



**THE EFFECTIVENESS
OF TOTAL PHYSICAL RESPONSE (TPR) METHOD
IN TEACHING PHRASAL VERBS**

(The Case of Year Seven Students of SMP Ibu Kartini Semarang
in the Academic Year of 2009/2010)

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**THE EFFECTIVENESS OF TOTAL PHYSICAL RESPONSE (TPR)
METHOD IN TEACHING PHRASAL VERBS (The Case of Seven Year
Students of SMP Ibu Kartini Semarang in the Academic Year of 2009/2010)**

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Live well, Learn plenty, Laugh often, Love much. (Ralph Waldo Emerson)



To Muis Amrullah and
Yuliawani



ABSTRACT

English students still find difficulties in understanding and using phrasal verbs. One of the reasons is that Indonesian language does not have phrasal verbs. Therefore, it is recommended for English teachers to apply an interactive method in teaching phrasal verbs so the students will enjoy the learning activities and consequently, they can accomplish the most favorable learning achievement. Furthermore, I would focus to apply this method in teaching phrasal verbs to year seven students of Junior High School. The purpose of the study is to find out the effectiveness of Total Physical Response (TPR) method in teaching phrasal verbs to year seven students of Junior High School.

I conducted the study in SMP Ibu Kartini Semarang. Furthermore, the study applied experimental research and its research design was one group pre-test and post-test design. Meanwhile, the population of the study was year seven students in the academic year of 2009/2010. Also, in taking a sample of the study, I applied random sampling since the classes' ability was homogenous. As a result, it was obtained that VII A became the sample of the study. Moreover, there were four steps of collecting data that I did in this study. Firstly, I conducted a try-out test in another class to measure the validity and reliability of the instrument. Next, I conducted a pre-test in VII A. After that, I gave the treatment three times using TPR method. Finally, I gave the post-test to measure the effectiveness of TPR method.

Based on the data analysis, it was found that, from the try-out test result, five items were not valid. Thus, I applied 25 items for the pre-test and post-test. Meanwhile, the result of the try-out was greater than critical value of 95% and 99% with confidence level 0,312 and 0, 751. It means that the test was reliable and valid. Then, the significant value that was obtained by the computation of pre-test and post test is 5.06. Meanwhile t table of this test is 1.991. Since t value $>$ t table meant there is a significant difference between post test and pre test. Hence, it can be concluded that Total Physical Response is effective for teaching phrasal verbs to the year seven students of Junior High School.

Eventually, based on the conclusion of my research, it is recommended that English teachers apply TPR method in teaching phrasal verbs to overcome English phrasal verbs teaching difficulties.

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CHAPTER I

INTRODUCTION

Chapter one of this study will discuss the followings in turns: background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, definition of the terms, limitation of the study, and the outline of the study. Each of the subchapter will discuss the things of which become the basic of why this study is conducted.

1.1 Background of the Topic

Learning English as a foreign language is quite easier said than done. It is due to so many dissimilarities between English and Indonesian culture, it has different system of language; it has different grammatical structures, differences in meaning of words, and different sound system.

One of the problems learners usually encounter in dealing with English material is the problem of phrasal verbs. Since English is a foreign language, it is reasonable why most students face difficulties in understanding words meaning, in particular dealing with phrasal verbs. For learners of all ages, the comprehension of idiomatic expressions is facilitated by contextual support. One important to be put in mind is that idiomatic expression such as phrasal verbs depend on their context. It helps to grasp their meanings. Therefore, the context in which a phrasal verb is used will determine the intended meaning of that phrasal verb.

Nevertheless, English students still find difficulties in understanding and using phrasal verbs. Mostly, they are not familiar with the sentences that contain phrasal verbs. It is because they sometimes do not know some phrasal verbs' meanings or synonyms. The two following sentences, for example, have the same meaning, but the one uses phrasal verb while the other one does not.

- (1) It was cold, so I *put on* my coat
- (2) It was cold, so I *wear* my coat.

From the two sentences, learners are typically more familiar with the second sentence than the first one for the reason that the first contains a phrasal verb, which is considered difficult for them.

Besides, learners also find difficulties in doing exercises dealing with structure of phrasal verb in sentences. For example, we often hear learners say "The radio is a bit loud. Can you turn down it?" Instead of saying, "The radio is a bit loud. Can you turn it down?"

Considering that students' mastery of phrasal verbs is very important and its mastery of the students is still unsatisfactory, I am interested in finding out an alternative method in order to overcome or at least to minimize the problem of phrasal verbs faced by the students.

Meanwhile, over the last century, there has been a great deal of debate over what methods present the most effective and appropriate means of aiding students in the acquisition of second language skills. One of the latest of the methods that attempts to address the issue of second language teaching and learning is Total Physical Response (TPR) method. Developed by James Asher, a

professor of psychology at San Jose State University, California, this method attempts to teach language through physical (motor) activity. It is almost certain that Total Physical Response is an effective method for teaching learning activity since it helps to reduce the affective filter because it is less threatening than traditional language activities. It means that TPR method does not require a spoken response from students. Also, if implemented properly, students always understand what is happening during TPR practice, resulting in increased confidence and a lowering of the affective filter.

In fact, there had been a number of previous studies which analyzed phrasal verbs. Some of them, for instance, Rahmani (2008) found out that interlingual error in learning phrasal verbs existed because of the interference to the students' development in learning second language. Moreover, as Khasanah (1999) suggested that interlingual errors in learning phrasal verbs were due to rules of mother tongue. Since in Indonesian language, we did not have such type of words like at the level of phrasal verbs. Hence, by this thesis, I want to provide the alternative method, Total Physical Response, as one way in solving the difficulties in learning Phrasal verbs. Through this thesis, I want to assume that Total Physical Response method is also effective in teaching phrasal verbs for Junior High School students.

1.2 Reason for Choosing the Topic

Three reasons come up as the basis of the topic of the study. Firstly, phrasal verb is one of the grammar items that should be mastered by the students who are

studying English in order to use the language as a tool of communication. Secondly, phrasal verbs have a big number and each of them has various meaning and usages that make the teacher get difficulties in order to teach or explain it. Thus, it is important to find out the difficulties in order that the teachers can choose the best method in teaching phrasal verbs. Finally, Total Physical Response (TPR) method is an alternative method that is effective in teaching a foreign language. Since the way to do TPR is to base foreign language learning upon the way children learn the native language.

1.3 Statement of the Problem

The discussion of the study is aimed to answer the question:

How effective is Total Physical Response (TPR) method in teaching phrasal verbs to year seven students of Junior High School?

1.4 Objective of the Study

Based on the research question above, the objective of this study is to explain the effectiveness of Total Physical Response (TPR) method in teaching phrasal verbs to year seven students of Junior High School.

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1.5 Significance of the Study

The result of this study can benefit to both students and teachers of English in these following ways:

- (1) Students

TPR method can reduce the students' stress while studying Phrasal verbs. Furthermore, this method can encourage students to learn phrasal verbs as they gain knowledge of it by doing.

(2) Teachers

The teacher can make use of TPR method to enhance their teaching method and apply this method in overcoming English phrasal verbs teaching difficulties that come up in classroom.

1.6 Definition of the Term

At this point, I provide some definitions of Total Physical Response and Phrasal verbs in order to ease the readers' comprehension.

(1) Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity (Richard and Rodgers 1986: 87).

(2) Phrasal verbs are basic verbs, which can combine with different preposition (or articles) to make verbs with completely new and often un-guessable meaning (McCarthy and O'Dell 1996:170)

1.7 The Limitation of the Study

In order to make this thesis comprehensible for readers, I make the limitation of the study. At this point, I limit the use of phrasal verbs in the thesis. I use merely inseparable verbs. In addition, I will only use two-word phrasal verbs though there

are also three-word phrasal verbs and so on. It is due to the ability of the students, in this case year seven students, to understand phrasal verbs that are limited to the simple inseparable phrasal verbs that are put in the context of their surroundings.

1.8 Outline of the Report

In order to ease the readers in comprehending this study, the thesis is systemized as follow:

Chapter I provides an introduction carrying the basis of the framework for the entire study presented in the rest of the thesis. It contains background of the study, reason for choosing the topic, statement of the problem, purpose of the study, significance of the study, and outline of the study.

