



**THE USE OF TOTAL PHYSICAL RESPONSE IN
TEACHING DIRECTION FOR YOUNG LEARNERS**

**(A Case of 5th Grade Students of SDN 4 Sampangan, Semarang
in the Academic year 2009/2010)**

A FINAL PROJECT

**Submitted in Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan in English**

by

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2009

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MOTTO AND DEDICATION

If you hear the dogs, keep going.

If you see the torches in the woods, keep going.

If they're shouting after you, keep going.

Don't ever stop. Keep going.

(Hillary Clinton)

To:

- My beloved parents and sisters
- Unie, Yeshonk, and Yondhotz
- My Schatzi, Adhi Nugraha

Wiriatmadja.

ABSTRACT

Sativa, Isna. 2009. *The Use Of Total Physical Response In Teaching Direction For Young Learners (A Case of 5th Grade Students of SDN 4 Sampangan, Semarang in the Academic year 2009/2010)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Dr. H. Abdurrahman Faridi, M.Pd., Second Advisor: Dra. C. Murni Wahyanti, M.A.

Keywords: Total Physical Response, English Direction, the Fifth Graders of Elementary School.

The objectives of this study were to find out the result of teaching English direction by using Total Physical Response and also to decide how effective is the use of Total Physical Response in teaching English direction for young learners.

This study is an action research. The population of this study is the fifth graders of SDN 4 Sampangan, Semarang, in the academic year 2009/2010. Since the fifth graders has 43 students, I took all the students as the sample.

Before conducting the research in SDN 4 Sampangan, the instrument had been tried out first in a different class in order to check the validity, reliability, item difficulty, and discriminating power. Then, I began the research by giving a pre-test to the students. After that, the treatments were given to them. The activity is continued by answering formative test for each treatment. At the end of the research, I gave a post-test to them.

The result of this study showed that the post-test scores were better than the pre-test scores. The means of pre-test scores was 64.90 while the post-test scores was 76.70.

In analyzing the data, I used t-test formula. The result of the t-test or t-value obtained is 4.06 while the t-table is 1.99. Since the result of the t-value is higher than the t-table, it means that the students get better understanding if they are taught using Total Physical Response. In conclusion, Total Physical Response is very effective and applicable to be used in teaching English direction for young learners. Based on this conclusion, the suggestion given is that the English teacher may teach English directions by using total physical response.

ACKNOWLEDGEMENT

First of all, I would like to praise Allah the Almighty for the blessing and mercy given to me during my study and in completing this final project.

I would have grateful to many people who contributed their ideas and time given to me in completing my final project. I would like to express my sincere gratitude to Dr. H. Abdurrachman Faridi, M.Pd. as the first advisor for giving me guidance and helps to finish the final project. I would like to extend my sincere thanks to Dra. C. Murni Wahyanti, M.A, my second advisor for her patience in improving my final project for its finalization. I would like to express my special thanks to all the lecturers in the English Department of UNNES for their guidance and assistance during my study.

My thanks also goes to the principals, Mrs. Sri Mudjiastuti, S.Pd and the English teachers of SDN 4 Sampangan, Mrs. Rita Sativa S.Pd for allowing me to carry out the investigation in their institution and for giving the contribution while I was conducting the research there.

I would like to dedicate my deepest gratitude to my father and mother who have supported finance, spiritual and prayers for my success. I am also grateful to my sisters, my brother in-laws, and my nieces who have given me support and motivation. My very special thanks goes to Adhi Nugraha Wiriatmadja for being my schatzi.

I would like to give my deepest appreciation to all my best friends, especially Anis, Yozi, and Yessi, and Dika for very beautiful moments these 4 years. Last but not least, I also would like to thanks to all the members of ‘Sativa Kost’, Nurul, Arum, Inti, Nia, Fanny, and Icha for the great experiences.

Semarang

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a means of communication which plays a very important role in social relationship among human beings. People express their mind, wishes and ideas by using languages. Ramelan (1992:1) states that language is used to express ideas, thoughts and feelings to other people. People in society use language, which is mutually understood to communicate with others. It means that without language, it is hard for people to cooperate and to get along with another.

English is very important because it is an international language which is required as a bridge of communication. It is used in many countries over the world including Indonesia. It has the status of first foreign language in Indonesia. That is why the Indonesian government had decided to use English as an obligatory subject taught in Junior and Senior High school. Nevertheless, after six years in Junior and Senior High School, the skills of learning English are very poor. Now, Indonesian government had made a new rule that is possible to teach English in Elementary schools even in some kindergartens.

In the Elementary School, English is taught as a local content (muatan lokal). According to 2006 Curriculum of Elementary School, there are many kinds of local content taught in different Elementary School such as gardening, dancing, handicraft, regional language, English, etc. Teaching English to Elementary School students means that teacher introduces English as a new lesson. The aim of

teaching English in elementary school is to motivate them to be ready and self confident in learning English at higher level of education.

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 world is their daily games, events of interest to them, new knowledge that may come across and question that their inquisitive minds ask. (Helaly 1987:49)

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

Teaching English to the fifth graders of Elementary School means teaching the children at the age between ten to eleven years old. Here, teacher can point out certain characteristics that she would be aware of and take into account in her teaching. In teaching English to children, the teacher plays important role since she has to be able to set students' interest and motivation in learning English. Teachers of this level need to plan a range of activities for a given time period, and be flexible enough to move on to the next exercises when they see their students are getting bored. There are some factors needed to succeed the Teaching English for Elementary School, for example quality of the teachers, students' interest, motivation, teachers' techniques and also the media. Those factors are involved together and really decided whether the teaching learning process successful or not.

To improve their teaching skills, teachers can use attractive techniques which can make the children more fun in teaching learning process. One of the attractive method that can be used is Total Physical Response (TPR). Richard and Rogers define TPR as a language teaching technique built around the coordination of speech and action. It can be said that TPR is teaching language through physical (motor) activity.

Asher (2006:2-19) claims that language body communication of which stress on the right brain activity as the main focus in TPR, works not only for the infants but also for children and adults who are attempting to acquire a second language. It also can be said that TPR is an activity where a command is the main activity.

TPR is well applied not only for the infants but also for the children. TPR provides internalization than memorization. Internalization means a long term memory which enable someone not only retrieve but also manipulate. While memorization tends to be left brain activities which reduce someone's ability into getting back on copy of the input such as phone number or somebody's names. So by using TPR, the students not only learn by sitting in their sits listening to the teachers but also they have to do what are the directions from the teacher.

Grammar is one of the three components of language. The other components are vocabulary and phonology. Those components are involved together and hold the important part in learning the second language.

Grammar as one of the language components plays an important role in teaching English as a foreign language. This is very reasonable since studying

grammar can guide us to speak and write appropriately and acceptably. In other words, people can not get along with others without knowing the grammar of the language well.

There are many rules in grammar that cannot be ignored. They are preposition, parts of speech, sentence pattern, syntax, tense, etc. One of the students' difficulties dealing with the grammar is the use of preposition. Based on the Curriculum of 2006, the simple grammar taught in Elementary school are simple present tense, simple past tense, etc. And English direction is one of simple grammar taught in Elementary School.

In this study, the writer is interested in teaching English direction to the young learners by using TPR. The writer chooses elementary school because English has been taught as a local content. The writer focuses on grammar teaching because grammar is one of the basic components in teaching and learning English. The writer hopes that through Total Physical Response students can also do the physical activities. Children in the class will be more interested and enthusiastic to give attention in teaching learning process because it will be easier for them to understand and memorize the materials since they actively participate in teaching learning.

Before conducting the research, however, the writer defines an assumption. An assumption is a realistic expectation. It is something that we believe to be true. The assumption of this study is Total Physical Response is one of appropriate techniques for the students. By using Total Physical Response, it is expected that the teacher will be able to motivate their students to learn and pay attention to the material presented.

1.2 Reason for Choosing the Topic

The writer chose the topic “The Use of Total Physical Response in Teaching Direction for Young Learners (A Case of 5th Grade Students of SDN 4 Sampangan Semarang in the Academic Year 2009/2010) because these following reasons:

- (1) Teaching English direction to the Elementary School students is not an easy task since it requires a lot of creativity. If English direction is taught interestingly, it will motivate them to learn it better.
- (2) As far as the writer concerned that many students, especially young learners, still difficult in understanding what the teacher says in classroom activity.
- (3) Total Physical Response is one of the teaching methods that can be used to make students easier in understanding English direction.
- (4) The use of Total Physical Response is very positive for both the teacher and the students because we don't need to memorize a lot.

