people already know what they are going to say and how they are going to express their thoughts. It means understanding. When we write, we need to understand and know what thoughts are being expressed in our writing.

Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.¹⁶ On the other hand, Jeremy says that writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities.¹⁷

It means that writing is an activity that students can do to think about their thoughts. From the above Theory, the researcher can conclude that writing is the activity of communicating information in writing to others. Writing is also the act or art of forming letters or letters in a place or something in order to record the thoughts that letters or words express and to convey them to others.

b. Writing Process

When student make some writing, they should know that in writing will be assessment. Writing skill needs process which has four stages. According to Harmer, that there are many processes of writing, they are:

1. Planning

Before starting to write, the writer must have planning what thing that will be express on the paper. The material that will be written can appear from own experience or others. It means, planning is a way to collect the idea and find the topic before starting to write. Moreover, Harmer stated that experienced writers plan that they are going to write before starting to write or type they try and decide what it is they are going to say.

2. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later.

¹⁵Alice Oshima and Hogue, *Introduction to Academic Writing*, (London: Logman, 1997),p.1.

¹⁶*Ibid*,p.98.

¹⁷Jeremy Harmer, *How to Teach Writing*, (Longman : Pearson , 2004)p. 33.

3. Editing (reflecting and revising)

Once writers have produced a draft they then, usually read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing.

4. Final version

This is last step in writing. Harmer said, once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.¹⁸

For Point, there are four written procedures. They plan, design, edit, modify and finalize. It is important to run all processes. Step-by-step is a different feature in creating fonts. Based on the above definitions, we can conclude that writing has steps that help authors create good paragraphs. The procedure should work correctly.

Writing is therefore a complex process, in which students not only explore ideas and implement details in the text but also test their ability to write correctly.

According to Tribble the scoring system for evaluating students' writing as follows:

Table 2
Scoring System for Evaluating Students' Writing

Area	Score	Descriptor
Content/ Task Fulfilment	20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independent of interpretation of the topic; most content content to the topic, reasonably accurate detail.
	11-8	Fair to poor: Treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: Inadequate treatment of the topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: Fails to address the task with any effectiveness.

¹⁸Jeremy Harmer, *How to Teach Writing*, , 6th Edition, (Edinburgh Gate: Longman 2007), p.4

Organization	20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); some connectives used (cohesion).
	16-12	Good to average: Uneven expression, but main ideas stand out; paragraph or section evident; logically sequenced (coherence); some connectives (cohesion).
	11-8	Fair to poor: Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader, logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	Very poor: Lacks fluenceexpression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence (coherence); connective not used (cohesion).
	4-0	Inadequate: Fails to address this aspect of the task with any effectiveness.
Vocabulary	20-17	Excellent to very good: Wide range of vocabulary; accurate word/ idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: Adequate range of vocabulary;occasional mistake in word/ idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistake in word/ idiom choice and usage; register not always appropriate.
	7-5	Very poor: No range of vocabulary; uncomfortable frequent mistake in word/ idiom choice and usage; register not always appropriate.
	4-0	Inadequate: Fails to address this aspect of the task with any effectiveness.
Language	30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, propositions, meaning never obscured.
	23-18	Good to average: Acceptable grammar but

		problem with more complex structures, mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, propositions, meaning sometimes obscured.
	17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, propositions, meaning sometimes obscured.
	9-6	Very poor: Major problems with structures—even simple ones; frequent error of negation, agreement, tense, number, word order/function, articles, pronouns, propositions; meaning often obscured.
	5-0	Inadequate: Fails to address this aspect of the task with any effectiveness.
Mechanics	10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization and layout.
	7-5	Good to average: Occasional errors in spelling, punctuation, capitalization and layout.
	4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization and layout.
	1-0	Very poor: Fails to address this aspect of the task with any effectiveness. ¹⁹

Sources: Christopher Tribble, *Language Teaching Writing*, 1996.

From the table above, the authors use the grading system to grade student writing through Tribble. A grading system is used to assess student writing. It includes content, structure, vocabulary, language, and dynamics. A student's writing ability can be assessed based on these five dimensions. To write good writing, authors also try hard to find the right way to do it. As bad writing, vague meanings appear in the reader's mind. It shows that writing ability is very important to write particularly excellent sentences. Brown shares some tips to help improve his writing skills.

Use acceptable grammatical systems (e.g tense, agreements, pluralization, patterns and rules);

1. Express a particular meaning in different grammatical forms;
2. Use cohesive device in written discourse;
3. Use the rhetorical forms and conventions of written discourses;
4. Appropriately accomplish the communicative functions of written texts according to form and purpose;

¹⁹Christopher Tribble, *Language Teaching Writing* (New York : Oxford University Press, 1996),p.130-131

5. Convey links and connections between events and communicate such relations as meaning idea, supporting idea, new information , give information, generalization, and exemplification;
6. Distinguish between literal and implied meaning when writing;
7. Correctly convey culturally specific references in the context of the written text;
8. Develop and battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing device, writing with fluency in the list drafts, using paraphrases and synonym, soliciting peer, and instructor feedback and using feedback for revising and editing;
9. Brush up on grammar and style;²⁰

Based on these descriptions, the researcher conclude that writing competence is the ability to express ideas and thoughts in writing using correct aspects of writing such as content, structure, vocabulary, language, and mechanisms.

