



**THE USE OF TOTAL PHYSICAL RESPONSE (TPR) METHOD IN  
ENGLISH PREPOSITION TEACHING  
(to the fifth grade students of the academic year 2006/ 2007 SDN Tajuk I  
Getasan Kab. Semarang)**

**a Final Project**

**Submitted as a Partial Fulfillment of the Requirement  
For the Degree of Sarjana Pendidikan in English**

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## **ABSTRACT**

The topic of this study is “The use of Total Physical Response (TPR) method in English Preposition Teaching (to the fifth grade students of the academic year 2006/2007 SDN Tajuk I Getasan Kab. Semarang)”. The discussion of the study is aimed to answer the question: is the Total Physical Response method more effective in improving students’ achievement in learning English preposition?

In order to achieve the objective of this study the writer used a quasi experiment using pre- test and post- test. The population of this study was the fifth graders of SDN Tajuk I kec. Getasan Kab. Semarang. The number of the subject was 33 students. Because the population was limited, the writer took all the students as a sample in her experiment. There were four meetings during the experimentation. Before the experiment was conducted, the students were given a pre- test. At the end of the experiment, the students were given a post- test.

Before the test was used, it had been tried out first. The purpose of conducting the try out was to find out the validity and the reliability of the test as an instrument. The writer had to revise some test items before they were used as the instrument of this study.

The result of the study showed that the students’ progress in mastering English preposition during the teaching learning activity by using Total Physical Response method was good. The students’ achievement in English preposition improved. By comparing the post- test scores and the pre- test scores, the writer get the significant difference of the result. The mean of the pre- test and post- test scores were 68, 03 and 89, 96. If we compared the two means it was clear that the mean of the post- test was higher than that the pre- test. The difference between the two means was 21. 93. The result of applying one sample t- test revealed that the obtained value (7, 9631) was higher than the table value (2.013). It means that there is a significant difference in grade of English preposition test achieved by the students after they have been taught by using TPR method.

In line with the result, the writer suggests that English teacher should be able to create their own way to arise their students’ interest in following their teaching. The use of Total Physical Response as a method is one way to achieve this goal. However, teachers must select the suitable method related to the material they are going to teach.

### **Motto**

Life ends when we stop dreaming...  
Hope's lost when we stop believing..  
And love fails when we stop caring.

No temptation has overtaken you except such as is common to man; but God is faithful, who will not allow you to be tempted beyond what you are able, but with the temptation will also make the way of escape, that you may be able to bear it.

**<1 Corinthians 10: 13>**

## ***Dedication***

*This thesis is dedicated to:*

*My beloved mom (T Magdalena) and my late father (Karli Notokusumo)*

*My greatest sisters (Herlina, Retno, Handayani)*

*My best brother 'n my counselor (m' Rusman)*

*My true friends (bulan,m'lia,leeza,mumun,no'zah,m'ovic)*

*My classmates '02*

*'The puppets' bekti, intan, yanti, nita, 'n asri*

## **PERNYATAAN**

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### **THE USE OF TOTAL PHYSICAL RESPONSE (TPR) METHOD IN ENGLISH PREPOSITION TEACHING**

**(to the fifth grade students of the academic year 2006/ 2007 SDN Tajuk I Getasan Kab. Semarang)**

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar- benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan/ ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber lainnya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian , harap pernyataan ini digunakan seperlunya.

Semarang, Februari 2007

Yang membuat pernyataan

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# **CHAPTER I**

## **INTRODUCTION**

### **1.1 BACKGROUND OF THE STUDY**

English now is one of the languages used in a variety of business, politic, education, and other fields of life. The role of English in the development of these fields is undoubtedly very important. And for this reason, English is the foreign language taught in many countries all over the world.

In Indonesia, formerly English was taught to the students as a subject from the Junior High School to University. It is one of the foreign Languages for Indonesian students that must be mastered. Now Indonesian government had made a new role that it is possible to teach English in Elementary school. Based on 1995 curriculum, English at Elementary school is regarded as a local content course of study, not a compulsory subject:

....., Bahasa Inggris tidak wajib dilaksanakan di Sekolah Dasar, melainkan diselenggarakan sebagai muatan lokal. Pengajaran muatan local bahasa Inggris dapat diberikan di kelas IV, V, VI.(GBPP Mulok SD Mapel Bahasa Inggris, 1995:1)

....., *English is not compulsory at Elementary school: it is treated as a local content course of study. The teaching of English as a local content course of study may be carried out in grade IV,V,VI. (Basic Course Outline of English as local content course of study at Elementary School 1995:1)*

Teaching young learners or students of Elementary school is not the same as teaching adults because they have different characteristics and motivation, as stated by Helaly:

*Unlike adults, children are not self motivated and do not have an immediate need to learn English. They are not concerned with a job or university degree that required knowledge of English. Their daily games, events of interests to them, new knowledge that they may ask. (Helaly 1987:49)*

According to Harmer (2001:38), young children especially those up to the ages of nine or ten learn differently from older children, adolescents, and adults get easily bored, losing interest after ten minutes or so.

The teaching of English as foreign language for Indonesian students takes rather differently from the teaching of Indonesian as a mother tongue. It is because students to some extent have had special concept of their native language that is different from the English.

Children who are studying their mother tongue have no barriers. Their minds are empty of the formulation of any languages. But for the students who are studying a foreign language, their mind is full of other language, the concept of which does not appear to be adequate for this new language. For all their similarities of the language, the native language and the one have many differences in sound, writing system, and structure. "Since the problem differs according to each native language, different emphasis in teaching is required for the language background" (Robert Lado, 1975: 52)

"The first man who is responsible for the teaching learning process and the achievement of the goal of teaching is the teacher. The student in mastering the subject will greatly depend on the presentation of the material given by the teacher besides the ability of the student themselves. The teacher may use the goal

formulated as a guide in choosing the method of the teaching” (Winarno Surahmad 1984: 44).

