



**TEACHING LISTENING COMPREHENSION TO THE FOURTH GRADERS OF  
ELEMENTARY SCHOOL STUDENTS BY USING THE TOTAL PHYSICAL  
RESPONSE METHOD, A CASE OF THE FOURTH GRADERS OF SDN  
JINGGOTAN KEMBANG JEPARA IN THE ACADEMIC YEAR OF 2004 / 2005**

**SKRIPSI**

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**“ Teaching Listening Comprehension to the Fourth Graders of Elementary School Students By Using The Total Physical Response Method, A Case of the Fourth Graders Of SDN Jinggotan Kembang Jepara in The Academic Year of 2004 / 2005”**

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## **MOTTO AND DEDICATION**

**“ In every difficulty, there is an easiness” (Al-Insyiroh : 5)**

**“To my beloved father, mother, to all  
members of my family”**

## **ABSTRACT**

SDN Jinggotan Kembang Jepara lies on east part of Jepara. It starts teaching English at the fourth grade as the elementary curriculum suggested. At the academic year of 2004/2005 it had twenty six students and they took part in this study.

The study is aimed to know: (1) the extent of students' understanding towards teaching and learning listening comprehension material by using the total physical response and (2) The students attitude towards teaching and learning process.

This is a descriptive study with pre-experimental research by using one-shot case study. The data were gathered by conducting a test, and analyzed based on descriptive statistical analysis.

Based on the results of the study, it was clearly shown that The Total Physical Response (TPR) is very useful to teach listening comprehension to the fourth graders. Most of the students got satisfactory results. In addition, The Total Physical Response Method has another benefit. Children were playing while they were studying.

In teaching and learning process, teachers should give comprehensible input in order to make their students grasp the material given. More important than that, teachers should avoid a barrier that may prevent their students from learning and it can be high anxiety or low motivation. An enjoyable method is needed accordingly.

## ACKNOWLEDGEMENTS

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My special gratitude is also extended to Mr. Edi Sunoto the headmaster of SDN Jinggotan Kembang Jepara and all of the teachers of it. I also wish to thank to all my students, the fourth graders of SDN Jinggotan for being cooperative.

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## TABLE OF CONTENTS

PAGE OF APPROVAL

PERNYATAAN

MOTTO AND DEDICATION..... iv

ABSTRACT..... v

ACKNOWLEDGEMENTS..... vi

TABLE OF CONTENTS..... vii

CHAPTER I: INTRODUCTION

1.1 Background of the Study..... 1

1.2 Reasons for Choosing the Topic ..... 3

1.3 The Statement of the Problem ..... 5

1.4 The Objective of the Study ..... 6

1.5 Significance of the Study..... 6

1.6 Scope of the Study ..... 7

1.7 The Outline of the Study ..... 9

CHAPTER II: REVIEW OF THE LITERATURE

2.1 Second Language Acquisition..... 10

2.2 Second or Foreign Language Learning ..... 12

2.3 Second or Foreign Language Teaching ..... 14

2.4 Listening Comprehension ..... 15

2.5 Teaching English to Children ..... 17

2.6 The Total Physical Response Method ..... 20

CHAPTER III: METHODOLOGY

3.1 Object of the Study .....	22
3.2 Instrument .....	24
3.3 Method of Collecting Data .....	24
3.4 Method of Analyzing Data .....	26
3.5 Method of Reporting The Result .....	29

CHAPTER IV: RESULT OF THE STUDY

4.1 Process of the Study .....	31
4.2 Scoring of the Test .....	31
4.3 The Data Analysis .....	33

CHAPTER V: CONCLUSION AND SUGGESTION

Conclusion .....	43
Suggestion .....	44

BIBLIOGRAPHY.....	45
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APENDIX I.....	47
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APENDIX II.....	50
-----------------	----

APENDIX III.....	51
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# **CHAPTER I**

## **INTRODUCTION**

This paper is a research report written as partial fulfillment of the requirement for acquiring an undergraduate degree in education, majoring on the teaching English as foreign language. The research concerns with the teaching English at elementary school in Indonesia with the population from SDN Jinggotan Kembang Jepara. It focuses on teaching listening comprehension, one of English skills.

### 1.1 Background of the Study

English is the first foreign language to be taught in Indonesia (Ramelan, 1992:2). In recent years, English has become the most popular language in the world. It is needed to develop sciences, technology, art, and culture. In addition to, the science of technology and trade are conveyed using English. Kerfoot, as quoted by Halt (1997:118), states with confidence that although the hegemony of English in political spheres may be reduced, English will still hold the key to economic advancement. Consequently, Indonesian people have to learn English because of the role it plays in the international communication.

Formally, the teaching of English as a foreign language has begun at the secondary level. Considering the importance of English, it seems to be rather late for several reasons. First, English has become an urgent need for Indonesian people as a means of communication. They need English for an international communication

such as trading as the impact of the globalization era, in which as if there was no border between countries. They can do business with people from different countries easily if they know English because for this affair, English is mostly used. English is also used for educational needs such as reading English course. In fact, there are many books containing the current science and technology written in English only. To absorb and develop this science and technology English is the mediator language. Second, at some points, the teaching and learning English will be more effective if it is initiated at the at the younger age. At the younger age, children will acquire a language unknowingly. In this acquisition process, the acquirers are not always aware of it and he or she is not usually aware of its results (Krashen, 1989:8). Third, the result of English teaching in Indonesia is unsatisfactorily achieved (Ramelan, 1992: 3). It is shown by the poor mastery of English by high school or university students. They master English poorly, the passive English or even the active one.

