CHAPTER IV
FINDING AND DISCUSSION

This chapter discuses about the finding of research and the result of analysis of the data that consisted of treatment process in experimental class and control class, experimental class and control class scores, descriptive statistic of experimental class and control class, the result of homogeneity, reliability and normality distribution test, eta-square and discussion.

4.1 Finding

The present research had a quasi-experimental design. Based on the sample of this research, there are 47 students of seventh grade students of SMP Muhammadiyah17 Surabaya which is divided into two classes, experimental class (VII B) and control class (VII A), every class has 23 students. The class which had more students that the researcher reduce it but the student still got the test and treatment. The experimental class was the class which taught speaking on describing people used *Total Physical Response method* and the control class was the class which taught speaking on describing people used *Direct Method*. Pre-test is conducted before the treatment, which is asked student in order to describe about their mother orally, both classes are got the same test and student's responses are recorded by the researcher on researcher recording sheet.

4.2.1 Treatment Process in the Experimental Class

There are two meetings for the treatment in experimental class and control class. The class which is taught by TPR and DM had some steps during treatment. The topic for the first meeting in TPR class was *describing self and friend.* The English teacher entered the class greeted the student, checked the attendance list, and asked student readiness to follow the learning process. First step, English teacher gave the student a picture as a warming up to begin the lesson, English teacher gave explained about how to describe their self and friend. The second step, English teacher gave the opportunity to the student to ask what they did not

understand. The third step, teacher divided student into two groups (boys and girl). For this step, teacher required one of the group stood up. With adviser of the English teacher students are directed to explain while showed their part of body. Example: "*my hair is short"* then the student directed showed their*" hair"* while talked out *"my hair is short"*. The four steps, English teacher `required student to guessing movement. This part, English teacher as a model for the teacher. Example: teacher said, *"Rina is tall"* that English teacher required student to answer it by movement their body, that English teacher required them to repeat the sentences and the teacher exhibit the sentences. The last step in the first meeting, English teacher gave an instruction to the student to describe a model who stood in front of class (the model is one of student in the class) example *"An'nisa is tall"*, after that the teacher gave the summary than closed the meeting.

The topic for the second meeting in the TPR class was *asking about describing people.* English teacher entered the class greeted the student, checked the attendance list, and asked students readiness to follow the learning process. The first step teacher gave a video as warming up to began the lesson and then English teacher gave explained how to asking someone for describing people. Second step, English teacher give the opportunity to the student for asking question which they did not understand about the lesson. The third step, English teacher required four students came in front of the class as a model. Teacher called one by one of the model to be an object. Teacher began to asked student about the model, *"What does she look like"*. Then, student answer *she is tall, she is cute,* ect. After teacher ask student for described the model, teacher required students to make other question and asked the teacher about model. The fourth step, English teacher wrote some names in the paper. English teacher put it randomly and chose of the paper. Students must guessed who is their friend that teacher hold the name in the paper. Student can guess it by body movement, sometimes teacher gave the clue to the student about the name in the paper by body movement. The last step`, English teacher require student stood face to face. The first student will ask to the second student about their friend in the group. The second student will answered the question and

continued to asking his friend. They did it in zigzag, after that teacher summary the lesson and closing the meeting.

4.1.2 Treatment Process in Control Class

The control class which taught by *direct method* is also had the same topic and material with experimental class. The topic for the first meeting in the control class was *describing self and friend.* English teacher entered the class greeted the student, checked the attendance list, and asked students readiness to follow the learning process. For the first step, English teacher gave the picture to the student as warming up to began the lesson and English teacher explained how to describe self and friend. The second step, teacher give an opportunity to the student to asked her about, what they did not understand about the lesson. The third step, English teacher required student to read aloud the task about described self and friend. The fourth step, English Teacher required student completed the sentences. The fifth step, the English teacher required the student to describe one of their friend examples *Andy is my friend, he is ……* student describe their friend by their own word orally.