2. Concept of Text

a. Definition of Text

Text is when these words are put together to communicate a meaning, a piece a text is created. There are two main categories of text-literacy and factual.²¹ The text means putting words into sentences to convey a message to someone.

According to Gerot and Wigel classify The genre into thirteen types. They are:

1. Spoof
Spoof is a text to retell an event with a humorous twist.
2. Recount
Recount is a text to retell events for the purpose of informing or enteraining.
3. Report
Report is a text to describe the way things are with reference to a range of natural, man-made and social phenomena in our environment.
4. Analytical Exposition
Analytical exposition is a text to persuade the reader or listener that something in the case.
5. News item
News item is a text to inform readers, listener or viewer about events of the day which are considered newsworthy or important.
6. Anecdote
Anecdote is a text to share with other an account of an unusual or amusing incident.
7. Narrative
Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.
8. Procedure
Procedure is a text describe how something is accomplished through a sequence of actions or steps.

²⁰H. Douglas Brown, *Teaching by Principle an Interaction Approach to Language Pedagogy*, (New Jersey: Longman, 1994), p.343

²¹Mark and katy anderson, *Text Type In English*, (australia : Macmillan, 1997),p,1.

9. Description

Description text is a text to describe a particular person, place or thing.

10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should not be the case.

11. Explanation

Explanation text is text to explain the processes involved in the formation or workings of natural or sociocultural phenomena.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews is a text to critique an art work or event for public audience.²²

From the above description, the researcher can conclude that in junior high school writing classes, there are many types of texts and each student must have a general understanding of the structure and language of texts. In this research, the researcher only focused on the influence of students' writing skills using the Total Physical Response method.

3. Concept of Procedure Text

a. Definition of Procedure Text

There are several texts that junior high school students should study, especially procedure texts. According to Anderson, a procedure text is a piece of text that tells the reader or listener instructions for doing something. The aim is to provide instructions for making, doing, or reaching a place.²³ Walter supports that a procedure text is a rule, a teaching that is given or carried out to achieve a successful result through a series of sequential steps.²⁴ According to Widda Procedural text is a text used to describe how something is conducted through a sequence of action or steps, which applies simple present tense and often imperative sentences. The examples of procedural text are recipes, science experiment or craft instructions, games rules, appliance manuals, how-to-do-it kits, and directions to reach destination.²⁵

It can be concluded that procedure text is text that explains or instructs something to find out how it can be done through a series of sequential steps.

b. The Generic Structure of Procedure Text

Anderson states that procedure texts usually have three parts. There is an introductory statement or title that provides the aim or purpose of the procedure, followed by a list of materials needed to complete the procedure. The final

²²Linda Gerot, *Op. cit*, p.192-220.

²³ Mark Anderson and Kathy Anderson. *Text Types in English 3*, (South Yarra: Mc Millan Education Ltd, 1998), p. 28

²⁴ Carlene Walter, *Procedural Writing Grade Three*, (New York: The Medium, 2015), p. 2.

²⁵ Widda, TN., Yuniarti D., Arini and Sugeng, A. *PR Bahasa Inggris Untuk SMP/MTs*. (Klaten: Intan Pariwara.2009).p.35.

section is a series of steps that must be completed sequentially to achieve this goal.²⁶

The following explanation is about some generic structures of procedural text, those are:

1. Goal

This part informs people the final goal that will be achieved after conducting the procedural steps on the text. It is usually placed in the title (especially for a recipe).

2. Materials

In this part, it is listed the necessary materials and tools, it also often gives detail on the size, color, numbers, shapes, quantity, and so forth.

3. Method

the step of procedural text must sequenced procedurally by giving steps such as first, second, third, next, then, firstly, secondly and finally.

Besides, Mukarto in Valkin states that in this part of procedural text is described about the steps in logical order to achieve the 32 goal. The steps are often marked with the number (1, 2, 3...), letters (a, b, c ...), and sometimes the steps included cautions or warnings, even there are also drawings or picture to make the steps clearer.²⁷

c. Language Features of Procedure Text

Procedure texts usually include the following language features:²⁸

1. The use of technical language
2. Sentences that begin with verbs and are stated as commands
3. The use of time words or numbers that tell the order for doing the procedure
4. The use of adverbs to tell how the action should be done.

Barwick also explained some language features of procedure in his book as follows:²⁹

1. Noun or noun groups are used in the listed material or equipment.
E.g. screws, nuts, bolts, screwdriver, wood.
2. Often the name of an item is omitted instead of being constantly repeated and an ellipsis used. The person following the instructions may not be referred to or may be referred to in a general way as one or you. There is little use of personal pronouns.
3. Conjunctions are used to show chronological order.

²⁶ Mark Anderson and Kathy Anderson. *Text Types in English 2*, (South Yarra: Mc Millan Education Ltd, 1997), p. 55.