Due to some reasons above the government decided to start teaching and learning English earlier that is at the level of elementary school. Nowadays, English has been taught at that level as one of the local content subjects. We hope that the students will master the language better than what their seniors did. While the goal of teaching English at this level is that the students have communicative skills by using selected material related to their environmental needs, such as tourism and industry (GBPP Muatan Lokal SD, 1995:2).

Unfortunately, to implement this goal is quit difficult. There are many problems, such as the problem of teachers. We have only few teachers who were well

trained in English teaching, especially English teaching for children. As children, students of elementary school have different characteristics from adults. The way they behave, the way they learn, and think really differ from what adults do. Consequently, they have to be treated differently according to their characteristics. To make it worse, many elementary schools do not have teachers majoring in English. The teachers teach English depend on what they think and do not depend on what the linguists suggest.

In fact, teachers must be creative in selecting the teaching methods and techniques. Teachers are responsible for making a good atmosphere in the classroom to promote the students' motivation and better attitude towards learning. It is because children are much more dependent at the teachers. The teacher's skills influence very much the students' attitude towards learning (Underwood, 1987:34).

In line with this condition, it is very interesting to seek what method is good for teaching English to children. Moreover, in this study, the writer tries to find out how good the Total Physical Response Method if it is used to teach listening comprehension to fourth graders of elementary school students. The study concerns with the teaching and learning process using the Total Physical Response Method at SDN Jinggotan Kembang Jeparu in the academic year of 2004/2005.

## 1.2 Reasons for Choosing the Topics

It is quite clear that listening is the first skill that the children acquire before they learn to read or even to write. As a matter of fact, children acquire their first

language through listening to people around them. Based on this assumption, the writer considers that to start teaching a foreign language from listening comprehension is very important. It does not mean that it is must, because at the fourth graders when English starts to be taught, children have learnt reading and writing in their own language. Nevertheless, both skills are considered to be more difficult. The spelling and pronunciation of English are extremely different from the ones the children have I their own language. In English, a letter may sound differently if it is combined with other letters in different words but in their own language every letter has a permanent sound.

Asher (the developer of the Total Physical Response Method) argued that second or foreign language learning should reflect the naturalistic processes of language learning (Richards & Rodgers, 1996: 90). The processes are as below:

- a. Children develop listening competence before developing the ability to speak.  
At the early age of first language acquisition, they can understand complex utterances that they can't spontaneously produce or imitate.
- b. Children's ability in listening comprehension is acquired because the children are acquired to respond physically to spoken language in the form of parental commands
- c. Once a foundation of listening comprehension has been established, speech evolves naturally and effortlessly out of it.

In regard to the argument given by Asher above, I assume that it is quite good to start teaching English by using the Total Physical Response Method. The reasons to

use the method to teach listening comprehension to the fourth graders of elementary school students are as below:

- a. The method itself has been named the comprehension approach. It is called the comprehension approach because the importance it gives to listening comprehension (Larsen, 1996: 109).
- b. The method conveys the meaning of the target language through the action. This is compatible with children's characteristics, because children's understanding comes through hands, eyes, and ears. The physical world is dominant (Scott & Yterberg, 1990:2). When for the first time a child hears a sentence "shut the door!" if he does not see a gesture accompanying the order, if he does not see it is carried out immediately, he will not know what it means. But if a voice from somewhere shouts, "shut the door!" and someone rushes up to close it he perceives the sense of the expression he has heard (Kelly, 1976:11).
- c. The method causes less stress and the teaching and learning process will become more enjoyable. According to Bright (1982:5) enjoyment ought to be the most foremost aims and effects of education, particularly schools, partly because what we enjoy we feel inclined to go on with and what we dislike we drop as soon as we can. The children are not going to progress if the blocking issue is panic. Then they have been made afraid of learning (Wood & Jeffrey, 1996:118).

### 1.3 Statement of the Problem

In this study, the problem is formulated in the following sentence:

- 1) How is the achievement of the listening comprehension material given to the fourth graders of elementary school by using the Total Physical Response method.
- 2) How is the students' attitude and motivation towards teaching and learning process.

### 1.4 Objective of the Study

The objective of the study is to find out the level of achievement in teaching listening comprehension to the fourth graders of elementary school students by using the Total Physical Response method and to know their motivation and attitude towards teaching and learning process.

### 1.5 Significance of the Study

By conducting this research, I want to get an insightful knowledge related to the teaching and learning process using the TPR Method. In general, the significance of the study is divided into two parts.

#### 1.5.1 Practical

Hopefully, the findings of the study will be very useful for English teachers in elementary schools, especially for those who live in a small town or even far away from town and for those who have limited background

knowledge about teaching English as a foreign language and generally for all English teachers in elementary schools.

From the findings of the study it is also expected that the teachers understand how their pupils learn and what they enjoy in learning. If the teachers do not know the characteristics of the children and the influence of their characteristics in learning process the teachers will never be able to decide what is the best for them.

#### 1.5.2 Theoretical

The findings of the study can be used to develop the application of the Total Physical Response Method in teaching listening comprehension to elementary school students.

#### 1.6 Scope of the Study

In this study, I teach and observe the teaching and learning process to the fourth graders of SDN Jinggotan Kembang Jepara. The study covers:

- a. The process teaching of listening comprehension by using the TPR Method
- b. The class response to the teaching and learning process
- c. The mastery of the material given
- d. Procedure of Investigation

The procedure of the research can be described as below:

- a. Object

The object of the study is the fourth graders of SDN Jinggotan Kembang Jepara. The school has one English teacher only and English starts to be taught at the fourth graders.

b. Role of the Researcher

In this research, the researcher plays the key role. In general, the researcher plays the role as:

a Data collector

The researcher collects the empirical data taken from the object of the study. In this case, the objects of the study are the fourth grades students of SDN Jinggotan Kembang Jepara.

b Data Organizer

The researcher organizes the data gathered to make it easy to analyze.

c Data Classifier

The researcher classifies the data in a certain way according to its usage in this study.

c. The Data

The data collected in this study are:

- 1) The achievement of the students
- 2) The students' response towards the teaching and learning process

d. Procedure of Collecting the Data

Data are very important in research, because the research findings come from the interpretation of the data collected. In collecting the data, I observe and conduct the



teaching process while observing the learning process in the classroom. The researcher also gives questioners to the objects of the study related to the objects' attitude towards teaching and learning process.