Chapter II presents the review of related literature. In this section, several comprehensive theories are explored with the respects to the objective of the study. Some suggested discussions are on the general concept of TPR method, teaching speaking in Junior High school, and the general concept of phrasal verbs. They all serve as the fundamental references for the purposes of the analysis in this study.

Chapter III provides method of investigation. It begins with a brief elaboration on the research design. Next, reviews on data sources of the study and the technique of data gathering are presented. The procedure of the analysis is suggested in the end of this chapter.

Chapter IV discusses the results of the analysis. It suggests a complete elaboration about the findings, the interpretation of the findings so as to answer

the problem of the study and some summaries of the findings in the form of quantitative figures.

Chapter V includes conclusions preserving the main point from the results of the analysis while presenting the substantial response towards the problems emerged in the study.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, I will talk about three areas of studies. The first is review of the previous studies. It presents several studies that have been conducted related to the topic. The second is review of theoretical background that provides the underlying theories as the starting point of the research. The last but no means least is review of framework. This section encloses outline of the theoretical background of the research.

2.1 Review of Previous Studies

There had been a number of previous studies which analyzed phrasal verbs. One of them, for instance, Rahmani (2008) described that interlingual error in learning phrasal verbs existed because of the interference to the students' development in learning second language. Moreover, Khasanah (1999) explained that interlingual errors in learning phrasal verbs were due to rules of mother tongue. Since in Indonesian language, we did not have such type of words like at the level of phrasal verbs.

In addition, there had been a number of studies using TPR (Total Physical Response) method. For instance, the use of TPR method in English Preposition teaching conducted by Nugrahaningsih (2007) which described that TPR response is effective in teaching English preposition. Furthermore, Octaviani (2007) conducted research on the application of Total Physical Response method in

teaching vocabulary for four graders elementary school students. She described that TPR method can motivate students in learning materials given.

In these studies, researchers have not included the teaching about phrasal verbs. Therefore, I suggest the application of TPR method as one way in solving the difficulties in learning Phrasal verbs. Through this thesis, I want to assume that Total Physical Response method is also effective in teaching phrasal verbs for Junior High School students.

2.2 Review of the Theoretical Background.

In this section, an overview will be presented to illuminate the concepts underlying the study. The overview is divided into the following:, the general concept of Total Physical Response (TPR) method, teaching speaking in Junior High School and the general concept of phrasal verbs.

2.2.1 General Concept of Total Physical Response (TPR) Method

At this point, I present about the following: the definition of TPR, the objectives of TPR, and the teachers and learners role in TPR method, and the principles of TPR method.

2.2.1.1 Definitions of Total Physical Response (TPR) Method

Total Physical Response (TPR) method is the name of method developed by James Asher, a professor of psychology at San Jose State University, California. This method is a language teaching method built around the coordination of speech and action. TPR method endeavors to teach language through physical (motor) activity.

In fact, some researchers have investigated about what exactly the definition of TPR. Some of them have come up with different ideas but still have almost the same principle of TPR method. According to Richard and Rodgers (1986: 87), TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. In addition, TPR (total physical response) is a method of teaching language using physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter (www.springinstitute.org/Files/tpr4.pdf)

Meanwhile, it is also stated that Total Physical Response (TPR) is a method developed by Dr. James J. Asher, a professor of [psychology](#) at [San José State University, California, USA](#), to aid learning foreign [languages](#) (*dictionary Babylon.com/TotalPhysicalResponse*). Furthermore, Asher defines that the method of TPR relies on the assumption that when learning a second language or a foreign language, that language is internalized through a process that is similar to first language development and that the process allows for long period of listening and developing comprehension prior to production (www.wikipedia.org/wiki/Total_Physical_Response).

From the details above, I bring to a close that TPR is actually a method that acquires more emphasis on the association between word and action. The activity, where a command is given in the imperative and the learners obey the command, is the core activity of TPR. Moreover, when the students are learning any grammatical feature, it is recommended to use TPR method since one of the characteristic of TPR is emphasize grammar and vocabulary over other long areas

(Omagglo, 1986, http://www.englishraven.com/methods_TPR.html). For that reason, it will be easier for Junior High students, in this case, to recall the words they have learned if they make use of their body in learning any grammatical feature.

2.2.1.2 Objectives of Total Physical Response Method

Good language learners accomplish fluency faster when they are immersed in activities that involve them in situational language use. Thus, it is recommended that a method or technique in teaching and learning process must be developed to obtain an enhanced purpose for a better life. TPR is developed in order to advance the better outcome of teaching learning process of a new language. Teachers who use TPR believe in the significance of having the students have the benefit of their experience in learning to communicate a foreign language.

According to Larsen-Freeman (2000: 113), TPR was developed in order to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency. Besides, Richard and Rodgers (1986: 91) claim: “The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a mean to an end, and the ultimate aim is to give basic speaking skills. In short, TPR aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker”.

Hence, it can also be said that what becomes the goal in teaching learning process using Total Physical Response method is the achievement of oral proficiency at a beginning level (www.tprssource.com/asher.htm). It will be

attained maximally if the teacher is able to accomplish the standard of comprehension from the students in teaching basic speaking skills. As well, no matter what goals are set, nonetheless, must be within reach in the course of the use of action-based drills in the imperative form.

2.2.1.3 Teacher and Learners Role in Total Physical Response Method

In order to implement TPR effectively, it is necessary to plan regular sessions that progress in a logical order, and to keep several principles in mind. Furthermore, the role of teacher and students embraces a significant function in the achievement of students in learning using TPR method. In the teaching learning process using TPR method, the learners and the teacher take part in different roles.

(1) Learners Role

It is said that learners in TPR have the main roles of listeners and performers. They listen carefully and react both in person and together. Here, they have little influence over the content of learning since the teacher who must follow the imperative form for lesson (Richard and Rodgers, 1986:93) determines the content. According to Larsen and Freeman (2000: 113), the students are imitators of the teacher's nonverbal model. There will be a role reversal with individual students directing the teacher and the other students.

In TPR, learners check and evaluate their own progress. They are encouraged to speak when they feel ready to speak that is when an adequate source in the language has been internalized.

(2) Teacher Role

In the teaching learning process using TPR method, teacher plays an active and direct role. According to Larsen and Freeman (2000: 113) teacher is the director of all students' behaviors.

Asher (1977) as quoted by Richard and Rodgers, (1986: 93) states "The instructor is the director of a stage play in which the students are the actors". It means that teacher is the one who decides what to teach, who models and presents the new material, and who selects supporting materials for classroom use. Teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictable. Thus, in teaching phrasal verbs, in this case, the teacher should prepare the material which suitable with students' context in order to make teaching learning process attractive and unforgettable for the students.

2.2.1.4 Principles of Total Physical Response

Before applying the TPR method to teach English, it will be so much better for a teacher to comprehend its principles well so he or she will be able to make use of it, as it should be in the teaching learning process. Asher as the developer of TPR elaborates the principles of Total Physical Response method as follows:

- (1) Second language learning is parallel to first language learning and should reflect the same naturalistic process
- (2) Listening should develop before speaking
- (3) Children respond physically to spoken language, and adult learners learn better if they do that too

- (4) Once listening comprehension has been developed, speech develops naturally and effortlessly out of it
- (5) Delaying speech reduces stress. (www.tprsource.com/asher.htm)

Furthermore, Larsen and Freeman (2000: 111) explain a number of principles in teaching learning process by using TPR upon which the teacher's behaviors is based.

The principles of TPR are as follow:

- (1) Meaning in the target language can often be conveyed through action. Memory is activated through learners' response. The target language should not be presented in chunks; not just word by word.
- (2) The students' understanding of the target language should be developed before speaking.
- (3) Students can initially learn one part of the language rapidly by moving their bodies.
- (4) The imperative is powerful linguistic device through which the teacher can direct student behavior.
- (5) Students can learn through observing actions as well as by performing the action themselves.
- (6) Feeling of success and low anxiety facilitate learning.
- (7) Students should not be made to memorize fixed routines.
- (8) Correction should be carried out in an unobtrusive manner.

Based on the principles above, it can be concluded that the students will understand the language straightforwardly if they exercise with their bodies whereas they are learning. In specific, I assume that it will be effective to apply TPR method in teaching learning process, especially phrasal verbs in this case, since the students enjoy the material given using TPR method. In the learning process, students are supposed to feel successful and they do not feel pessimistic. A teacher should be careful in correcting the students' mistakes. Correcting the mistakes inappropriately will let the students down (www.tprworld.com/organizing). For that reason, an English teacher must be able

to generate flexibility in the classroom. Another important thing is that the phrasal verbs should be presented in a context not word by word.

