

ABSTRACT

INCREASING STUDENTS' ENGLISH SPEAKING SKILLS THROUGH TOTAL PHYSICAL RESPONSE METHOD IN THE THIRD GRADE OF SD NEGERI IN BANDAR LAMPUNG

by

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This research aims to: 1) design the lesson planning, 2) analyze learning implementation, 3) analyze way of learning evaluation, 4) analyze the increasing of students' speaking skills score by using TPR method. This research is classroom action research that consists of three cycles. TPR cycle I the students use the commands in sequential action. TPR cycle II the students make a role reversal. TPR cycle III the students make a dialogue and role play with the group. The subjects of the research were the students of the third grade in SDN 5 and SDN 3 Gedong Air Bandar Lampung. Data were collected using observation and tests, and the qualitative descriptive analysis was then used to analyze the collected data. Results of this study shows that: 1) learning planning design is in accordance to the students' characteristic in which students' speaking skills are low and they are not active in speaking english, 2) learning process by using TPR has increased students' activities in learning through observing the objects, observing the action, using the various of vocabularies, giving command, accuracy and speed of carrying out the instructions and asking question activity, 3) the assessment instrument use oral practice, essay test, and description test with a validity value of 0.853, a reliability value of 0.99, average difficulty level of items value of 62,50, and a well acceptable discrimination power of items value of 0,669, 4) the improvement of the speaking abilities can be seen from various aspects: comprehension, fluency, pronunciation, and vocabulary in the first cycle 22,73%, the second cycle 54,54% and the third cycle 81,81%.

Keywords: English, learning outcomes, Total Physical Response.