CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole contents of the research. In detail, this chapter discusses the research background, research questions, purpose of research, research significances, rationale, hypothesis, and research methodology.

A.   Research Background

According to the English curriculum for junior high schools in Indonesia, the English teaching covers four skills, namely reading, listening, speaking, and writing. The four skills are supported by learning of language elements. The language components involve vocabulary, grammar, and pronunciation. In fact of all language components, vocabulary holds the main core in language teaching. This is in line with what Richards and Renandya (2002:255) say that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means that to improve their language skills, learners must master vocabulary.

The English skills should be mastered simultaneously by the students. Reading is one of the most important skills that should be acquired by the students. Students who have good reading ability can extract a lot of information and knowledge from various textbooks and other references to support their learning process. Reading also can help students to increase their language knowledge, such as the new vocabularies, phrases, and many more when they read various kinds of books.

The problems faced by young learners in learning English is that students are difficult to focus on the learning process and master the vocabulary. In addition, there are several factors

that make students not motivated to learn the English language.They are easily bored in the learning process, especially when learning only focuses on lecturing. Besides, they are afraid of making mistakes. When they make mistake, it makes the students less confident and less courageous to use English. In this case, a teacher should not discourage them since making error is something natural.

Teaching English especially to children should be enjoyable, interesting, repetitive, and understandable. In doing so, there should be apporiate methods for teaching English to them. One of the alternative methods that can be applied in the classroom is the Total Physical Response.

Teaching English to young learners or students of elementary school, according to Shin (2006), is different from teaching adults as they especially have fun with movement and physical participation. He adds that the more fun the students have, the better they will remember the language learned. As Scott and leneberg (1990: 2) emphasize, "Children's understanding comes through hands and eyes and ears, and the physical world is dominant at all times."

Nihayatul (2010), conducted a research project dealing with the effectiveness of teaching English vocabulary to elementary students using Total Physical Response (TPR) in MI Karanggandu – Watulimo. Other research from Nur Indria Ningsih (2013) *"Pengaruh Metode TPR (Total Physical Response) terhadap Hasil Belajar Bahasa Inggris pada Materi Pokok Activity".* Nurul Khosiah (2012) *"Upaya Meningkatkan Pemahaman Kosakata Bahasa Inggris Melalui Metode TPR (Total Physical Response) pada Anak".* Faridatul Mukaromah (2017) *"Peningkatan Hasil Belajar Bahasa Inggris Pokok Bahasan "Body and Face" Menggunakan Metode TPR (Total Physical Response)".*

This research is choose TPR as the method to solve the students problems because there are several purposes such us students can enhance their english language and try a new solution tp create an effective note toward adjective. The teacher can apply a creative strategy in the teaching learning process. Thus, it can make students more interesting in learning adjective.

Based on the explanation, Total Physical Response can be an appropriate method to teach young learners. The present study is different from the research before. Therefore, the study entitled "THE USE OF TOTAL PHYSICAL RESPONSE METHOD IN TEACHING ENGLISH ADJECTIVE TO YOUNG LEARNERS" is conducted.

B.   Research Questions

1. What is the students' mastery of adjective before using total physical response method?

2. What is the students' mastery of adjective after using total physical response method?

3. How significant the difference of students' mastery of adjective before and after using total physical response method?

The Purposes of Research

1. To find out the effectiveness of students' mastery of adjective before using total physical response method.

2. To find out the effectiveness of students' mastery of adjective after using total physical response method.

3. To know the significant difference of students' mastery of adjective before and after by using total physical response method.

The Significances of the Research

The result of the present study is expected to give both theoritical and practical importance as the following:

1. Theoretically, the teaching methodologies of English adjective include the methods of TPR, Direct and TPR (Harmer 2002: 79-80). As for this study, the theme is to investigate TPR in teaching the meaning of English adjectives.

2. Practically, to improve students knowledge of Adjective by using Total Physical Response method.

Research methodology

1. Research Design

The study applies a quasi experiment. A quasi experiment is an empirical study used to estimate the causal impact of an intervention on its target population without random assignment. The design is one model of the quasi experiment that consists of experimental group. Research by using total physical response method is expected to help students to be more diligent and comportable in learning English, because by using this method students will not feel bored in the learning process.

2. **Research Procedure**

The experimental procedure consists of several stages. At stage 1, teacher make the learning process without the use of treatment and do a pretest to the class studied.