#### e. Procedure of Analyzing the Data

To analyze the data the researcher assesses the students' mastery of the material given to find out how well an individual learner masters the material. Then the researcher classifies the result of the assessment into some categories.

### 1.7 The Outline of the Study

The result of the study is reported in a research paper outlined below:

- 1) Chapter I provides an introduction to the study. It contains the background of the study, reasons for choosing the topic, problems statement, objectives of the study, significance of the study, scope of the study, procedure of investigation, and the outline of the study.
- 2) Chapter 2 presents the review of the related literature to discuss the theories underlying the study.
- 3) Chapter 3 deals with the method of investigation. It discusses the object of the study, the data, the procedure of data collection, and the technique of data analysis.
- 4) Chapter 4 discusses and presents the result of the study
- 5) Chapter 5 concludes the result of the study and gives some suggestions based on the research findings.

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

In this chapter I will try to review the literature related to the area of the study. This chapter consists of six main parts. First, the second or foreign language acquisition will be briefly overviewed. Second, the writer will study second or foreign language learning. Third, the study will be on the second or foreign language teaching. Fourth, listening comprehension will be briefly discussed. The fifth is talking about teaching English to children and the last is about the Total Physical Response Method (TPR).

#### **2.1. Second Language Acquisition**

There are some theories discussing the development of the second or foreign language acquisition, but I will only discuss two famous theories, namely the input hypothesis and the affective filter. Before talking about what and how the two theories are, it is better to define what the acquisition is.

Krashen (1989:8) says that acquisition is a subconscious process that is identical to the process used in the first language acquisition in all important ways. While the acquisition is taking place, the acquirer is not always aware of it and he or she is not usually aware of its results. This definition is usually used to make the distinction between the acquisition and learning.

According to this definition, the second or foreign language acquisition plays more important role than learning. People's ability to use second or foreign

language mostly does not come from what people have learnt but from what we have acquired. Acquisition produces a tacit competence or a feel for a language.

### 2.1.1 The Input Hypothesis

According to this theory, people acquire a language by understanding messages or by attaining comprehensible input. People acquire a new rule by understanding messages containing this new rule. This is done with the aid of extra linguistics context, knowledge of the world, and our previous language competence. Consequently, pictures and other realia are very valuable to beginning language teachers. They can provide context, background information that helps to make input comprehensible. Moreover speaking to yourself will not help acquirer more English, but listening English radio channel might help a great deal, if it is comprehensible. People build competence before they show their performance.

### 2.1.2 The Affective Filter

The affective hypothesis claims that comprehensible input, although necessary, is not sufficient for second or foreign language acquisition. Input may be understood by the acquirer, but this doesn't mean this input will reach the Language Acquisition Device, because a barrier may prevent it. The barrier could be low motivation, high anxiety, or low self-esteem.

Smith as quoted by Krashen (1989:10) suggests that successful language acquirer requires that at least two conditions be met:

- 1) Acquirers must assume that they will be successful
- 2) Acquirers must consider themselves to be potential members of the users of that language.

In brief, according to the two theories above people will acquire a language when people obtain comprehensible input in a low-anxiety situation, when the language is presented with interesting messages, and when people understand the messages.

## **2.2 Second or Foreign Language Learning**

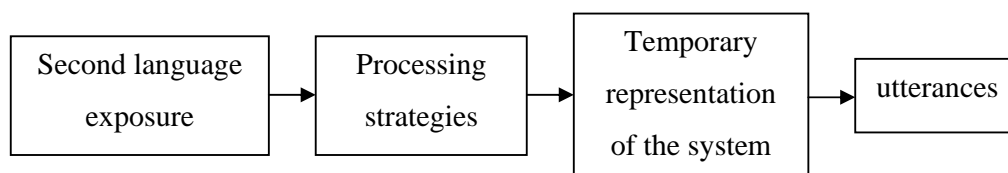
Every one acquires his or her first language gradually but subconsciously. He or she never learns the patterns of the language but through the exposure of the language used by their adults.

It quite differs with language learning. Second or foreign language learning means acquiring new habits or ways of using the speech organs and learning the forms and the arrangements of forms required by the system (Marry Finocchiaro, 1974:19). In language learning, acquiring habits of the language comes through the intensive and extensive practice of numerous examples.

In the section which now follows, the writer will discuss the models of language learning proposed by Littlewood (1989). Those models are the creative construction model and the skill-learning model.

### 2.2.1 Second or Foreign Language Learning as Creative Construction

A model of a second or foreign language learning that has become increasingly influential is one, which sees it as a creative construction. According to this model the learner constructs a series of internal representations of the language system. This occurs as a result of natural processing strategies and exposure to the second or foreign language communication situations. Whenever the right kind of exposure takes place, the learner's internal representation develop gradually in predictable stages, in the direction of the native speaker's competence. This model owes a lot of similar concepts proposed for first language learning. Diagrammatically, the process can be represented as follows:

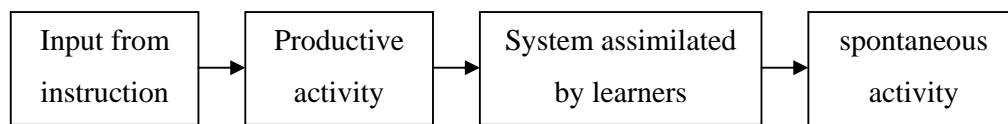


### 2.2.2 Second Language Learning as a Form of Skill Learning

This model which is implicit in most current approaches to teaching a second or foreign language contrasts sharply with the creative construction model. The creative construction model emphasizes on the cognitive processing strategies that the learner bring to the tasks in order to develop internal representations of the second or foreign language. On the other hand, the skill-learning model is based on the assumption that if we require the learner to produce predetermined pieces of language (through drills or question and answer practice) this productive

activity will lead them to internalize the system underlying the language.

