CHAPTER 1

INTRODUCTION

A. Background of Study

English is one of the international languages used by most of the world population in the association, business, politics, and also in education. The Indonesian government tried to introduce English as a foreign language from elementary school. The decree of Ministry of Education and Culture (R.I No 60 / V/ 1993) states that English can be introduced to the students of elementary school.

Learning English is not speaking English only, but structural of grammar is also very important in learning language. In English grammar there are prepositions. Prepositions are words that are used with a noun or pronoun that are placed in front of them to show a relation between these words with another part of the sentence (Frank, 1972:163).

Learning English preposition in elementary school usually begins from introducing the preposition of place. Preposition of place is a preposition used to indicate a location, place or position of a noun.

In elementary school, there are some English teachers that still use conventional method to teach preposition of place. The students usually feel bored when they learn English because the teacher just asks students to memorize long list of English material with their equivalents in their native language.
According to Erwin (2012), English learning at elementary school level is identical with the teaching of a baby's mother tongue. Where in general our children in elementary school are not familiar with English. So it will have an impact on patterns of English language teaching at primary school level is more recognition. Therefore, in guiding the children, the teacher should be able to choose the innovative and effective method to teach preposition to students.

Total Physical Respons (TPR) is a method of teaching language. It was developed by James Asher who has been successful in the development of this method in foreign language learning in children. This method is using physical movement to react to verbal input. According to Richards (2001:73) “TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.” This method is identical with the action and movement and can be implemented in teaching preposition of place because the students directly practice using the preposition of place in a real context.

Based on previous background, then this research takes a title “The Effectiveness of Total Physical Response (TPR) Method in Teaching English Preposition of Place to Young Learners”. (A quasi-experimental study in the fifth grade of MIN Ketib-Sumedang).
B. Statement of Research

Statement of research problems is required to make the research has clear direction. This research will focus the problem of how the application of the Total Physical Response (TPR) method to develop student’s mastery on preposition of place at fifth grades students at MIN Ketib Sumedang. The statement is specified in the form of questions below:

1. How is the students’ mastery on preposition of place using Total Physical Response (TPR) method?
2. How is the students’ mastery on preposition of place without using Total Physical Response (TPR) method?
3. How significant is the difference between students’ mastery on preposition of place using TPR method and without using it?

C. Purpose of Research

In relation to the problem stated in the background of study, this research has the purposes as follows:

1. To find out the students’ mastery on preposition of place using Total Physical Response (TPR) method.
2. To find out the students’ mastery on preposition of place without using Total Physical Response (TPR) method.
3. To find out significant difference between mastery on preposition of place using TPR method and without using it.
D. Significant of Research

The research expects TPR method can give significant contribution for English teacher, especially for teaching English in elementary school. This method can be as a teaching aid for teacher and one of the alternatives to improve students’s mastery of preposition of place.

E. Rationale of Research

One of important aspects in learning English is English grammar. In the Oxford Learner’s Pocket Dictionary (2008); grammar is the rules for forming words and making sentences.

In English grammar there is preposition. Prepositions are a class of words that indicate relationships between nouns, pronouns and other words in a sentence. Most often they come before a noun. They never change their form, regardless of the case, gender etc.

In English language learning in elementary schools there is material about preposition of place. Prepositions of place are an important part of the English language and will enable students to create more complex sentences (Tara, 2012).

In learning language, children begin learning simple expressions. Broadly speaking, children learn abstract rules of language from which they listen, and even they also learn expressions that they have never heard before.

According to Widodo (2005), in the context of teaching, most people assume that children learn a foreign language in the same way that they learn their mother tongue. Basically, McLaughlin cited in Widodo (2005) stated...
that children are potential in acquiring and learning a foreign language, and even they learn it more quickly than those who are learning the foreign language after puberty.

Method is one of aids of teaching learning process. A creative teacher can solve students’ problem in teaching grammar, especially English preposition place with choosing the effective method.

Total Physical Responses (TPR) is one of teaching learning method which was developed by James Asher. According to Asher cited in (Andriani, 2011) TPR is a method of teaching language using physical movement to react to verbal input in order to reduce students inhibitions and lower their affective filter. It allows students to react to language without thinking too much, facilitates long term retention, and reduces students anxiety and stress. In order to implement TPR effectively, it is necessary to keep several principles in mind.

Richard and Rodgers (1986) say that learners in TPR listen attentively and respond to teacher’s command promptly. For example, when the teacher asks the learners to respond to these instructions; “Walk to the table!”,” open the window!” and “sit on the chair”, the learners carry out the teacher’s instruction directly.

Based on that statement above, TPR method is one of effective methods that can be applied in the classroom to improve student’ mastery on preposition of place. The students enjoy the process of learning because TPR
method will be interesting in teaching preposition of place.

From the explanation above, the research can be depicted as follows:

Figure 1.1 The Process of Research

F. Hypothesis

According to Sugiono (2008), a hypothesis is a theoretical answer to the research problem. In line with this, Arikunto (2010) states that a hypothesis is formulated to show the effect of two variables relationship.
This research proposed null hypothesis \((H_0)\) and alternative hypothesis \((H_A)\) formulated as follows:

\[H_0 : \mu_1 = \mu_2,\] It means there is no significant difference between the result of teaching English preposition place by using TPR method and convensional method.

\[H_A : \mu_1 \neq \mu,\] It means there is significant difference between the result of teaching English preposition place by using TPR method and convensional method.

