

# **THE USE OF TOTAL PHYSICAL RESPONSE (TPR) METHOD IN TEACHING ENGLISH AT MIN 11 BANDA ACEH**

**THESIS**

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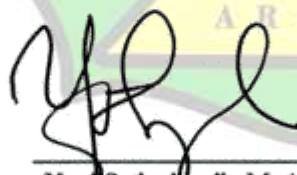
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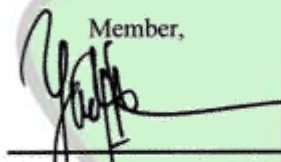
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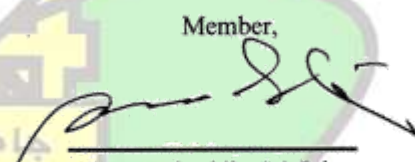
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adalah benar-benar karya asli saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 5 Juli 2020

Yang Menyatakan,



Putri Zaharatul Baiza

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## ABSTRACT

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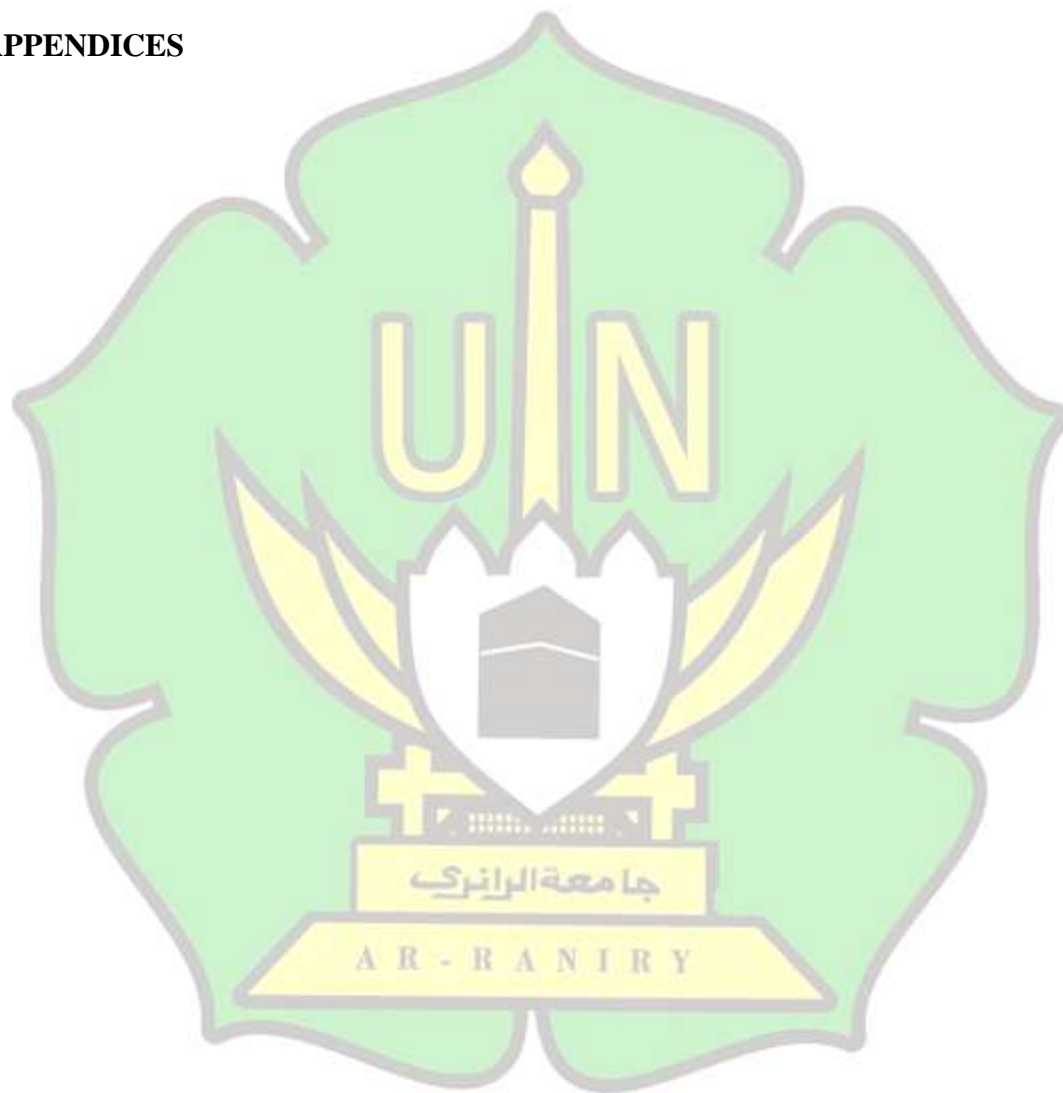
This research is about the use of TPR method to improve students' English ability at MIN 11 Banda Aceh. The aim of study was to know the improvement of the students' English skill after the implementation of TPR method, and to know how TPR method improve students' English ability. The population of this study was students in the fourth grade of MIN 11 Banda Aceh. The samples were the students of class 4-1 as the experimental class and 4-3 as the control class. In collecting the data, the writer used test and questionnaire. The tests were used to know the improvement of the students' English skill after using TPR method. Meanwhile, the questionnaire was used to know to what extend TPR method improve students' English skill. The results of the research were analyzed by using several statistic formulas. According to the results of the study, using the TPR method could improve students' English ability. It was proven by the improvement of the mean score of the experimental class which was shown higher (33.87 to 56.58) than the mean score in the control class (27.5 to 45). It means that this research's alternative hypothesis ( $H_a$ ) was accepted and that the null hypothesis ( $H_o$ ) was rejected and there is a significant difference of the students' English ability after they are taught by using the TPR method. Besides, the result of questionnaire also proved that using TPR method is improving students' English ability especially the fourth year students of MIN 11 Banda Aceh.