2.2.2 Teaching Speaking in Junior High School

At this point, I present about the followings: foreign language learning and teaching, characteristic of grade seven students of junior high school, and teaching speaking in junior high school.

2.2.2.1 Foreign Language Learning and Teaching

English is taught as the first foreign language in Indonesia. It has been taught from Elementary School, Junior High School, and Senior High School to University for some semesters. Finocchiaro (1974:12) states that learning foreign language is different from learning native language because the students' environment in achieving their first language and a foreign language is different. The differences can be summarized as follows: (1) Students do not know how to read and write at the time they are learning their mother tongue but they learn a foreign language through written expression (reading). (2) Students are surrounded by their first language at home, at school or even in communication with the people in their society, where foreign languages are not used as a means of communication. (3) Students have not known another language system yet, but in learning language they have. Therefore they may be interfered by their earlier language system which has been well established in their mind. (4) Students have not reached a high level of maturity in learning their first language. They just accept the language being used in their society without any curiosity in wondering

the things they learnt. In other words, they have little awareness in getting the knowledge of language.

"Like any other learners of English as foreign language, Indonesian learners also meet difficulties in learning English since their native language is quite different from English. Consequently, the learners should have great motivation. They should be serious in learning English because learning a language actually needs a total physical, intellectual, and emotional response. Learning a foreign language involves many factors. A teacher should know the crucial factors; i.e. age, ability, aspirators, and needs, native language and the previous language experience" (Finnocchiario 1974: 14).

Considering those reason, it is necessary for English teacher to find an effective method to make the students more understand and even enjoy in every material given. Thus, I assume that Total Physical Response is one effective method to ease students' comprehension.

2.2.2.2 Characteristic of the Seventh Graders of Junior High School

The range of age of junior high school students varies between thirteen to fifteen years old. They are in the process of changing from children to adults. Larsen-Freeman (2000: 85) commented that the children of thirteen to fifteen seemed to be less lively and humorous than adults. They were so much less motivated, and they presented outright discipline problems. It is widely accepted that one of the key issues in teenagers is the search for individual identity. Identity has to be forced among classmates and friends; peer approval may be considerably more important for the students than the attention of the teacher, which, for younger children, is so crucial. Harmer (1998:39) states that teenagers, if they were engaged, had a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interested them.

Concerning those characteristics, a teacher needs to make his teaching be more interesting like their daily world and motivate them to learn. The junior high school students still need a specific guide from teacher and people around them in order to follow the lesson well. Based on the explanation above, they like to see how things operate and they are interested in learning something by making them active in the classroom. Thus, it is a supporting point for teaching them using the Total Physical Response, since the TPR is full with real situation being demonstrated. Furthermore, seven year students of junior high school whose age are still in the critical period are in the perfect time to study English grammatical structure, in this case is English Phrasal verbs, that will be presented in live presentation using the TPR method.

2.2.2.3 Teaching Speaking in Junior High school

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Florez in Bailey, 2005: 2). Therefore, teaching speaking is the process of enabling students to perform an interactive process of constructing meaning that involves producing, receiving and processing information.

A little bit differently, what is meant by teaching speaking is to teach learners to produce the English speech sounds and sound patterns, use word and sentence stress intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgment, use the

language quickly and confidently with the few unnatural pauses which is called as fluency. (<http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>).

According to the Oxford Advance Learners' Dictionary (1995), speaking is conveying an idea or communicating feeling. Moreover, teaching is giving a systematic information, instruction, or training to (a person) or about (subject or skill). Hence, the definition of teaching speaking from the Oxford Advance Learners' Dictionary is giving systematic information, instruction, or training to students about the manner of conveying an idea or communicating feeling in the second or foreign language.

I will discuss about teaching speaking, in this study phrasal verbs, in Junior High School using Total Physical Response method, therefore I have to consider the curriculum arranged by the government to use in English class in Indonesia. Consequently, I have to employ the KTSP (Kurikulum Tingkat Satuan Pendidikan) or School Based Curriculum.

In School Based Curriculum, the material is divided into four skills each semester. They are listening, speaking, reading, and writing. In each skill the material is divided again into one or more Standard Competences. Each standard competence has one or more Basic Competences (KTSP, 2006).

I will conduct an experiment in a Junior High School at the beginning of first semester. Furthermore, the students I will teach are year seven students of Junior High School. For this reason, the material I will present to the students must meet the standard competence and basic competence of the School Based Curriculum for year-seventh students of Junior High School at the first semester.

The following are the standard competences of the speaking skill for year-seven students of Junior High School at the first semester according to the KTSP (2006):

(1) expressing meaning in a very simple transactional and interpersonal conversation to interact within the closest environment. (2) Expressing meaning in a short functional text to interact within the closest environment.

Besides considering the standard competence, I also must pay a great attention to the basic competence, since the basic competence is derived from the standard competence. The first basic competence of speaking skill for year-seventh students of Junior High School at the first semester above is broken down into three basic competences. Those are (1) Expressing the meaning within the simple transactional and interpersonal conversation to interact within the closest environment. (2) Conducting an interaction within the closest environment by including rhetorical action: greeting someone introducing someone, asking something and prohibiting something. (3) Expressing meaning in transactional conversation (*to get things done*) and interpersonal conversation by using simple spoken language fluently, accurately, and acceptable in interacting within the closest environment.

Furthermore, the second standard competence is divided into two basic competences. They are: Expressing rhetorical meaning in a very simple short functional text accurately, fluently, and acceptable to interact within the closest environment and expressing idea in a very simple short functional text accurately, fluently, and acceptable to interact within the closest environment (KTSP, 2006)

Thus, I have to arrange the lesson plans based on this standard and basic competence as my guideline. However, I will not discuss the whole standard and basic competence since I will conduct the experiment for only two weeks. Therefore, I choose the material which has not been given to the students yet.

2.2.3 General Concept of Phrasal Verbs

In this section, I talk about five areas of studies. They are the definition of phrasal verbs, the characteristics of phrasal verbs, the word order of phrasal verbs, the differences between the phrasal verbs and prepositional verbs, and teaching phrasal verbs using TPR method.

2.2.3.1 Definition of Phrasal Verbs

One of the characteristics of most English verbs is that they can be combined with a preposition or an adverbial particle to generate a new meaning. The common name for such combinations is phrasal verbs, although we often find that among English grammarians, they give different names and definitions of such combinations.

Frank (1972: 1730) says that: A preposition may combine with a verb to form a new vocabulary item. This preposition may combine with a verb to form a new vocabulary item. This verb-preposition combination goes by several names – two part verbs, composite verbs, and phrasal verbs. The prepositional form used with the verb may be referred to as an adverb, a prepositional adverb (or prepositional adverb) or by the more general term “particle”.

In addition, Crowell (1964: 401) states that a two-word verb is a combination of a verb and a particle, which together have a meaning different

from the customary meanings of the two words. For example, in the sentence “The man will call up the stairs” the verb *call* has its customary meaning of “speak loudly”, *up* has its customary meaning of “from below to a higher meaning”. However, in the sentence “The man will call up his friends” the words *call* and *up* have the meaning of the verb “telephone”. Therefore, in the second sentence the combination of *call* and *up* is classified as two-word verb, but in the first sentence is not.

Moreover, a phrasal verb is a verb plus a preposition or adverb which creates a meaning different from the original verb (www.usingenglish.com/reference/phrasal-verbs/).

Furthermore, according to Hornby (1995: 869), phrasal verb is (abbreviated as phrase verb) a simple verb combined with an adverb or a preposition or sometimes both, to make a new verb with a meaning that is different from that of simple verbs e.g. *go in for*, *win over*, *blow up*.

In other words, I bring to a close that phrasal verbs are a combination, which consist of a verb and is followed by an adverb particle. Many words belong to particle but those that combine with verb to phrasal verbs are only some prepositions and adverbs.