\(H_0 = \) null hypothesis
\(H_A = \) alternative hypothesis
\(\mu_1 = \) experimental group
\(\mu_2 = \) control group

**G. Research Methodology**

1. Research Design

This study applies experimental method, especially quasi-experimental method by using non-equivalent control group pretest and posttest design. Best cited in Syihab (2011) stated that:

“The quasi experimental non equivalent pretest – posttest control was often used in classroom experiments when experimental and control groups were such naturally assembled group as intact classes which maybe similar:”

There were two groups taken as investigated groups in this research. One group was the experimental group that recieved Total Physical Respon (TPR) as it treatments, while another group was the control group which uses
convensional method or non – TPR technique treatment of teaching learning process.

2. Research Location

The research will be conducted at the fifth grade students at MIN Ketib Sumedang. This location is chosen because the location is easy to be accessed and comfortable. Beside that, the researcher was graduated from that school and the school is near to the researcher’s home.

3. Population and Sample

a. The population

According to Burn (1995:62) “A population is entire group of people or object or events which all have least one characteristic in common and must be defined specifically and unambiguously”. This research took the fifth grade students of Madrasah Ibtidaiyah in Sumedang which consists of eight classes and twenty five students for each class as population of research.

b. The Sample

According to Burn cited in Nurdin (2009) “A sample is any part of population regardless of whether it is representative or not”. This research took fifth grade students of MI Ketib Sumedang in this research, with class 5A as the experimental group and class 5B as the control group. The class 5A consists of 25 students and class 5B consists of 25 students.

4. Data Collection

Test
Test is used to measure the ability or skill of the students. This research focuses on testing students grammar, especially students’ mastery on preposition of place.

a. Pre-test

The implementation of pre-test was conducted in the class. The pre-test intended to know the homogeneity of the students’ mastery on preposition of place to get balancing quality of two groups researched before they are given a treatment of research.

b. Post-test

This technique is used to know the last result of the students after they are given some treatment. The implementation of post-test is conducted in the class. This post-test is used to know the influence of the experiment being conducted toward experiment group. That is to know how students’ mastery on preposition of place after student taught by TPR method.

5. Data Analysis

In analyzing the data, the research will do the following steps:

1. Testing the normality for pre-test and post test in both of experimental and control class by conducting the procedure as follows:

   a. Determining the range of class/interval by using formula:

   \[ K = 1 + 3.3 \log n \]

   (Sudjana, 2005:47)

   b. Determining the range of data by using the formula:
R = The highest score – The lowest score

(Sudjana, 2005:91)

c. Looking for the length of class interval by using the formula:

\[ p = \frac{r}{k} \]  

(Sudjana, 2005:47)

d. Making the table of distribution of frequency

e. Determining the mean by using the formula:

\[ \bar{x} = \frac{\sum fix_i}{\sum f_i} \]  

(Sudjana, 2005:67)

f. Determining the standard deviation \( (S^2) \), by using formula:

\[ S^2 = \frac{n\sum fix_i^2 - (\sum fix_i)^2}{n(n-1)} \]  

(Sudjana, 2005:67)

g. Arranging the distribution of observation and expectation frequency by using the table of follows:

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>( Z_{count} )</th>
<th>( Z_{table} )</th>
<th>( L_i )</th>
<th>( E_i )</th>
<th>( O_i )</th>
</tr>
</thead>
</table>

h. Determining Chi Squre \( (X^2) \) by using formula:

\[ X^2 = \frac{\sum(O_i-E_i)^2}{E_i} \]  

(Sudjana, 2005:273)

i. Determining the degree of freedom, by using formula:

\[ Df = n - 1 \]  

(Sudjana, 2005:273)
j. Determining chi square table on significance 1%

k. Interpreting the normality distribution by the criteria as follows:

\[ H_0: \chi^2_{\text{count}} \leq \chi^2_{\text{table}} \text{ (Normal)} \]

\[ H_1: \chi^2_{\text{count}} > \chi^2_{\text{table}} \text{ (Abnormal)} \]

2. Testing the homogeneity of two variances by conducting the following steps:

a. Determining score F by using formula:

\[ F = \frac{s_1^2}{s_2^2} \]

(Sudjana, 2005:250)

b. Determining the Degree of Freedom (DF)

\[ DF_1 = n_1 - 1 \]

\[ DF_2 = n_2 - 1 \]

(Sudjana, 2005:146)

c. Determining score of F from the table with the value of significance of 5%

d. Determining the Homogeneity of the Data

If \( F_{\text{count}} < F_{\text{table}} \), it means the two variances are homogeneity.

If \( F_{\text{count}} \geq F_{\text{table}} \), it means the two variances are homogeneity.

3. Testing the Differences of Two Interrelated Averages Score by Using t-Test Formula

The analyzing steps are:
a. Testing the difference of the two interrelated average of pre-test score by using t-test formula:

\[ t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \]

where,

\[ S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \]

(Sudjana, 2005 : 147)

b. Determining the score t-table from the distribution of students with the level of the significance of 1%.

c. Determining the hypothesis

If \( t_{\text{count}} = t_{\text{table}} \), it means there is no significance

If \( F_{\text{count}} > t_{\text{table}} \), it means there is significance