The topic for the second meeting in the control class was *asking about describing people.* English teacher entered the class greeted the students, checked the attendant list, and asked student readiness to follow the learning process. For the first step, English teacher gave a short video about asking to describe someone and English teacher explain about how asking to describe someone. The second step, teacher gave an opportunity to the student to ask her about, what they did not understand about the lesson. The third step, teacher required student to mention the interrogative sentences in the video. The fourth step, teacher require student to make question and asked their friend beside her about describing people (people who they know). The fifth step, English teacher required student to make a short conversation about asking and answer to describing people and practice it in front of the class. Finally the English teacher summary the lesson and closing the meeting.

4.1.3 Result

After did the research, the researcher assembled the data which already obtained. There are four data that researcher assemble, pre-test from experimental and control class and post-test from experimental and control class.

4.1.3.1 The Pre-test Scores of Experimental and Control Class

Pre-test is a test that conducted before treatment. This test aims to measure the capability of student before they got treatment. Here are the result of pre-test both classes experimental class and control class.

Table 4.1. Pre –Test Scores of Experimental Class

NO	NAMA SISWA	PENILAIAN						TOTAL	SCORE
		G	V	C	F	P	T		
1	S 1	2	3	3	3	3	3	17	56
2	S 2	3	3	3	3	3	3	17	56
3	S 3	3	2	3	2	3	2	15	50
4	S 4	2	3	3	2	3	3	16	53
5	S 5	2	3	3	3	3	3	17	56
6	S 6	2	3	3	2	2	2	14	46
7	S 7	2	3	3	2	2	2	14	46
8	S 8	2	3	3	2	2	2	14	46
9	S 9	3	3	3	3	3	3	18	60
10	S 10	2	3	3	2	2	3	15	50
11	S 11	3	2	3	2	3	2	15	50
12	S 12	2	3	3	2	3	2	15	50
13	S 13	2	2	3	2	2	2	13	43
14	S 14	2	2	3	2	2	2	13	43
15	S 15	3	3	3	3	2	3	17	56
16	S 16	3	3	3	3	3	3	18	60
17	S 17	3	3	3	3	2	3	17	56
18	S 18	2	2	3	2	2	2	13	43
19	S 19	3	3	3	3	3	3	18	60
20	S 20	2	3	3	2	2	2	14	46
21	S 21	3	3	3	3	3	3	18	60
22	S 22	2	2	2	2	2	2	12	40

23	S 23	3	3	3	2	2	3	3	56
TOTAL									1182
MAX									60
MIN									40
AVERAGE									51.3913

The table 4.1 above is the table score pre-test of experimental class (VII B) before the student got treatment. The data showed that the maximum score is 60and the minimum score is 40 and the average is 51.3913.

Table 4.2. Pre-test Score of Control Class

NO	NAMA SISWA	PENILAIAN						TOTAL	SCORE
		G	V	C	F	P	T		
1	S 1	2	2	2	2	2	2	12	40
2	S 2	2	2	2	2	2	2	12	40
3	S 3	3	3	3	2	3	2	16	53
4	S 4	2	3	3	3	3	3	17	56
5	S 5	2	3	3	2	2	2	14	46
6	S 6	2	2	3	2	2	2	13	43
7	S 7	3	3	3	3	3	3	18	60
8	S 8	2	3	3	2	2	2	14	46
9	S 9	3	3	3	3	3	3	18	60
10	S 10	3	3	3	3	3	3	18	60
11	S 11	2	3	3	3	3	3	17	56
12	S 12	3	3	3	3	3	3	18	60
13	S 13	3	3	3	3	3	2	17	56
14	S 14	3	3	3	3	3	3	18	60
15	S 15	2	3	3	2	2	3	17	56
16	S 16	2	3	3	2	2	3	15	50
17	S 17	3	3	3	3	3	3	18	60
18	S 18	3	2	3	2	3	3	16	53
19	S 19	3	3	3	3	3	3	18	60
20	S 20	2	2	2	2	2	2	12	40
21	S 21	2	2	3	3	3	3	17	56
22	S 22	2	3	3	2	2	2	14	46

23	S 23	3	3	3	2	3	3	17	56
TOTAL									1213
MAX									60
MIN									40
AVARAGE									52.73913

The table 4.2 above is the table score pre-test of control class (VII A) before the student got treatment. The data showed that the maximum score is 60and the minimum score is 40 and the average is 52.7391.