2.2.3.2 *Characteristics of Phrasal Verbs*

Phrasal verbs are compound verbs (more than one word) that result from combining a verb with an adverb or a preposition. The resulting compound verb is idiomatic (e.g. its meaning cannot be derived from the dictionary meaning of its

parts). As a result, phrasal verbs have some characteristics. Accordingly, Alwasilah (1993: 200) gives restrictions of phrasal verbs as follows:

- (1) The combination is limited to certain particle such as *down, on, off, in, out, up*. Although there is no restriction on the verbs, however, the most common verbs are those simple and short ones such as *put, take, get and make*.
- (2) The combination is not freely formed. It is a collocation restriction. The restriction is clearly seen when we substitute the particle with its antonym. We can say, “Put up with it”, but we cannot say, “put down with it”. The words “*give out* and *carry off* are not the antonym of *give in* and *carry on*”.
- (3) Combination usually can be substituted with one-word verb. However, their meaning is not exactly the same, *carry on* means continue, *put up with* means tolerate, *put off* means postpone, etc.

Based on the explanations above, it can be concluded that phrasal verbs' meanings are idiomatic, there is no logical pattern or formula for learning them. Moreover, to make matters worse, many phrasal verbs have more than one idiomatic meaning. Thus, there should be a method which is applied in teaching learning process in order to make the students don't have a burden in understanding phrasal verbs. TPR method is considered as one of effective methods in learning phrasal verbs since it allows students to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress.

2.2.3.3. The Word Order of Phrasal Verbs.

Related to the example presented above, Azar (1989: 26) classifies phrasal verbs as follows:

(1) Separable phrasal verbs

With a separable phrasal verb, a noun may come either between the verb and the preposition or after the preposition. For example:

I handed my paper in yesterday.

I handed in my paper yesterday.

A pronoun comes between the verb and the preposition if the phrasal verb is separable. For example:

I handed it in yesterday.

(2) Non - Separable phrasal verbs

With a non - separable phrasal verb, a noun or pronouns must follow the preposition. For example:

I switch on television.

I put on my jacket.

In this study, I attempt to teach 20 inseparable phrasal verbs. It is due to the ability of Junior High School students which is still in the beginning level of learning. Thus, I attempt to teach the simple ones. The simple ones here mean the phrasal verbs are often heard and learned by the students. The followings are examples of inseparable phrasal verbs I will teach to the students:

1. look out	11. sit down
2. look up	12. turn over
3. get in	13. get out
(4) go away	14. turn on
(5) lie down	15. ride up
(6) climb over	16. look around
(7) put on	17. get up
(8) switch on	18. stand up
(9) take off	19. throw away
(10) switch off	20. put down

2.2.3.5 Differences between the Phrasal Verbs and Prepositional Verbs

There are some combinations of verb such as combinations of verbs and preposition or verb and adverb. However, we cannot name all phrasal verbs since there are verb-preposition combinations that look like phrasal verbs, but in fact they are not. We call such situations as prepositional verbs. Leech *et.al.* (1990: 357-59) distinguishes phrasal verbs from prepositional verbs as follows:

(1) Prepositional verb

Verb + preposition + noun phrase

e.g. Listen to radio

The purpose of preposition is to link the noun phrase to the verb.

(2) Phrasal verb

Verb + adverb

e.g. Carry on

The purpose of the adverb is to change the meaning of the verb.

Moreover, phrasal verb often looks like prepositional verb that is verb + preposition. But we can see they are different when we use a pronoun as an object.

For example:

Phrasal verb: I *look up* the word OR I *look* the word *up* OR I *look it up*.

Prepositional verb: I *looked at* the painting OR I *looked at* it NOT I *looked it at*.

Thus, it is very important for Junior High School students to master phrasal verbs to develop their skills of speaking, listening, and writing. Moreover, phrasal verbs are very useful for them; especially they can be used in daily conversation in communication. Therefore, it is necessary for the teacher to give an alternative method. In this case, I believe that TPR method is the effective method, to ease the students' comprehension about phrasal verbs since Larsen-Freeman (2000: 113) state that TPR was developed in order to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency.

2.2.3.5 Teaching Phrasal Verbs using TPR Method.

Teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictable. To make it clear, Asher (1977) as quoted by Richard and Rodgers, (1986: 93) states "The instructor is the director of a stage play in which the students are the actors". At this point, teacher becomes the one who gives the students instruction, of course in this case, using Total Physical Response method. Thus, in teaching phrasal verbs, English teacher should prepare the material that is suitable to the context so the students do not have difficulties in learning Phrasal Verbs since they will feel out of burden.

Furthermore, according to Silver, et.al. (2003:8), there are three lesson steps using Total Physical Response. They are teaching learning step, practice or rehearsal step, and evaluation step. At this point, I will summarize the steps by relating it to the phrasal verbs teaching.

The first step is teaching learning step. In this step, the teacher needs to act out the action that demonstrates her imperatives clearly and consistently (Silver, et.al, 2003:8). For instance, if teacher says, “stand up”, she needs to accompany her words by standing up by herself. The correct response from the student or students is the act of immediately standing up from their chairs.

Second step is practice or rehearsal. Here, the teacher needs to use the words and the actions of the imperative consistently to establish understanding and student confidence in their mastery of this word-action communication system (Silver, et.al, 2003:8). For example, teacher says, “take out your pen, please” several times in order to improve the students’ understanding about phrasal verbs which is being taught. Of course, teacher needs to use her gestures to make the instruction clear. As student competence becomes clear, however, the teacher needs to transition to using words. At this point, teacher should be ready to put the action back in (thus returning to step 1) if any student shows uncertainty or confusion.

The last step is Evaluation. Evaluation is the end-stage of the teaching/learning and practice-to-competence sequence. Here, the student functions in English without any support from the teacher’s gestures or the predictability of repetitive, known sequencing (Silver, et.al, 2003:8). At this point,

teacher only says, "Now, throw away the papers, please." Without any gestures, thus the students demonstrate the phrasal verbs given by themselves. The teacher will be able to see if the students can unhesitatingly demonstrate what has been taught and practiced.

2.3 Theoretical Framework

One of the problems learners usually encounter in dealing with English material is the problem of phrasal verbs. Since English is a foreign language, it is reasonable why most students face difficulties in understanding words meaning, in particular dealing with phrasal verbs. For learners of all ages, the comprehension of idiomatic expressions is facilitated by contextual support (Leech *et.al.*, 1990: 89). One important to be put in mind is that idiomatic expression such as phrasal verbs depend on their context. It helps to grasp their meaning. Therefore, the context in which a phrasal verb is used will determine the intended meaning of that phrasal verb.

Meanwhile, one of the latest of the methods that attempts to address the issue of second language teaching and learning is Total Physical Response (TPR) method. Developed by James Asher, a professor of psychology at San Jose State University, California, this method attempts to teach language through physical (motor) activity. Moreover, Richard and Rodgers (1986: 87) state that TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. It is almost certain that Total Physical Response is an effective method for teaching learning activity since it helps to reduce the affective filter because it is less threatening than

traditional language activities. Also, if implemented properly, students always understand what is happening during TPR practice, resulting in increased confidence and a lowering of the affective filter.

Related to the main purpose of the thesis that is to improve students' achievement in learning phrasal verbs, it is recommended to implement Total Physical Response method in teaching phrasal verbs, in this case, to the seven graders of Junior High School. It is due to the fact that, TPR was developed in order to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency (Larsen-Freeman, 2000: 113). Thus, I assume that TPR method is also effective to improve students' learning achievement in phrasal verbs.

CHAPTER III METHOD OF INVESTIGATION

This chapter presents method of investigation of the study. It begins with a brief elaboration on the research design. Next, reviews on data sources of the study and the technique of data gathering are presented. The procedure of the analysis is suggested in the end of this chapter.

3.1 Object of the Study

I attempt to explain the effectiveness of Total Physical Response in teaching phrasal verbs. Thus, the object of this study is the students' scores in intensive speaking test. To obtain this score, I will conduct an intensive speaking test to

measure the effectiveness of Total Physical Response for students' mastery of phrasal verbs after the given treatments.

3.2 Population and Sample

In order to generate a competent study, researchers have an obligation to conduct a valid research. Some of the significant elements of research are population and sample. The following are population and sample of the study.

3.2.1 Population

The research target, a term that is used interchangeably with population, can be in a form of objects, phenomena, or tendencies. The objects in a population are investigated, analyzed, and concluded before the conclusion is finally valid to the whole population. In this study, the population is year seven students of SMP Ibu Kartini Semarang in the academic year of 2008/2009

3.2.2 Sample

Sample is the representative of the population where the study will be held. In addition, there are six classes of the first year in SMP Ibu Kartini Semarang. Based on the school data that the students learning achievement is the same, means there is not any special classification of each class, so I decide to apply random sampling technique as a technique to take sample. Furthermore, what becomes my consideration of taking random sampling to my research is that the first year classes in SMP Ibu Kartini Semarang mostly have the same number of students; they are 40 students for each class. The following is the procedures in taking random sampling to the research.