²⁷ Valkin, Wirma.2013. *The Use of Authentic Materials towards Students' Ability in Comprehending of Text Procedure*. [Online]. Available: <http://wirmanvalkinz.blogspot.com>. [januari 19th, 2024].

²⁸ Anderson, *Text Types in English 2*, op. cit. p. 52.

²⁹ John Barwick et al., *Targeting Text Recount, Procedure, Exposition, Upper Level*, (Sydney: Green Guess Press, 1999), p. 45.

- E.g. before, while, then, after, when.
4. Action verbs start most sentences.
E.g. take, put, link.
 5. Short statements or commands are used.
E.g. pick them up.
 6. Adjectives add details relating to size, shape, color, and amount.
E.g. place the red cub there.
 7. Words related to direction and specific location are found.
E.g. left, north, Jamison Street.
 8. Present tense is generally used.
 9. Vocabulary ranges from technical to everyday language according to the target audience.
 10. Emphasis is often given to important information by underlining it or writing in bold.
 11. Adverbs, prepositions and adverbial phrases add detailed information about how, where, and when.
 12. Clear, simple. Precise but detailed language is used.

d. Example of Procedure Text

Some example of procedure texts as follows:³⁰

1. Directions
2. Recipes
3. Instruction manuals

Example:

Biscuit Anzac³¹

You will need:

- a. 2 cups rolled oats
- b. 1 1/2 cups caster sugar
- c. 4 tablespoons golden syrup
- d. 2 tablespoons boiling water
- e. Floor plan 1 cup
- f. 250 grams of butter
- g. 1 teaspoon baking soda

Lets do it:

- a. Preheat the oven to 160°C.
- b. Lightly grease the oven pan.
- c. Mix oats, flour, and sugar in a large bowl.

³⁰ Anderson, *Text Types in English 2, op. cit.*, p. 51

³¹ Anderson, *Text Types in English 3, op. cit.*, p. 29

- d. Melt the butter and golden syrup in a frying pan.
- e. Add this mixture to the melted butter and golden syrup.
- f. Add this to the oat mixture in the large bowl, and stir well.
- g. Roll a tablespoon of dough into balls. Place on the baking sheet with a distance of 5 cm.
- h. Gently press the top with a fork.
- i. Bake for 20 minutes.

4. Concept of Total Physical Response Technique

a. Definition of Total Physical Response Technique

Total Physical Response (TPR) method which was proposed by James Asher, a Professor of psychology at San Jose State University, California and it has been applied for almost thirty years.³² Total Physical Response (TPR) is implemented based on commands which are put forward by the teacher and the students should give physical response.³³

Richard and Rodgers state that Total Physical Response (TPR) method is a language teaching method that involves the coordination of speech and action. Teachers give a set of instructions to students in a target language to have them to do some tasks in order to activate their kinesthetic sensory system.³⁴

Total Physical Response method is regarded as a simple teaching method that can be applied in teaching language, in which students do not need to give verbal response, but they can respond in physical action to the teachers' commands. The TPR method involves two different roles between teacher and students; the teacher plays an active role as director of a play and instructs the students to do what the teacher wants. On the contrary, students play actively as the actors, do actively what the teacher instructs.

Total Physical Response in learning the target language aims at letting children learn both vocabulary and also grammatical structure, in other words, grammatical structure and vocabulary can be exposed by using this method. In line with statement Richard and Rodgers states that "most of grammatical structure and hundreds of vocabulary of the target can be learned from teacher's instruction".³⁵

The view of the discussion above, TPR is regarded as a simple method that combines commands and physical movement to teach both vocabulary and grammar of the target language. It only involves series of teacher's instructions to let students respond to those instructions in physical movement. TPR is regarded as appropriate method in introducing new language, since it helps

³²Brown, H Douglas. *Teaching by Principles; An Interactive Approach Language Pedagogy 2 nd Edition*. (San Fransisco: Longman 2001),p.29.

³³ Kimtafsirah. *Modul 3 English Learning and Teaching Strategy*. (Bandung:2011), Unpublished Paper.

³⁴ Richards, Jack and Rodgers, Theodore S. *Approach and Method in Language Teaching*. (Cambridge: Cambridge University Press, 2001), p.73.

³⁵ Richards, Jack and Rodgers, Theodore S. *Approach and Method in Language Teaching*. (Cambridge: Cambridge University Press, 2001), p.73.

people to learn a target language in the same way they learn their native language. Fact shows that people acquire their first language through instructions from their parents and they respond to it physically.

b. The Advantages of Total Physical Response

The advantages of TPR can determine the success of the TPR implementation itself. Some experts claimed that this method has advantages. The first one, Frost asserts that; firstly, students can enjoy the learning time and it will lift the students' mood, it helps the students to acquire a target language without having them involved in a stressful way. Secondly, the method can help students to memorize the words or phrases of a target language easily. Thirdly, it is an effective means for young and teenage learners to learn a target language. Furthermore, the method is suitable for large and small classes. Lastly, the physical action presented in TPR can get across the meaning of words, therefore it can help students understand the words of a target language and use the words for communication.³⁶