Diagrammatically the writer can represent the process as follows:



### 2.3 Second or Foreign Language Teaching

There are many methods concerning with the second or foreign language teaching such as the Direct Method, the Grammar Translation Method, the Total Physical Response Method, etc. Nevertheless in this section we are not going to discuss the methods in language teaching but the nature of language teaching.

Due to the increasing need of learning a foreign language through out the world, many researches on learning and teaching methodology have been done. In fact, research on teaching methodology supports the view that language classes have been shown to be effective for beginners, but they are much less effective for intermediate students who have access to input on the outside (Krashen, 1989: 11). It can be concluded that teaching and learning English in the elementary schools in such countries is considered to be effective.

The goal of foreign language teaching in classes is to put the students in position in which they can understand the language of the outside country. Then the question rising is how to make them understand. As it is discussed in point 2.1.2 the need for comprehensible input is the requirement in language teaching and learning. The research has shown that the methods emphasizing comprehensible input and a low affective filter is far more superior to other

methods. The Total Physical Response Method, a method emphasizing comprehensible input is proven to be effective because the teacher models the commanded action while giving the command, although the command is given in the target language. This is in line with the principle of language teaching proposed by Finocchiaro (1974: 18). She states related to the area of this study that language items should be presented in situation which will clarify their meaning. Through dramatization, students will be able to grasp the essential features of the components of the language used in the utterances presented such as sounds, structures, words, and the arrangements.

The conclusion of the above argument is that teachers will be able to make our students learn and understand the material they teach, on condition: they give the comprehensible input for them. It doesn't mean that the success of teaching and learning process depends only on the teacher but people should also consider the other crucial factors in teaching and learning namely school and community, and students.

## **2.4 Listening Comprehension**

The teaching of listening comprehension as a separate skill is a recent innovation in language teaching (Allen, 1977: 179). It is because listening comprehension is simply considered as an adjunct of speaking, but listening precedes the speaking, indeed.

Developing the ability in understanding the spoken foreign language, however, is long and continuous process. It is a skill that must be taught and doesn't happen automatically (Swarbrick, 1994: 13).

In learning a second language, students must acquire the skill of listening. They must be able to discriminate the sound of the target language, to discriminate among unfamiliar sounds. According to Valette (1989:74) students of foreign language won't be able to speak the target language accurately unless they perceive the ability to distinguish features of the new phonetics system. They must rely on their ear both to understand what is being said and to verify their own pronunciation

The phenomenon of listening comprehension is very complex. In the daily conversation, native speakers do not consciously make all the possible phonemic discrimination typical to of their language. They so familiar with certain patterns and contexts that they can understand what is being said even they do not pay precise attention to every word.

### **Definition of Listening**

Listening is an active process. It differs from hearing, which is passive. In listening, the listener has to pay attention and comprehend the verbal communication delivered by the speaker (Barker, 1987:14). Hornby (1995; 687) defines listening as hearing something that one is meant to hear.

Valette (1989: 74) describes that listening has three components. First is called sound discrimination. Here the listener distinguishes all sounds in the language presented and discriminate between them. Second is



called auditory memory. While pair drills are used to teach sound discrimination, connected phrases are used for increasing the auditory memory. Mimicry and memorization, reading aloud, dictation, are some techniques, which are beneficial in developing auditory memory. The last is comprehension. The student's degree of comprehension will depend on their ability to discriminate phonemes, to recognize stress and intonation pattern and to retain what they have heard.

In fact, listening consumes more time than other facets of language speaking, writing, and reading in our daily life. The average person spends 68 % of his working time on listening. Nevertheless, researches on listening have extraordinarily been made.

## **2.5 Teaching English to Children**

In teaching English as a second or foreign language to children teacher must consider not only the pedagogical principle in language teaching but also the characteristics of children. The way children learn a foreign language depends on their development stage. Scott and Ytreberg (1990:1) state that there is a difference between what a student of five can do with a student of ten can do. Some children develop early, while the other do later. Further, they state that young children are enthusiastic and positive about learning, and they love to play. They are also able to work with others and learn from others. In consequent with these characters, the use of an active learning is very important.

Like children learning their first language, learners of second or foreign language follow the predictable routes of acquisition. Research evidence seems to

suggest that pedagogical intervention can provide an important underpinning for natural acquisition process. What is more, learners require time and psychological space in which to learn, and if the teachers too insistently intervene in their pedagogical practices teachers can easily deprive them in that time and space (Little, 1994: 83).

In line with this idea, Bright (1982: 5) explicitly states the teacher should create the enjoying atmosphere in the teaching and learning process. He says that enjoyment ought to be the most foremost aims and the effects of education, particularly schools, because what we enjoy we feel inclined to go on with and we dislike we drop as soon as possible. Especially, in teaching children the teachers should make fun of learning. Young children love to play and learn best when they are enjoying themselves. In other words children are not to join the classroom and pay their attention if they are on panic. This condition will make them afraid of learning. As the result they will never go to progress (Scott & Yterberg, 1990: 3, Wood & Jeffrey, 1996: 18).