“English preposition is one of the items of English grammar that has differences from Indonesian preposition. So it is possible if the teacher in teaching English preposition faces difficulties. They are caused by the differences between them. English preposition has been called the biggest little words in English.” (American Book Company 1986: 288). They have very important function in sentences and different preposition can make different meaning for the sentences.

“Prepositions as structure words that each is composed of small class of words that have no formal characteristic ending and each signal syntactic structures that function as one of the other part of speech (Frank 1972: 163) are difficult to be learnt.”

As the teacher, the duty is to satisfy the students to produce the best result for them. He should know what approach and method, which is appropriate to bring the lesson.

## **1.2 REASON FOR CHOOSING THE TOPIC**

Some reasons why the writer choose the topic:

- a English preposition is one of the grammar items that should be mastered by students who are studying English in order to use the languages as a tool of communication.
- b The Preposition has a big number and each of them has various meaning and usages that make the teacher get difficulties to explain or teach it. So it is

important to look for or express the difficulties in order that the teacher can choose the best method in teaching them.

- c Total Physical Response (TPR) is the alternative method 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: is the Total Physical Response method more effective in improving students' achievement in learning English preposition?

### **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 in improving children's achievements in learning English preposition.

### **1.5 SIGNIFICANT OF THE STUDY**

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

- a Students

Total Physical Response method can reduce the stress the students feel when studying English preposition. This method also can motivate students to learn English preposition because they learn by doing.

b Teachers

The teachers can use this method to enrich their teaching method so that they have a variety of methods to be applied in overcoming English preposition teaching difficulties that arise in classrooms.

## **1.6 OUTLINE OF THE STUDY**

The study is outlined as follows:

Chapter 1 discusses the background of the study, reasons for choosing the topic, statement of the problem, objectives of the study and outline of the study.

Chapter 2 gives reviews of related literature, which consist of the definitions of Total Physical Response method, definition of preposition, and difficulties in learning prepositions.

Chapter 3 deals with method of investigation which consists of research design, method of data collection and method of data analysis.

Chapter 4 covers the details of the statistical analysis to provide the appropriate comparison of the two means from the experiment and the conclusion of the data.

At the end, the last chapter presents conclusions of the data and suggestions.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Foreign Language Learning**

Nowadays, learning a foreign language become an important thing since we need to communicate and cooperate with other people from other countries for some different purposes, such as in politics, business, tourism, science, technology and educational development. Furthermore, the world has no limits and the communication technology develops very fast. Thos condition forces people around the world to have knowledge of a foreign language that is used for international communication concerning many aspects of life.

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. Learning English as the first language is something new, especially for students of elementary school because it is different from learning their native language.

Finocchiario (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:

- a. 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).

- b. 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.
- c. 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.
- d. 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” (Finnocchiaro 1974: 14).

ESL (English as Second Language) learners generally have more chances to use English naturally outside class such as while playing with their friends, shopping, or surviving in daily life. They are also likely to have much more exposure to English, such as when watching TV, or just hearing conversations around them. In general, they are more likely to deploy understand the importance



of English and feel it is natural and necessary to learn it. EFL (English as Foreign Language) learners, on the other hand, rarely feel it is either natural or necessary to learn English. Adults may have told them English is important, but unless they are in an environment where there is a lot of English around them, they are unlikely to feel a deep emotional need for the language.

It is natural to feel that all approaches to teaching have strong and weak points, and that standard approaches may not fit our particular teaching situation, so we need to draw on ideas from a number of different approaches and ideas that come from our own experience. However, the methods we chose need to fit together coherently.

This is especially important with Asian EFL learners. Our students are learning a language that feels very different from their own, do not use the alphabet in their own language, and may not deeply understand why they are learning English in their first place. If we want the children to adopt a positive and active approach to learning with a clear sense of direction, our courses, and each individual lesson within these courses need an underlying consistency.

We need to develop a general approach based on our views on how children learn most effectively, and then teach, manage, and assess the children in ways that are consistent with this approach. Of course, we will never really know exactly how children actually do learn most effectively, so we need to examine and question our approach as we go along, and steadily, and sometimes radically, modify our classroom practice accordingly.

## **2.2 The Status of English in Elementary School.**

English is an international language that is necessary to be taught for acquiring and developing science, technology, art and culture, and developing international relationship. The functions of learning English primary school are as follows:

- a. English function as a tool for the students to improve themselves in science, technology, art and culture. Therefore, in their progress they still posses' Indonesian personality.
- b. English as a local content, is an optional subject for students at the fourth, fifth and sixth grades of elementary school. English function to support the development of tourism, export industry area, and the demand of the community of Central Java. (GBPP 1995:1).

## **2.3 The characteristics of Students in Elementary School**

An Elementary school usually consist of students about six up to twelve years old who have different motivation from the students in higher level like Junior High School, Senior High School and University. Thus, teaching elementary school students is different from teaching adults because in the elementary school the students might have low motivation in learning. So in this case the teacher has a challenging task to motivate the students to learn

Teacher should be aware of the certain characteristics of young learner and take them into account in his or her teaching. Here, the writer is going to present the average characteristics of young learners according to some experts.

The following are some general characteristics of children according to Harmer (2001:38):

- a. They respond to meaning even if they do not understand individual words,
- b. They often learn indirectly than directly,
- c. Their understanding comes not just from the explanation, but also from what they see and hear and crucially have a chance to touch and interact with,
- d. They generally display an enthusiasm for learning and curiosity about the world around them,
- e. They have a need for individual attention and approval from their teacher,
- f. They are keen on talking about themselves and respond well to learning that uses themselves and their own lives as main topic in the classroom,
- g. They have limited attention span, unless activities are extremely engaging they can easily get bored, losing interest after 10 minutes or so.