Asher also mentions some advantages of TPR method. He claimed that TPR is useful to assist students in learning a target language instantly by having them engage in a stress-free situation and fun activities. Asher believes that TPR is suitable for all levels of ages and he also believes that TPR is beneficial to build students' confidence.³⁷

From the explanations which are provided above, it can be concluded that Total Physical Response (TPR) method provides fun and enjoyment for young learners during learning a target language. Furthermore, TPR can help students to memorize the words or phrases of a target language.

c. Characteristics of Total Physical Response Method

According to Diane Larsen and Stephen Mark Silvers, there are several characteristics of Total Physical The response (TPR) method needs to be considered in the teaching and learning activity.³⁸ They are:

- a. Target language used to present the material.
- b. The material is used in imperative form.
- c. The evaluation will be taken after acting out.
- d. Students do not speak at first; just listen to the teacher.
- e. No taking homework.
- f. It does not need translation into students' language.
- g. The students develop a high level of listening competency.
- h. It gives some attention to right-brained learning.

As the characteristics above, TPR is considered as a method that provides target language-based learning. It means that the translation is not necessary when the learning activity, because this method gives a visual performance of the

³⁶Frost, Richard.(2007). *The Introduction of Total Physical Response*. [Online]. Available at <http://www.teachingenglish.org.uk/content/total-physicalresponse-tp>

³⁷ Asher, James. 2003. Year 2000 Update for The Total Physical Response. Retrieved on April 3th 2023. Available at <http://www.tpr-world.com>

³⁸ Diane Larsen-Freeman, *Technique and Principles in Language Teaching*, (New York: Oxford University Press, 2002), p. 108.

material given (which is specialized in imperative form). Therefore, both the teacher and students need to be more creative in the learning activity using this method.

d. Principles of Total Physical Response Method

Besides the characteristics, the principles of the TPR method are also important to be noticed in teaching and learning activities. And here are several of them that are cited by Diane Larsen-Freeman.

- a. Meaning in the target language can be often conveyed through action. Memory is activated through learners' responses. Beginning foreign language instruction should address the right hemisphere of the brain, the part that controls nonverbal behavior. The target language should be presented in chunks, not just word by word.
- b. The student's understanding of the target language should be developed before speaking.
- c. Students can initially learn one part of the language rapidly by moving their bodies.
- d. The imperative is a powerful linguistic device through which the teacher can direct students' behavior.
- e. Students can learn by observing action as well as by acting themselves.
- f. It is very important that students feel successful. The feeling of success and low anxiety facilitate learning.
- g. Students should not be made to memorize fixed routines.
- h. Correction should be carried out unobtrusively.
- i. Students must develop flexibility in understanding novel combinations of the target language chunks. They need to understand more than the exact sentences used in training. Novelty is also motivating.
- j. Language learning is more effective when it is fun.
- k. Spoken language should be emphasized over written language.
- l. Students will begin to speak when they are ready.
- m. Students are expected to make errors when they first begin speaking. Teachers should be tolerant of them. Work on the fine details of the language should be postponed until students have become somewhat proficient.³⁹

These principles explain that this method tends to make the teaching and learning activity more active and creative. All of the principles above are highly recommended to be involved in teaching material using this method.

³⁹ Diane Larsen-Freeman, *Ibid.*, p. 113.

e. Design of Total Physical Response Method

In teaching, the classroom has some rules; the rules of the teacher the method used in the class, and the language presented by the teacher. They are:

a. Method

The Total Physical Response method is in harmony with the human biological program because it uses body movement before and after speech appears it does not require the learner to speak before he is ready. When students can all respond to commands correctly, one of them can start to give instructions to other classmates.⁴⁰

This harmony minimizes stress. Low anxiety relates positively to success in second language acquisition. This method enlivens a class by creating stimulating experiences so that students can be in a more lively state and the learning has a strong emotional base as well as a physical base.

b. Objectives

Here are some objectives of the Total Physical Response method:

1) Teaching oral proficiency at the beginning level

According to Jack C. Richards and Theodore S. Rodgers, The objectives of Total Physical Response are to teach oral proficiency at the beginning level. The students should be capable of communicating with a native language. It is necessary to do a lot of choral drilling and mechanical pattern practice to give the children enough chances to speak, but it is not effective if we want the children to use English communicatively and spontaneously. They need to repeat many times, but they can do this in meaningful ways with genuine emotion.

2) Reduction of stress

Language learning is more effective when it is fun.⁴¹ An important condition for successful language learning is the absence of stress. By focusing on meaning interpreted through movement, rather than on language form studied in the abstract, the learner is said to be liberated from self-conscious and stressful situations and can devote full energy to learning.

3) The meaning of the target language can often be conveyed through action

Memory is activated through learner response. Beginning foreign language instruction should address the right hemisphere of the brain, the part that controls nonverbal behavior whereas most second language teaching methods are directed to left-brain learning. The target language should be presented in chunks, not just word by word.

c. Roles of teacher and learner

1) Teacher

The teacher directs the learning through the use of basic commands. As the commands become more sophisticated the teacher is like the director of a play and the students are the actors. The teacher hopes to be aware of the

⁴⁰ Jeremy Harmer, *English Language Teaching*, (Edinburgh: Pearson Education Limited, 2001), p. 90.