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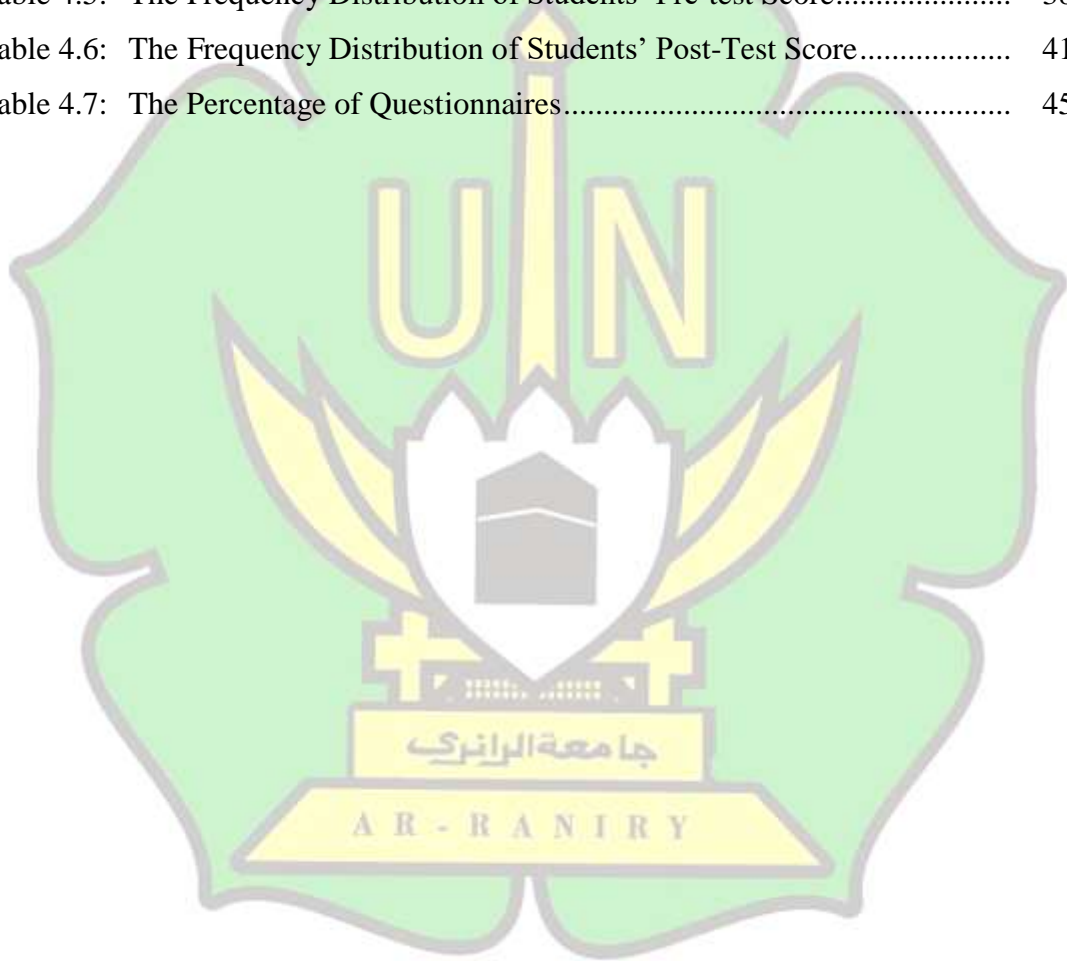


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# CHAPTER I

## INTRODUCTION

This chapter introduces several subtopics including the background of the study, research question, aims of the study, significance of the study, terminology, and hypothesis.

### **A. Background of the study**

Choosing a learning technique or approach that matches students' needs is very helpful in teaching English. Teacher should apply the interesting methods in the classroom, so that the students can understand well and faster about what they are learning. According to Cameron (2001), teaching language for young learners must take into account all skills such as handling and holding children at work, as well as having language expertise like language teaching and language learning. Teachers teaching English for children should apply a suitable method or approach relating to their development.

One method which can be used in learning for young learners is Total Physical Response (TPR). For further, the method term will be shortened to be TPR. This method is suitable to teach language especially English. The method was developed by Dr. James J. Asher, a professor of psychology at San Jose State

College in 1965 (Curtain and Dahlberg, 2010). Asher developed TPR as a result of his experience observing young children learning their first language. TPR is method that students listen to the teacher using the target language. This method can make students fun and comfortable in learning. According to Richard & Rodgers (2001), TPR is a language learning method built around, it attempts to teach language through physical (motor) activity. For beginners, it may not be appropriate to use the books, as the voice and gesture of the teacher may be a sufficient basis for classroom activities.

The instructor could later use can classroom objects such as pen books or chairs to help teaching points. How the method work is students listen to the teacher using the target language. The teacher helps students understand by using picture and occasional words into student native language and by being as expressive as possible (Larsen, 1986). In the classroom, the teacher plays the role of parent. Teacher starts by saying a word or a phrase and demonstrating an action. The teacher then says the command and the students all do the action. TPR also can be presented by using a game that is appropriate to the learners' characters. It is popular among beginner and it can be used with students of all levels and all age groups.

The research focused on the fifth grade of MIN 11 Banda Aceh. Based on the observation that was conducted, the researcher found the students have difficulties and some problems in learning English. The issues are the students are less comfortable in learning , the students have found it difficult to remember



vocabulary, they have felt bored and less interested in learning English as the students concentrate only on the resources and do written exercises. The teachers didn't use combinations or other teaching tools.