While Scoot and Ytrebergh (1993:2-4) also give some characteristics as follows:

- a. They are competent users of mother tongue,
- b. They can tell the difference between facts and fiction
- c. They are enthusiastic and positive about learning,
- d. They love to play and learn best when they enjoy themselves and like to think what they are doing is real work,
- e. They cannot decide to themselves what to learn,
- f. They rely on spoken as well as the physical word to convey and understand meaning,
- g. Their own understanding comes through eyes, hands, and ears. The physical word is dominant at all times,
- h. They are able to work with others and learn from others,
- i. They have very short attention and concentration span.

The characteristics of students in Indonesia are not far from those in general. The characteristics from the book "Psikologi Perkembangan":

- a. The Elementary School students are the children age between 7- 12.
  - b. They are in the smart age, it means they often show what they know from school and they are really proud of it.
  - c. There is strong correlation in physical condition and school achievement.
  - d. They intend to praise themselves.
  - e. At the end of this phase, they began to have an interest special object.
- (Soeparwoto 1989:102)

According to Wendy (1990:2-4), the other general characteristics of students in elementary school are as follows:

- a. Their basic concepts are formed. They have very decided views of the world.
- b. They can tell the difference between fact and fiction.
- c. They ask questions all the time.
- d. They rely on the spoken word as well as the physical world to convey and understand meaning.
- e. They are able to make some decisions about their own learning.
- f. They have they have definite views about what they like and do not like doing.
- g. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- h. They are able to work with others and learn from others.

In general, the elementary school students are the children at the age between six up to twelve years old which are enthusiastic to know and learn everything. Concerning those characteristics, teachers need to make their teaching more interesting like their daily world and motivate them.

## **2.4 Definition of Preposition**

English sentences can be divided according to the function each word has in the subject- predicate relationship. Each of these functions is classified as a different part of speech. The words that form the central core of the sentence-around which all the other words “cluster”-are the part of speech known as nouns (or pronouns) and verbs; the words that modify the central core words are the parts of speech called adjectives and adverbs; the words that show a particular kind of connecting relationship between these four parts of speech are called prepositions and conjunctions.

Before giving further explanation, the writer would like to present some definition of preposition as follow:

- a. Longman contemporary English, 2003

Preposition is a word that is used before a noun, pronoun, or gerund to show place, time, direction etc.

- b. Merriam – Webster’s Collegiate Dictionary, 2003

Preposition is a function word that typically combines with a noun phrase to form a phrase which usually, expresses a modification or predication.

- c. The Macquarie Dictionary, 1988

1. (in some languages) one of the major form- classes, or part of speech, comprising words placed before nouns to indicate their relation to other words or their function in the sentence. **By, to, in, from** are prepositions in English.

2. any such word, as **by, to, in, from**.

3. any word or construction of similar function or meaning, as **on top of (=on)**

- d. A Dictionary of Stylistics, 2001

A preposition is a (FUNCTION) word used to relate a NOUN PHRASE which it precedes with another part of the SENTENCE, the whole forming a **prepositional phrase**. It expresses meanings of space, time, position, etc.

Prepositional phrases commonly function as ADJUNCTS or ADVERBIALS in clause structure; and many preposition are formally identical with adverbs: e.g. up, down, on, off, in, over.

The preposition is classified as a part of speech in traditional grammar. However, prepositions as well as conjunctions differ from other parts of speech in that:

- a. Each is composed of a small class of words that have no formal characteristic endings.
- b. Each signals syntactic structures that function as one of the other parts of speech.

For these reasons, modern linguists prefer to classify prepositions as structure words rather than as parts of speech. According to Webster (1976: 85-86) there are some of the types of prepositions:

- a. Simple prepositions

The most frequently used prepositions in English are those which are the simplest in form, for example: *at, but, by, after, for, on, off, of, in, over, since, through, to, until, under, and with.*

- b. Double prepositions

A double preposition is a preposition, which is used when a simple preposition cannot adequately convey a given meaning, so it needs to be combined with another preposition, for example: *into, onto, from under, from among, from off, from within, and over against.*

- c. Compound preposition

A compound preposition is formed by combining words into compounds to show relations, which the simple or primary prepositions cannot express. It can be formed from a noun, an adjective, and an adverb which is combined

with “be” (by) or “a” (on, in), for example: *before, behind, between, beside, across, along, and without.*

d. Participial prepositions

A preposition is derived from verbs, usually from the present or past participle forms of the verbs. Many of these retain much of their original meaning. For example: *pending, during, excepting, and considering.*

e. Preposition phrase

A preposition phrase consists of two or more words written separately but used as a single unit to show relation between a noun or a noun equivalent and some other sentence element. It can be formed by combining a preposition with another part of speech such as an adjective, an adverb, a conjunction. For example: *because of, according to, and in regard to.*

## **2.5 Difficulties in teaching English Preposition.**

When English as a Second Language (ESL) or English as a Foreign Language (EFL) teachers are surveyed regarding their teaching problems (as in Lovitt, 1976), preposition emerges as a serious problem and is mentioned almost as frequently as articles: the teachers feel that prepositions are the second most difficult aspect of the English Language for their students.

There are some factors that support this perception:

- a. Information that is signaled by a preposition in English is often signaled by an inflection on a noun or an article in a highly inflected language.

- b. If compared with other language that have preposition, the number of preposition in English tends to be greater.
- c. The facts that preposition often do not translate or match up well between related languages.

## **2.6 Total Physical Response (TPR) Method**

### **2.6.1 General concept of TPR**

TPR is a teaching-learning strategy developed by Dr. James Asher, a professor of psychology at San Jose State University, where the students understand the new language first before they have to speak it, or write it, or read it - just as a child learns language the first time.

TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth - including the sign language of the deaf. The process is visible when we observe how infants internalize their first language.

“Asher reasoned that the fastest, least stressful way to achieve understanding of any target language is to follow directions uttered by the instructor (without native language translation)” (Larsen 2000: 108).

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. TPR is linked to the “trace theory” of memory in psychology which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more



likely it will be recalled. Retracing can be done verbally (e.g., by rote repetition) and/ or in association with motor activity. Combined tracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall.

Asher's emphasis on developing comprehension skills before the learner is taught to speak links him to movement in foreign language teaching. It shares the belief that:

- a. Comprehension abilities precede productive skills in learning a language.
- b. The teaching of speaking should be delayed until comprehension skills are established.
- c. Skills acquired through listening transfer to other skills.
- d. Teaching should emphasize meaning rather than form.
- e. Teaching should minimize learner stress.

Benefit of TPR:

World's most thoroughly researched approach in second language acquisition.

- a. Successful with children and adults learning any language.
- b. Three strong features:

*High-speed understanding of any target language*

*Long-term retention*

*Zero stress!*

- c. Another unusual feature: enjoyable for teachers as well as students!

### Characteristics of TPR

1. The teacher directs and the students “act” in response.
2. Understanding of the spoken language must be developed in advance of speaking.
3. Understanding and retention is best achieved through movement of the students’ bodies in response to commands.
4. Listening and physical response skills are emphasized over oral production.
5. Students should never be forced to speak before they are ready. As the target language is internalized, speaking will be emerged naturally.
6. Grammar and vocabulary are emphasized over other long areas. Spoken language is emphasized over written language.
7. Whenever possible, humor is injected into the lessons to make the learners more comfortable in learning languages.

( Omagglo, 1986, [http:// www. Englishraven.com/ methods TPR. html](http://www.Englishraven.com/methodsTPR.html))

### **2.6.2 Approach and Design of The TPR Method**

#### **a. Approach**

1. Theory of Language

The labeling and ordering of TPR classroom drills seem to be built on assumptions that owe much to structuralist or grammar- based views of language.

Asher states that “most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative instructor.

Asher sees language as being composed of abstractions and nonabstractions, with nonabstractions being most specifically represented by concrete nouns and imperatives verbs. He believes that learners can acquire a “detailed cognitive map” as well as “the grammatical structure of a language” without recourse to abstractions.

## 2. Theory of Learning

Asher sees a stimulus- response view as providing the learning theory underlying language teaching pedagogy. In addition Asher has elaborated an account of what he feels facilitates or inhibit foreign language learning. He draws on three rather influential learning hypotheses:

### A. THE BIO- PROGRAM

Asher’s TPR is a “Natural Method”, in as much as Asher sees first language learning as parallel processes of first language learning. Asher sees three processes as central. (1) Children develop listening competence before they develop the ability to speak. At the early stages of first language acquisition they can understand complex utterances that they cannot spontaneously produce or imitate. Asher speculates during this period of listening, the learner may be making a mental “blueprint” of the language that will make it possible

to produce spoken language later. (2) Children's ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands. (3) Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

Parallel to the processes of first language learning, the foreign language learner should first internalize a "cognitive map" of the target language through listening exercises. Listening should be accompanied by physical movement. Speech and other productive skills should come later. The speech-production mechanism will begin to function spontaneously when the basic foundations of language are established through listening training. Asher bases these assumptions on his belief in the existence in the human brain of a bio- program for language, which defines an optimal order for first and second language learning.

## B. BRAIN LATERALIZATION

Asher sees TPR as directed to right- brain learning, whereas most second language teaching methods are directed to left- brain learning. Drawing on work by Jean Piaget, Asher holds that the child language learner acquires language through motor movement- a right hemisphere activity. Right hemisphere activities must occur before the left hemisphere can process language for production.

Similarly, the adult should proceed to language mastery through right- motor activities, while the left- hemisphere watches and learns. When a sufficient amount of right- hemisphere learning has taken place, the left hemisphere will be triggered to produce language and to initiate other, more abstract language processes.

### C. REDUCTION OF STRESS

An important condition for successful language learning is the absence of stress. First language acquisition takes place in a stress- free environment, according to Asher, whereas the adult language learning environment often causes considerable stress and anxiety. The key to stress- free learning is to tap into the natural bio- program for language development and thus to recapture the relaxed and pleasurable experiences that accompany first language learning. By focusing on meaning interpreted through movement, rather than on language forms studied in the abstract, the learner is said to be liberated from self- conscious and stressful situations and is able to devote full energy to learning.

#### **b. Design**

##### 1. Objectives

The general objectives of TPR are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills. A TPR course aims to produce learners who are capable of an

uninhibited communication that is intelligible to a native speaker. Specific instructional objectives are not elaborated, for these will depend on the particular needs of the learners. Whatever goals are set, however, must be attainable through the use of action- based drills in the imperative form.

## 2. The syllabus

The types of syllabus Asher uses can be interfered from an analysis of the exercise types employed in TPR classes. This analysis reveals the use of sentence-based syllabus, with grammatical and lexical criteria being primary in selecting teaching items. Unlike methods that operate from a grammar- based or structural view of the core elements of language, TPR requires initial attention to meaning rather than to the form of items. Grammar is thus taught inductively. Grammatical features and vocabulary items are selected not according to their frequency of need or use in target language situations, but according to the situations in which they can be used in the classroom and the ease with which they can be learned.

## 3. types of learning and teaching activities

Imperative drills are the major classroom activity in TPR. They are typically used to elicit physical actions and activity on the part of the learner.