⁴¹ Diane Larsen-Freeman, *Technique and Principles in Language Teaching*, (New York: Oxford University Press, 2002), p. 115.

anxiety level at all times and keep it low to ensure the student's confidence and success. The teacher also keeps it fun, active, and student-centered.

2) Learner

The students' main role is that of listening and acting through the use of teacher-based commands, and eventually through student-based commands. They are sponges and in essence actors. They monitor and evaluate their progress. They are encouraged to speak when they feel ready to speak that is when a sufficient basic of the language has been internalized.⁴²

f. Application of TPR

The general goal of TPR is to teach oral proficiency at the beginning level. Comprehension is a means to an end, and the main goal is to teach basic speaking skills. The TPR course aims to produce students who can communicate without barriers and can be understood by native speakers. Specific instructional objectives are not spelled out, as this will depend on the specific needs of the learner. Whatever goal is set, it must somehow be achieved through the use of action-based exercises in the form of imperatives.

The type of syllabus used by Asher can be inferred from an analysis of the types of exercises used in TPR classes. This research reveals the use of a sentence-based syllabus, with grammatical and lexical criteria being the main thing in selecting items. In contrast to methods that operate on a grammatical or structural view of the core elements of language, Total Physical Response requires initial attention to meaning, not to the shape of objects. Grammar is taught inductively.

Asher also suggests that a fixed number of items be introduced at one time, to facilitate cases of differentiation and assimilation. "in hor, students can assimilate 12 to 36 new lexical items depending on the size of the group and the stage of training". However, courses designed based on TPR principles are not expected to follow the TPR syllabus exclusively. Essential practice is a major class activity at TPR. They are usually used to elicit action and physical activity on the part of the learner. Other class activities include role plays and slide presentations. Role-playing games centers on everyday situations, such as at a restaurant, supermarket, or gas station.

Learners at TPR have the main role as listeners and doers. They listen attentively and respond physically to commands given by the teacher. Learners are also expected to recognize and respond to new combinations of previously taught items. They are required to come up with their new combinations. Students monitor and evaluate their progress. They are encouraged to speak when they feel ready to speak, that is, when an adequate language base has been internalized. Teachers play an active and direct role in TPR. It is the teacher who decides what will be taught, who models and presents the material, and who selects supporting materials for use in class.

⁴² Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p. 93.

However, Asher emphasized that the teacher's role is not just to provide learning opportunities. Teachers have the responsibility to provide the best language exposure so that students can internalize the basic rules of the target language. In this way, teachers control the language input that learners receive, providing the raw materials for the “cognitive maps” that learners will construct in their minds. Teachers must also allow students' speaking abilities to develop at the student's natural pace.

Generally, there is no basic text in TPR. Lessons may not require the use of materials, as the teacher's voice, actions and gestures may be a sufficient basis for classroom activities. Later, teachers can use common classroom objects, such as books, pens, cups, and furniture. As the course develops, the teacher will need to create or collect supporting materials to support the teaching points. This may include pictures and word charts. Asher has developed TPR student kits that focus on specific situations, such as home, supermarket, and beach. Students can use the equipment to create a scene (for example, “Put the stove in the kitchen”).⁴³

g. Procedure of Total Physical Response

There are several techniques used in teaching the target language through TPR. Garcia divides techniques into introductory techniques and working techniques. Introductory techniques refer to the many ways in which a new item or command may be presented for the first time to students. Working technique refers to how commands and supporting vocabulary that have been presented to students can be combined and explained to progress in the target language.

The following is a technique for introducing TPR taken from Gracia:

1. The teacher pronounces and models commands to students. Students carry out orders by listening to the teacher and doing what he does.
2. The teacher creates a situation in which students have to choose between two items. Students already know one item well, therefore through the process of elimination, other items are immediately recognized.
3. When introducing a new word, students must choose from three items only one of which is known. If the person guesses incorrectly, it is necessary to try again. If the guess is correct, the reward will be words of praise from the teacher.
4. The teacher introduces a new item by making it clear to students what to do, either through gestures or other additional cues.
5. The teacher introduces new material by carrying out commands, and then following every direction spoken.⁴⁴

The introduction technique above can be continued with the following work techniques Gracia:

1. presenting an item in a variety of different situations and recombining vocabulary.

⁴³ Jack G. Richards, Theodore S. Rodgers., *Approaches and Method in Language Teaching second edition* (Cambridge United Kingdom: The press syndicate of the University of Cambridge, 2001), 76-77

⁴⁴Garcia, R. (4th edition). *How to Apply TPR for Best Results*,(Los Gatos, CA: Sky Oaks Productions,1996),p. 109-110.