The teacher needs to include certain tools or strategies for teaching and learning processes to solve such problems. Media and system which have a very important role in teaching and learning English. The teacher must be able to choose and use the correct and appropriate media or method in the process of teaching and learning. There are many medium and methods in the field of education that can be used to support and help both teacher and students in the teaching and learning process. One of method is TPR. Using TPR method in teaching English hope can be solution for students who having problem in learning English and also motivated students to mastered it.

Additionally, this kind of research focus has also been the interest of some previous researchers. The research by Misra Fadhilah (2011) in Islamic University (UIN) of Syarif Hidayatullah Jakarta, entitled “The Effectiveness of Teaching Vocabulary Through TPR method (An Experimental Study at The Seventh Grade Students of MTs Khazanah Kebajikan Pondok Cabe Ilir)”. He described the effect of using TPR in teaching vocabulary, the researcher want to see how well TPR method work in English, especially teaching vocabulary. The result showed that using TPR method in teaching vocabulary was quite successful. It is not only effective to lead students feel more interesting and enjoy

doing activity in the class, but also it can give students the opportunities to be active in learning English vocabulary.

Another previous research was conducted by Anwar (2016) entitled a study on TPR method use in teaching English vocabulary (Total Physical Response and Direct Method in Students' Vocabulary Mastery Learning at SD Islam Sultan Agung 4 Semarang). The study aimed to measure which one of method more effective to improve the students' vocabulary. After being given treatment and test (pre-test and post-test), there was a significant difference of students' vocabulary achievement in learning vocabulary between students who were taught by using TPR and those who were taught by using Direct Method (DM). The result showed that the use of TPR method could increase students' vocabulary achievement and they could also produce more vocabulary. The students were able to respond the command from the teacher and able to understand the language.

Nevertheless, the previous studies above present some TPR method way in teaching vocabulary. They have similarity with this research, in term of method and the purpose. The differences with this research is the researcher tried to use TPR method in teaching English generally, because it took place in elementary school where English lesson is not classified in four skills. This method is expected can solve the problem faced by students in learning English.

## **B. Research question**

Based on the background study raised in the thesis, there are two research problems that the researcher put forward, namely:

1. Does the TPR method improve student's English ability?
2. To what extend does TPR method improve students' English ability?

## **C. Aim of The study**

The purpose of the research are:

1. To investigate whether or not the TPR improve students' English ability.
2. To find out to what extend TPR improve students' English ability.

## **D. Significance of Study**

By doing this study, the researcher hopes it will be benefits for:

1. The English Teacher

The teacher is supposed to get more information about one of the approaches used in teaching English. Therefore, teachers are hoped to create an exciting cycle of teaching and learning using the TPR system..

2. The students

It is hoped that this study will enable students to develop English skills, to feel comfortable while studying English. It is hoped that this approach can solve the problem student face while studying English. Students may

therefore improve their oral competence in corresponding language action in school.

## E. Terminology

### 1. TPR method

Total Physical Response (TPR) method is one of new methods developed by James Asher, a professor psychology at San Joe, USA. It is a method that students listen to the instructor during the course using the target language contact activities. According to Linse (2005), TPR is a method that is based on a short sequence of instructions or descriptions which are acted out, involving lots of physical response.