With regard to teaching, Palmer has proposed six basic principles. First is ears before eyes. Second is reception before production. Third is oral repetition before reading (in this context he means reading aloud). Fourth is immediate memory before prolonged memory (proficiency in the just heard is most important). Fifth is chorus work before individualized work. Sixth is drill work before free work (Swarbrick, 1994: 13). It is understandable from what Palmer proposed that listening or exposure to the language to children in the first step is very important. To see the meaning or the use of language is important too.

Every pupil comes to the classroom with differences in attitudes and experiences, ability and interests. In the teaching and learning we need these differences to work for us not against us.

### **Differences in Experience and Attitude**

All pupils will have different experience of the world outside the classroom. Existing knowledge of the world often remains an under -exploited resource in the foreign language classroom. The more we can personalize our classroom and draw on the wealth of experience unique to each individual, the more relevant learning becomes. In this way we enable pupils to build conceptual bridges between what goes on in the foreign language classroom and the real life.

### **Differences in Level of Attainment and Interest**

Learning a foreign language is one of those rare and welcome opportunities, which affords pupils with learning difficulties in a fresh start. Nearly all pupils will experience difficulty in learning a foreign language. The difficulties will vary. Those difficulty could be temporary hearing loss, a period of absence which affects content coverage, emotional disturbances in home or school, lapses in concentration. What is very clear is that pupils have different learning styles.

#### **2.5.2 The Characteristics of Ten Year-Old Children**

In general, children are much more dependent on the teacher. Enthusiasm towards the teaching and learning process holds the key factor on the success of the teaching and learning process. In this matter, the teacher's skill influences very much on the students' attitude toward learning (Underwood, 1987: 34).

Another feature of young children is depending heavily on perception and action. Their thinking relies in what they see, hear, and touch. As far as language is concerned, this age is so supple that within a few months a child is able to master a language unknowingly while doing other things (Jack Richards, 1987: 317). From these two arguments I can conclude that it will be better if to start teaching foreign language to children earlier, using audio visual aids.

According to Scott and Ytreberg (1990: 4) eight to ten year children have characteristics as below:

- 1) They can differentiate between fact and fiction
- 2) They rely on spoken as well as physical world to convey and understand meaning
- 3) They have definite view about what they like and don't like doing
- 4) They are able to work with other and learn from others
- 5) They have a developed sense of fairness about what happens in the classroom and begin to question teacher's decision

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

Total Physical Response Method also called the comprehension Method was evolved by Asher, an experimental psychologist. The method bases its principle on the way a child learns his first language. In the process of the first language acquisition, the child listens to a lot of language sounds before attempting to speak. In this process, the child follows commands. He or she listens to the language in the form of parental commands.

In the Total Physical Response, listening is the basis of the course. The teacher gives commands and orders while doing things. According to Geeta Nagaraj (1996: 66), the pedagogical principle of the Total Physical Response can be summarized as follows:

- 1) Meaning in the target language can be conveyed best through action
- 2) Learners learn best by doing things
- 3) Listening comprehension should precede other skills
- 4) The learners must be given time to absorb the language before they are asked to speak
- 5) The teacher gives a simple command
- 6) The learners do it. If they don't follow the command the teacher demonstrates
- 7) Further commands are given. The teacher demonstrates the new commands and the class follows. Volunteers perform the commands and the class follows
- 8) The teacher writes down the commands and the class copies
- 9) Learners are not required to speak in the initial stages
- 10) Later, learners give commands and the rest perform the action

## **CHAPTER III**

### **METHODOLOGY**

This chapter is divided into five parts. They are object of the study, instrument, method of collecting data, method of analyzing data and reporting the result.

#### **3.1 Object of the Study**

Data sources in a research are basically subjects from which a researcher gets data (Arikunto, 1998:14). Source of data itself can be classified into three categories, namely person, place, and paper. As a data source, a person may give data in the form of spoken or written response or another types of it depending on the instrument used. Place as data source means that the data source presents moving things such as activities of dancing etc, and static things such as rooms and equipments. The last type is paper which means data are gathered from written symbols like pictures, letters or numbers. In this research, the data source is person.

##### **3.1.1 Population**

Population is a group of people, objects, items, or phenomena, a group to which the researcher would like the result of the study to be generalizable, a group from which information is collected (Hadi, 1980:220, Gay, 1976:102, Saleh, 2001:17). To get the data, the researcher chosed a population and in this case the population was the fourth graders of SDN Jinggotan, Kembang sub district Jeparu in the academic year of 2004/2005.

The researcher took the fourth graders as the population based on some considerations:

- (a) In the fourth grade, students experience the teaching and learning English as a foreign language for the first time. As it was discussed in chapter I, the listening skill precedes the skill of reading, speaking, and writing. Furthermore, children understand the utterances they are listening to that they can't spontaneously produce or imitate.
- (b) Listening plus simple task response is considered to be an effective way to test the listening skill of beginning children or adults (Madsen, 1983: 128).
- (c) In children horizon, physical words are dominant. Children will perceive the sense of expression he ahs heard by looking at the action conducted to response the expression.

### 3.1.2 Sample or Sampling Technique

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. The individuals selected are called a sample (Gay, 1987:101). Sample is supposed to be the representative of the population.

To take the sample, the researcher took the fourth graders of SDN Jingtotan Kembang Jepara in the academic year of 2004/2005. The total numbers of the fourth graders of SDN Jingtotan Kembang Jepara are 26 students, 11 boys and 15 girls.

### **3.2 Instrument**

The term instrument refers to some shorthand devices for observing and recording events or for gathering data (Miles, 1994:35, Saleh, 2001:17). In fact, there

are many methods or instruments used to collect data. There are questionnaire, interview, observation, test, etc (Arikunto, 1998:137). In this research, the researcher used two kinds of instruments, namely test and questionnaire.