1.3 Statement of the Problem

The problem stated in this research is:

How effective is Total Physical Response when it is used for teaching English direction for young learners?

1.4 Objective of the Study

The purpose of this study is to decide how effective is the use of Total Physical Response in teaching English direction for young learners.

1.5 Significance of the Study

(1) For English Teachers:

The writer hopes that Total Physical Response can be applied to teach English direction to the fifth graders of Elementary school. English teachers can also use Total Physical Response as an alternative teaching method since it is very useful to motivate and improve students' English direction achievement

(2) For students:

For the students, the writer hopes that the use of Total Physical Response will reduce the stress that young learners usually faced when they are studying English. It will motivate the students to learn English.

1.6 Outline of the Report

This thesis consists of five chapters. The first chapter provides six subchapters. They are background of the study, the reasons of choosing the topic, the statement of the problem, the objective of the study, the significance of the study, and the organization of the thesis.

The second chapter presents review of the related literature. It consists of theory underlying the writing of the study. It covers Total Physical Response, Teaching English direction, and young learners.

The third chapter deals with methodology. This chapter covers seven subchapters. They are source of the data, method of data analysis, instruments of the study, try out, condition of the test, research design, and item analysis.

The fourth chapter presents result and discussion. It covers try-out findings, significant difference between pre-test and post-test, test of significance, grades of achievement, questionnaire, and discussion of the research findings.

The fifth chapter presents the conclusion of the investigation. It also presents the suggestions for the teacher to improve their teaching skills by using Total Physical Response.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer is going to present the further explanation of Total Physical Response, teaching English direction, teaching English direction in Elementary school, the status of English for young learner, the characteristics of young learner, and the process of using TPR in classroom.

2.1 Total Physical Response

2.1.1 Definitions of Total Physical Response

Total Physical Response is a method developed by Dr. James Asher, a professor of psychology at San Jose State University, California. It introduces the language through the use of commands (imperative sentences) and has student demonstrate their understanding through action responses.

Meanwhile, Richard and Rodgers (1986:87) state that TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

In TPR, learners are expected to respond non-verbally to commands before they are expected to speak. 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 and/ or in association with motor activity, hence increase the probability of successful recall.

From the explanation above, the writer concludes that TPR is a method that coordinates word and action. The main activity of TPR is the instructor giving the command while the learners obey the command so that it will be easier for the students to memorize what the teacher wanted to explain. TPR can be varied in any different activities such as storytelling, dialogue, games or drill.

2.1.2 Principles of Total Physical Response

Before applying the TPR method for teaching a foreign language, in this case is English, a teacher should understand its principles well. Larsen and Freeman (2000:111-115) present some principles in teaching using Total Physical Response. The first principle says that the students' understanding of the target language should be developed before speaking. Next, students can learn through some observing actions as well as by performing the action themselves. It is also stated that language learning is more effective when it is fun. Finally, Larsen and Freeman also describe that students are expected to make errors when they first begin speaking.

From the first principle, we know that imperatives are the main structures to transfer or communicate information. The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances. (Larsen and Freeman:111).

The second principle says that the students can learn through some observing actions as well by performing the action themselves. So, we can say that the use of model is very important before the students are expected to move. First, the teacher performs the action with the students. Later, the teacher directs the students to do alone. Last, from the students' actions tell to the teacher

whether or not the students understand the command given. (Larsen and Freeman:113)

The third principle describe that language learning is more effective when it is fun. From the statement, we know that the main reason of Total Physical Response is to reduce the students' stress when they learn a foreign language so the teacher should be able to make language learning enjoyable. Making noise is permissible as long as they still pay attention to the lesson. (Larsen and Freeman: 114)

The fourth principle says that students are expected to make errors when they first begin speaking. In this case, the teacher should be tolerant of them and only correct major errors. Even these should be corrected unobtrusively. As students get more advanced, the teacher can correct more minor errors. (Larsen and Freeman, 2000:115)

According to the principles above, the writer concludes that the objective of teaching using Total Physical Response is to help students in reducing stress, nervous and uncomfortable feeling in learning a foreign language. Moreover, the students will understand the meaning of the commands easily if they use their bodies while they are learning. In the learning, students should feel successful and feel optimistic.

2.1.3 Objectives of Total Physical Response

A method or technique in teaching and learning process must be developed in order to get a better purpose for a better life. Teacher who use TPR believe in the importance of having the students enjoy their experience in learning to communicate a foreign language.

According to Larsen-Freeman (2000: 113), TPR was developed in order to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency.

Richard and Roger (1986:91) say:

“The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to give basic speaking skills. TPR aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker”.

From those statements, the writer concludes that the objectives of Total Physical Response are teaching oral proficiency at a beginning level, using comprehension as a means to speaking, and using action-based drills in the imperative form

2.1.4 Characteristics and Benefits of Total Physical Response

The characteristics of TPR can be stated as follows:

- (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 command.
- (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 lesson to make the learners more comfortable in learning languages.

(Omaggio, 1986, [http:// www.englishraven.com/method TPR.html](http://www.englishraven.com/method TPR.html))

While the benefits of Total Physical Response can be summarized as follows:

- (1) Successful with children and adults learning any language.
- (2) Three strong features. They are rapid understanding of the target language, long term retention lasting weeks, months, even years, and zero stress for both students and the instructor,
- (3) Another unusual feature: enjoyable for teacher as well as students.

2.2 Definitions of English Direction

English direction is the smaller part of the whole preposition. Preposition itself is classified as a part of speech in traditional grammar. Otherwise, the modern linguist prefer to classify prepositions as structure words rather than parts of speech because each is composed of a small class of words that have no formal characteristics endings.

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, direction, etc. (A Dictionary of Stylistics: 317)

The function of preposition is as the connectors between a noun structures to some other words in sentence. While a direction prepositions is more specific. It is a word used to show movement from one place to another. These are some definitions of direction:

(1) Longman Contemporary English, 2003

Instructions about how to get from one place to another

(2) Oxford Advanced Learners, 1995

The general position a person or thing moves or points towards

(3) Merriam Webster's Collegiate Dictionary, 2004

The line or course on which something is moving or is aimed to move or along which something is pointing or facing

(4) The Macquarie Dictionary, 1981

The act of directing, pointing, aiming, etc

These are the examples of direction prepositions used for elementary school students:

Direction prepositions	Meaning in Indonesia	Examples in sentences
Between	Di antara	The bank is between the post office and police station.
Behind	Di belakang	The restaurant is behind the school.

Next to	Di sebelah	The library is next to the supermarket.
Beside	Di samping	The office is beside my school.
In front of	Di depan	The teacher is sitting in front of the class.

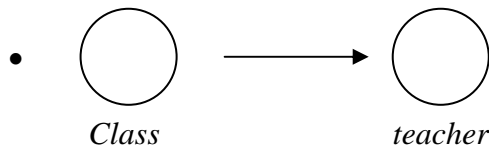
2.3 Teaching English Direction in Elementary School

Teaching Elementary School is considered as teaching children. And teaching English direction in early beginning is very useful for the children to master English. For this reason, teacher should pay more attention to the teaching English direction to young learners.

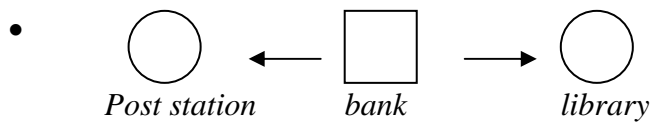
Most of English teachers feel that Teaching English direction is so difficult because usually they don't really know what actually they have to say to make the students more understand. There are some factors that can support this perception:

- (1) Information that is signaled by a direction in English is often signaled by an inflection on a noun or an article in a highly level of language.
- (2) The facts that English directions often do not translate or match up well between related languages.

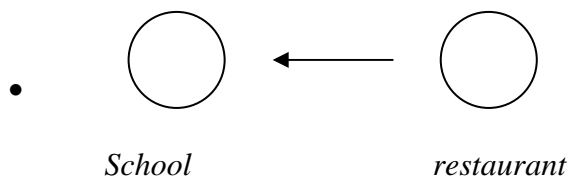
But the teachers anticipate those problems by explaining the direction by using diagram to attract the students' interest. Some examples in diagram are usually explained as follows:



The Teacher is sitting *in front of* the class.



The bank is located *between* the post station and the library.



The restaurant is *behind* the school.

But the use of this method rather bored the students. So the teacher needs to find out another method to teach English Direction in order to make the students more interest and can understand the lesson clearly.