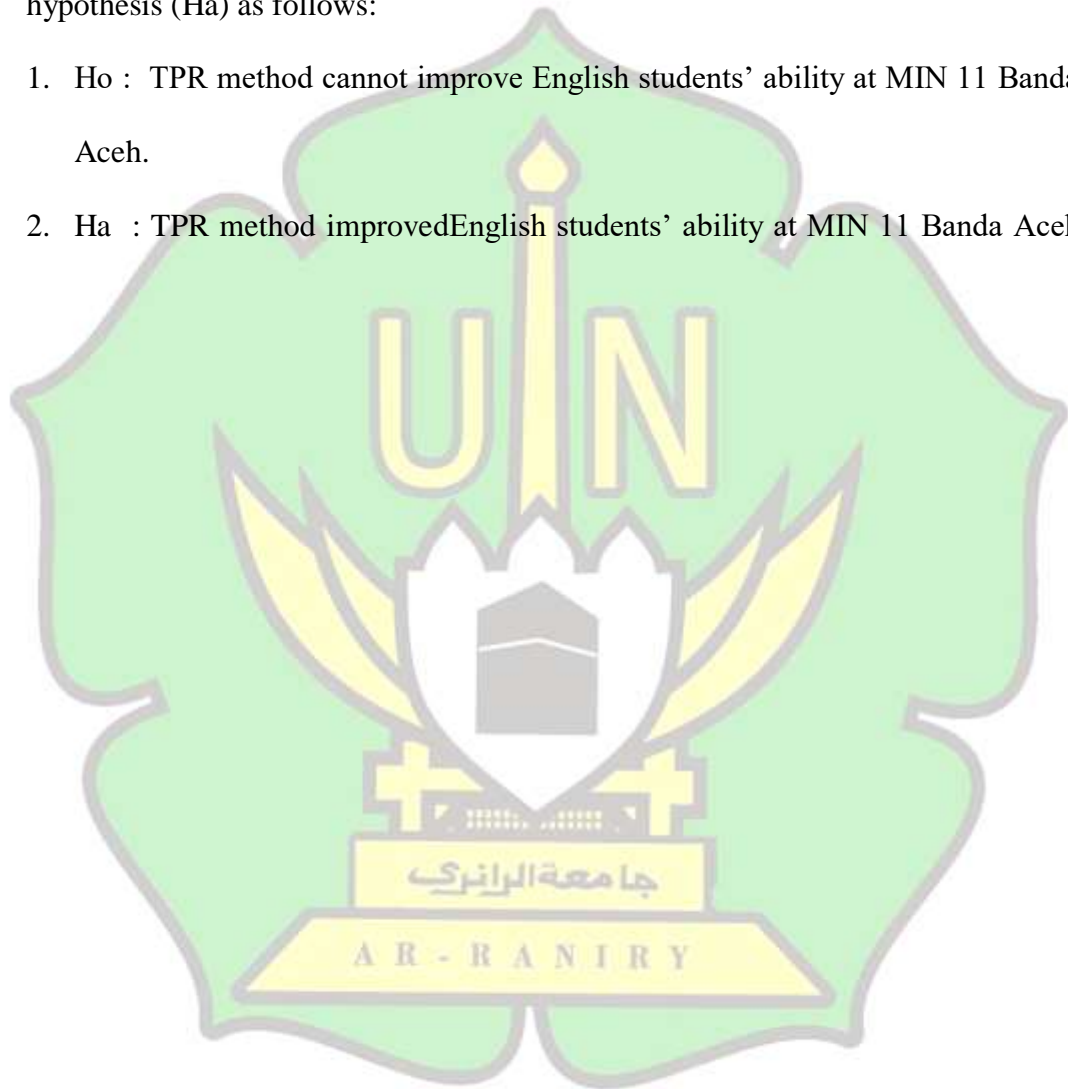
### 2. MIN

MIN stands for *Madrasah Ibtidaiyah Negeri*. Nakosteen (1964) said that *Madrasah* in Arabic word is a form for *zharaf makan* (adverb of place) from the base word *darasa* which means 'learn'. Literally, *Madrasah* defined as a place of study for the students or in English called 'school' which focus on Islamic religious subjects and also combined with other general subjects such as subjects of natural sciences and social sciences. There are three levels of school which obligated in Indonesia; Primary School, Junior High School and Senior High School. And in other words *Madrasah Ibtidaiyah* is same level with Elementary School. In this study the researcher took MIN 11 Banda Aceh.

## F. Hypothesis

Based on the research question and purpose of study, there are two forms of hypothesis in this research, they are, Null hypothesis (Ho) and Alternative hypothesis (Ha) as follows:

1. Ho : TPR method cannot improve English students' ability at MIN 11 Banda Aceh.
2. Ha : TPR method improved English students' ability at MIN 11 Banda Aceh





## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter deals with relevant theories to this study. In details, this chapter will explore some theoretical foundation about the definition of TPR, the principle of TPR, technique of using TPR, the advantage and disadvantage of TPR, definition of young learners, characteristics of young learners and teaching English to young learners.

#### **A. Total Physical Response (TPR)**

##### **1. Definition of TPR**

TPR has been defined by some experts in this world. This method is one of language teaching methods which was developed by James J Asher, a professor of psychology at San Jose State University, California (Curtain and Dahlberg, 2001). He used the teacher's commands to teachers, or a student to another student. Students try to react or respond to commands it by body or action movements. According to Richards and Rodgers (2001), TPR method is a language teaching system involving speech control and language teaching action through physical motor activity. It is obviously that physical reaction is the medium for stimulating interaction between teacher and learner.

Kimfasirah (2011) described Total Physical Response as a method that is implemented based on commands which are put forwards by the teacher and the

students should give physical response. Children often link a physical response with the spoken word when they are acquiring foreign language. It will be easier for children to memorize the words that have been learned by acting it out. That kinds of study will give such an unforgettable experience for children. Therefore, they will be easier to remember the words. Children will feel more comfortable in learning language. It can create a low-anxiety situation which facilitate learning since it uses physical activity in learning. Even the students will feel happy when they are studying because they do not feel under pressure.

In line with those arguments above, Brown (2001) also argues that the TPR classroom was one in which students did a great deal of listening and acting. This method takes reading and writing lesson later after listening and speaking. Based on those definitions of Total Physical Response above, it can be inferred that TPR is a language teaching method which has a great deal of listening and acting based on a short sequence of instructions through physical (motor) activity. This method will help the students in learning English through speech and actions in a fun atmosphere.

## **2. The Principle of TPR**

TPR has some principles. According to Larsen-Freeman (2000), the principle of TPR as follows:

- a. Meaning in target language can be expressed by action in target language. Memory is triggered by reaction from the learners.
- b. Before speaking, the students will develop an understanding of the target language.
- c. The imperative is an effective linguistic tool by which the teachers will use the actions of the student in grammar translation.
- d. Initially students can learn a part of the language simply by shifting their bodies.
- e. Students can learn both by watching actions and performing the acts themselves.
- f. It is very important that students can feel successful. Training is encouraged by the sense of achievement and low anxiety.
- g. Language learning when it's fun is more successful.
- h. Spoken language should be favored over written language.
- i. Students will start talking once they're ready.

### 3. Techniques of using Total Physical Response method

According to Larsen- Freeman (2004), there are some techniques used in Total Physical Response as follow:

1. Using commands in action sequences.

The instructor models the commands to make the context clear, and performs the corresponding actions. Students perform action-based exercises individually

and in groups with the instructor. When they begin to speak they direct commands to the teacher and to each other.

Commands are delivered in a series, explained Gantika (2013) that TPR is a valid brain method for learning a language, because the language is learned mainly through practice. To make the learning process enjoyable, the instructions should be amusing and humorous. Also, the instructor will prepare order sequences in advance to keep the lesson tempo lively. All grammar features and hundreds of vocabulary are communicated through commands. According to Larssen-Freeman (2004), Commands can be subdivided into the following groups:

- a) Moving the entire body or body parts: Stand, walk, sit, jump, run, touch the feet, head, shoulders, etc.
- b) Moving stuff (manipulative): place the book on the counter, press the eraser and put the book on it.
- c) Sequences of action (series of commands or operations): sequences of action are based on various daily tasks, such as going to school, cleaning the house, having breakfast etc.