## 4. learner roles

Learners in TPR have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners

are required to respond both individually and collectively. Learners have little influence over the content is determined by the teacher, who must follow the imperative- based format for lessons.

Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak- that is, when a sufficient basis in the language has been internalized.

#### 5. teacher roles

The teacher plays an active and direct role in TPR. “The instructor is the director of a stage play in which the students are the actors” (Asher 1977: 43). It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. The teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictably. Asher recommends detailed lesson plans: “It is wise to write out the exact utterances you will be using and especially the novel commands because the action is so fast- moving. There is usually not time for you to create spontaneously” (1977:47). Classroom interaction and turn taking is teacher rather than learner directed. Even when learners interact with other learners it is usually the teacher who initiates the interaction.

Asher stresses, however that the teacher’s role is not so much to teach as to provide opportunities for learning. The teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalize the basic

rules of the target language. Thus the teacher controls the language input the learners receive, providing the raw material for the “cognitive map” that the learners will construct in their own minds. The teacher should also allow speaking abilities to develop in learners at the learners’ own natural pace.

In giving feedback to learners, the teacher should follow the example of parents giving feedback to their children. At first, parents correct very little, but as the child grows older, parents are said to tolerate fewer mistakes in speech. Similarly teachers should refrain from too much correction in the early stages and should not interrupt to correct errors, since this will inhibit learners. As time goes on, however, more teacher intervention is expected, as the learners’ speech becomes “fine tuned.”

Asher cautions teachers about preconceptions that he feels could hinder the successful implementation of TPR principles. First, he cautions against the “illusion of simplicity”, where the teacher underestimates the difficulties involved in learning a foreign language. This results in progressing at too fast a pace and failing to provide a gradual transition from one teaching stage to another. Teacher should also avoid having too narrow a tolerance for errors in speaking.

#### 6. the role of instructional materials

There is generally no basic text in TPR course. Materials and realia play an increasing role, however, in later learning stages. For absolute beginners, lessons may not require the use of materials, since the teacher’s voice, actions, and



gestures may be sufficient basis for classroom activities. Later the teacher may use common classroom objects, such as books, pens, cups, furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These may include pictures, realia, slides, and word charts.

### **2.6.3 The function and the importance of TPR method in English preposition teaching**

The major technique in this research is the use of commands to direct behavior. Asher acknowledges that, although this technique is powerful, a variety of activities is preferred for maintaining student interest. A detailed description is of using commands is provided below.

#### **a. Using commands to direct behavior**

It should be clear from the class we observed that the use of commands is the major teaching technique of TPR. The commands are given to get students to perform an action; the action makes the meaning of the command clear. Since Asher suggests keeping the pace lively, it is necessary for a teacher to plan in advance just which commands she will introduce in a lesson progresses, the pace will be too slow.

At first, to clarify meaning, the teacher performs the actions with the students. Later the teacher directs the students alone. The students' actions tell the teacher whether or not the students understand.

Asher advises teachers to vary the sequence of the commands so that students do not simply memorize the action sequence without ever connecting the actions with the language.

Asher believes it is very important that the students feel successful. Therefore, the teacher should not introduce new commands too fast. It is recommended that a teacher present three commands at a time. After students felt successful with these, three more can be taught.

#### **b. Role reversal**

Students command their teacher and classmates to perform some actions. Asher says that students will want to speak after ten to twenty hours of instruction, although some students may take longer. Students should not be encouraged to speak until they are ready.

#### **c. Action sequence**

At first the teacher will give three connected commands. For example, the teacher told the student to *take out a pencil, put it in his/ her pencil case, and put the pencil case in his / her bag*. As the students learn more and more of the target language, a longer series of connected commands can be given, which together comprise a whole procedure. While we did not see a long action sequence in this very first class, a little later on students might receive the following instructions:

Take out the book!

Put it on the table!

Now your book is on the table.

Take out a pen.

Write your name on your book.

Put the pen under the book!

This series of commands is called an action sequence, or an operation.

## **2.7 Experimental Research**

Arikunto (2003:272) states that experimental research has a purpose to investigate whether there is an effect on “something” that is treated as the subject of the research. In other words, an experimental research tries to observe the cause and effect relation. Comparing one or more experimental groups which get a treatment with one or more control groups which get no treatment is the way to conduct experimental research. Experimental research provides a systematic and logical method of answering the question, “If this is done under carefully controlled conditions, what will happen?”

In a research, a condition or a situation is arisen in order to find out the effect. In other words, the experiment is the way to find out the cause and effect relation between two factors that are intentionally arisen by the researcher by eliminating, decreasing, or separating out the factors that may disturb. Thus, an experiment is conducted in order to know the effect of the treatment.

Basically, the strategies and the steps in conducting experimental research are similar to the strategies and the steps in conducting research in general. An experimental research is conducted in the following steps:

- a. Reading literature sources to get the problems of the research,
- b. identifying and stating the problems,
- c. determining the limitation of terms and variable, hypothesis, and supported theory,
- d. arranging the plan of the experiment,
- e. conducting the experiment,
- f. choosing the appropriate data that can represent the experimental group and the control group,
- g. finding out the significant relation to get the result of the experiment using the appropriate technique.

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). There are three models of true experiment as follows:

a. Pretest-posttest control group design with one treatment

Pretest is given to both the control and experimental group to measure the condition before treatment ( $O_1$ ). Next, the treatment (X) is given to the experimental group. There is no treatment given to the control group. After finishing the treatment, the test is given to both groups as the posttest ( $O_2$ ).