The researcher used a test to assess the student's mastery of the material given. Test is very useful to measure subjects' achievement. Evaluation such as test, demonstration, quiz, help very much to answer "Did a teacher accomplish what she sets out to do?". Thus, evaluation should be a significant aspect of the teaching process. Teacher can't judge the teaching and learning process, unless evaluation of learners' performance occurs.

There are some outcomes of education, which are too intangible to be measured like critical thinking and satisfaction (Ebel, 1991:2). Teachers obtain information about the educational progress and attainment of their students from many sources and with the use of many tools other than test. Because questionnaire is mostly used to gather data especially the data about opinion, idea, or experience (Saleh, 2001:31), the researcher used questionnaire to know the students attitudes towards teaching and learning process.

### **3.3 Method of Collecting Data**

Data are very important in every research because research finding comes from the interpretation of the data collected. To collect the data the researcher held a field research. He conducted the teaching process then gave a test to assess the students' mastery and gave a questionnaire to know the students attitude toward



teaching and learning process. The process of collecting data can be summarized into two steps.

### **1. Presenting the Material**

To present the materials, the researcher used the pedagogical principles of the Total Physical Response method proposed by Geeta Nagaraj. Whenever teaching and learning process are in the process, the teacher uses the sequential steps as below:

- 1) The teacher gives a simple command
- 2) The learners do it. If they don't follow the commands the teacher demonstrates.
- 3) The teacher gives further commands. The teacher demonstrates the new command and the class follows. Volunteers perform the command and the class follows.
- 4) The teacher writes down the commands and the class copies.
- 5) Later, learners give command and the rest perform the action.
- 6) Learners are not required to speak at the initial stage.

### **2. Assessing the Students**

According to Madsen (1983:128) there are three simple effective ways to test the listening skill of beginning adults or children. One involves listening and native language responses. Another uses listening and picture clues and the last involves listening with simple task responses. In this research listening test is simply used to evaluate something else. The researcher is sure that having them listen and respond to simple command could check beginners' word mastery. The researcher uses this kind of test to avoid language skills that have not been mastered yet.

Such a kind of test could be conducted individually or in group. In order to get unfair answers, the researcher decided to conduct the test individually. The process is like this. . After delivering the material, choosing the sample of the study the researcher asked the class to go out of the room. Then the researcher called the chosen students to enter the class. The researcher gave the test then the student answered the test by practicing the commands given. Based on the student's answer, the researcher recorded the scores including on what number the student gave correct and wrong answers. The researcher also did the same treatment to the next sample.

### **3.4 Method of Analyzing Data**

After conducting the test and taking back the questionnaire, the researcher did scoring and classifying it into some categories. The scores are needed to interpret the result of the teaching and learning process and are used to depict the students' level of achievement.

In analyzing the data gathered, the researcher scored the test. Here, there are only ten items so to get more meaningful data the true answers will be multiplied by ten. By doing so, it will be obtained the rating scale from 0 to 100. Then, the next step is to put into order the students' scores from the highest to the lowest ones. On the other than, the researcher makes the questionnaire on scale. There will be five choices. Those are extremely enjoyable, enjoyable, neutral, boring, and extremely boring. Then the researcher classifies the questionnaire result into percentage.

In line with the research conducted; descriptive study, the researcher uses the descriptive statistical analysis to analyze the students' achievement. There are five

kinds of descriptive statistical analysis namely mean, median, mode, frequency distribution, and standard deviation.

### **1. Mean**

The mean is the average of group scores. It is used to determine the position of the students in achieving the material given. The way to compute a mean is by adding all students' scores then dividing this sum by the number of the test participants. The formula to compute the mean is

$$X = \frac{\Sigma X}{N}$$

Where

X = mean

$\Sigma x$  = sum of any test scores

N = number of scores in the distribution

### **2. Median**

Median is the score that split the distribution into two, 50 % of the scores above the median and 50 % of the scores below it. Thus, the median is also called as the fiftieth percentile. Median is a description of the distribution of the scores and considered as the complement information of the average scores.

### **3. Mode**

The mode is the score, which occurs most frequently in a distribution.

### **4. Frequency Distribution**

Frequency distribution is very useful to know how many students in a group or class obtain certain scores. It is also used to know the tendency of the students in the group who has certain scores to see the extreme scores in the group.

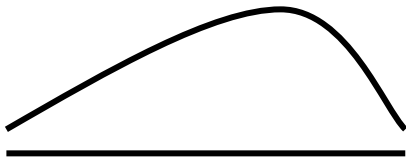
A set of scores could be arranged and displayed in charts. There are some charts that I would like to show. They are:

**(a) Normal Curve**



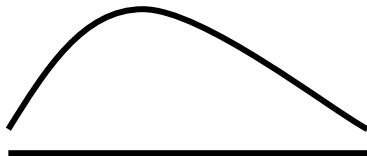
Normal curve is a curve which forms like a bell with symmetrical form because the distribution of the scores is normal.

**(b) Negatively Skewed Curve**



If the most students get higher scores, the curve would slope to the left or go to the lower scores. Such a condition is called a negatively skewed curve for the objective of teaching and learning in such a condition is considered to be successful.

**(c) Positively Skewed Curve**



If most of the students get the lower scores, the curve would slope to the right. Such a condition is called a positively skewed curve; it shows that the objective of teaching and learning process is considered to fail.