2.4 Status of English for Young Learner

English is an international language that is necessary to be taught for acquiring and developing science, technology, art and culture, and developing international relationship. According to the 2004 English curriculum, elementary schools may add any lesson as it is not in the contradiction with the goal of nation

education. The additional lesson should be in line with the needs of community. English if needed should be taught as one of the local content subject in elementary schools.

The objective of teaching English to elementary school students as a local content subject are as follows:

- (1) Students are expected to have skills for listening, speaking, reading and writing English with the emphasizes in the mastery of speaking skills for communication using selected topics related to the environmental needs such as tourism and business in central java province.
- (2) Students are expected to have skills in using vocabulary, grammar or structure appropriately and in pronouncing English vocabulary appropriately. (Depdiknas Tahun 2006, 2006:4)

While the functions of learning English primary school are as follows:

- (1) To develop the communicative competence in spoken in language accompanying action at school.
- (2) Having a highly consciousness about the importance of English to improve nation competence in global society. (Depdiknas Tahun 2006)

2.5 Characteristics of Young Learner

The characteristics of young learners in Indonesia are not far from those in general. These are the characteristics from the book “Psikologi Perkembangan”:

- (1) The elementary school students are the children at age between 7-12
- (2) They are in the smart age, it means they often show what they know from school and they are really proud of it.
- (3) There is strong correlation in physical condition and school achievement.
- (4) They intend to praise themselves
- (5) At the end of this phase, they begin to have an interest special subject.
(Sugeng Haryadi 2003: 102)

Young learners are identical with Elementary School students. They are about seven to twelve years old who have different motivation from the students in higher level like Junior High School, Senior High School or university students. Therefore, 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 English teacher has a challenging task to motivate the students to learn. Teacher should be aware of the certain characteristics of young learners and take them into account in his or her teaching.

According to Scoot and Ytrebergh (1990:2-4), the other general characteristics of students in Elementary School are as follows:

- (1) They are competent users of mother tongue.
- (2) They can tell the difference between the fact and the fiction.
- (3) They love to play and learn best when they enjoy themselves but they also take themselves but they also take themselves seriously and like to think that what they are doing is real work.
- (4) They are enthusiastic and positive about learning.
- (5) They rely on the spoken world as well as the physical to convey and understand meaning.
- (6) They are able to work with others and learn from others.
- (7) Their own understanding comes through eyes, hands and ears.
- (8) They have very short attention and concentration span.

While according to Harmer (2001:38), young children especially those up to the ages nine or ten have some light characteristics as follows:

- (1) They respond to meaning even if they do not understand individual words,
- (2) They often learn indirectly than directly,
- (3) 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,
- (4) They generally display an enthusiasm for learning and curiosity about the world around them,
- (5) They have a need for individual attention and approval from their teacher,
- (6) 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.

In general, the Elementary School students are the children at the age of 7 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 to learn. The Elementary School students still need a specific guide from teacher and people around them in order to follow the lesson well.

2.6 Process of Using TPR to Teach Direction in Classroom

The limitation of time is essential to maximize the teaching learning process by using Total Physical Response and to keep the students from getting bored. In this study, the writer has arranged the schedules for the students. One and a half hour for each meeting and there will be five meetings accomplished to teach English direction to the fifth graders of Elementary School. The things that

the writer do when she conduct the research to teach English Direction by using TPR are:

1. Preparation

These preparations include the preparation for teachers and students:

- (1) Become informed about the objectives and content of the program and determine whether is appropriate for the class.
- (2) Determine the schedule for the program or series and plan how to adapt the lesson to the classroom program.
- (3) Consider whether the research can be better used by an alternative scheduling.
- (4) Plan how you will conduct the class and what the follow up activities will be.

2. Activities

In this step, the teacher does some activities. The activities can be schemed as follows:

- (1) First, the teacher says the commands as she herself performs the actions.
The students listen and watch her.
- (2) The teacher calls three or more volunteers to help her as a model.
- (3) The teacher and the volunteers perform the action together.
- (4) To make sure that the volunteers have understood, the teacher only gives commands and they should perform without the teacher.
- (5) The other students act just like what they have seen before.

- (6) When the students have mastered the command given, the teacher can give some new words.
- (7) When the students are ready to speak, they can give instructions to other students.
- (8) As the last step of the lesson, the teacher writes some new commands, she speaks each item and has the students to act it out.

Usually, the success of this research is influenced by the level of the students' maturity and the students' interest.

3. Follow-up activities

The follow up activities can be done by giving fun activities for the students. For example, the teacher conducts a direction game that can be followed by all the students. This activity is used to make the students more understand about the material that had been taught. And also to make them think that learning English direction is also interesting.

The last activity is the examination. The teacher give tests to the students to observe whether the teaching learning processes were succeed or not.

CHAPTER III

METHODS OF INVESTIGATION

In chapter III, the writer discusses the research method or method of investigation. The discussion elaborates the source of the data, method of data analysis, instruments of the study, try out, condition of the test, research design in action research and item analysis.

3.1 The Source of the Data

Christensen (2001:323) states that identifying the sources of the data, the researcher needs to determine how many participants should be used. He adds that a power analysis is used for determining sample size. In this study, the writer used research procedure in order to get the required data. The writer held the action research at SDN 4 Sampangan, year 2008/2009. It is located on Jl. Menoreh Tengah X/9. The research was done by conducting a treatment. The writer treated a group of the fifth grade students of elementary school by using Total Physical Response. At the beginning of the treatment, the group was given a pre test. At the end of the treatment, the group was given a post test.

3.2 Method of Data Analysis

This topic presents about population, sample, sampling technique and variables.

3.2.1 Population

Best (1981) states that a population is any group of individuals that have one or more characteristics in common those are of interest to the researcher. Population that the writer used in her study was the fifth graders of SDN 4 Sampangan, who still actively studied in the academic year 2008/2009. There were 43 students, so the population was 43 students. The writer took the fifth graders based on the consideration that English has been taught in the school as a local content subject.

3.2.2 Sample and Sampling Technique

In order to study a population more effectively, a researcher has to select a sample. Brown (1988:114) states that a sample is a sub group taken from the population to represent it.

While sampling is technique of choosing representatives of the population. From the sample or representatives we can generalize the result for the whole population. (Arikunto, 2002:109).

In this study, the writer applied total sampling since the writer took all the populations as a sample. The numbers of them are 43 students.

3.2.3 Variables

A variable is anything which does not remain constant (Nunan 1992: 25). A variable is a concept which has value. The value always changes from one unit of analysis to another unit of analysis (Mursid Saleh 2001:25). In this study, there are two variables. They are independent variable and the dependent variable.

The independent variable is the condition or characteristics that the researcher manipulates in attempt to a certain relationship to observe phenomena. The dependent variable is the condition or characteristics that appears, disappears, or changes as the researcher introduces, removes, or changes the independent variable. In this experiment:

- 1) The independent variable was the use of Total Physical Response as a teaching technique in teaching English Direction.
- 2) The dependent variable was the students' improvement in mastering English direction after being treated using Total Physical Response.

3.3 Instruments of the Study

The instruments of the study in this research were tests and questionnaires.

3.3.1 Construction of the Test

There were four tests in this study. They were 1 pre-test, 2 tests in each cycle, and 1 post test. These tests were used to measure the students' achievement in mastering English direction.

The writer decided to use not only multiple choice items but also matching items, and short answer items to get the data. The purpose of the test was to know whether the students mastered the material given or not.

In the pre test and post test, the writer used 20 multiple choice items, 5 matching items, and 5 short answer items. The writer chose multiple choice items based on the considerations that multiple choice test type is economical in term of the number that can be answered in short period of testing time. It also can be easily and quickly scored because the correct answers were limited in numbers.

The writer chose matching items and short answer items because they are relatively quick and easy to write and also require much less scoring time.

There would be 30 items to be tested in pre test and post test. And there would be 10 items in each end cycle test. The purpose of giving pre test was to know the students' ability in mastering English vocabularies before conducting the study. While end cycle tests was to know the students' result after they were treated by using Total Physical Response. In additional, the last test was post test. The purpose of this test was to check the significant difference of the students' result before and after the treatment.