2. A barrage of vocabulary will be counter-productive in the retention of studied items.
3. Apart from recombining the vocabulary presented, it is a good idea to expand the meaning by adding to it. This can be achieved by placing lexical items in more complex performances.
4. As students improve their comprehensive vocabulary, it would be beneficial to include functional words such as of, with, and, etc. which keeps the language fluent and unified.
5. It is very useful for students to remember the original material introduced. These basic commands learned early in training are the foundation on which more complex constructs can be applied.
6. From the start, it is useful to introduce equivalents and synonyms. This technique may sound confusing, but not if done correctly.
7. As students learn more individual commands, it is an effective procedure to give several commands in sequence to be performed in a continuous action. Teachers should not be too ambitious in this strategy. If misused, this technique can do more harm than good. Additionally, if overextended, it is more of an exercise in memorization than comprehension.
8. Teachers should be very careful about introducing large amounts of vocabulary prematurely. In the long term, this is undesirable as it tends to confuse. It is better to introduce several items at once.⁴⁵

h. The procedure of Total Physical Response in Teaching Procedure Text

Total physical response in teaching writing procedure text is implemented based on total physical response. The teacher asks the students to do something and give physical responses, then the teacher asks the students to do something related to the steps of writing procedure text. The implementation of using the Total physical response method is divided into three steps: pre-teaching activity, while-teaching activity, and post-teaching activity.⁴⁶

1) Pre-teaching

- a. the teacher gives greetings
- b. Students respond to the teacher's greeting.
- c. Students respond to the teacher in checking attendance.
- d. The teacher conveys learning objectives
- e. The teacher asks questions about the material to be studied.
- f. The teacher shows pictures to students related to the theme of the material being studied.
- g. The teacher asks several questions about the picture shown, such as "What do you think about the picture?"
- h. Students are allowed to answer questions from the teacher.
- i. The teacher links students' answers to the learning objectives.
- j. Students listen to the learning objectives of the material to be taught.

⁴⁵ Garcia, R. (4th edition). *How to Apply TPR for Best Results*, (Los Gatos, CA: Sky Oaks Productions,1996),p. 110-111.

⁴⁶ Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*. (New York: Cambridge University Press: 2001), 35.

2) While teaching

The following are procedures for the teaching and learning process.

- a. The teacher divides groups of students.
- b. Involve students in seeking broad and deep information about the topic/theme to be studied.
- c. The teacher explains the material about the procedure text.

Example :

How to make Brown sugar coconut milk jelly



Ingredients:

- 2 packs of gelatin swallow (*plain*)
- 250 grams of brown sugar
- 5 tablespoons granulated sugar
- 1 pack of vanilla powder
- 2 pandan leaves
- ¼ tsp salt
- 2 packs of instant coconut milk (Kara brand)
- 1-liter air

Steps:

1. Prepare 200 ml of water then mix it with brown sugar, granulated sugar, vanilla powder, salt, and pandan leaves.
2. Cook until the sugar dissolves and boils.
3. After boiling, remove from heat and strain.
4. Cook the sugar filter with 800 ml of water, gelatin *swallow plain*, and coconut milk until boiling. Don't forget to keep stirring it slowly.
5. Put it in the mold then cool at room temperature for 10-15 minutes.
6. Can be served immediately or chilled in the refrigerator.

- d. Students listen to the teacher's explanation.
- e. The teacher trains students to pronounce the vocabulary words one by one by instructing students to touch each part of the ingredients and equipment to make "How to make Brown sugar coconut milk jelly".
- f. Students listen and imitate the teacher saying the vocabulary by touching each part of the materials and equipment that are available.
- g. The teacher gives jumbled words related to the topic "How to make Brown sugar coconut milk jelly".

- h. The teacher asks students to come to the front of the class to take the word pieces.
 - i. The teacher asks students to choose several words.
 - j. The teacher asks students to arrange jumbled words into correct sentences.
 - k. The teacher provides the general structure of the procedure text.
 - l. The teacher asks students to complete sentences based on the general structure of procedural texts.
 - m. The teacher asks students to complete sentences based on the linguistic characteristics of the procedure text
- 3) Post-teaching
- a. Students reflect on questions and answers on the learning activities that have been carried out.
 - b. The teacher gives each student an assignment to create a procedure text.
 - c. Students pay attention to information about planned learning activities for the next meeting.
 - d. Students and teachers say closing greetings.

i. Advantages and Disadvantages of the Total Physical Response Method

no method could be claimed as the best in teaching in the classroom, because every method has advantages and disadvantages, and so does the Total Physical Response method. There are some advantages and disadvantages in the process of teaching and learning by using the TPR method.

1. Advantages:
 - a. The students follow the activity more actively.
 - b. The students comprehend the subject.
 - c. The students are not bored, because they follow all creative activities.
 - d. It is good for increasing students' ability to understand active vocabulary.
 - e. Students remember what the teacher gave because it took students action.
 - f. Responding physically rather than verbally eliminates the students' fear of speaking.
2. Disadvantages:
 - a. It was only for very beginner learning.
 - b. It takes a long time to make students understand the material with a drill.
 - c. Not all students have a strong memory to remember the material.
 - d. The students may not know the errors they made in learning.⁴⁷

Based on the explanation above, TPR is a suitable method applied in teaching and learning activities in order to make students more active and creative in the classroom, and also make them more to remember the materials taught. Nevertheless, this method is only suitable for students at beginner level and

⁴⁷Muhren, A. *Total Physical Response (TPR): An Effective Language Learning Method at Beginner/Intermediate Levels (2003)*. home.planet.nl/~mhren000/tpr/primer_tpr.pdf .

sometimes makes students ignore their mistakes in the learning activity, which needs more attention by the teacher of students' error making in learning.