**(5) Standard Deviation**

Standard deviation is an average of the degree to which a set of scores deviates from the mean. The standard deviation value for a set of scores is a measurement of the variability of the scores in the distribution. The closer the

spread of scores, the smaller the standard deviation is, and the greater the spread of the scores the larger the deviation is. The procedure to compute the standard deviation is done by subtracting the mean of each score to obtain the deviation of the scores from the mean. Then, square each of the deviation to obtain  $x^2$ . Secondly, the sum of  $x^2$  is divided by the number of objects (N) and the square root. The following is the formula of standard deviation.

$$SD = \sqrt{\frac{\sum X^2}{N}}$$

where

SD = standard deviation

N = total of the subjects

$\sum x^2$  = the sum of deviation squared

### 3.5 Method of Reporting the Result

The procedure, the technique, the type of reporting the result of the study could be various ways such as tables, charts, statistical data, description, etc. To categorize and describe the students' achievement, the researcher used the frequency distribution and counted the students scores using Tinambunan formula:

The percentage of correct answers	Grade	Level of achievement
93-100 % correct	(A) Outstanding	Outstanding achievement
83-92% correct	(B) Very good	Above average

75-84 % correct	(C) Satisfactory	Average
60-74 % correct	(D) Very weak	Below average
Below 60% correct	(E) Fail	Insufficient

## **CHAPTER IV**

In this chapter I would like to report the process of the study and the data analysis as the result of the result of the study. The data analysis consisted of statistical analysis and non-statistical analysis.

### **4.1. Process of the Study**

This study was intended to know the students' mastery of listening comprehension material given by utilizing the Total Physical Response Method. In this case the samples were the fourth graders of SDN Jinggotan Kembang Jepara in the academic year of 2004/2005.

The testing was done on 24 December 2004. Before the test was conducted, I had taught the material at three sessions according to the topics of the material of the study. There were three topics namely: Parts of the Body, Things Around Us, and School Activity.

### **4.2. Scoring of the Test**

The test consisted of twenty items. All the items were matching type, and I divided the test items into four parts. Each part consisted of five items. To make the interpretation easy, the correct answers were multiplied by five. If a student answered the test 100 % correctly, he got the highest score that is 100.

### **4.3.The Data Analysis**

After delivering the materials, I measured the students' achievement on listening comprehension and put the result in a form that is readily interpretable. Thus, data taken from the result of the test are very useful to describe the mastery of the material given. Since the purpose of the study is to measure students' proficiency, the interpretation was done in the form statistical and non-statistical analysis.

#### *4.2.1. Statistical Analysis*

To get accurate description and interpretable result, from the data as the research finding I did statistical analysis. Statistic is concerned with the organization, analysis, and interpretation of test scores and the numerical data collected through measurement. The function of statistical method is to enable us to make precise statement about average, variability relationships.

In this study as I had explained in chapter III, I did statistical analysis entirely in the form descriptive statistics in which I calculated the data through central tendency, frequency distribution, and standard deviation.

#### *4.3.1.1. The Central Tendency*

Referring to the statistical analysis dealing with numerical data especially descriptive statistic, I then, measured the central tendency. There are three measures of central tendency: the mean, median, and mode.



*a. The Mean*

The mean is the average of a group scores, the sum of all the value in a distribution divided by the number of cases. Tinambunan (1988:102) said that the computation of the man from ungroup data is done by adding a series of scores and the dividing this sum by the number of scores. Since I put the score in a range. I just totaled the scores and divided them by the numbers of students.

The formula used for computing the mean is:

$$X =$$

where:

X = the mean

the sum of any test scores

N = the number of testees

The computation of the mean is then:

$$x =$$

N

2100

20

$$X = 80,7$$

Details for computation of the mean can be seen in appendix III.

*b. The Median*

The median is the score hat splits a distribution in half 50 % of the scores lie above the median and 50 % of the scores lie below the median. The method

used to determine the median is by arranging the scores in order to size and count midpoint of the set of scores. If the number of scores is even, the median is halfway between the two most scores. When the number of scores is odd, the median is in the middle score. Because there is even number of scores I this research, (26 students), the median is the score halfway of the lowest score in the top half plus the higher score in the bottom half the divided by two. The computation is:

$$Md = 80 + 80$$

$$Md =$$

$$20$$

$$Md = 80$$

#### *c. The Mode*

The mode or modal score is the score that occurs most frequently in a distribution. It is determined by tallying up the number of times each score occurs in a distribution and selecting the score that occurs most frequently. From the computation , the mode is 90 since the largest number of person made that score. It can be seen in appendix III.

#### *d. Range*

The range is the differences between the highest and the lowest score in a distribution. It is found by subtracting the smallest score from the highest one. It can indicate how many score point the distribution covers. The mort the range to be, the heterogeneous the scorers become. The formula of range is:

$R = -$

where:

$R = \text{range}$

$X_h = \text{the highest score}$

$X = \text{the lowest score}$

*e. Standard Deviation*

Standard deviation is very useful to measure the variability of scores. It shows how all of the scores spread out and thus gives us a further description of the test scores than the range. The standard deviation is an average of the degree to which a set of scores deviates from the mean. The closer the spread of scores, the smaller the standard deviation is. The greater the spread of scores, the larger the deviation is. The steps for computing the standard deviation is as follows:

- Step one, I subtracted the mean from each score to find out the deviation of each score from the mean.
- Step two, I squared each result then summed of all the squared deviation scores.
- Step three, I divided the sum of all the squared deviation scores by the number of testees and finally I found out the squared root of the result. This value is standard deviation.

The computation of the standard deviation is as below:

$SD =$

where:

SD = standard deviation

$\sum$  = the sum of deviation squared

N = the total number of scores

Using this formula, the computation the computation of standard deviation is as follows:

SD /4434.74

$\sqrt{}$  26

SD = 1 70,5669 SD = 13,06

Details of the computation of standard deviation can be seen in appendix III.

Based on the computation and explanation above . the scores of the test items on listening comprehension test among the fourth graders of SDN Jinggotan Kembang Jepara can be seen clearly. Their mean, median, mode , and standard deviation are very useful to describe the students' competence in listening mastery.