3.3.2 Arrangement of the Test Items

After constructing the test items, the writer then specifically arranged the test based on the English direction given to the students. The writer chose the words *beside*, *behind*, *on*, *between*, *on the corner*, *across*, *in front of*, *next to*, and *opposite* based on the consideration that those words mostly appeared on the students' text book "Active English 5". The arrangement of the test items can be seen in the table below:

No.	English direction	Items number
1.	Beside	1, 7, 14, 23, 29
2.	Behind	4, 18, 24
3.	Near	12, 16
4.	On	3, 9, 15,
5.	Between	2, 8, 13, 22, 30

6.	On the corner	10, 28
7.	Across	25, 11
8.	In front of	6, 21
9.	Next to	17, 27
10.	Opposite	19, 20

3.3.3 Questionnaire

A questionnaire is a list of questions to be answered by a group of people to get information. The questionnaire collects data/ information from the students based on the needs, interest, like and dislike about teaching and learning process.

In this action research, the questionnaire was intended to find out some additional information from students after being taught by using Total Physical Response. It was used to support the primary data. There were four information questions about four things. They were:

1. The students' interest in some activities in TPR given by the teacher during the action research.
2. The advantages that the students gained after the teacher introduced them English direction through TPR.
3. The relevance between the vocabularies offered in this action research and the vocabularies that the students used and needed in their daily activities.
4. The sustainability of the action research program

The result of the questionnaire data analysis of each issue can be classified into a range of mean below as stated by Heaton (1975: 172):

Table 1. Classification of Graded Score

Range of mean	Students' interest	The advantage	Students' achievement	The relevancy	Sustain ability
0.00-1.00	Low	Not helpful	Not relevant	Not relevant	Not necessary
1.01-2.00	Medium	Helpful	Relevant	Relevant	Necessary
2.01-3.00	High	Very helpful	High	Very relevant	Very necessary

3.4 Try Out

Before the instrument was used to collect the data, the writer had tried it out first in order to figure out whether the test instrument was valid or not. The subjects of the try out were the students with the same level with the population. And the writer had chosen the fifth graders of SDN 3 Sampangan, Semarang. The try out was held on SDN 3 Sampangan Semarang. They had to accomplish the test consisting 40 items in 60 minutes. Each correct answer had one point of score then the result of the try out was analyzed to know the reliability and the validity of each item in which to decide whether the items were properly used as instrument for collecting data. The analyzed would be presented in chapter four.

3.5 Condition of the Test

Haris (1969: 13) stated that all good tests possessed three qualities: validity, reliability and practically. That was to say, any test that we used had to be appropriate in terms of our objectives, dependable in the evidence, it provided,

and applicable to our particular situation. Those characteristics of good test would be explained further below

3.5.1 Validity

The most variable in judging the adequacy of a measurement is its validity. Validity refers to the extent to which the result of an evaluation procedure serves the particular uses for which they are intended. Thus, the validity of the test is the extent to which the test to measure what is intended to measure (Tinambunan1988:11). There are three types of validity: content validity, criterion related validity and construct validity, but the primary concern for classroom achievement testing is content validity. Content validity is concerned with what goes into the test. The degree of content validity in a classroom test relates to how well the test measure the subject matter content studied and the behaviors which the test tasks require. A test will have a high content validity if the items are representative of the population of possible tasks.

The steps that should be followed in order to be able to obtain greater assurance of content validity are as follows:

1. List up all major topics of subject matter content and the major types of behavioral changes to be measure by the test separately.
2. The subject matter topics and the types of behavioral changes are weighted in terms of their relative importance. The amount of time devoted during the instruction or the philosophy of the school can be used as criteria to determine relative weight for the topics and behaviors.

3. Build up the table of specifications that can show the weighted list of subject matter topics and expected behavioral changes.
4. The construction of achievement then is based on this table of the specifications. The closer the test corresponds to the specification indicated in the table, the greater the likelihood that the pupils' responses to the test will have a high degree of content validity.

(Tinambunan 1988: 12-13)

According to Arikunto (2002:158) a test is considered to be valid if it can measure what it purpose to measure. In measuring the validity of the test, the writer used Pearson Product Moment Formula as follows:

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

Where:

r_{xy} : The validity of item test

N : The number of the students

$\sum X$: The number of the X scores

$\sum Y$: The number of the Y scores

$\sum X^2$ = The total of score

$\sum Y^2$ = The sum of score of the score item

$\sum XY$ = The sum of total square score

(Arikunto, 2002:146)

3.5.2 Reliability

Reliability was a general quality of stability of scores regardless of what the test measured. Reliability refers to the consistency of the test scores. That is, how consistent test scores or other evaluation result are from one measurement to another. If we administer a test, it means that we are looking for information. And if any use to be made of the information from the test, It is desirable that the information should be stable, consistent and dependable (Tinambunan 1988:14). In this study, the writer decided to use Kuder-Richardson Formula 20 (K – R 20) in measuring the reliability of the test. This formula used the number of items in the test, the number of the students who answered the item correctly and incorrectly, and the square of the deviation. The formula is as follows:

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

Where:

- r_{11} : 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 items incorrectly
 - s : standard deviation of the test
- (Arikunto, 2002:180)

3.6 Research Design in Action Research

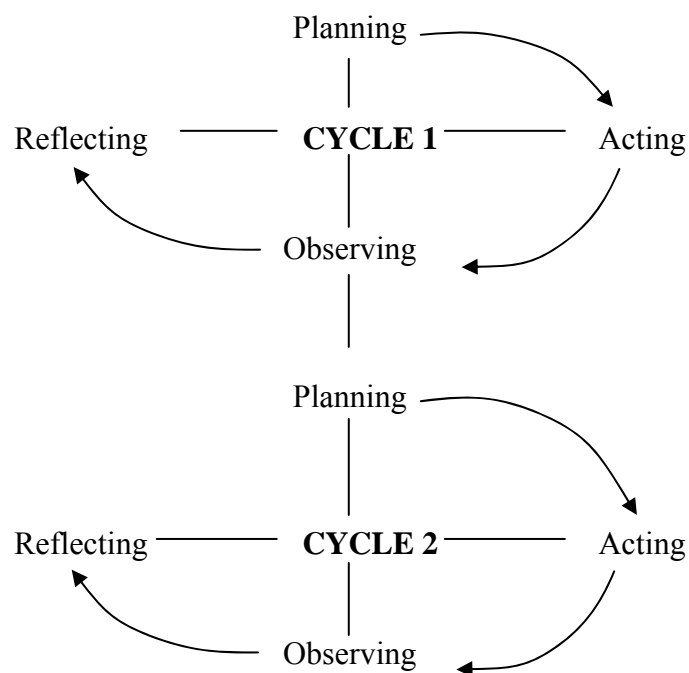
This study was conducted through action research. Kemmis and Mc. Taggart (in Nunan, 1992:17) determine that three defining characteristics of action research are:

- (1) It is carried out by practitioners rather than outside research.
- (2) It is collaborative, and
- (3) It is aimed to change things

According to Kemmis (1990) cited in Mill (2000: 35), the steps in conducting action research are:

- (1) Planning
- (2) Acting
- (3) Observing
- (4) Reflecting the result of the observation

Action Research Model by Kemmis and Mc Taggart



This action research would be carried out through two cycles. Each cycle consisted of teaching and learning process and end cycle test. Before conducting the teaching and learning activity, the writer gave a pre test, while a post test and questionnaire were given at the last activity of this study.

An action research model by Kemmis and Mc Taggart would be presented in this action research. The writer conducted two cycles, and each cycle consisted of four stages. The four stages of an action research are:

3.6.1 Planning

Planning is follow up for the identifying media to find out solutions for problems. Before the research conducted, the researcher observed the teaching learning process in SDN 4 Sampangan especially the five year students to know the condition of the class, students' interest in English, and teaching learning process.

When teaching English to the five year students, the teacher has to be able to sets students' interest and gives motivation to the students in learning English. The researcher needs to plan range activities and be able to move on to the next exercises when they see her students are getting bored. The researcher made some plans for the class. It involved:

- (1) Making lesson plan which consisted of material to teach the students.
- (2) Arranging the instruction, so the students able to do the instructions well
- (3) Making games to make the students enjoy to follow the English class and to avoid them to get bored during the teaching learning process.
- (4) Making the number students to make easily in teaching learning process.

3.6.2 Acting

The action is the carried out. In this research, the treatment was using classroom instructions to improve the students' mastery of the material given. The steps were:

- (1) Teacher gave the number students based on the attendance list and the students sat in sequence.
- (2) The teacher gave the explanation about Total Physical Response model to the students, and told them what they would do during the teaching learning process.
- (3) The teacher gave the model and the students paid attention.
- (4) The teacher pointed four students come forward to be the model and the teacher gave them some instructions.
- (5) The teacher asked the models to perform what she said collectively and then individually.