- (1) I prepare papers and a glass as a media to make a lottery.
- (2) I write down each class name in the papers and role them.
- (3) I put the role of papers contain the name of class in the glass and shake it.
- (4) The class name which is out from the glass becomes the sample of the research.

The result of this activity is class VII A turns out to be the sample of the research. Consequently, I take class VII A as the sample of the research. Furthermore, I also do the same procedures of taking sample to obtain a class to hold a try-out test. As a result, I obtain VII C as the class where I will hold the try out test.

3.3 Research Variables

According to Nunan (1992:24-25), a great deal of research is carried out in order to explore the strength of relationship between variables. A variable, as the term itself suggests, is anything, which does not remain constant. It may differ among individuals and change overtime. Best (1981:59) states that research variables are the conditions that are manipulated, controlled, or observed by the researcher. It is to mention the factors that have a role in the phenomena or tendencies.

3.3.1 Dependent variable

Dependent variables are the conditions or characteristics that appear or disappear or change as the researcher introduces, removes, or changes independent variables (Best, 1981:60). Referring to the definition the dependent variable of the study is

the students' achievement that is indicated by the students' scores of phrasal verbs test.

3.3.2 Independent variable

Independent variables are the conditions or characteristics that are manipulated by the researcher in order to explain the relation with the observed phenomena (Narbuko, 2004:119). The independent variable of this study, based on the definition above, is the use of TPR method in teaching phrasal verbs.

3.4 Type of Data

The data for the purpose of this study are students' score on speaking test after they are taught using Total Physical Response method.

3.5 Research design

Experimental research describes what will happen when certain variables are carefully controlled or manipulated. In this research, TPR method will be used to teach phrasal verbs as the treatment. Hence, the writer wants to see how TPR method affects the students' achievement in mastering phrasal verbs.

Experimental design is the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about relationships between independent and dependent variable (Best, 1981: 68). Based on Campbell and Stanley in their book "Experimental and Quasi-Experimental Designs for Research", as quoted by Arikunto (2003: 276), there are two kinds of experimental research, true experiment and quasi experiment. Selection of a particular design is based upon the purposes of the experiment, the type of

variables to be manipulated, and the conditions or limiting factors under which it is conducted (Best, 1981: 68). Meanwhile, in this study, I will apply one of the quasi experiments, which is one group pre-test post-test design. The scheme is as follows:

O₁ X O₂

In which,

O₁ : Pre-test

X : Treatment

O₂ : Post-test

This research design is chosen due to the reason that this model is more perfect than one-shot case study (an experiment that is conducted without any control group and without any pre-test) because it uses pre-test. So, the effect can be measured more accurately.

Moreover, the activity that will be used in the class experiment is carried out through, firstly, a try out test which will be conducted in another class, next is a pre-test, then treatment by using Total Physical Response method. After the treatment, the students will be given a post-test. At this point, I will conduct the test consists of twenty five pictures cued test. In addition, the instrument for both pre-test and post-test is all the same.

3.6 Instrument for Collecting Data

In a research, procedure of collecting data plays a highly important role. It has to do with the steps researcher will take in obtaining, processing and finally coming

to the result. If a researcher misses a step out of the right order, the researcher will not obtain the result optimally.

Basically, the general objectives of Total Physical Response are to teach oral proficiency at a beginning level (Richard and Rodgers, 1986: 91). As a result, the test should be used to measure students' achievement in learning phrasal verbs is of course speaking test. At this point, I will apply intensive speaking test using picture-cued items since it is one of the more popular ways to elicit oral language performance that requires a description from the test taker (Brown, 2003:151). Furthermore, the reason why I apply picture cued task in obtaining the students' score is that according to Brown (2003:151), pictures may be very simple, designed to elicit a word or a phrase.

The instrument itself will be in the form of picture-cued test. There are twenty five pictures that are used as the instrument. At this point, I will sit down directly face to face and then I will give a short description to each item of the test. Next, I will ask student to answer an appropriate phrasal verb used in the picture. Furthermore, I will employ the test twice, they are pre-test and post test. Also, I will write the response or the answer from the student in an answer sheet (at this point, one answer sheet is for one students). This is done in order to make the scoring easier for me because I can check the answer of the students.

In addition, I will also provide the prediction of the test. The following is table of prediction of the test.

Table1. Prediction of the Test.

No .	Phrasal verbs	Example of materials	Number of questions per T/ST	Level of difficulty		
				E	Sd	D
1.	Look out	I go to the window and ...	1		V	
2.	Look up	I hear a plane, so I ...	2		V	
3	Get in	The door is open, so we ...	2		V	
4	Sit down	There is a free seat, so I ...	2		V	
5	turn over	... and look at the next page	2		V	
6	get out	A car stops and two men ...	1		V	
7	go away	... and don't come back!	1		V	
8	lie down	... on the floor	2		V	
9	climb over	The wall isn't very high, so we ...	1		V	
10	put on	I ... my jacket	2		V	
11	switch on	I ... the lamp	1		V	
12	take off	I ... my shoes	2		V	
13	switch off	I ... the television	1		V	
14	turn on	I ... the radio	2		V	
15	ride up	I get on my bike and ...	1		V	
16	look around	He says hello and we ...	1		V	
17	get up	I usually ... early	2		V	
18	stand up	I ... and leave the room	1		V	
19	throw away	I ... those papers	2		V	
20	put down	... your pen, please	1		V	

3.7 Method of Collecting Data

In this study I will take VII A which consists of 40 students. All of the students will be selected as the sample. Before giving the treatment, I will conduct a pre-test for VII A. It will be conducted on Tuesday, July 21, 2009. The phrasal verbs test will consist of 25 items in the form of picture cued test. After conducting the pre- test, I will give a treatment which will begin on Thursday, July 23, 2009 and will end on Monday, July 27, 2009. After conducting the treatment, I will give a post- test to the students. It will be conducted on Tuesday, July 28, 2009.

3.8 Research Activities

The activity that will be used in the class experiment is carried out through a pre-test, then treatment by using Total Physical Response method. After the treatment, the students will be given a post-test. At this point, I will conduct the test consists of twenty-five pictures cued test. The following is further explanation about research activities of the study.

3.8.1 Try out test

The quality of the data, whether it is good or bad, is based on the instrument used. A good instrument fulfills two important qualifications i.e. reliability and validity. So, before the test is used as an instrument to collect the data, it should be tried out first to the students in another class. After the result of the try out is gained, the analysis is made to find out the validity, reliability, level of difficulty, and discriminating power of the items of the test. Some items remained to be used while some others were left out. The try out of this study will be conducted on

Monday, July 20, 2009 to the seventh grade students of SMP Ibu Kartini Semarang.

3.8.2 Pre-test

Stating the procedure of collecting data, I will firstly do the pre-test. The pre-test I will conduct is to measure phrasal verbs mastery of the students. Consequently, the instrument I will use in Pre-test and Post-test is all the same. Meanwhile, on the aspect of instrument, I will apply intensive speaking test using twenty five pictures. The reason why I choose picture as media to measure the students' mastery of phrasal verbs is that picture may be very simple, designed to elicit a word or a phrase (Brown, 2003:151). At this point, I will sit down direct face to face and then I will give a description to each item of the test. Next, I will ask student to answer an appropriate phrasal verb used in the picture.

3.8.3 Treatment

Treatment is the second step of this research activity. At this point, I will conduct the treatment to VII A. The treatment here will be conducted three times. I will symbolize the first treatment as treatment I, the second treatment as treatment II, and the third treatment as treatment III.

In the treatment using Total Physical Response, I will apply three lessons steps. The first step is teaching learning step. In the beginning of teaching phrasal verbs, I will introduce phrasal verbs by saying them using gestures. For instance, I will say, "Now, I want to sit down" using the gesture of sitting down. Of course, I will create an attractive situation in the classroom so that the students will enjoy it. Next is practice and rehearsal step. In this step, I will use the words and the

actions of the imperative consistently to establish understanding and student confidence in their mastery of phrasal verbs. At this point, I will repeat the phrasal verbs several times in order to improve students' understanding in Phrasal verbs. The last but by no means least is evaluation step. Here, I will say phrasal verbs without using gestures. Also, I will let the students to demonstrate the phrasal without my help. It is done to check the students' understanding about phrasal verbs. In short, all the steps above are concluded in three treatments I will teach.