The scheme of the first model is:

E	:	$O_1$	X	$O_2$
P	:	$O_3$		$O_4$

In which,

E : the symbol for experimental group

P : the symbol for control group

The effectiveness of the treatment is shown by the differences between ( $O_2 - O_1$ ) in the experimental group and ( $O_4 - O_3$ ) in the control group.

b. Pretest-posttest control group design with two treatment

This model is the expansion from the first model but in this model, there are two kinds of treatment. So, the scheme of the second model is:

$E_1$	:	$O_1$	X	$O_2$
$E_2$	:	$O_1$	X	$O_2$
P	:	$O_1$		$O_2$

With this second model, hopefully, the research can show the effectiveness of the treatment more accurately.

c. Solomon four-group design

This model adds two groups from the original group in the first model. The treatment is given to one of these new groups too. There is no pre-test here because it is expected that the last measurement will not be inferred by the pre-test. In other words, the researcher wants to check the effect of the pre-test to the post-test by eliminating the pre-test to one of the groups. The scheme is as follows:

E <sub>1</sub>	:	O <sub>1</sub>	X	O <sub>2</sub>
C1	:	O <sub>1</sub>		O <sub>2</sub>
E <sub>2</sub>	:		X	O <sub>2</sub>
E <sub>2</sub>	:			O <sub>2</sub>

The models of quasi experiment are as follows:

a. One shot case study

This experiment is conducted without any control group and without any pre-test. The scheme is as follows:

X	O
---	---

With this model, the researcher has a simple purpose that is to know the effect of the treatment given to the group by ignoring the effect of other factors.

b. One group pre-test post-test design

This experiment is conducted to only one group without any control group. This model is more perfect than the first model because it uses pre-test. So, the effect can be measured more accurately.

The scheme is as follows:

$O_1$	X	$O_2$
-------	---	-------

c. Posttest only control group design

This model is similar to the last two rows of the Solomon's model. The use of this model is based on the assumption that both the experimental and control groups are absolutely equivalent.

The scheme is as follows:

E	:	X	O
C	:		O

In this study, the writer chooses the one group pre-test post-test design to be conducted in investigating whether the TPR method can be used in order to improve the students of elementary school mastery of English preposition.

## **CHAPTER III**

### **METHOD OF INVESTIGATION**

#### **3.1 Population**

Population, as quoted by Arikunto (2002:108) from Encyclopedia of Educational Evaluation, is a set or collection of all elements consisting one or more attribute of interest. The research target, a term which is used interchangeably with population, can be in a form of group 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.

The population that was used to conduct the experiment in this study is the fifth grade students in the academic year 2006/2007 of SDN Tajuk I Kec. Getasan, Kab. Semarang. There are 33 students in this class.

#### **3.2 Sample**

The number of population, sometimes, is too big and out of reach. In this case, research is conducted to a part of the whole population. This part, as suggested by Arikunto (2002:109), must have the characteristics that represent all the population observed in the research. A sample is a subset of individuals or cases from a population. Sample enables a researcher to collect and organize data efficiently and practically. Nonetheless, questions often arise about how large a sample must be to be



representative so that a research reaches the degree of generalizability to which the results can be said to be meaningful. It is a rule that if the population is more than 100 persons, 10–15% or 20–25% (or more) of it can be taken as the sample.

In this study, because the fifth grade of SDN Tajuk I has 33 students, so the writer applied total sample since the writer took all the population as a sample.

### **3.3 Variable**

A great deal of research, according to Nunan (1992:24-25), is carried out in order to explore the strength of relationships 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) asserts 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.

#### **a. Dependent variable**

Dependent variables are the conditions or characteristics that appear, 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 which is indicated by the students' scores of English preposition test.

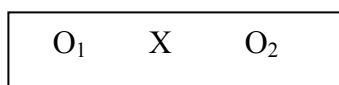
#### **b. Independent variable**

Independent variables are the condition 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, according to the definition above, is the use of TPR method in teaching English preposition.

### 3.4 Research Design

Experimental research describes what will happen when certain variables are carefully controlled or manipulated. In this research, TPR method was used to teach English preposition as the treatment. Thus, the writer wanted to see how TPR method affects the students' achievement in mastering English preposition.

There are some models of experimental research as mentioned in the previous chapter. One group pre-test post-test design was chosen as the design of this study. The scheme is as follows:



In which,

O<sub>1</sub> : Pre- test

X : Treatment using Total Physical Response

O<sub>2</sub> : Post- test

The activity used in the class experiment was carried out through a pre- test, then treatment by using Total Physical response method. After the treatment, the

students were given a post- test. There will be thirty items in the form of ten true- false items and twenty supply- test items.

### **3.5 Procedure of the Experiment.**

In this study the writer took the fifth grade students of SDN Tajuk I, which consisted of 3 students. All of them were selected as the sample.

Before giving the treatment, the writer conducted a pre- test for the sample group. It was conducted on Monday, December, 4, 2006. The preposition test consisted of 30 items in the form of ten true- false items and twenty supply- test items.

After conducting the pre- test, the writer gave a treatment which began on Monday, December 11, 2006 and ended on Tuesday, December 26, 2006.

After conducting the treatment, the writer gave a post- test to the students. It was conducted on Tuesday, January 2, 2007.

### **3.6The Instrument**

Research instrument is a device used by the researcher during the data collection by which the work is easier as the data are complete and systematic (Arikunto, 2002:126).

This study, anyway, used a test as its instrument. A test is a set of questions, or other practice used to asses the skills, knowledge, intelligence, and talent of an individual or a group. The type of test used in this study is achievement test.

Achievement tests attempt to measure what an individual has learned (Best, 1981:193).

The writer used two test types. There were true- false item and supply- test item.

### 3.6.1 Try-Out

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 was used as an instrument to collect the data, it had been tried out first to the students in another class. After the result of the try out was gained, the analysis was made to find out the validity and reliability of the items of the test. Some items remained to be used while some others were left out. The try out of this study was conducted on Friday, December 1, 2006 to the fifth grade students of SDN Samirono I Getasan.