4.1.3.2 The Post-test Scores of Experimental and Control Class

Post-test is the test that conducted after treatment, the aims of this test is to measure student capability after they got treatments. Here are the result of post-test both classes experimental class and control class.

Table 4.3. Post-test of Experimental Class

NO	NAMA SISWA	PENILAIAN						TOTAL	SCORE
		G	V	C	F	P	T		
1	S 1	5	5	5	4	4	4	27	90
2	S 2	3	4	4	3	3	4	21	70
3	S 3	5	5	5	3	3	4	25	83
4	S 4	5	5	5	3	4	4	26	86
5	S 5	5	5	5	3	4	4	26	86
6	S 6	5	5	5	3	4	4	26	86
7	S 7	5	4	4	3	4	4	24	80
8	S 8	5	4	4	3	4	4	24	80
9	S 9	5	5	5	3	3	4	25	83
10	S 10	3	4	3	3	3	3	19	63
11	S 11	5	5	5	3	4	5	27	90
12	S 12	5	5	5	4	4	4	27	90
13	S 13	5	5	5	4	4	4	27	90
14	S 14	3	4	4	3	3	4	21	70
15	S 15	3	4	4	3	3	3	20	66
16	S 16	5	5	5	3	4	4	26	86
17	S 17	5	5	5	3	3	4	25	83

18	S 18	3	4	3	2	3	3	18	60
19	S 19	4	4	4	3	3	4	22	73
20	S 20	3	4	4	3	3	3	20	66
21	S 21	5	5	5	4	4	4	27	90
22	S 22	5	5	5	4	4	4	27	90
23	S 23	5	5	5	4	4	4	27	90
	TOTAL								1851
	MAX								90
	MIN								60
	AVERAGE								80.47826

The table 4.3 above is the table score post-test of experimental class (VII B) after the students got treatment. The data showed that the maximum score is 90 and the minimum score is 60 and the average is 80.47826.

Table 4.4 Post-test of Control Class

NO	NAMA SISWA	PENILAIAN						TOTAL	SCORE
		G	V	C	F	P	T		
1	S 1	4	4	4	3	3	4	22	73
2	S 2	4	3	4	3	3	3	20	66
3	S 3	3	3	3	3	3	3	18	60
4	S 4	4	4	4	4	3	4	23	76
5	S 5	5	4	4	3	3	3	22	73
6	S 6	4	3	4	3	3	3	20	66
7	S 7	4	4	5	3	4	4	24	80
8	S 8	3	3	3	3	3	3	18	60
9	S 9	4	4	4	4	3	4	23	76
10	S 10	3	3	3	3	3	3	18	60
11	S 11	3	3	3	3	3	3	18	60
12	S 12	4	4	4	3	3	4	22	73
13	S 13	3	2	2	2	2	2	13	43
14	S 14	3	3	3	3	3	3	18	60
15	S 15	3	3	4	4	3	3	20	66
16	S 16	2	2	2	2	2	2	12	40
17	S 17	5	5	5	4	3	3	25	83

18	S 18	3	2	2	2	2	2	13	43
19	S 19	4	4	4	3	4	4	23	76
20	S 20	5	5	5	4	3	4	26	86
21	S 21	3	3	3	3	3	3	18	60
22	S 22	2	3	3	3	3	3	17	56
23	S 23	5	5	5	4	4	4	27	90
									1526
	MAX								90
	MIN								40
	AVERAGE								66.3478

The table 4.4 above is the table score post-test of control class (VII B) after the students got treatment. The data showed that the maximum score is 90 and the minimum score is 40 and the average is 66.3478.

4.1.3.3 Descriptive Statistic of Experimental Class

Table 4.5 Descriptive Statistic of Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest_7B	23	40	60	1182	51.39	6.366
Posttest_7B	23	60	90	1851	80.48	9.990
Valid N (listwise)	23					

Related of the data 4.5 above showed that, the descriptive statistic of experimental class which minimum score of pre-test is 40 and maximum score is 60, sum is 1182, mean score of pretest is 51,39 and standard deviation is 6.399. It is different with post-test, the minimum score of post- test is 60 and the higher score of post-test is 90,sum is 1851 mean score is 80.48 and standard deviation is 9.990.