#### 4.3.1.2. Frequency Distribution

To make the tes scores to be a meaningful display, organizing The data is very crucial in a descriptive analysis. Besides using the central tendency, I also used frequency distribution in his research. Frequency distribution is very useful to know how many students in a group or a class obtains certain scores.

Steps in constructing a simple frequency distribution are as follows:

- I made a score column. Then, placed the scores in order to size from the highest score to the lowest one listing each value only one.
  - I made a tally column., then tabulated y vertical mark the number of pupils receiving the each sore.
  - I made a frequency column to show the pupils receiving a certain score.
- According to the steps above, the students' scores are shown in the table below.

*Table 4.2 frequency distribution*

No

Score

Tally

Frequency

100

/1/I

4

90

/1//I II

7

3

85

I

1

4  
80  
I/I  
4  
-----  
75  
I  
1  
70  
I/III  
5  
T  
60  
1111  
4

A set of scores could also be shown in the form of chart. According to the table above

I would like to put the frequency distribution in a chart in the form diagram.

Diagram 4.1. Frequency Distribution

ED  
90 100  
8  
6

### 4.3. Non Statistical analysis

After doing statistical analysis dealing with the students score, the next step is to deal with a non statistical analysis. This non statistical analysis deals with expressing various levels of achievement by the use of five letters A, B, C, D, and F. In this case, I classified the students' result by using Tinambunman formula. This formula is called Criterion- Referenced grading.

The most common grading system used to denote and evaluate students' performance by using percentage and letter grade marking. It is shown by the following table.

Table 4.3. Criterion- referenced grading

The percentage of correct answers

Grade

Level of achievement

93-100 % correct

85-92 % correct

75-84 % correct

60-74% correct

below 60 % correct

A out standing

B Very good

C satisfactory

D Very weak

F Fail

Outstanding achievement

Above average

Average

Below average

Insufficient

Based on the classification above, I classified the students achievement as follows:



Table 4.4 The students 'grades

Grades

The number of students

Percentage

92-100

4

15,38%

85-92

8

3 0,76 %

75-84

5

19,23 %

60-74

9

34,6 %

Below60

0

0%

34,60%

15,38%

A

19,23%

B

D

0%

F

Diagram 4.2. Students' Grades

40,00%

35,00% 30,76%

30,00% —

25,00%

20,00%

15,00%

10,00%

5,00%

0,00%

Based on the result of the data analysis, I discovered that 15,38 % students of the fourth graders of SDN Jingtotan Kembang Jepara in the academic year of 2004/2005 got outstanding result, 30,76 % got above average result. According to this result, the teaching and learning process is considered to be successful. The other students who got below average and were considered to be failed must be given a remedial teaching.

Now, I am going to classify the problem encountered by the students based on the percentage of wrong and true answers below:

It can be seen clearly that most of students made wrong answer on the test item number 10 and 12. On the item number land 9, most of them made true answer. From the statistical and non statistical analysis above, I would come to the conclusion and it would be presented in the next chapter.

## CHAPTER V

Listening is the first skill that the children acquire. Before they are able to use a language in real communication children develop their competence from listening to the others.

In the case of teaching and learning process for listening comprehension there are many ways and methods to be utilized. The use of pedagogical method will depend very much on the teachers, material, students, and situation. Total Physical Response is one of the methods that can be utilized, but teachers must realize that every method has its own weaknesses and superiority.

In regard to his study, the writer utilized TPR to teach listening comprehension to the fourth graders of SDN Jinggotan Kembang Jepara. The purpose of the study is to describe to what extent the students master the teaching and learning material by utilizing TPR. The topics of the material taught were parts of the body, school activity, and thing around us.

After conducting the research and analyzing the data, the writer draws a conclusion that the Total Physical Response Method is very beneficial to be used in teaching children. Some advantages of using the Total Physical Response Method in teaching the fourth graders of elementary school are:

- 1) The students memorize and acquire the language through action. This makes the students be able to memorize the material longer because they associate the language with the action. It was proven by the research

finding that there was no student getting insufficient result although 34,6% of the students got below average.

- 2) It promotes students ' motivation and better attitude toward learning. The pupils enjoyed themselves while unknowingly studying. They do not spend their time sitting on the chair that makes them bored.
- 3) In the Total Physical Response Method the language is directly used in the context.

### **Suggestion**

Based on the result of the study, the writer would like to offer some suggestions to be considered in order to help students master English:

- 1) In teaching and learning process, the teacher should create atmosphere in which she provides comprehensible input with no barrier and make the students enthusiastic toward teaching and learning process.
- 2) To create the situation mentioned above, the teacher could use TPR to teach the fourth graders of elementary school.

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### List of Problems

#### I

1. Hair
2. Nose
3. Fingers
4. Foot
5. Eye

#### II

6. Cupboard
7. Door
8. Window
9. Blackboard
10. Table

#### III

11. Open your book
12. Write your name
13. Sit down
14. Clean the blackboard
15. Stand up

#### IV.

16. Wave your hand
17. Show me your pen
18. Put on your cap

19. Show me your bag

20. Raise your hand

List of Answers

I

1. D

2. B

3. F

4. C

5. E

III

11. D

12. C

13. A

14. E

15. B

II

6. E

7. A

8. C

9. B

10. D

IV

16. C

17. A

18. D

19. E

20. B

List of Students

- 1 Arman
2. Santoso
3. Eko Winanto
4. Eli
5. Ibrahim Majid
6. Fajar
7. Khoirun Nisfa
8. Dian Fitriani
9. Fitri Ratnaningsih
- 10 Fatimah Dewi Rahayu
- 11.