Meanwhile, lesson plans plays important role in teaching and learning activities, therefore, I will make lesson plans on each meeting. It means I have three lesson plans. The lesson plans are available in Appendices.

3.8.4 Post-test

To find out the result of the treatment, I will conduct the post-test after several meeting. The material for the post-test I will give to the students will be the same as the material in the pre-test. It aims to know the progress of the students in phrasal verbs mastery after the treatments given. The result of either pre-test or post-test will be used to determine whether TPR method is effective or not for teaching phrasal verbs.

The post-test I will conduct also using the one-on-one interviewer in order to get the result of the equal treatment. The steps of the test are just the same as the pre test.

I will also put the students' answer in a piece of paper in order to make the scoring easier. Meanwhile, the detail of the research activity is presented in table 2 as you can see below.

Table 2

Research Activities

No.	Activity	Meeting				
		I	II	III	IV	V
1.	Pre-test					
2.	Treatment I					
3.	Treatment II					
4.	Treatment III					
5.	Post-test					

3.9 Method of Analyzing the Data

After the data has been collected, the next step of this research is to analyze the data collected. As mentioned above that the data is obtained from the tests: pre-test and post-test. The result or the score, then, will be used in data analysis. Meanwhile, in term of scoring response on picture cued test, I will use simply "correct" and "incorrect" since the task just asks for a phrase (Brown, 2003: 105). The correct answer will get score 1, and the incorrect one will get score 0. Furthermore, the following are the further explanation about method of analyzing the data in each research's activity.

3.9.1 Try-Out Test

The quality of the data, whether it is good or bad, is based on the instrument used. A good instrument fulfills two important qualifications i.e. reliability and validity. So, before the test is used as an instrument to collect the data, it should be tried out first to the students in another class. After the result of the try out is gained, the analysis is made to find out the validity, reliability, difficulty level, and discriminating power of the items of the test. The followings are the formulas to calculate validity, reliability, difficulty level, and discriminating power of the instrument.

3.9.2 Validity of the Test.

Validity shows whether an instrument is valid. In this study, the validity of each item was calculated using the product moment formula:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

In which,

r_{xy} = coefficient of correlation between x and y variable or validity of each item

N = the number of students/subject participating in the test

ΣX = the sum of score in each item

ΣX^2 = the sum of the square score in each item

ΣY = the sum of total score from each student

ΣY^2 = the sum of the square score from each student

ΣXY = the sum of multiple of score from each student with the total score in each item

3.9.3 Reliability of the Test

Reliability shows whether an instrument is reliable and can be used as a device to collect the data with the stability of test scores. The formula which was used is the Kuder- Richardson Formula 20.

The formula is as follows:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(k-M)}{kVt} \right)$$

In which,

r_{11} = the reliability of the test

k = the number of the items

M = means of score total

Vt = Variants total

After I obtain the reliability score, the following step is to consult to the score with the r product moment table.

3.9.3 Difficulty Level of the Test

After the try out is conducted, each of the items are classified into difficulty level by using this formula:

$$P = \frac{B}{JS}$$

In which,

P = item difficulty

B = number of students who answered the item correctly

JS = number of students

(Tuckman, 1978:105)

The level of difficulty of each item was determined by using these following categorizations:

0 < P 0, 3 is difficult

0, 3 < P 0, 70 is medium

0, 7 < P 1 is easy

(Tuckman, 1978: 106)

3.9.4 Discriminating Power

The discriminating power measures how well the test items arranged to identify the differences in the students' competence.

The formula is:

$$D = \frac{BA - BB}{JA - JB}$$

In which,

D = discriminating power

BA = number of students in the upper group who answered the item correctly

BB = number of students in the lower group who answered the item correctly

JA = number of all students in the upper group

JB = number of all students in the lower group

(Tuckman, 1978: 106)

The criteria of the discrimination index are:

D = Negative is very poor

$0.00 < D \leq 0,20$ is poor

$0,20 < D \leq 0,40$ is satisfactory

$0,40 < D \leq 0,70$ is good

$0,70 < D \leq 1.00$ is excellent

(Tuckman, 1978: 106)



CHAPTER IV

RESEARCH FINDINGS AND ANALYSIS

Chapter IV discusses the results of the analysis. It suggests a complete elaboration about the findings, the interpretation of the findings so as to answer the problem of the study and some summaries of the findings in the form of quantitative figures.

4.1 Try- out Findings

This discussion covered the computation of the validity, reliability, difficulty level and discriminating power of the try-out test.

4.1.1 Validity of Instrument

As mentioned in chapter III, validity refers to the precise measurements of the test. In this study, item validity was used to know the index validity of the test. To identify the validity of instrument, the writer used the Pearson Product Moment formula to analyze each item.

It was obtained that from 30 test items; there were 25 test items which were valid and 5 test items which were not valid. They were on number 7, 10, 16, 19, and 28. They were said to be not valid with the reason that the computation result of their r_{xy} value (the correlation of score each item) was lower than their r_{table} value. The following was the example of item validity computation for item number 1, and for the other items would use the same formula.

The formula to calculate validity of instrument is as follows:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

By using that formula, we obtain that:

$$r_{xy} = \frac{(40 \times 289) - (15)(660)}{\sqrt{\{40 \times 15^2 - (15)^2\}\{40 \times 12336 - (660)^2\}}}$$

$$r_{xy} = 0.1596$$

on $\alpha = 5\%$ with $N = 40$, it is obtained = 0,312

From the computation above, the result of computing validity of the item number 1 was 0, 1596. After that the writer consulted to the table of r product moment with the number of subjects (N) = 40 and significance level 5% it was 0,312. Since the result of the computation was higher than r in the table, the index of validity of the item number 1 was considered to be valid. The list of the validity of each item could be seen in Appendix 5.

4.1.2 Reliability of Instrument

A good test must be valid and reliable. Besides the index of validity, the writer calculated the reliability of the test using Kuder- Richardson formula 20 (K-R 20). The complete computation of the reliability of the test was based on the data in Appendix 6.

The following is the computation of the reliability of instrument.

The first step is finding the variants total. Here, formula of finding variants totals:

$$Vt = \frac{\sum Y^2 - \left(\frac{\sum Y}{N} \right)^2}{N}$$

$$Vt = \frac{12336 - \left(\frac{660}{40} \right)^2}{40} = 36.1500$$

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(k-M)}{kVt} \right)$$

$$r_{11} = \left(\frac{40}{40-1} \right) \left(1 - \frac{16.5(40-16.50)}{40 \times 36.1500} \right)$$

$$= 0.751$$

For $\alpha = 5\%$ and number of subject $n = 40$, $r_{table} = 301$

Instrument is reliable if $r_{11} > r_{table}$.

From the computation above, it was found out that r_{11} (the total of reliability test) was 0.751, whereas the number of subjects were 40 and the critical value for r -table with significance level 5% was 301. Thus the value resulted from the computation was higher than its critical value, it could be concluded that the instrument used in this research was reliable.

4.1.3 Difficulty Level of Instrument

After the try out was conducted, each of the items were classified into difficulty level by using the following formula:

$$\boxed{P = \frac{B}{J} \\ JS}$$

Furthermore, there are three criteria to determine the level of difficulty:

Interval IK	Criteria
0.00 < IK ≤ 0.30	Difficult
0.30 < IK ≤ 0.70	Medium
0.70 < IK < 1.00	Easy

The following was the example of difficulty level computation for item number 1.

By using the formula, we obtain that:

$$\begin{aligned} IK &= \frac{10 + 5}{40} \\ &= 0.38 \end{aligned}$$

According to the criteria, the item number 1 is medium

Meanwhile, the complete computation of the difficulty level of the test can be seen in Appendix 7.

4.1.4 Discriminating Power of Instrument

The discrimination power measures how well the test items arranged to identify the differences in students' competence. The formula to calculate validity of instrument is as follows:

$$\boxed{D = \frac{BA}{JA} - \frac{BB}{JB}}$$

The following was the example of difficulty level computation for item number 1.

By using the formula, we obtain that:

$$\begin{aligned} DP &= \frac{10}{20} - \frac{5}{20} \end{aligned}$$

$$= 0.25$$

According to the criteria, the item number 1 is Satisfactory

Meanwhile, the complete computation of the difficulty level of the test can be seen in Appendix 8.