4.1.3.3 Descriptive Statistic Control Class

Table 4.6 Descriptive Statistic of Control Class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest_7A	23	40	60	1213	52.74	7.256
Posttest_7A	23	40	90	1526	66.35	13.408
Valid N (listwise)	23					

Related of the data in the table 4.6 above showed that, the descriptive statistic of experimental class which minimum score of pre-test is 40 and maximum score is 60, sum is 1213 mean score of pretest is 52.74 and standard deviation is 7.256. It is different with post-test, the minimum score of post- test is 40 and the higher score of post-test is 90, sum is 1526 mean score is 6635 and standard deviation is 13.408.

4.1.3.5 The Result of Homogeneity Test

Pre-test data of experimental and control class were the data which used to measure the homogeneity test. The data is said to be homogeny if, P value is higher than 5% or P value$> \alpha\ 0,05$. The researcher used the software SPSS 21.0 version to count the homogeneity of variant with the criteria of homogeneity are arrange bellow.

Hypothesis of the homogeneity test.

Ho:$p\ value > \alpha\ 0{,}05$ (the data from experimental and control class are homogenous)

H_1: $p\ value < \alpha\ 0{,}05$ (the data experimental and control class are not homogenous)

Table 4.7. The Result of Homogeneity Test

Case Processing Summary

	Cases		
	Valid	Missing	Total

	N	Percent	N	Percent	N	Percent
Experimental * Control	23	100.0%	0	0.0%	23	100.0%

Experimental * Control Crosstabulation

Count

		Control							Total
		40	43	46	50	53	56	60	
Experimental	40	0	0	1	0	0	0	0	1
	43	0	0	0	0	1	1	1	3
	46	1	1	1	0	0	0	1	4
	50	0	0	0	0	1	1	2	4
	53	0	0	0	0	0	1	0	1
	56	2	0	1	0	0	2	1	6
	60	0	0	0	1	0	1	2	4
Total		3	1	3	1	2	6	7	23

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.716[a]	36	.673
Likelihood Ratio	29.259	36	.779
Linear-by-Linear Association	.356	1	.551
N of Valid Cases	23		

a. 49 cells (100.0%) have expected count less than 5. The minimum expected count is .04.

Based on the table above, in person chi-square that showed the score of Asymp Sig 0,673. Since of the t value> than α 0,05 or asymp sig 0,673 > α 0,05 it can be conclude Ho is accepted, that it means the data from experimental and control classes are homogenous.

4.1.3.6 The Result of Reliability Test

Correlation was the formula to count the reliability test. In correlation had some level of category, There are, very low (0,00-0.199), low (0,20-0,399), moderate (0,40-0,599), strong (0,60-0,799), and very strong (0,80-1,000) the level of category by Sugiyono (2011: 184). Interreter design was interpreted in this test, where the researcher is as the first ratter (x) and the English teacher as second ratter

(y).The researcher counted the reliability test used software SPSS windows 21.0 version.

Table 4.8. The Result of Reliability Test

Descriptive Statistics

	Mean	Std. Deviation	N
X	51.39	6.366	23
Y	52.74	7.256	23

Correlations

		X	Y
X	Pearson Correlation	1	.127
	Sig. (2-tailed)		.563
	N	23	23
Y	Pearson Correlation	.127	1
	Sig. (2-tailed)	.563	
	N	23	23

Based on the table above, the result of the reliability test is 0,127 include in the level of category of correlation, the reliability is very strong that means the instrument is used by researcher is consistent

4.1.3.7 Test of Normality Distribution

Test normality is conducted used data post-test of experimental class and control class. If sig of both class are higher that 5% or (α) 0, 05 or P value $>$ 0,05 that means data from both class are Normal. To measure the normality test the researcher used software SPSS 21.0 Kolmogorov-Smirnov test. The hypothesis and the result of normality test are arranged bellow.

Ho = the sample data of both classes are normal.

H_1 = the sample data are of both classes are not normal.

The criteria of the test based on $P_{(value)}$as follow.

Ho = P$(value) > \alpha$ 0.05 mean that data are normal.