## 2. Role reversal

Once students are able to talk, they demand some acts from their teacher and classmates.

## 3. Conversational dialogues and role play.

Job plays the core in day-to-day circumstances like restaurant, store, or

police station.

#### 4. Compiling language experience stories

A narrative about the language experience is a group-written story about a common experience. Students engage in an interaction like a cooking activity and then tell the story to the instructor who writes it down on the blackboard, or prescribe it. Students are reading the story and bringing written sentences to practice.

#### 5. Reading and Writing

The teacher writes every new vocabulary item on the chalkboard, along with a sentence to explain the item. He or she then speaks every element and acts out the sentence. As she or he reads the text, the students listen. Others copy the data into their notebooks.

### **4. The Advantage and Disadvantage of Total Physical Response**

#### a. The Advantages of TPR

The advantages of TPR can determine the success of the method in teaching English. According to Frost (2007), students can enjoy the learning time and it will lift the students' mood. It helps the students to learning English without having them involved in a successful way. It is a lot of fun. It lifts the pace and the mood. This method can avoid learning from boring and reduce stress of students, because it needs active class to make it success full. It is good kinesthetic learners who are required to be active in the class.



When students try to follow the rule of TPR and practice it as a command, for example when teacher demonstrate word 'jump' in the class, then they practice it. Unconsciously, students can remember the word 'jump' without memorizing. Because it links between body movements to physical react and developed the brain. It is very memorable. It does assists students to recognize phrases or words .According to Sitaula (2008), The efficacy of the TPR approach has been tested in terms of how young children can communicate in a foreign language if the teacher can encourage them with the activities which lead them to use language.

TPR interventions should ensure that young learners in a realistic context can hear new vocabulary and respond nonverbally (Pinter, 2003). TPR does not need a lot of preparation or large class. In this scenario, it doesn't matter how many students you have, so long as you're able to take the lead and decide what you want to do, the learners will follow. That is why this method is very effective with teenagers and young learners.

Asher (2003) also mentioned some advantages of TPR methods. He believed that TPR is useful in helping students learn a target language by making them engage in stress-free situations and enjoyable activities instantly. Asher believes that TPR is appropriate for all ages and he also believes that TPR is beneficial for building trust among students.

For the explanation above, it can be concluded that (TPR) method is provided fun and enjoyment for young learners during learning a target language. Furthermore, TPR can help students to memorize the words of a target language.

b. The disadvantages of TPR

Total physical Response also has disadvantage. Brown (2000, p. 30) proposes weaknesses of TPR as follow:

“Like every other method we have encountered, TPR had its limitations. It seemed to be especially effective in the beginning levels of language proficiency, but it lost its distinctiveness as learners advanced in their competence. In a TPR classroom, after students overcame the fear of speaking out, classroom conversations and other activities proceeded as in almost any other communicative language classroom. In TPR reading and writing activities, students are limited to spinning off from the oral work in the classroom. Its appeal to the dramatic or theatrical nature of language learning was attractive”

From the statements above, it can be concluded that TPR is suitable for students as the beginner, but it is not appropriate for advanced and also TPR has a little difficulty in demonstrating abstract word, but the teacher can use paper and write the word on it to make student easily understand.

**B. Definition of Young Learners**

According to Suyanto (2012), young learner means children who learn English when they are still young. English young learner is a valid and clear indicator of how well children are doing in hearing, speaking, reading and writing skills. In general, teachers may not be aware of what it takes for young children to learn the second language. Therefore it is important for teachers to be concerned about them as students who are still young to support them in learning successfully. The teacher should understand their students' need. Brown (2000) claimed that There are five variables which should be considered in terms of intellectual

development, attention span, sensory feedback, affective factors and authentic (meaningful language) to construct approaches in teaching children.

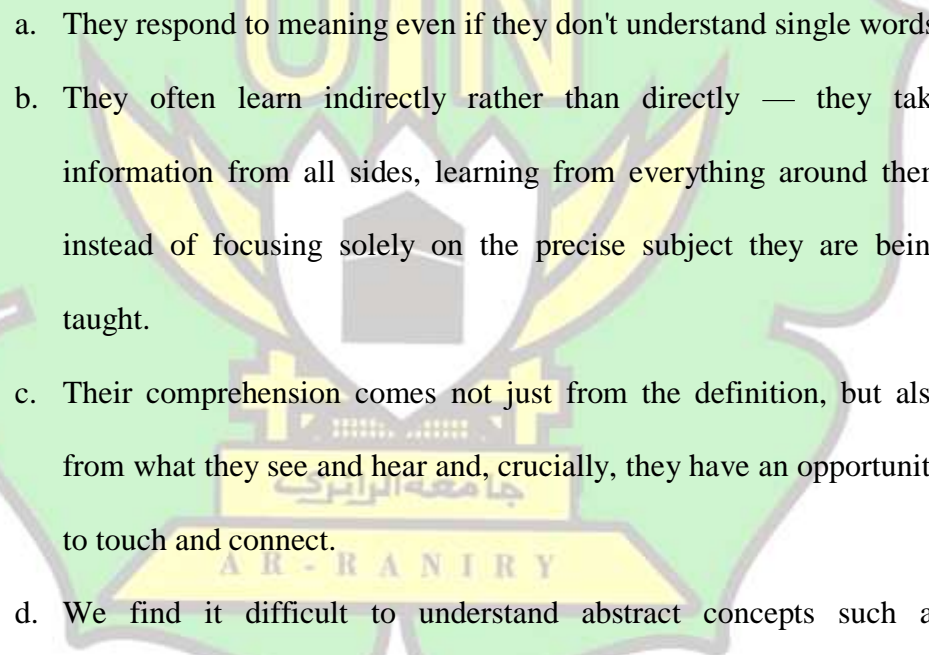
Teaching beginners is by no means the same as teaching adults. Young learner learns through hands-on experience and through manipulation of objects in the environment. According to Harmer (2007), children understanding comes not from the explanation, but from what they see and hear crucially, they have a chance to touch and interact with. Children are born with a natural appetite and interest for learning and their desire to learn should be fueled when they begin school (Cameron, 2001). Since students at this stage have little or no previous knowledge of target language, the instructor is a key determinant as to whether students are achieving their objectives. This can also be the most tangibly satisfying degree for a teacher as in a matter of a few weeks the development of the skills of the students is evident.