3.6.3 Observing

In this stage, the researcher observed about students' participation and students' interest in following the teaching learning process.

3.6.4 Reflecting

After observing the result of the action, the researcher reflects on outcome and plans a subsequent action. The researcher evaluated the implementation of the treatment. From this reflection the research decide whether she should revise the previous plan and repeat the cycle or not.

To make the steps in this research clearly, the writer made the elaboration of the activities in this action research as follows:

1) Pre test

The pre test was conducted at the beginning of the research before the two cycles, post test, and questionnaire. The aim of this activity was to check the students' ability in mastering English direction whether the students were familiar or not with the instructions that would be presented. There were 30 items that would be tested in the form of multiple choice.

2) First cycle

Total Physical Response was the method that applied in this research. The first cycle of this research was to make the students familiar with some new vocabularies that would be used to directing someone and also they could use those words in their daily conversations. The words given in this cycle were some English Direction words, for example: *beside, behind, in front of, in, and at*. Besides, the teacher also introduced others vocabularies that related to the material, for example *hotel, bank, restaurant, school, etc.*

The activities in the first cycle were as follows:

Activity 1

The teacher explained briefly about the method used in teaching and learning process. She also provided some teaching aids to help the students to know what they were going to demonstrate with.

At the beginning of the lesson, the teacher distributes the students' number. Then, the teacher asked 4 students to come forward. They would be the models for some commands.

First, the four students were given some flash cards contained of some words, for examples:

HOTEL

RESTAURANT

SCHOOL

BANK

Then, the teacher gave some instructions and has the four students to demonstrate the instructions, for example, "*The Bank is between the restaurant and the school*". The teacher helped the four students in front of the class to give the right model for the other students. The other students should listen and pay attention related by performing them slowly because the objects of the study were in the beginner level. This activity was repeated for several times. If the students still couldn't get the idea, the classroom teacher repeated the model again.

To check the understanding of the students, teacher asked them to make their own flashcards. Then, the class was divided into some groups. The teacher gave them some instructions that the students have to practice in groups.

Activity 2

Teacher wrote the instructions list, which they just learnt, on the board. She explained all those list of sentences by act in front of the class. To make the students easier to get the idea of those instructions list, the teacher also used some pictures. Then, the teacher pronounced those instructions list and the students repeated after her.

Activity 3

The third activity, the teacher reviewed all the instructions that had been learned before. The teacher stressed words that were difficult for the students. The teacher had to make sure that all the students had already understood the material. The teacher also conducted a game for the students in order to make them enjoyed the lesson.

Activity 4

After the treatment process, the teacher gave a test about the material that had been learned. The test was in the form of instructions lists. The class was divided into groups and each group had their own flashcards. The teacher gives ten instructions that the students had to perform. The right action which needed less time was given 1 score, and the others were given 0 score.

3) Second cycle

In the second cycle of teaching learning process, the teacher first reviewed what they had learned in the previous cycle. The procedure of activities in the second cycle was almost similar to the activities in the first

cycle. The difference is the teacher introduces some new vocabularies to the students. The words given in this cycle were *across from, in the corner, next to, in front of, etc.* The procedures of teaching learning process in the second cycle were as follows:

Activity 1

The first activity of the second cycle was rather the same with the activity in the previous cycle. The teacher again explained briefly about the method used in teaching learning process. She also provided some teaching aids to help the students to know what they were going to demonstrate with.

In previous cycle, the teacher had distributed the number for the students. And the numbers were still used in this cycle. The teacher first asked some students to come forward to be the model for some commands that would be given by the teacher. The teacher again provided some flashcards in order to make the students easier to understand the instructions.

Then, the teacher gave some instructions and has the four students to demonstrate the instructions, for example, "*The supermarket is on the corner.*" The teacher helped the four students in front of the class to give the right model for the other students. The other students should listen and pay attention related by performing them slowly because the objects of the study were in the beginner level. This activity was repeated for several

times. If the students still couldn't get the idea, the classroom teacher repeated the model again.

Activity 2

Teacher wrote the instructions list, which they just learnt, on the board. She explained all those list of sentences by act in front of the class. To make the students easier to get the idea of those instructions list, the teacher also used some pictures. Then, the teacher pronounced those instructions list and the students repeated after her.

Activity 3

The third activity was almost the same with the third activity in the first cycle; the teacher reviewed all the instructions that had been learned before. The teacher stressed words that were difficult for the students. The teacher had to make sure that all the students had already understood the material. The teacher also conducted a game for the students in order to make them enjoyed the lesson.

Activity 4

After the treatment process, the teacher gave a test about the material that had been learned. The test was in the form of instructions lists. The class was divided into groups and each group had their own flashcards. The teacher gives ten instructions that the students had to perform. The right action which needed less time was given 1 score, and the others were given 0 score.

4) Post test and questionnaire

In this post test, the students had to do 30 multiple choice items. The test was the same as the pre test. The test was consisted of all the words which had been introduced in the action research.

After doing the post test, the writer gave questionnaire to the students in order to check whether the students enjoyed the Total Physical Response class or not.

Those activities can be seen in the table of activity below:

Table of Activities

Activities	May, 25th	June, 8th	June, 9th	June, 11th	June, 12th
	2009	2009	2009	2009	2009
Try out					
Pre test					
Cycle 1					
Cycle 2					
Post test and questionnaire					

3.7 Item Analysis

This item analysis concentrated on two features, level of difficulty and discriminating power. An item analysis was made to evaluate the effectiveness of each item.

3.7.1 Difficulty Level

The index difficulty of an item simply showed how easy or difficult the particular item proved in the test.

Applying the procedures of calculating the difficulty level of an item as recommended by Heaton (1975:172), in this study, the writer did some steps of item analysis.

First, the writer arranged all 30 test papers from the highest score to the lowest score. Then, she identified an upper group and lower group separately by selecting half of the papers with the highest scores for the upper criterion group and called this upper group, and half of the papers with the lowest scores for the lower criterion group, and called this the lower group. The number of papers in high achieving criterion group would be fifteen and the lower criterion group would be fifteen.

Finally, the writer counted the number of the students in both the upper and the lower group who selected the correct answer of the item and divided the first sum by the second as shown in the following formula:

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

Where,

P : the facility value (index of difficulty)

B : the number of students who answered correctly.

J_s : the total number of the students.

According to Suharno (1984:84), the index of difficulty could be classified as follows:

An item with P 0, 00	_____	0, 30 was difficulties
An item with P 0, 31	_____	0, 70 was medium
An item with P 0, 71	_____	1, 00 was easy

3.7.2 Discriminating Power

It was also essential to determine the discriminating power of the test items because it could discriminate between the more and the less able students.

Heaton stated:

“The discrimination index of an item indicated the extent to which the item discriminated between the testees, separating the more able testees from the less able. The index of discriminating told us whether those students who performed well and the whole test tended to do well or badly on each item in the test” (Heaton, 1975:173).

There were various methods of obtaining the index of discrimination; here the writer applied the procedure favored by Heaton (1975:175) as follows:

The first the writer counted the number of the students on the upper and lower groups who answered an item correctly. Then, she subtracted the number of students giving correct answers in the upper group; found the difference in the proportion passing in the lower group. Then, she divided the difference by the total number of candidates in one group. The procedure of calculating the discriminating power explained above could be expressed by the following formula:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Where,

D : the discrimination index.

B_A : the number of students in upper group who answered the item correctly.

B_B : the number of students in lower group who answered the item correctly.

J_A : the number of students in upper group.

J_B : the number of students in lower group.