H_1 =P $(value) < \alpha$ 0.05 mean that data are not normal.

Table 4.9. Result of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Posttest_7B	Posttest_7A
N		23	23
Normal Parameters[a,b]	Mean	80.48	66.35
	Std. Deviation	9.990	13.408
Most Extreme Differences	Absolute	.208	.144
	Positive	.170	.117
	Negative	-.208	-.144
Kolmogorov-Smirnov Z		.999	.691
Asymp. Sig. (2-tailed)		.271	.726

a. Test distribution is Normal.

Explanation: Ho is accepted because P value $> \alpha 0.05$ that is 0,271 $>$ 0,05 and 0.726 > 0.05

Based on table *One-Sample Kolmogorov-Smirnov Test* above was shown that, the value of experimental class is 0.271 and value of control class is 0.726 the significant of both classes are higher then the significant value that is (0.05). Therefore, Ho is accepted, and the data from both classes are normal.

4.2 Technique of Data Analysis

4.2.1 T-Test

4.2.1.1 Used Paired T-Test to Answer First Research Question.

To examined the first research question that was, is the Total Physical Response effective in teaching speaking skill, the researcher used paired test with SPSS 21.0 version to count the score of pre-test and post-test of experimental class. The introduction of hypothesis are bellow.

Ho: Total Physical Response is not effective in teaching speaking skill.

H_1: Total Physical Response is effective in teaching speaking skill.

The criteria of the test based on P value.

Ho = $\mu_1 = \mu_2$ = TPR method is not effective in teaching speaking skill.

H_1 = $\mu_1 \neq \mu_2$= TPR method is effective in teaching speaking skill.

Table 4.10. Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest_7B	80.48	23	9.990	2.083
	Prettest_7B	51.39	23	6.366	1.327

As reposted in the table 4.10 above showed that, the mean scores of speaking skill post-test (M=80.48) is higher than mean of pre-test (M=51.39) in total physical response class. Although, the mean score of both class are not similar, that is not obvious whether the test of both class are significant or not. Therefore, paired samples t-test were carried out of pre-test and post-test.

Table 4.11 Paired Samples Test

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest_7B - Prettest_7B	29.087	10.950	2.283	24.352	33.822	12.739	22	.000

Related in table the 4.11 that was showed that P value is less than α 0.05 or P value $< \alpha$ 0.05 that is 0.000 $< \alpha$ 0.05, that mean Ho is rejected and Total Physical Response is effective in teaching speaking skill.

4.2.1.2 Used Independent T-Test to Answer Second Research Question.

The same way is used to answer the second research question. Researcher used independent test with SPSS 21.0 version to count the differences between students who are taught by Total Physical Response and students who are not taught by Total Physical Response. Related to the data of post-test, the researcher was measured the effectiveness of Total Physical response method in teaching speaking based on the hypothesis were arranged bellow.

Ho: there is no significant different on student speaking skill between students who are taught by TPR and students who are not taught by TPR.

H_1: there is any significant different on student speaking skill between students who taught by TPR and students who are not taught by TPR.

The criteria of the test based on P value.

Ho = $\mu_1 = \mu_2$ = there is no significant different on students speaking skill.

H_1 = $\mu_1 \neq \mu_2$= there is any significant different on students speaking skill.

Table 4.12. Group Independent Statistics

Group Statistics

	N	N	Mean	Std. Deviation	Std. Error Mean
Post-test	1.00	23	80.48	9.990	2.083
	2.00	23	66.35	13.408	2.796

A reposted from table 4.12 showed that, the mean score of the mean post-test of experimental class or in the table (7B) is (M=80.48) higher than mean score from post-test of control class or in the table (7A) is (M= 66.35), that is not clear what extent the significant different between two data above, therefore the researcher examine it with paired samples test where arranged in the table 4.13.

Table 4.13 Independent Samples Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	1.365	.249	4.053	44	.000	14.130	3.487	7.104	21.157
	Equal variances not assumed			4.053	40.672	.000	14.130	3.487	7.087	21.173

Based on the data in the table 4.13 above, showed that P value is less than α 0,05 or P value$<\alpha$ 0.05 that is 0.000$<\alpha$ 0.05, that means Ho is rejected and there is any significant different on student speaking skill between students who are taught by Total Physical Response and students who are not taught by Total Physical Response.