4.2 Significance Difference between Pre test and Post test

Before the treatment was conducted, I gave the students pre- test consisting of 25 cued picture items. At the end of the treatment, post test was given with the same instrument as the pre-test. After obtaining the result of pre-test and post test, I counted the scores to measure the significant between Pre-test and post-test. It was done to know whether the TPR method I have used during the treatment is effective or not. Meanwhile, the complete result of t-tests is presented in Appendix 9.

To measure the significant between pre-test and post-test, I used t-test formula.

$$t = \frac{MD}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

Where,

t : t- test

MD: the interval of the deviation value and the mean of deviation value

n : number of sample

df : the degree of freedom

df : n- 1

Before applying the t- test formula, the mean of the deviation value of pre-test and post- test should be found first. The following was the process of computing the deviation value.

$$MD = \frac{\Sigma D}{N} = \frac{-304.00}{40} = -7.60$$

The mean of the deviation value was 7.60

After getting the mean of the deviation value, the computation of the t- test was as follows:

$$t = \frac{MD}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

$$t = \frac{7.60}{\sqrt{\frac{3513.60}{40(40-1)}}} = 5.06$$

The t- value of the test was 5.06. For the complete data of Md, d, Xd, and Xd² could be seen in Appendix 9.

4.3 Test of Significance

After getting the t- value, the writer consulted the critical value on the t- table to check whether the difference was significant or not. Before the experiment was conducted, the level of significance to be used in the experiment had been divided

first. For this experiment, the writer used 5% (0,05) alpha level of significance as usually used in psychological and educational research.

The number of subjects in this experiment was 40. The degree of freedom (df) was $N-1= 40-1= 39$. For five percent alpha level and 39 degree of freedom, there was no definite critical value in the table. It was necessary to find the definite critical value using interpolation in order to get the closest of the critical value in the t-table. Meanwhile, the computation of t-table is as follows:

For $\alpha = 5\%$, and $dk = 40 + 40 - 2 = 78$, $t_{(1-\alpha)(n_1+n_2-2)} = 1.9908$



Since t value $>$ t table mean there is a significant difference between post test and pre test. The t -table was 1.9908. The obtained t -value was 5.06 so the t -value was higher than the critical value on the table ($5.06 > 1.9908$).

From the result, it could be concluded that the difference was statistically significant. Therefore, based on the computation there was significant difference between teaching English phrasal verbs before and after using Total Physical Response. In conclusion, teaching English phrasal verbs after was more effective than teaching English phrasal verbs before using Total Physical Response. It could be seen by the result of the test where the students' score was higher after giving treatment.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Chapter V includes conclusions preserving the main point from the results of the analysis while presenting the substantial response towards the problems emerges in the study.

5.1 Conclusions

Based on data analysis, I concluded that TPR method is effective in teaching phrasal verbs to seven year students of Junior High School. It is proved by several reasons.

Firstly, the try out test was valid and reliable. It was due to the fact that the result of the try- out number 1 was 0.1596. It was greater than critical value of 95% and 99% with confidence level 0,312 and 0, 751. It means that the test was reliable and valid.

Secondly, there was a significant difference between the result of pre-test and post test. It is because the result of computation was 5.06. The critical value at 0, 05 alpha level of significance was 1.991. Since the obtained t- value (5.06) was higher than critical value at 0.05 alpha level of significance (1.991), I concluded that the test was statistically significant.

Finally, as the mean of the post- test was higher than that of the pretest, I concluded that the English phrasal verbs mastery achieved by year seven students of junior high school improved after they were taught using TPR method. In addition, TPR method is effective to teach the students' oral proficiency since

they learn how to speak while they take action the materials given. In other words, Total Physical Response is effective in teaching phrasal verbs to year seven students of Junior High School.

5.2 Suggestions

Based on the conclusions above, I would like to offer some suggestions. First, in learning process, students are recommended to learn the material using Total Physical Response. It is due to the reason that TPR is effectively proved to be applied in learning process since it can reduce students' stress. Furthermore, this method can encourage students to learn phrasal verbs as they gain knowledge of it by doing. The second suggestion offered is using Total Physical Response method in English phrasal verbs recommended as an alternative technique for the English teachers, especially for the junior high school teachers to attract the students' interest and motivation in learning English. In order to get the wider generalization of the result of the study, I offer the suggestions that such activity should be conducted in other classes of other school, and I hope, there will be many studies on how to use Total Physical Response method more effectively in the future. Besides, teachers should have a good choice in selecting the method based on the students' education level and interest.

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www.wikipedia.org/wiki/Total_Physical_Response [accessed 03/12/09]





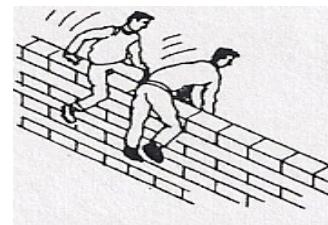
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7. We (...) the plane



2. I hear a plane, so I (...)



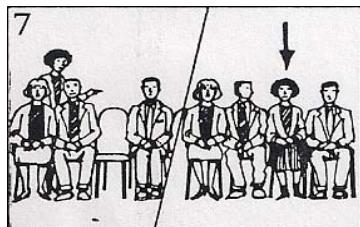
8. We (...) the wall



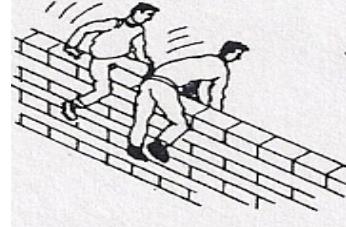
3. The door is open, so we (...)



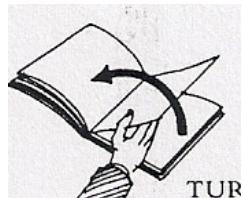
9. (...) on the floor



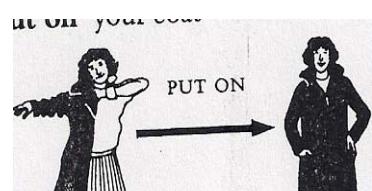
4. There is a free seat, so I (...)



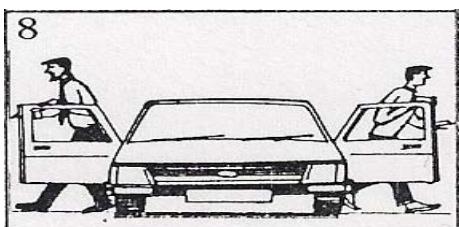
10. The wall isn't very high, so we (...)



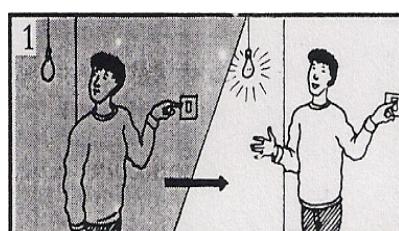
5. (...) and look at the next page



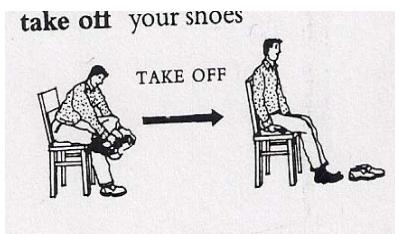
11. I (...) my jacket



6. A car stops and two men (...)



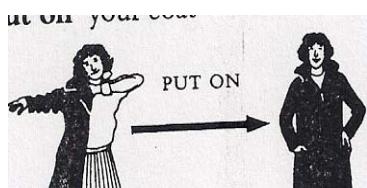
12. I (...) the lamp



13. I (...) my shoes



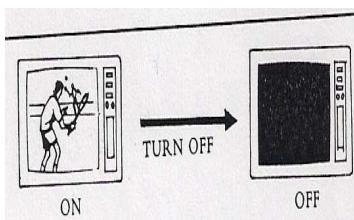
19. He says hello and we (...)