### 3.6.2 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:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

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
$\Sigma x$	=the sum of score in each item
$\Sigma x^2$	=the sum of the square score in each item
$\Sigma y$	=the sum of total score from each student
$\Sigma y^2$	=the sum of the square score from each student
$\Sigma xy$	=the sum of multiple of score from each student with the total score in each item

### 3.6.3 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:

$$r_{11} = \left( \frac{n}{n-1} \right) \left( \frac{s^2 - \sum pq}{s^2} \right)$$

In which,

$r_{11}$  = the reliability of the test

$n$  = the number of the items

- p = the number of the students who answered the item correctly  
 q = the number of the students who answered the item incorrectly  
 $s^2$  = standard deviation of the test

(Arikunto, 2002:163)

After the writer obtained the reliability score, the following step was to consult to the score with the r product moment table.

#### 3.6.4 Difficulty Level

After the try out was conducted, each of the items were 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

(Arikunto, 1995: 212)

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

(Arikunto, 1995: 214)

### 3.6.5 Discriminating Power

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

The formula is:

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

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

(Arikunto, 1995: 218)

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

(Arikunto, 1995:225)





## **CHAPTER IV**

### **RESEARCH FINDINGS AND ANALYSIS**

In chapter IV, the writer discussed the try- out findings, the significant difference of pre- test and post- test, test of significance, the grades of achievement and discussion of the research findings.

#### **4.1 Try- out Findings**

This discussion covered validity, reliability and item analysis.

##### **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 know the validity of instrument, the writer used the Pearson Product Moment formula to analyze each item.

It was obtained that from 40 test items; there were 31 test items which were valid and 9 test items which were invalid. They were on number 5, 9, 15, 20, 21, 27, 33, 38, and 40. They were to be said invalid with the reason the computation result of their  $r_{xy}$  value (the correlation of score each item) was lower than the  $r_{table}$  value.

The following was the example of item validity computation for item number 1, and for the other items would use the same formula.

**Table 4.1. The Table of Students' score in Validity Computation**

No.	Code	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	T-15	1	37	1	1369	37
2	T-21	1	37	1	1369	37
3	T-12	1	35	1	1225	35
4	T-19	1	35	1	1225	35
5	T-4	1	35	1	1225	35
6	T-26	1	35	1	1225	35
7	T-25	1	34	1	1156	34
8	T-23	1	31	1	961	31
9	T-22	1	28	1	784	28
10	T-2	1	28	1	784	28
11	T-16	0	28	0	784	0
12	T-7	1	28	1	784	28
13	T-17	1	26	1	676	26
14	T-18	0	26	0	676	0
15	T-9	0	26	0	676	0
16	T-3	0	25	0	625	0
17	T-20	1	25	1	625	25
18	T-10	1	23	1	529	23
19	T-11	0	22	0	484	0
20	T-28	1	20	1	400	20
21	T-6	0	20	0	400	0
22	T-8	0	19	0	361	0
23	T-14	1	16	1	256	16
24	T-13	1	16	1	256	16
25	T-5	0	15	0	225	0
26	T-24	0	12	0	144	0
27	T-1	1	13	1	169	13
28	T-27	0	12	0	144	0
Σ		18	707	18	19537	502

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\} - \{N\sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{28(502) - (18)(707)}{\sqrt{\{(28 \times 18) - (18)^2\} \{(28 \times 19537) - (707)^2\}}}$$

$$r_{xy} = \frac{14056 - 12726}{\sqrt{(504 - 324)(547036 - 499849)}}$$

$$r_{xy} = \frac{1330}{\sqrt{180 \times 47187}}$$

$$r_{xy} = \frac{1330}{\sqrt{8493660}}$$

$$r_{xy} = \frac{1330}{2914,388}$$

$$r_{xy} = 0,456$$

From the computation above, the result of computing validity of the item number 1 was 0,456. After that the writer consulted the result to the table of r product moment with the number of subjects (N) = 28 and significance level 5% it was 0,374. 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 3.

#### **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 computation of the reliability of the test was based on the data in appendix 3.

Before computing the reliability, the writer had to compute varian ( $S^2$  = standard deviation) first with the formula below:

$$S^2 = \frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N}$$

$$S^2 = \frac{19537 - \frac{(707)^2}{28}}{28}$$

$$S^2 = \frac{19537 - 17851.75}{28}$$

$$S^2 = \frac{1685.25}{28}$$

$$S^2 = 60.1875$$

The computation of the varian ( $S^2$ ) was 60.1875. After finding the varian ( $S^2$ ) the writer could compute the reliability of the test as follows:

$$r_{11} = \left( \frac{n}{n-1} \right) \left( \frac{s^2 - \sum pq}{s^2} \right)$$

$$r_{11} = \left( \frac{40}{40-1} \right) \left( \frac{60.1875 - 8.392}{60.1875} \right)$$

$$r_{11} = 1.0265 \left( \frac{51.7955}{60.1875} \right)$$

$$r_{11} = 1.0265 \times 0.8606$$

$$r_{11} = 0.8826$$

From the computation above, it was found out that  $r_{11}$  (the total of reliability test) was 0.882, whereas the number of subjects were 28 and the critical value for r-table with significance level 5% was 0,374. 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.

$$D = \left( \frac{12}{14} \right) - \left( \frac{6}{14} \right)$$

$$D = 0,857 - 0,429$$

$$D = 0,428$$

According to the criteria, the item number 1 above was good category, because the calculations result of the item number 1 was in the interval  $0,40 < D \leq 0,70$ .

After computing 40 items of try-out test, there were 1 item was considered to be excellent, 11 items were good, 22 items were satisfactory, and 6 items were poor. The result of the discriminating power of each item could be seen in appendix 3.