The classification of the discrimination index was presented below:

D = 0, 00 _____ 0, 20 = poor

D = 0, 21 _____ 0, 40 = satisfactory

D = 0, 41 _____ 0, 71 = good

D = 0, 71 _____ 1, 00 = excellent

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, and the grades of achievement, questionnaire, 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 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 30 test items which were valid and 10 test items which were invalid. They were on number 4, 8, 10, 12, 15, 16, 21, 25, 27, and 30. 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 ²	Y ²	XY
1	T-06	1	35	1	1225	35
2	T-18	1	36	1	1296	36
3	T-08	1	34	1	1156	34
4	T-17	1	33	1	1089	33
5	T-19	1	33	1	1089	33
6	T-29	1	32	1	1024	32
7	T-28	1	32	1	1024	32
8	T-13	0	32	0	1024	0
9	T-15	1	31	1	961	31
10	T-21	1	30	1	900	30
11	T-12	1	30	1	900	30
12	T-24	1	30	1	900	30
13	T-07	1	30	1	900	30
14	T-20	1	30	1	900	30
15	T-22	1	29	1	841	29
16	T-16	1	29	1	841	29
17	T-09	1	28	1	784	28
18	T-05	0	28	0	784	0
19	T-26	1	24	1	576	24
20	T-02	1	23	1	529	23
21	T-23	1	23	1	529	23
22	T-30	0	23	0	529	0
23	T-25	1	22	1	484	22
24	T-04	0	22	0	484	0
25	T-14	0	22	0	484	0
26	T-11	0	16	0	256	0
27	T-10	0	16	0	256	0
28	T-01	0	13	0	169	0
29	T-27	0	13	0	169	0
30	T-03	1	12	1	144	12
Σ	□	21	791	21	22247	606

$$\begin{aligned}
 r_{xy} &= \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\} \{N\Sigma Y^2 - (\Sigma Y)^2\}}} \\
 &= \frac{30(606) - (21)(791)}{\sqrt{[(30 \times 21) - (21)^2] [(30 \times 22247) - (791)^2]}} \\
 &= \frac{18180 - 16611}{\sqrt{(630 - 441)(667410 - 625681)}} \\
 &= \frac{1569}{\sqrt{7886781}} \\
 &= 0.5587
 \end{aligned}$$

From the computation above, the result of computing validity of the item number was 0.5587. After the writer consulted the result to the table of r product moment with the number of objects (N=30) and significance level 5%, it was 0.361. Since the result of the computation was higher than r in the table, the index validity of the item number 1 was considered to be valid. The list of the validity of each item could be seen in appendix 4.

4.1.2 Reliability of Instrument

A good test must be valid and reliable. Beside the index of validity, the writer calculated the reliability of the test using Kuder Richardson formula 20 (KR20). The computation of the reliability of the test was based on the data in appendix.

Before computing the reliability, the writer had to compute variant (S² = standard deviation) for first with the formula below,

$$\begin{aligned}
 S^2 &= \frac{\Sigma Y - \frac{(\Sigma Y)^2}{N}}{N} \\
 &= \frac{22247 - \frac{(791)^2}{30}}{30} \\
 &= \frac{22247 - 20856.03}{30} \\
 &= \frac{1390.97}{30} \\
 &= 46.3656
 \end{aligned}$$

The computation of the variant (S²) was 46.3656. After finding the variant (S²) the writer could compute the reliability of the test as follows:

$$\begin{aligned}
 r_{11} &= \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right) \\
 &= \left(\frac{40}{40-1} \right) \left(\frac{46366 - 8721.3}{46366} \right) \\
 &= 1.0265 \times 0.811 \\
 &= 0.833
 \end{aligned}$$

From the computation above, it was found that r_{11} (the total of reliability test) was 0.833, whereas the number subjects were 29 and the critical value for r -table with significance level 5% was 0.361. Thus the value resulted from the computation was higher than its critical value, it could be concluded that the instrument used in the research was reliable.

4.1.3 Item Analysis of Instrument

This item analysis focused on two vital features, level of difficulty and discriminating power.

4.1.3.1 The Level of Difficulty

As mention in chapter III, the value of level of difficulty was computed by using the formula proposed by Arikunto.

The following was the computation of the level of difficulty for its number 1, and the other items would use the same formula.

Table 4.2 The table of the Gathered Score of Item Number 1

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	T-06	1	1	T-16	1
2	T-18	1	2	T-09	1
3	T-08	1	3	T-05	0
4	T-17	1	4	T-26	1
5	T-19	1	5	T-02	1
6	T-29	1	6	T-23	1
7	T-28	1	7	T-30	0
8	T-13	0	8	T-25	1
9	T-15	1	9	T-04	0
10	T-21	1	10	T-14	0
11	T-12	1	11	T-11	0
12	T-24	1	12	T-10	0
13	T-07	1	13	T-01	0
14	T-20	1	14	T-27	0
15	T-22	1	15	T-03	1
Sum		14	Sum		7

From the table above, we could see:

$$B = 14 + 7 = 21$$

$$J_s = 30$$

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

$$= \frac{21}{30}$$

$$= 0,70$$

It was proper to say that the index difficulty of the item number 1 above could be said as the medium category, because the calculation result of the item number 1 was in the interval $0,30 < P \leq 0,70$.

After computing 40 items of the try out test, there were 4 items considered to be difficult, 21 items were medium, and 15 items were easy. The whole computation result of difficulty could be seen in appendix 3.

The next step, the writer calculated the discriminating power in order to determine how well each item discriminated between high-level and low-level examines.

4.1.3.2 The Discriminating Power

The discriminating power of an item indicated the extent to which the item discriminated between the testees, separating the more able testees from the less able. The index of discriminating told us whether those students who performed well on the whole test tended to do well or badly on each item in the test. To do this analysis, the number of try out subjects was divided into two groups, upper and lower groups.

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

Table 4.3 The table of the gathered score of item number 1

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	T-06	1	1	T-16	1
2	T-18	1	2	T-09	1
3	T-08	1	3	T-05	0
4	T-17	1	4	T-26	1
5	T-19	1	5	T-02	1
6	T-29	1	6	T-23	1
7	T-28	1	7	T-30	0
8	T-13	0	8	T-25	1
9	T-15	1	9	T-04	0
10	T-21	1	10	T-14	0
11	T-12	1	11	T-11	0
12	T-24	1	12	T-10	0
13	T-07	1	13	T-01	0
14	T-20	1	14	T-27	0
15	T-22	1	15	T-03	1
Sum		14	Sum		7

The calculation of the discriminating power of the test for item number 1 was:

$$BA = 14 \quad BB = 7$$

$$JA = 15 \quad JB = 15$$

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

$$= \frac{14}{15} - \frac{7}{15}$$

$$= \frac{7}{15}$$

$$= 0,47$$

According to the criteria, the item number 1 above was good category, because the calculation result of the item number 1 was in the interval $0.40 < D \leq 0.70$

After computing 40 items of the try out test, there was 11 items which considered good, 19 items were satisfactory, and 10 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, and discriminating power, finally 30 items were accepted. Those 30 items were used as the instrument of the pre-test and post-test. They were numbers 1, 2, 3, 5, 6, 7, 9, 11, 14, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 29, 31, 32, 33, 34, 35, 36, 37, 38, 39, and 40.

4.2 Significant Difference between Pre Test and Post Test

Before the experiment was conducted, the writer gave the students pre-test consisting of 30 items, 20 items were in the form of multiple choice, 5 items were matching, and 5 items were fill in the blanks. 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:

$$M_1 = \frac{\Sigma X_1}{N} \text{ and } M_2 = \frac{\Sigma X_2}{N}$$

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 scores

X_2 : the number of the post-test scores

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

$$\begin{aligned} M_1 &= \frac{2764}{43} \\ &= 64.90 \end{aligned}$$

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

$$\begin{aligned} M_2 &= \frac{3351}{43} \\ &= 76.70 \end{aligned}$$

The calculation of the means of the pre-test and the post-test were 64.90 and 76.70. If we compared the two means, it was clear that the mean of the post-test was higher than the pre-test. The difference between the two means was 11.8. 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:

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

Where,

t : t-test

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

n : number of sample

df : degree of freedom (n-1)

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

$$MD = \frac{\sum D}{N} = \frac{354.00}{43} = 8.23$$

The mean of the deviation value was 8.23.

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

$$\begin{aligned}
 t &= \frac{MD}{\sqrt{\frac{\sum d^2}{N(N-1)}}} \\
 &= \frac{8.23}{\sqrt{\frac{7408.79}{43(43-1)}}} \\
 &= \frac{8.23}{\sqrt{\frac{7408.79}{43(42)}}} \\
 &= \frac{8.23}{\sqrt{4.10}} \\
 &= 4.06
 \end{aligned}$$

The t-value of the test was 4.06. For the complete data of the computation of the t-value 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 the 5% (0.05) alpha level of significance as usually used in psychological and educational research.

The number of subject in this experiment was 43. The degree of freedom (df) was $N-1 = 43-1 = 42$. For five percent alpha level and 42 degree of freedom, there was no definite critical value in the table. It was necessary to find the definite value using interpolation in order to get the closest of the critical value in the t-table.

$$t\text{-table for } 40=2.021$$

$$60 = 2.00$$

$$\frac{2.021-t}{2.021-2.00} = \frac{40-42}{40-60}$$

$$\frac{2.021-t}{0.021} = \frac{-2}{-20}$$

$$0.021-t = -1.969$$

$$t = 1.99$$

The t-table was 1.99. The obtained t-value was 4.06 so the t-value was higher than the critical value on the table ($4.06 > 1.99$).