At stage 2, the treatments were carried out. The participants were asked to join four meetings of learning activities using total physical response method. It concerns to the selected adjectives material.

At stage 3, the post test was taken without advance notice which reduced the possibility of the pupils revising or learning these adjectives. The post test lasted for 15 minutes, in which the students took the test in one classroom under the supervision of their English teacher. The

researcher acted as a rater and marker. Afterwards, the data of the results were collected and analyzed.

3. Research Site

This researchwas carried out in an elementary school which was SDN Karang Mulya 03 Bekasi, and involved the six grade students. The researcher interested in doing research in the school because as the researcher observed, the English teacher only do lecturing technique in the class.

4. Participants

a. Population

According to Sugiyono (2014), Population is the generalisation area that has the object and subject. Those subject and object has the special quality and characteristics created by the researcher in order to make a conclusion. The research population is student of SDN Karangmulya 03.There are 33 students of six grade. For the whole of grades 1 until 6 there are 221 students.

b.

Sample is a part ofcharacteristics belonging to the population (Sugiyono, 2014:81). This research is conducted to the students of elementary school at SDN Karang Mulya 03. The researcher takes 33 students as the sample.

a. Sampling Technique

Purposive non-random sampling technique will be used. According to Fraenkel et al (2012), a purposive sample consists of individuals who have special qualifications of some sort or are

deemed representative on the basis of prior evidence. Therefore, the study takes the sample class

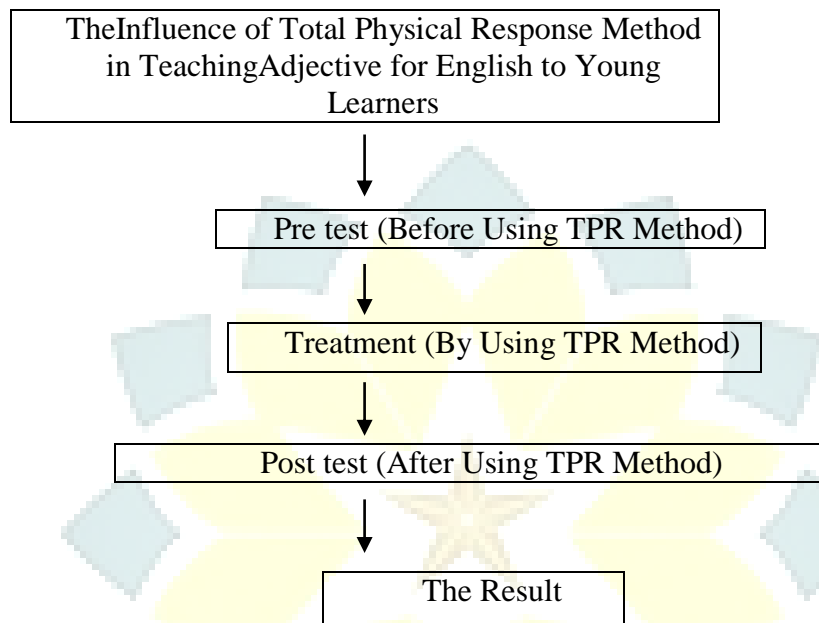based on the teacher recommendation about their learning in clasroom.

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│  TheInfluence of Total Physical Response │
│  Method in TeachingAdjective for English │
│          to Young Learners               │
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      ┌──────────────────────────────────┐
      │  Pre test (Before Using TPR Method) │
      └──────────────────────────────────┘
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      ┌──────────────────────────────────┐
      │  Treatment (By Using TPR Method)  │
      └──────────────────────────────────┘
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    ┌──────────────────────────────────────┐
    │  Post test (After Using TPR Method)   │
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           ┌──────────────────┐
           │    The Result    │
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Figure 1.1 Research Schema

    b. Research Instrument

Research instrument are the tools used to measure something that we observe in order to obtain the data and answer the research problem (Sugiyono, 2011). The instruments used in this study are pre test and post test. Instrument is a device used for the experiment to get andcollect the data (Nugrahaningsih 2007:31).

1) Hypothesis

According to Sugiyono (2014), Hyphothesis is the tentative answers towards the research questions. The truth of the hyphothesis is necessary to be tested to know whether it is true or not. The researcher assumes that there is asignificant influence of using TPR method for teaching adjective to the students of the six grade at SDN Karang Mulya 03. In this study,

the research has two variables. The use of TPRis variable "X" and students' mastery ofAdjectiveis variable "Y". From the discussion above, the researcher has formulated the hypothesis as follows:

a) H_0: thereis no significant influence of using TPR method to improve the students' English adjective mastery.

b) H_1: there is a significant influence of usingTPR to improve the students' English adjective mastery.