5. Concept of Free Writing

a. Definition of Free Writing

Free writing is prewriting technique in which a person writes continuously for a set period of time without regard to spelling, grammar, or topic. It produces raw, often unusable material, but helps writers overcome blocks of apathy and self-criticism. It is used mainly by prose writers and writing teachers.⁴⁸ According to Oshima and Hogue free writing is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus.⁴⁹ Based on those explanation, the write conclude that free writing is a brainstorming activity in which you write freely without regard to spelling, grammar, or topic. Therefore, free writing is to result ideas in the author's brain, then getting out into writing form.

Free writing learners use the patterns they have developed to write an essay, letter, and so forth.⁵⁰ Free writing is used to produce new ideas form the author to be an essay, letter, ect. Therefore, freewriting is the easiest way to get words on paper and the best all-round practice in writing.⁵¹ It means that, free writing is the eaisiert way to get the best idea in writing. Based on experts' opinion above, the researcher concludes that free writing is the eaisierst way to get the best idea in writing.

b. Teaching Procedure Text through Free Writing

Teaching writing procedure text by using free writing can be implemented through the following procedure which is modifier from elbows' theory of using free writing.

1. From your list of changes, choose one idea that interested you.
2. Write the idea at the top of a clean sheet of paper.
3. For ten minutes, write about this topic without stopping. This means that you should be writing something constantly.
4. Write down everything that comes to your mind.
5. Do not judge your ideas.
6. Do not worry about your spelling and grammar.
7. If you run out of things to say, continue writing whatever comes to your mind.⁵²

⁴⁸ Getting Started:Freewriting.Grammar.ccc.commet.edu. Retrieved 2013. Available online at: <https://en.wikipedia.org/wiki/FreeWriting> .(March, 7th 2024).

⁴⁹ Alice Oshima Amd Ann Hogue, *Writing Academic English*.(New York:Addison Wesley, 1997)p.6

⁵⁰ Jack C Richards. *Second Language Writing*.(New York: Cambridge University Press,2003). p.4.

⁵¹ Peter Elbow. *Writing With Power Techniques For Mastering The Writing Process*. (New York: Oxford University Press, 1998).p.13

⁵² *Ibid*,p.13

c. The Procedure of Free Writing in Teaching Procedure Text

- 1) Pre- teaching
 - a. Give greetings
 - b. Checking student attendance
 - c. Convey learning objectives
 - d. Relate the material to be discussed with students' abilities

- 2) While teaching
 - a. The teacher explains the meaning, *generic structure*, and characteristics of the procedure text
 - b. The teacher explains free writing
 - c. The teacher explains the steps for free writing
 - d. The teacher gives an example of reading a procedure text and provides the information contained in the procedure text "How to make Brown sugar coconut milk jelly"
 - e. The teacher facilitates active students by giving writing assignments to identify text procedures.
 - f. The teacher asks students to write procedure text.
 - g. The teacher asks several students to read the results of the text they have created to other students to find the students' mistakes
 - h. Students collect the results from making procedure texts and the teacher assesses their results.
 - i. The teacher provides suggestions for improvement in the steps that have been taken.

- 3) Post- teaching
 - a. Evaluation
 - b. The teacher closes the lesson by saying hello.

d. Advantages and Disadvantage of Free Writing

There are some advantages of using free writing are as follows:

1. Free writing makes writing easier by helping you with the root psychological or existensial difficulty in writing, finding words in your head and putting them down on a blank piece of paper.
2. Help you learn simply to get on with it and not be held back by worries about whether these words are good words or the right words.
3. Free writing helps we learn to write.
4. Free writing helps we learn to just say it. Regular free writing helps make the writing process transparent. Free writing is a useful outlet. We have lost in our heads that makes it hard to think straight and write clearly.
5. Free writing helps you to think of topics to write about something. Just keep writing, follow threads where they lead and you will get to ideas, experiences, feelings, or people that are just asking to be written about.

6. Free writing gives practice in this special mode of focusing but not trying, it helps you stand out of the way and let words be chosen by the sequence of the words themselves or the thought, not by the conscious self.⁵³

There are some disadvantages of using free writing are as follow:

1. Free writing also brings a surface coherence to our writing and it does so immediately. We cannot write really incoherently if we write quickly. We may violate the rules of correctness, we may make mistakes in reasoning, we may write foolishness, we may change directions before we have said anything significant.
2. When we finally conclude sentence, we are actually writing the conclusion of a different sentence from the ones we had been writing.⁵⁴

B. Frame of Thinking

Based on the research background and literature, it cannot be denied that writing is quite important. Writing is a form and communication skill that students must master. As stated by Harmer, writing is one of the four skills that encourages students to focus on accurate use of language, because writing can trigger language development when they solve problems in their minds by writing.⁵⁵

In junior high school, there are several types of texts that students must master. The procedure text is one of the texts contained in the junior high school syllabus. Anderson states that procedure text is a piece of text that tells the reader or listener instructions for doing something.⁵⁶