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 direction after and before using Total Physical Response. The teaching process by using Total Physical Response was more effective than before using Total Physical Response. It could be seen by the result of the test where the students' score was higher after giving the treatment.

4.4 Grades of Achievement

The objective of this study was to find out the significant effect that the students' achieved after they were taught using Total Physical Response. Below was the list of the level of the mastery that showed the percentage of the correct answers and grade for the subject sample.

Table 4.4 The table of the Levels of Achievement

Percentage	Grade	Level of Achievement
80 – 100	A	Very good
66 – 79	B	Good
56 – 65	C	Sufficient
40 – 55	D	Insufficient
≤ 39	E	Fail

(Bloom, 1981:105-106)

Frequency was the number of the students in the one grade. The number of the students in the one grade was put into percentage. To show the achievement of the scores obtained by the students, distribution of the scores was described in frequency and percentage for both pre-test and post-test. The following was the students' achievement of the group.

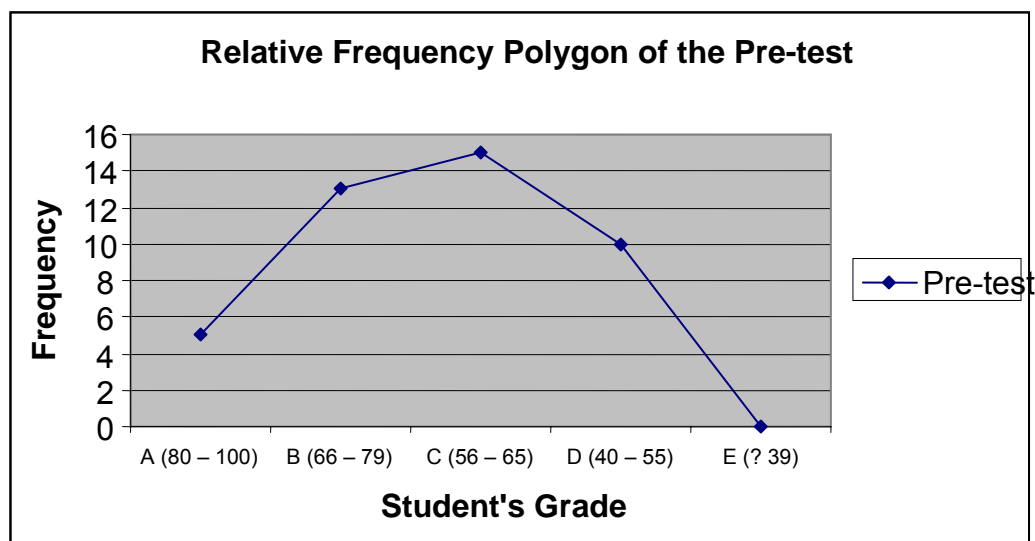
Table 4.5 Students' Achievement of the Group

Grade	Frequency		Percentage	
	Pre-test	Post-test	Pre-test	Post-test
A (80 – 100)	5	26	12%	60%
B (66 – 79)	13	9	30%	21%
C (56 – 65)	15	6	35%	14%
D (40 – 55)	10	2	23%	5%
E (≤ 39)	0	0	0%	0%

The result of vocabulary for pre-test and post-test were reported here in the form of polygon. The vertical line showed the frequency of the students. The horizontal line showed the grade of achievement of the scores obtained by the students.

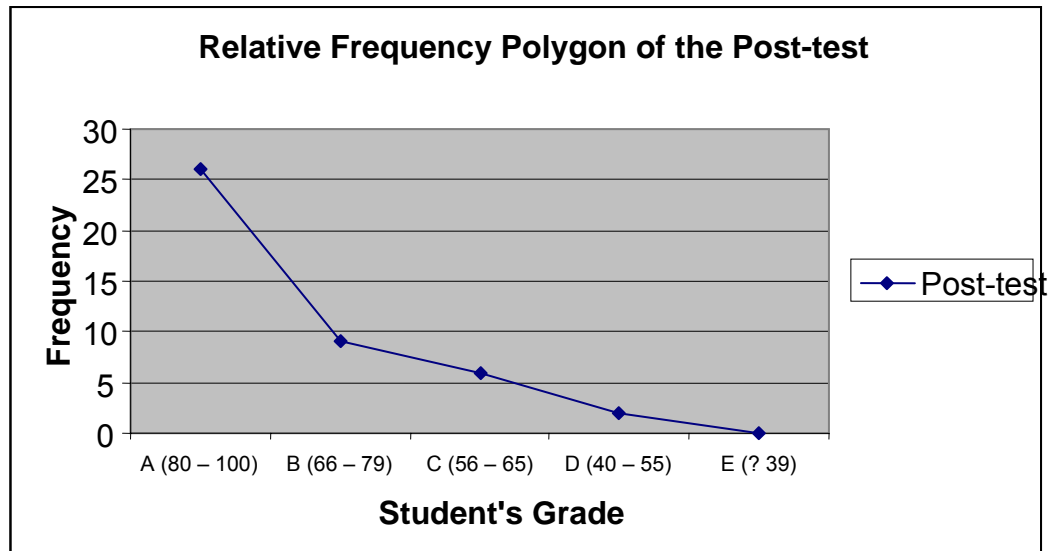
There were three polygons describing the research findings. The first polygon described the result of the pre-test, the second one showed the result of the post-test, and the last polygon showed the results of both pre-test and post-test.

Figure 4.1 Relative Frequency Polygon of the Pre-test



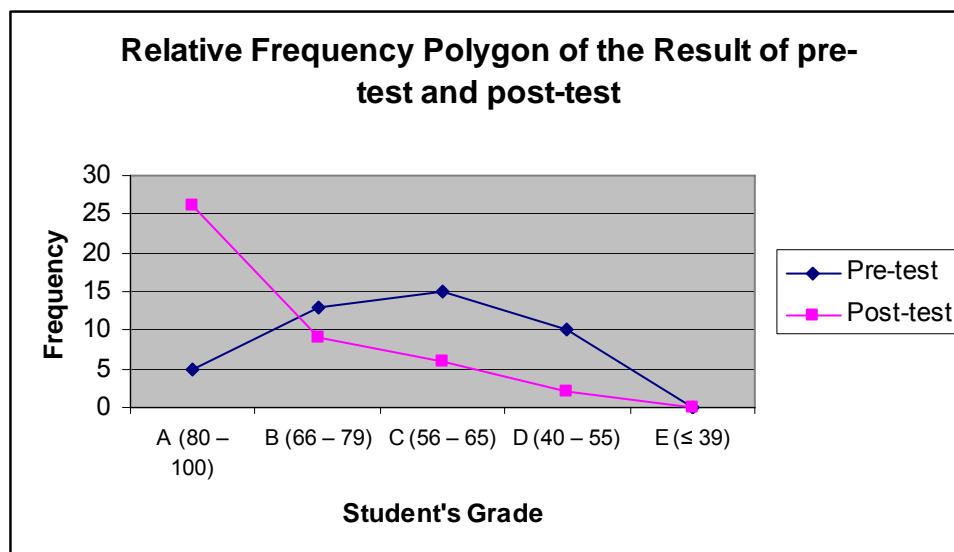
This polygon showed the result of pre-test achieved by the group. There were 5 students got the highest score in the level of very good achievement, 13 students were in the good grade, 15 students were in the sufficient grade, 10 students were in the sufficient grade and no one was in the failed grade.

Figure 4.2 Relative Frequency Polygon of the Post-test



The polygon showed the achievement in doing the post-test. There were 26 students who got the score in the level of very good grade, 9 students were in the good grade, 6 students were in the sufficient grade, 2 students were in the insufficient grade, and no one was in the failed grade.