Based on the analysis of validity, difficulty level, an discriminating power, finally 31 items were accepted. From 31 items, only 30 items were used as instrument to make the scoring easy. They were number 1, 2, 3, 4, 6, 7, 8, 10, 11, 12, 13, 14, 16, 17, 18, 19, 22, 24, 25, 26, 28, 29, 30, 31, 32, 34, 35, 36, 37, and 39.

#### **4.2 Significant Difference between Pre test and Post test**

Before the experiment was conducted, the writer gave the students pre- test consisting of 10 true- false items and 20 supply- test items. At the end of the experiment, post test was given.

The means of the pre- test and the post- test could be calculated by using the following formula:

$$M_1 = \frac{\sum x_1}{N} \text{ and } M_2 = \frac{\sum x_2}{N}$$

Where,

$M_1$  = the mean score of the pre- test

$M_2$  = the mean score of the post- test

$N$  = the number of the students

$X_1$  = the number of the pre- test sores

$X_2$  = the number of the post- test scores

The computation of the mean score of the pre- test was as follows:

$$M_1 = \frac{2245}{33}$$

$$M_1 = 68, 03$$

The computation of the mean score of the post- test was as follows:

$$M_2 = \frac{2969}{33}$$

$$M_2 = 89, 96$$

The calculation of the means of the pre- test and the post- test were 68, 03 and 89, 96. If we compared the two mans it was clear that the mean of the post- test was higher than that the pre- test. The difference between the two means was 21, 93 ( $M_2 - M_1$ ). It indicated that the treatment was effective.

To make the analysis more reliable the writer analyzed it by using t- test formula. The effectiveness of the treatment could be calculated using the following formula:

$$t = \frac{M_d}{\sqrt{\frac{\sum x^2 d}{n(n-1)}}}$$

Where,

t : t- test

$M_d$  : 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.

$$M_d = \frac{\sum d}{n}$$

$$M_d = \frac{724}{33}$$

$$M_d = 21,9393$$

The mean of the deviation value was 21,9393

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

$$t = \frac{M_d}{\sqrt{\frac{\sum x^2 d}{n(n-1)}}}$$

$$t = \frac{21,9393}{\sqrt{\frac{8015,8817}{33(33-1)}}}$$

$$t = \frac{21,9393}{\sqrt{\frac{8015,8817}{33 \times 32}}}$$

$$t = \frac{21,9393}{\sqrt{\frac{8015,8817}{1056}}}$$

$$t = \frac{21,9393}{\sqrt{7,5907}}$$

$$t = \frac{21,9393}{2,7551}$$

$$t = 7,9631$$

The t- value of the test was 7, 9631. For the complete data of Md, d, Xd, and Xd<sup>2</sup> could be seen in appendix 10.

### 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 33. The degree of freedom (df) was  $N-1 = 33-1 = 32$ . For five percent alpha level and 32 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.

t- table for 40= 2.021

60= 2.00

32=?

$$\frac{2.021 - t}{2.021 - 2.00} = \frac{40 - 32}{40 - 60}$$

$$\frac{2.021 - t}{0.021} = \frac{8}{-20}$$

$$20t = 0.168 + 40.42$$

$$t = \frac{40.588}{20}$$

$$t = 2.0294$$

The t- table was 2.0294. The obtained t- value was 7.9631 so the t- value was higher than the critical value on the table (7.9631 > 2.0294)

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 preposition after and before using Total Physical Response. Teaching English preposition after was more effective than teaching English preposition 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**

#### **5.1 Conclusions**

The objective in this study was to know if there was an effect of using TPR method in teaching English preposition to the English preposition mastery achieved by the fifth grade students of elementary school.

In order to gain the objective of the study, the writer conducted an experiment. After conducting the experiment the writer found out the difference between the mean scores of the pre- test and the post- test.

The test was about English preposition. The students were asked to do the test by answering the 10 true- false items and 20 supply- test items. To make sure that the test was reliable and valid, the test was tried out first. The result of the try- out number 1 was 0.456. it was greater than critical value of 95% and 99% with confidence level 0,374 and 0, 403. It means that the test was reliable and valid.

In chapter IV the writer has analyzed the data statistically. Based on the statistical analysis, it could be seen that the mean score of the post- test was higher than the mean score of post-test. In order to know whether the difference between the two means was significant or not, t- test was applied. The result of computation was 7, 9631. The critical value at 0, 05 alpha level of significance was 2. 0294.

Since the obtained t- value (7, 9631) was higher than critical value at 0.05 alpha level of significance (2. 0294), the writer concluded that the test was

statistically significant. As the mean of the post- test was higher than that of the pre- test, the writer concluded that the English preposition mastery achieved by the fifth graders of elementary school improved after they were taught using TPR method.

After finishing the experiment, the writer concluded the advantages of using TPR method to teach English preposition to the fifth graders of elementary school. The advantages could be described as follows:

- a. The students showed a great enthusiasm during the lesson. The class was fun because TPR method could be enjoyed both the teacher and the students.
- b. Using TPR method to teach English preposition to the fifth grades was very goon. It was supported by the higher scores gained by the students who have been taught using TPR method.
- c. TPR method could be combined with conventional textbooks which were commonly used in class. However, teachers have to select the suitable material to create TPR lesson.

## **5.2 Suggestions**

Based on the conclusions above, the writer would like to offer some suggestions. First, English teacher, especially English teacher of elementary school, must be able to create his or her own technique in order to raise his or her students' interest in following his or her teaching since it is the first time for the students in elementary school gets English.

The second suggestion offered by the writer is using Total Physical Response method in English preposition recommended as an alternative technique for the English teachers, especially for the elementary 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, the writer offers the suggestions that such activity should be conducted in other classes of other school, and the writer hopes, there will be many researchers about 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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