Unfortunately, many students experience difficulties in writing, for example, students feel confused about starting to write and developing their ideas. Teaching writing should be taught in an interesting way so that students feel motivated in the teaching and learning process. TPR is considered a method that can help students and teachers in the teaching and learning process of writing procedural texts. TPR is considered a simple method that combines commands and physical movements to teach vocabulary and grammar. It guides students to develop their ideas easily. As stated by Richard and Rodgers, the Total Physical Response (TPR) method is a language teaching method that involves coordinating speech and action. The teacher gives a series of instructions to students in the target language for them to perform several tasks to activate their kinesthetic sensory system.⁵⁷

The TPR method involves two different roles between teachers and students; The teacher plays an active role as the director of a drama and orders students to do what the teacher wants. On the other hand, students play an active role as actors and actively do what the teacher orders.

⁵³ Peter Elbow. *Writing With Power Techniques For Mastering The Writing Process*. (New York: Oxford University Press, 1998).p.13

⁵⁴ *Ibid*.p16

⁵⁵ Jeremy Harmer, *How to Teach Writing*, (Harlow: Person Education Limited, 2004), p. 31.

⁵⁶ Anderson. *Text Types in English 3*, op. cit., p. 28.

⁵⁷ Richards, Jack and Rodgers, Theodore S. *Approach and Method in Language Teaching*. (Cambridge: Cambridge University Press 2001).p.73.

Based on the relevant theories and previous research above, it appears that TPR can be a method that can be used by students in creating procedural texts.

C. Hypothesis

Based On The Frame Of Thinking Above, The Researcher Proposed Hypotheses As Follows:

H_0 : There Is No Significant Influence of Using The Total Physical Response Method Towards Students' Writing Skills In The Eighth Grade of SMP NEGERI 2 Mesuji in Academic Year of 2022/2023.

H_a : There Is a Significant Influence of Using The Total Physical Response Method Towards Students' Writing Skills In The Eighth Grade of SMP NEGERI 2 Mesuji in Academic Year of 2022/2023.



BAB V

CONCLUSIONS AND SUGGESTION

A. Conclusion

After carrying out the treatment and analyzing the data, the researchers drew several conclusions as follows:

There is significant Influence of Using the Total Physical Response Method on Students' Writing Skills. Looking at the results of data calculations in the previous chapter where the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, meaning that the researcher's assumption is correct, namely, that teacher written feedback can have a significant influence on students' ability to write procedural texts.

This is supported by the scores achieved by students, where they obtained higher scores after researchers provided treatment in learning to write procedural texts. This can be proven by hypothesis testing. In hypothesis testing, H_A was accepted and H_0 was rejected. A significant effect can be seen from the Sig results. (2-tailed) Independent Sample t-test, which is 0.000, lower than $= 0.05$, which means (H_0) is rejected and (H_a) is accepted, which means there is a significant difference.

These results were influenced by the pre-test and post-test scores of students in the experimental class which were higher compared to the post-test scores of students in the control class. It is supported by the scores achieved by the students, they got higher scores after the researchers provided treatment using total physical response in Teaching Writing Procedure Texts. The average pre-test and post-test scores of students are: Pre-test (61.75), meaning that the pre-test score is still low, so the researcher provides treatment using total physical response, and the student's score on the post-test becomes (73.69). The teaching and learning process using total physical response makes students interested while helping students improve students' ability to write in procedural texts, including developing and organizing them in written form, using correct grammar, choosing the right words and expressions, verifying students' knowledge, stimulating replies from students, and increased interpersonal contact. Students become more active and effective when teachers use this method. Thus, the use of total physical response in teaching writing procedural texts can make the situation more enjoyable, therefore this method influences and can motivate students to improve their writing skills.

It can be seen from the students' scores which increased to be higher than before after the researchers provided treatment using the total physical response method in the teaching and learning process of writing procedural texts. Therefore, it can be assumed that there is a significant influence of the use of total physical response on students' ability to write procedural texts in class VIII of SMP NEGERI 2 MESUJI in the 2022/2023 academic.

B. Suggestion

Referring to the conclusions above, the researchers put forward several suggestions as follows:

1. Suggestion to the Teachers
 - a. In this research, the researcher found that total physical responses can be used to develop students' writing skills. Based on these findings, English teachers can help students develop their writing skills by using the total physical response method.
 - b. English teachers should provide interesting activities and materials, so that students do not get bored and encourage students' attention in learning English, especially writing.
2. Suggestion to the Students
 - a. Students should study hard and practice English writing to improve their writing skills. They must also be active and creative in learning activities.
 - b. This method can be used to develop students' writing skills.
3. Suggestions for other researchers
 - a. Researcher applied the total physical response method to see the influence on students' skills in writing procedural texts. Other researchers can use this method more effectively.
 - b. In this research, the treatment was carried out three times. Other researchers could spend more time providing treatment to students so they can get enough exercise.
 - c. In this research, the researcher used the Total Physical Response method to help junior high school students, especially in writing procedural texts. Furthermore, other researchers should implement this method at different levels of students. It can be applied in high school.

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