Figure 4.3 Relative Frequency Polygons of the Pre-test and the Post-test

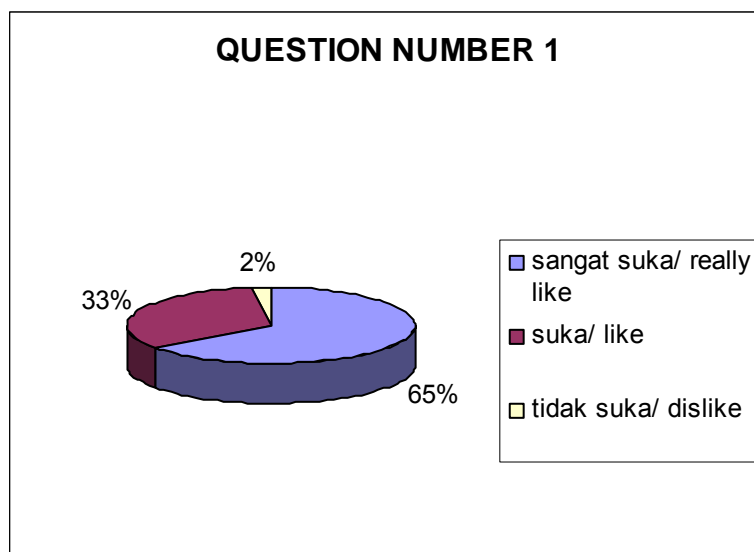


This polygon showed the result of both pre-test and post-test. The polygon showed difference between pre-test and post-test. Based on the polygon above, the writer concludes that the use of total physical response is effective to teach English direction to the fifth graders of elementary school.

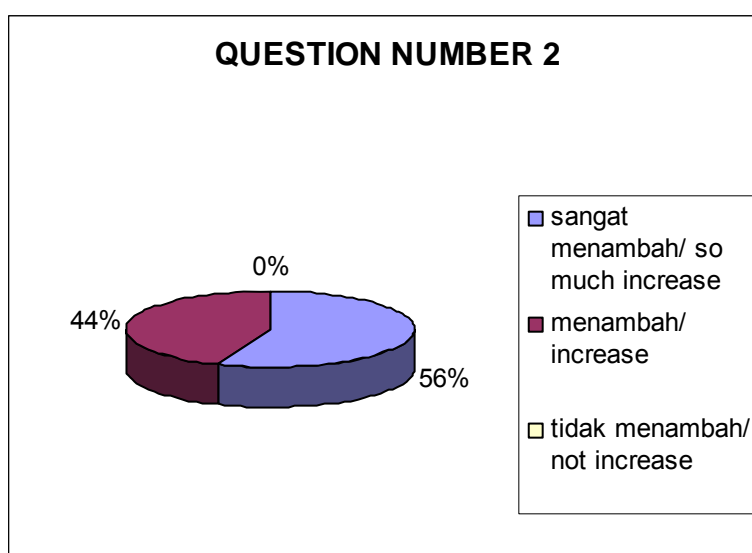
4.5 Questionnaire

The writer gave 4 questionnaire items to be answered. The students were asked to answer by crossing A, B, or C according with their own mind. The items can be seen in appendix 12.

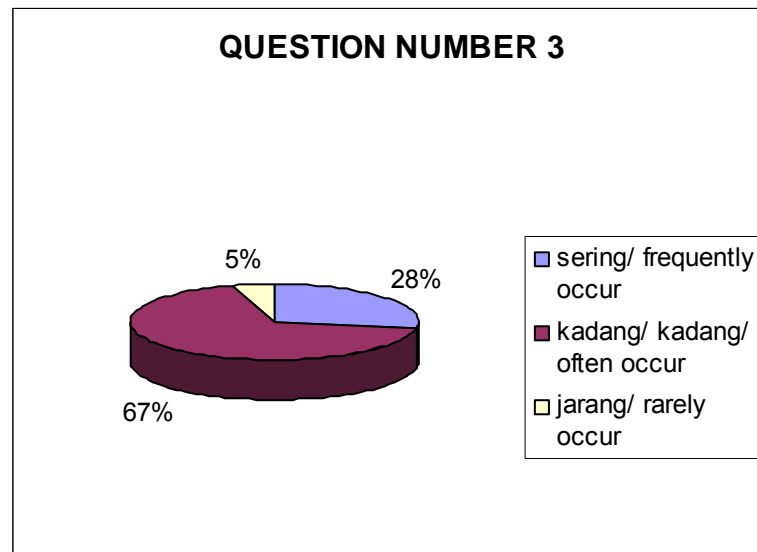
Question number 1 asked the students whether or not they liked the TPR method in teaching learning process. There were 28 students answering *sangat suka* (really like), 14 students answering *suka* (like), and one students answering *tidak suka* (dislike). The percentage of the question number 1 can be seen in the diagram below:



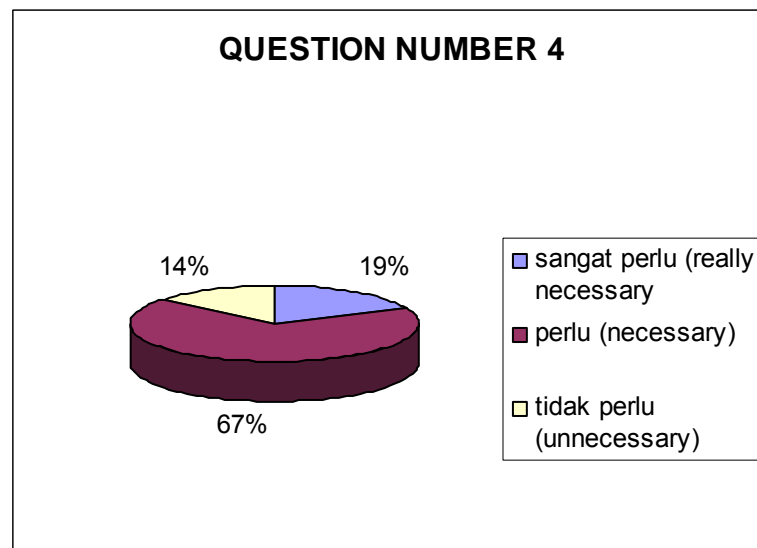
Question number 2 asked whether or not the use of TPR method improved their motivation in learning English. For this question, there were 24 students answering *sangat menambah* (so much increase), 19 students answering *menambah* (increase), and none of them answering *tidak menambah* (not increase). It can be said that the use of TPR method improve their motivation in learning English. The percentage of the question number 2 can be seen in the chart below:



Question number 3 asked the students whether or not the vocabularies which given in the action research were needed in their daily lives. 12 students answering *sering* (frequently occur), 29 students answering *kadang- kadang* (often occur), and 2 students answering *jarang* (rarely occur). The percentage of the third question can be seen in the chart below:



The last question asked the students whether or not total physical response needed to use in teaching learning process. 5 students answering *sangat perlu* (really necessary), 29 students answering *perlu* (necessary), and 6 students answering *tidak perlu* (unnecessary). The percentage of the fourth question can be seen in the chart below:



4.6 Discussion of the Research Findings

The objective of this study was to find out if there was an effect of teaching English direction using total physical response on the fifth graders of elementary school of SD N 4 Sampangan in the academic year 2009/ 2010.

In the pre-test, the average score was 64.90 while in the post-test the average score was 76.70. The result of the later was higher than the former. It showed that the post-test score of the group was better than the pre-test.

To check the significant effect of the treatment, the writer analyzed by using t-test formula. The result of the t-test was 4.06. The writer consulted the critical value on the t-table by using the 5% (0.05) alpha level of significance and the 42 degree of freedom which was 1.99. Since the obtained t-value (4.06) was higher than the critical value on the table (1.99), the difference was statistically significant. It means that, there was a significant difference between teaching English direction after and before using total physical response.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The objectives of this study was to decide how effective is the use of Total Physical Response in teaching English direction for young learners.

In order to get the objectives of the study, the writer conducted a research. Based on the research, the writer concluded that Total Physical Response used to teach English direction to the students has a good effect in students' English direction achievement. In pre-test, the students were asked to do the test consist of 20 multiple choice items, 5 matching items, and 5 fill in items. The mean score was 64.90. After giving the treatment, the writer gave the students a post test, the mean score was 76.70. It means that there is a difference between the mean scores of the pre-test and the 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 4.06. The critical value for two tailed tests for 42 degrees of freedom at 0.05 alpha level of significance was 1.96. Since the obtained t-value (4.06) was higher than the critical value at 0.05 alpha level of significance (1.96), the writer concluded that the test was statistically significant.

Based on the above explanation, it can be concluded that Total Physical Response is effective in teaching English direction to the fifth graders of Elementary School.

5.2 Suggestion

Based on the conclusions above, the writer would like to offer some suggestions:

(1) For English Teachers:

Total Physical Response as a technique of the teaching process is a good way to be applied in the fifth graders of Elementary school. English teachers can use Total Physical Response as an alternative teaching method since it was very useful to motivate and improve students' English direction achievement

(2) For students:

The students usually feel difficult when they are studying English direction. Total Physical Response can be an alternative way to reduce the stress that the students usually faced. It also can motivate the students to learn English direction.

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