### **C. Characteristics of Young Learners**

Children start using basic expressions while learning the language. Children learn abstract language rules which they hear from. They also learn expressions that they have never heard before. Teaching English for children has been of particular concerns. For this reason, there are some characteristics of the young learners in age of five to seven year old, as described by Scott & Ytreberg (2004), When they can chat about what they're doing, they can tell you about what they've learned or heard, they can schedule events, they can argue about

something and tell you why they believe as they do, they can use rational reasoning, they can use their vivid imaginations, they can use a wide variety of mother tongue intonation patterns, they can understand direct human interaction. Ersoz (2007) has different category of young learners. She put young learners into category of very young learners (age of 3 to 6), young learners (age of 7 to 9), and older/ late young learners (age of 10 to 12).

According to Harmer (2007, p. 82), the characteristics of young learners, especially up to the age of nine to ten, are:

- 
- a. They respond to meaning even if they don't understand single words.
  - b. They often learn indirectly rather than directly — they take information from all sides, learning from everything around them instead of focusing solely on the precise subject they are being taught.
  - c. Their comprehension comes not just from the definition, but also from what they see and hear and, crucially, they have an opportunity to touch and connect.
  - d. We find it difficult to understand abstract concepts such as grammatical laws.
  - e. We usually show a learning excitement and a curiosity about the world around them.
  - f. We need individual attention and instructor approval.

- g. Children are keen to speak about themselves and relate well to learning in the classroom using themselves and their own lives as main topics.
- h. Children have a short span of attention; children can quickly get bored, losing interest after ten minutes of that, unless activities are extremely engaging.

Generally, based on the descriptions above, the characteristics of language young learners can be concluded as having short concentration span, active learners, having short memory, egocentrics, having difficulty in learning abstract concept, learning indirectly.

In the teaching sense, most people believe that children learn a foreign language just as they learn their mother tongue. Basically, 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 (McLaughlin, 1978). In the opposite, the children are less likely to optimally learn or develop a foreign language.

#### **D. Teaching English to Young Learners**

In this globalization era, English is the important thing that can help the children in reaching their potential in their life later. In Indonesian language policy, the sense of choosing English as a foreign language indicates the aim of globalisation. It is a right course, which makes English continually used as the



communicator of globalization. Sooner they start learning English is better. As a result, most people say kids are smarter than adults when trying to learn a second language. According to Harmer (2007), The ease of their age of language learning is a big justification for teaching English to young learners. This seems to be reinforced by common observation, as young second language learners pick up a different language very quickly. It is often believed that in primary school, learner would have initial comprehension of English at an early stage. So in later learning it will be the strong base for them.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents research methodology applied in this research. It covers research design, research sites and participants, method of data collection, method of data analysis.

#### **A. Research design**

The research was conducted into quantitative research to investigate the improvement of TPR method in teaching English for young learners. According to Creswell (2012), quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study. The researcher used an experimental research at which there are the experimental class and controlled class. An experimental study involves a study of the effect of the systematic manipulation of one variable on another variable. The manipulated variable is called the experimental treatment or independent variable. The research used two classes as the objects in which the first class as the experimental group as the one receiving a specific treatment and the second one as the control group receives no treatment.

## **B. Reaearch Sites and Participants**

### **1. Research location**

The present of study was conducted at MIN 11 Banda Aceh, which is located on JL. Utama Rukoh, Kopelma Darussalam, Kec. Syiah Kuala, Kota Banda Aceh, Aceh Province.

### **2. Population**

Population is the whole subject of the research, it means all the elements that exist in that research area. According to Best and Kahn (2006) say that Population is any group of persons who have one feature in common and are of interest to the researcher. It is the large group to which a researcher wants to generalize the sample result. The population is the fourth grade students of MIN 11 Banda Aceh. There are 3 classes namely class 4-1, 4-2 and 4-3 which are consist of 84 students.

### **3. Sample**

Sample means a subgroup of the members of population chosen for participation in the study. According to Arikunto (2010) Sample is part of the population. The sample is a limited number of elements representing a proportion of the population. The sample of this study was the fourth grade of MIN 11 Banda Aceh. The sampling technique that is used by the researcher here is simple purposivesampling, which is a part of non-probability sampling. According to

Arikunto (2010), Purposive sampling is the process of selecting sample by taking subjects that is not based on the level of area, but it is taken based on the specific purpose. The sample used in this study is fourth grade students which are divided into 2 classes, namely class 4-1 and class 4-3. For the experiment class appointed 4-1 which consist of 33 students as the sample that get the treatment, while the other class 4-3 which consist of 31 students was the controlled class of this study.

### **C. Method of Data Collection**

Techniques of collecting data in this study were two kinds, namely:

#### **1. Questionnaire**

A questionnaire is several written questions used to get information from the respondent. According to Cohen (2013), questionnaire is the instrument for collecting the primary data. For this study, the questionnaire questions are given in the native language of the students, so that they can be easily understood. Measurement using a Guttman Scale was used for the questionnaire which is assumed to be two statements, that are agree or disagree.