4.2.2. Eta-square

The researcher counted eta-square to know the effect size of total physical response in teaching speaking skill. The category of score based on Pallant (2010:243), the category are,0.01 is small effect, 0,06 is moderate effect and more than 0,14 is large effect the result of the calculation is seen below.

$$eta\ suquare = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$

$$= \frac{(4.053)^2}{4.053^2+(23+23-2)} = \frac{16.426809}{16.426809+44} = \frac{16.426809}{60.426809}$$

$$= 0.27$$

Based on the data above the result of eta-square is 0, 27, that means the value of the eta-square is very large, because the value is higher than 0, 14 which

is 0, 14 include the level of category large. Therefore, it can be conclude that the method where researcher apply in teaching speaking is effective.

4.2.3. Student Response

Student response is the test which researcher did in experimental class after the last treatment. The aim to conduct this test is to know student response in learning English and the TPR method. The instrument which researcher used to collect the data is questioner. The number of questioner are 11 with the numbers of student are 23. The researcher count it use Microsoft excel, the result of the test are bellow.

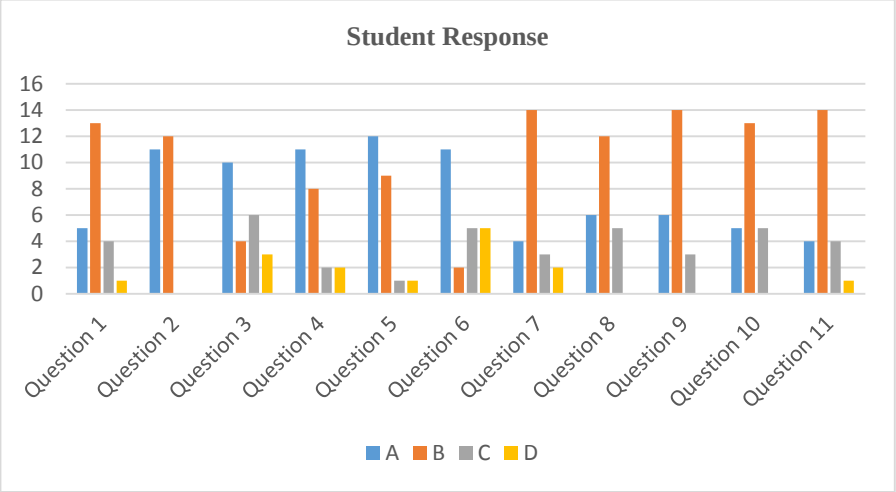

Chart 4.1 Student Response

There are students respond from the question no 1 until question no 11. For the research question no 1, according to you, weather learning about English language is interesting? The students respond is 5 students are answer A (very interesting), 13 students are answer B (interesting), 4 students are answer C (less interesting) and 1 student answer D (do not interesting). Question no 2, according to you, does the teacher need to bring the method for learning English language? The students respond is 11 students are answer A (very necessary), 12 student answer B (necessary), 0 student is answer C (less necessary) and 0 student is answer D (unnecessary). Question no 3, according to you, what is most difficult in speaking English?. The students respond is 10 students are answer A (spelling), 4