2) Technique of Collecting Data

The technique to collect the data for this research is the test given to the students. They are pre test (before treatment) and post test (after treatment). The researcher took the data from 33 students by giving multiple choice test consisting of 25 questions.

a) Pre test

According to Creswell (2012), pretest provides a measure on some attribute or characteristic that you access for participants in an experiment before they receive a treatment. Pretest is conducted before the treatments are carried out. It aims to determine the extent to which the students understand adjectives.

b) Post test

According to Creswell (2012), a posttest is a measure on some attribute or characteristic that is accessed for participants in an experiment after a treatment.The post test was administered to measure and compare the results of the treatment. It is a result after the students are given the treatment of teaching adjective using total physical response method.

3) Data Analysis

The data analysis is conducted after collecting pre test and post test in order toanalyze the effectiveness of TPR method for teaching adjective. This study uses Microsoft Excel 2010 and SPSS 16. This research uses some ways and steps in analysing the data as follows:

a) N-Gain

After acquiring the data from the pre test and the post test, the data are analysed to know the improvement of students' English Adjective after the treatment. To know the improvement of the students' English adjective, normal gain (*d*) is used withthe formula:

$$d = \frac{Post - testscore - Pre - testscore}{Maximumscore - Pre - testscore}$$

Normal gain score acquired is then interpreted into the table below:

Table Normal Gain Interpretation

Score	Interpretation
g > 0.7	High
0.3 ≤ g ≥0.7	Average
g < 0.3	Low

(Hake, 1999)

b) Testing the Normality

i. **Calculating the range (R) of data**

    Formula:

    R = the highest score − the lowest score + 1

    R = H − L + 1

(Sugiyono, 2009: 55)

ii. Calculating the class interval (K)

Formula:

$K = 1 + (3, 3) \log n$

(Sugiyono, 2009: 35)

iii. Calculating the length of class interval (P)

To calculate the class interval using the formula:

$P = \frac{R}{K}$Formula:

(Subana. et al, 2000: 40)

iv. Making the table of distribution of frequency

a) $S = \sqrt{\frac{\sum f_i (X_i - \bar{X})^2}{(n-1)}}$Counting deviation standard

(Sugiyono, 2009: 58)

$\bar{x} = \frac{\sum f_i . x_i}{\sum f_i}$With:

v. Calculating the degree of freedom with the formula:

$dk = K - 3$

vi. Calculating the value of χ^2 from the table

$$\chi^2{}_{tabel} = \chi^2{}_{(1-\alpha)(dk)}$$

vii. Calculating normality test criteria

Normality test with determination:

- The data is normal if $\chi^2_{count} < \chi^2_{table}$

- The data is abnormal if $\chi^2_{count} > \chi^2_{table}$

viii. Hypothesis Test

Hypothesis test is used to know the improvement of students' adjective using total physical response as the teaching method. The hypothesis test is done by testing the statistic data.

$t = \dfrac{M_d}{\sqrt{\dfrac{\Sigma d^2 - \dfrac{(\Sigma d)^2}{n}}{n(n-1)}}}$ If the data is distributed normally, the parametric statistic test is conducted

with the t-test(Subana. et al, 2000: 132)

Explanation:

M_d = the average from the gain between the pre-test and the post-test

d = score gain of the post-test toward the pre-test of each object

n = number of subjects

The next step is determining the table score:

$$z = \frac{T - \mu_T}{\sigma_T}$$

Explanation:

T = number of the lowest range/rank

$$\mu_T = \frac{n(n+1)}{4}$$

$$\sigma_T = \sqrt{\frac{n(n+1)(2n+1)}{24}}$$

(Sugiyono, 2009)

$$z = \frac{T - \mu_T}{\sigma_T} = \frac{T - \frac{n(n+1)}{4}}{\sqrt{\frac{n(n+1)(2n+1)}{24}}}$$ Hence,

(Sugiyono, 2009: 137)

Criteria:

- $Z_{count} > Z_{table}$, so, H_o is rejected and H_a is accepted.

- $Z_{count} < Z_{table}$ so, H_o is accepted and H_a is rejected.

In summary, the data acquired is to prove the research's circumstances including the teaching and learning process before and after treatments. Thus, the absolute result of the data analysis appears.