14. We (...) their coat



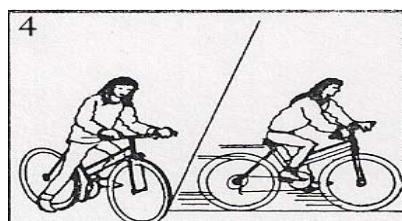
20. (...) on the floor



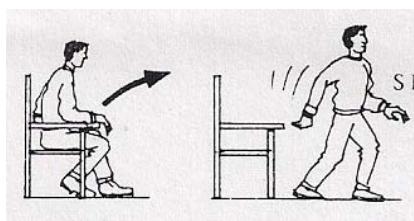
15. I (...) the television



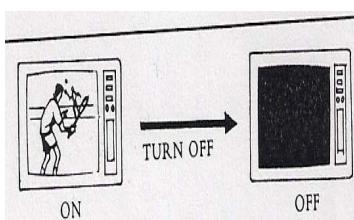
21. I usually (...) early



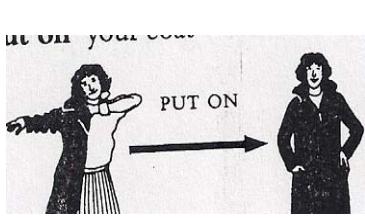
16. I get on my bike and (...)



22. I (...) and leave the room



17. I (...) the radio



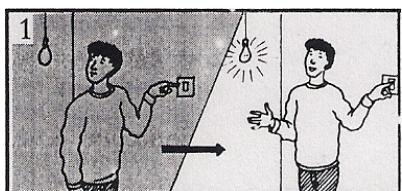
23. It's hot inside, so I (...) my coat



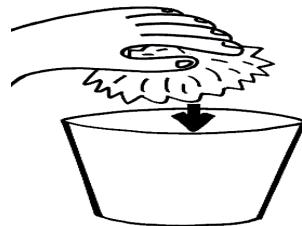
18. Would you like to (...)?



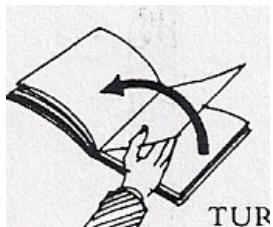
24. I (...) those papers.



25. It is dark, so I (...) the lamp



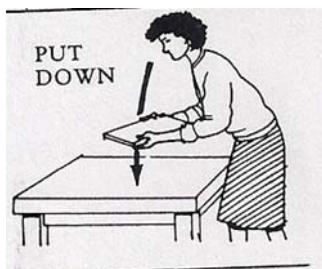
30. (...) the rubbish!



26. (...) your book and read it.



27. I wait outside, I didn't (...)

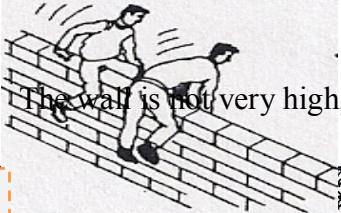
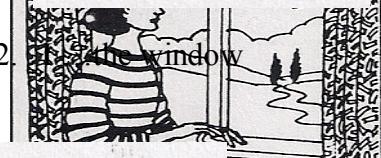
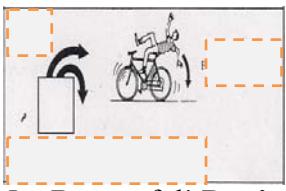
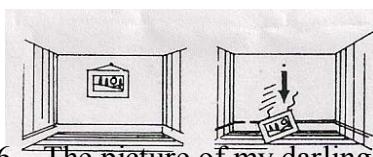
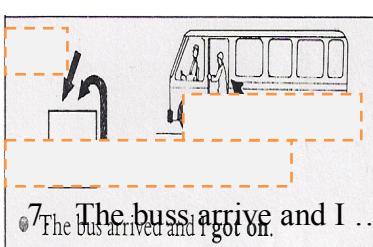
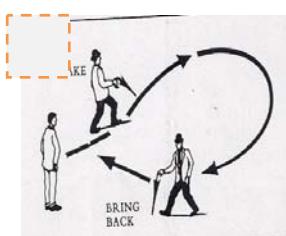
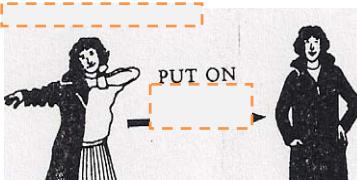
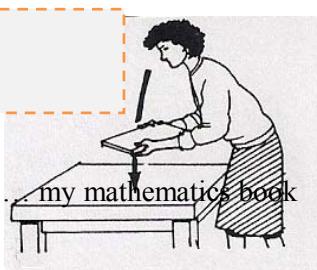
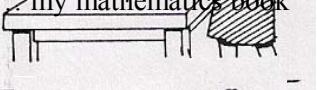
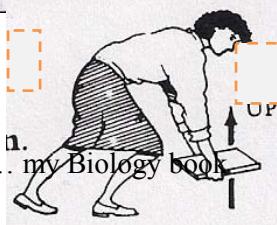
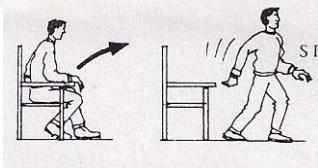


28. (...) your books

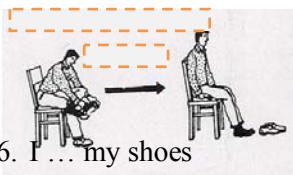


29. The diligent students always (...) early.

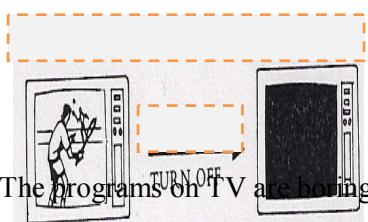
Instrument of Pre-test and Post test

1. The wall is not very high, so we ...
- 
2. I look through the window
- 
- 
3. I finish reading page 4, so I ...
4. We go out for dinner and then
- 
5. Be careful! Don't ...
- 
6. The picture of my darling ...
- 
7. The bus arrived and I got on.
- 
- 
8. Jack borrows an umbrella from Bill and he ... it again.
- 
9. Somebody calls my name, so ...
- 
10. I wait outside. I don't ...
- 
11. I ... her black jacket
- 
12. I ... my mathematics book
- 
13. I ... my Biology book
- 
14. The thieves ... after stealing some money
- 
- 

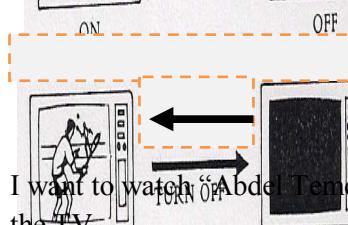
15. I ... and leave the room



16. I ... my shoes



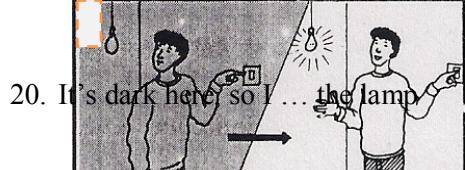
17. The programs on TV are boring, so I ...



18. I want to watch "Abdel Temon", so I ... the TV



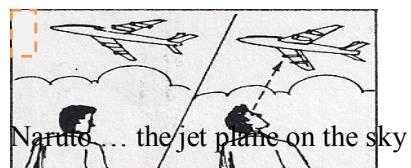
19. I want to read "Bobo" so I ... "Bobo"



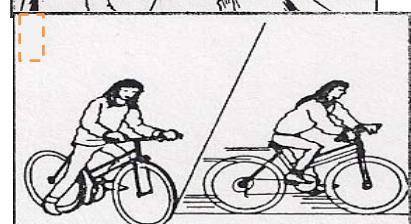
20. It's dark here, so I ... the lamp



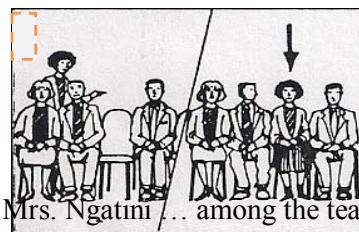
21. I want to leave the room, so I ... the lamp



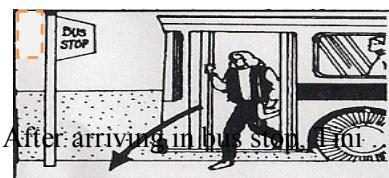
22. Naruto ... the jet plane on the sky



23. Shizuka wants to go to Carrefour, so she ... her bicycle.



24. Mrs. Ngatini ... among the teachers



25. After arriving in bus stop, I ...

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Directory: D:\AJIEK Digilib
Template: C:\Users\Pak
DEDE\AppData\Roaming\Microsoft\Templates\Normal.dotm
Title:
Subject:
Author: Gunuine Windows
Keywords:
Comments:
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