students are answer B (pronouncing), 6 students are answer C (meaning) and 3 students are answer D (entirely). Question no 4, according to you, is important for the teacher to bring something interesting to the class room?. The students respond is 11 students are answer A (very important), 8 students are answer B (important), 2 student are answer C (less important) and 2 student are answer D (do not important). Question no 5, according to you, is very important if teacher give the praise to motivate you in learning English language?. The students respond is 12 students are answer A (very important), 9 students are answer B (important), 1 student is answer C (less important) and 1 student is answer D (do not important). Question no 6, what things bellow that make you interesting in learning English?. The students respond is 11 students are answer A (movement), 2 students are answer B (picture, 5 students are answer C (story telling), and 5 students are answer (not everything). Question no 7, according to you, whether the TPR method are interesting?.The students respond is, 4 students are answer A (very interesting), 14 students are answer B (interesting), and 3 students are answer (less interesting), and 2 students are answer D (do not interesting). Question no 8, according to you, whether TPR is very effective in learning English language?. The students respond is, 6 students are answer A (very effective), 12 students are answer B (effective), 3 students are answer C (less effective) and 0 student is answer (do not effective). Question no 9, whether TPR method is encourage your interest in learning English language?.The students respond is, 6 students are answer A (very encourage), 14 students are answer B (encourage), 3 students are answer C (less encourage), and 0 student is answer (do not encourage).Question no10, whether you are satisfy with TPR method in learning?. The students respond is, 5 students are answer A (very satisfy), 13 student are answer B (satisfy), 5 students are answer (less satisfy), and 0 student is answer (not satisfy). Question no 11 is, whether TPR help you to improve yours peaking skill?. The students respond is, 4 students are answer A (very helping), 14 students are answer B (helping), 4 students are answer C (less helping) and 1 student is answer (not helping).

From the data above, we can conclude that, 24% student are answer A which in very positive answer, 45% student are answer B which in positive answer,

15%student are answer C which is less positive answer, and 6%student answer D which in not positive answer. Therefore the researcher conclude that in learning English and TPR method has best response in student who are in experimental class.

4.2 Discussion

Related to the result of research that arrange in data analysis it was showed the researcher used experimental design with type true-experimental design to present the data. In this research, the researcher is interest find out the effectiveness of Total Physical Response method in teaching speaking skill and find out the significant different between student who are taught by Total Physical Response and student who are not taught by Total Physical Response. To answer the first research question, the researcher used paired t-test with SPSS 21.0 version to measure the pre-test and post-test of experimental class, and to answer the second research question the researcher used paired t-test with SPSS 21.0 version to measure the post-test of experimental and control class. The result of the first research question that researcher found is Total Physical Response method is effective in teaching speaking skill, it can be seen from de differences between mean score of pre-test and post-test experimental class and the p value that less than $\alpha 0.05$ That is $0.000 < \alpha$ 0.05. The result of second research question which researcher found is, there is has significant different from post-test between experimental class and control class, it can be seen from mean score of experimental class is higher than control class, and P value is less than $\alpha 0.05$ That is $0.000 < \alpha$ 0.05. Therefore, it can be conclude that, there is any significant different between student who are taught by Total Physical Response and student who are not taught by Total Physical Response. Eta-square is conduct in this research to know the effect size if the method which researcher apply. The formula of eta-square is taken from Pallan (2010:243) where have three levels of category has. They are, 0.01 is small, 0.06 is moderate and 0.14 is large. The result of eta-square test is 0.27 which is higher than 0.14.

Related to the elucidation above, student got the best score of grammar, vocabulary, and their comprehension which include of six category of assessment that researcher used to measure their ability after they got treatment. Student can arrange their sentences well when they want to speak, they can create their sentences by new vocabulary, and they can response when researcher engage them to talk example like they can answer the question by researcher. Finally, the student can produce and arrange their speak well, they can describe someone by their own word, they are more confident when they are speak to researcher or to their teacher and friend, and they can correct each other when one of their friend did mistake like grammar, vocabulary or pronunciation.

After treatment conducted, the researcher also want to find out the student response during the treatment. Questioner is an instrument which researcher did to measure that. For this test researcher only give to the experimental class, the class which has treat with TPR method. The result of the test are 24% student are answer A which in very positive answer, 45% student are answer B which in positive answer, 15%student are answer C which is less positive answer, and 6%student answer D which in not positive answer that means TPR method is get a good response for the student of SMP Muhammadiyah 17 Surabaya especially in VII B.

When researcher conducted this research, many weakness that researcher and student face. Firstly, the weakness for student. The student need more time to produce the new sentences, maybe the other researcher need to give them more time for do it. Secondly, the weakness for researcher. Student do not bring the dictionary when they are in English class. So, it is make them repeated ask to the researcher and English teacher about new vocabulary. It situation make researcher and teacher difficult to handle the student because almost all student ask them, this condition make class room being noisy, maybe the other researcher can ask student to bring dictionary when in English class or the other researcher can find the other solution to solve the weakness above.