#### **2. Test**

According to Arikunto (2012, p.66), test is a tool or procedure used to know or measure students' performance by using a set of ways and rules. Test was used to measure and find out the students' achievement and students' improvement of using TPR method in teaching English. In the experimental and regulated class

this test was applied to know the score of achievement of the students in English mastery. To gain the data, the researcher provided pre-test and post-test. At the beginning of the study pre-test was given to know the willingness and motivation of the students to learn English before they sought treatment. Since using TPR approach in teaching, the post-test was the last test to learn the progress and motivation of the students in teaching English.

#### **D. Method of Data Analysis**

In collecting the data, the researcher used test to know the student English ability. According to Shamoo and Resnik (2003), Different analytical procedures provide a way to draw inductive inferences from data and to discern the signal present in the data. The following steps in analyzing data are:

##### **1. Questionnaire**

There are ten questions offer to the students which are related to the use of Total Physical Respond method in English learning class. Closed questioner is used here. The collected questionnaire data is also statistically analyzed by counting the percentage of the answers from the students in each questionnaire item. To count the percentage of the answers chosen by the participants, the formula used is:



$$P = \frac{F}{N} \times 100\%$$

(Sudjana, 2008)

Note:

P : Percentage

F : Frequency of respondents

N : Number of sample

100% : Constant value

## 2. Test

Test is used by the researcher to examine the result of the subject by using question to measure the students' improvement. This research used two types of test, it contains of pre-test and post-test.

Firstly, the writer prepared pre-test for students. Pre-test is carried out to obtain advanced knowledge of the students before treatment. As a pre-test, the researcher gave the students 10 multiple choice questions. In the first meeting it was given to know their skill in English before they sought treatment. The researcher asked students to collect the answer sheets as the data in pre-test.

In the second meeting, after students did the pre-test and know the results, the researcher conducted the treatment by using TPR method in the class. The researcher asked students to make a circle and then starts to say a word like "jump" or phrase like "look at the board" and demonstrate the action. The

researchers in this case s the teacher, repeating the commands a few times and asked students to repeat the word as they do the action.

The last test was post-test. It is required to see the differences or students' improvements in mastering English. Post-test was given after the researcher finished to teaching students by using TPR. The question would be different from pre-test. In this session, the students were given 10 questions about vocabulary. They must be able to translate these 10 questions into Indonesian, and their answer sheets will be the data of post-test.

The researcher analyzed the pre-test and post-test data by statistical analysis. In evaluating the test score, the investigator measured the students' mean score. To classify the score, the means' pattern is used. The pattern is in the following explanation.

$$M_1 = \frac{\sum f_i x_i}{\sum f_i}$$

(Sudjana, 2008)

Note:

$x_i$  : Middle Score of interval class

$f_i$  : Frequency

$f_i.x_i$  : The amount of multiplication between frequency and

middle interval.

## CHAPTER IV

### FINDING AND DISCUSSIONS

In this chapter, the researcher presents the finding, hypothesis testing, and discussion of the research. There are two types of data, tests and questioner that need to analyze.

#### A. The Analysis of Test Finding

After the pre-test and post-test in the control and experimental class, the data obtained were statistically calculated to determine the mean scores and to analyze whether the pre-test and post-test scores differed significantly after treatment. Scores can be seen in the following table:

**Table. 4.1 Pre-test and Post-test Scores Control Class (4-3)**

No	Initial of Students	Pre-test	Post-test
1	MM	40	50
2	TAR	30	40
3	NJ	30	50
4	FR	20	40
5	AF	30	50

---

6	SS	40	50
7	ARR	10	30
8	SM	30	40
9	NAA	40	60
10	AF	20	30
11	RN	20	40
12	SL	30	50
13	KA	50	50
14	TF	30	50
15	MHA	50	60
16	ZU	40	30
17	ZF	50	50
18	TNA	30	40
19	Z	20	40
20	FD	40	60

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21	MSA	30	50
22	TGN	20	40
23	M	20	30
24	MGA	40	50
25	YN	30	50
26	NA	30	40

---

Table 4.1 shows that the lowest score for the pre-test was 10 and the highest one was 50. Meanwhile, the lowest post-test was 30 and the highest one was 60.

#### 1. Result of Pre-test.

First, the researcher calculated the mean of pre-test score, the researcher arranged the score from the lowest and the highest score as follow:

R	10	20	20	20	20	20	20	30	30
30	30	30	30	30	30	30	30	40	40
40	40	40	40	50	50	50			



Then the researcher determined the range of the pre-test showed above by using the formula below:

$$\begin{aligned} R &= H_s - L_s \\ &= 50 - 10 \\ &= 40 \end{aligned}$$

After finding the range score, the researcher found the number of class interval (K), and the result was:

$$\begin{aligned} K &= 1 + 3.3 (\log n) \\ &= 1 + 3.3 (\log 26) \\ &= 1 + 3.3 (1.41) \\ &= 1 + 4.65 \\ &= 5.65(\text{taken } 6) \end{aligned}$$

Thus, the length of the interval was 6. The next step, the researcher determined the range of interval class by the following formula:

$$\begin{aligned} \text{Range of interval Class (p)} &= \frac{\text{Range}}{\text{Interval}} \\ &= \frac{40}{6} \\ &= 6,66(\text{taken } 7) \end{aligned}$$

Based on the data calculated above, the frequency distribution of the pre-test can be formulated as follows:

**Table. 4.2 The Frequency Distribution of Students' Pre-test Score**

No	Students' Score	$f_1$	$X_1$	$X_1 - \bar{X}$	$(X_1 - \bar{X})^2$	$f_1 (X_1 - \bar{X})^2$
1	10-16	1	13	-14.5	210.25	210.25
2	17-23	6	20	-7.5	56.25	337.5
3	24-30	10	27	-0.5	0.25	2.5
4	31-37	0	34	6.5	42.25	0
5	38-44	6	41	13.5	182.25	1093.5
6	45-51	3	48	20.5	420.25	1260.75
<b>Total Score</b>		<b>26</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2904.5</b>

$$\bar{X} = \frac{\sum X}{N}$$

$$= \frac{(10 \times 1) + (17 \times 6) + (24 \times 10) + (31 \times 0) + (38 \times 6) + (45 \times 3)}{26}$$

$$= \frac{10 + 102 + 240 + 0 + 228 + 135}{26}$$

$$= \frac{715}{26}$$

$$= 27.5$$

After counting the mean of the students' pre-test, the researcher used a standard deviation to calculate how individual measurements should be expected

to deviate from the mean on average. The formula of standard deviation in the pre-test was presented below:

$$SD^2 = \frac{\sum f(x - \bar{x})^2}{N - 1}$$

$$SD^2 = \frac{2904.5}{26 - 1}$$

$$SD^2 = \frac{2904.5}{25}$$

$$SD^2 = 116.18$$

$$SD = \sqrt{116.18}$$

$$SD = 10.77$$

## 2. The Result of Post-Test

In order to calculate the mean of the post-test score, the researcher arranged the score from the lowest up to the highest score as follows:

R	30	30	30	30	40	40	40	40	40
40	40	40	50	50	50	50	50	50	50
50	50	50	50	60	60	60			

Then the researcher determined the range of the post-test showed above by using the formula below:

$$R = H_s - L_s$$

$$= 60 - 30$$

$$= 30$$

After finding the range score, the researcher finds out the number of class interval (K), and the result was:

$$K = 1 + 3.3 (\log n)$$

$$= 1 + 3.3 (\log 26)$$

$$= 1 + 3.3 (1.41)$$

$$= 1 + 4.65$$

$$= 5.65 \text{ (taken 6)}$$

Thus, the length of the interval was 6. After that, the researcher counted the class of interval by using the following formula:

*Range of interval Class (p)*

$$= \frac{\text{Range}}{\text{Interval}}$$

$$= \frac{30}{6}$$

$$= 5$$

Based on the data calculated above, the frequency distribution of the post-test can be formulated as follows:

**Table. 4.3 The Frequency Distribution of Students' Post-test Score**

No	Students' Score	$f_1$	$X_1$	$X_1 - X$	$(X_1 - X)^2$	$f_1 (X_1 - X)^2$
1	30-34	4	32	-13	169	676
2	35-39	0	37	-8	64	0
3	40-44	8	42	-3	9	72
4	45-49	0	47	2	4	0
5	50-54	11	52	7	49	539
6	55-59	0	57	12	144	0
7	60-64	3	62	17	289	867
<b>Total Score</b>		<b>26</b>	<b>321</b>	<b>14</b>	<b>728</b>	<b>2154</b>

$$\bar{X} = \frac{\sum X}{N}$$

$$= \frac{(30 \times 4) + (35 \times 0) + (40 \times 8) + (45 \times 0) + (50 \times 11) + (55 \times 0) + (60 \times 3)}{26}$$

$$= \frac{120 + 0 + 320 + 0 + 550 + 0 + 180}{26}$$

$$= \frac{1170}{26}$$

$$= 45$$

After accounting the mean of the students' pre-test, the researcher used a standard deviation to calculate how individual measurements should be expected



to deviate from the mean on average. The formula of standard deviation in the pre-test was presented below:

$$SD^2 = \frac{\sum f(x - \bar{x})^2}{N - 1}$$

$$SD^2 = \frac{2154}{26 - 1}$$

$$SD^2 = \frac{2154}{25}$$

$$SD^2 = 86.16$$

$$SD = \sqrt{86.16}$$

$$SD = 9.28$$

### 3. T- score Calculation

T-score was used in order to find out the significant differences between pre-test and post-test. The calculation was as follows:

$$t - score = \frac{x_1 - x_2}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}}$$

$$t - score = \frac{45 - 27.5}{\sqrt{\left(\frac{116.18}{26}\right) + \left(\frac{86.16}{26}\right)}}$$

$$t - score = \frac{17.5}{\sqrt{4.46 + 3.31}}$$

$$t - score = \frac{17.5}{\sqrt{7.77}}$$

$$t - score = \frac{17.5}{2.78} \quad t - score = 6.29$$

**Table. 4.4 Pre-test and Post-test Scores Experimental Class ( 4-3)**

No	Initial of Students	Pre-test	Post-test
1	MAK	30	50
2	A	20	50
3	FF	40	60
4	MS	30	50
5	TMS	40	70
6	NZ	30	50
7	WN	40	60
8	SB	20	50
9	BA	40	80
10	SI	40	60
11	MN	30	60
12	MR	50	80

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13	RA	30	70
14	MA	40	80
15	SH	40	70
16	JA	30	60
17	AAH	30	40
18	Q	30	80
19	TMA	40	50
20	AF	30	70
21	RN	40	80
22	YHI	40	60
23	YFA	40	60
24	NS	30	50
25	DD	40	80
26	TZ	20	50
27	TMR	30	40

---

The following part showed further statistical analysis result of pre-test and post-test.

In order to calculate the mean of the pre-test score, the researcher arranged the score from the lowest up to the highest score as follow:

[illegible]

40      40      40      40      40      40      40      40      40      40

40      50

The

n the researcher determined the range of the pre-test showed above by using the formula below:

$$R = H_s - L_s$$

$$= 50 - 20$$

$$= 30$$

After finding the range score, the researcher found the number of class interval (K), and the result was:

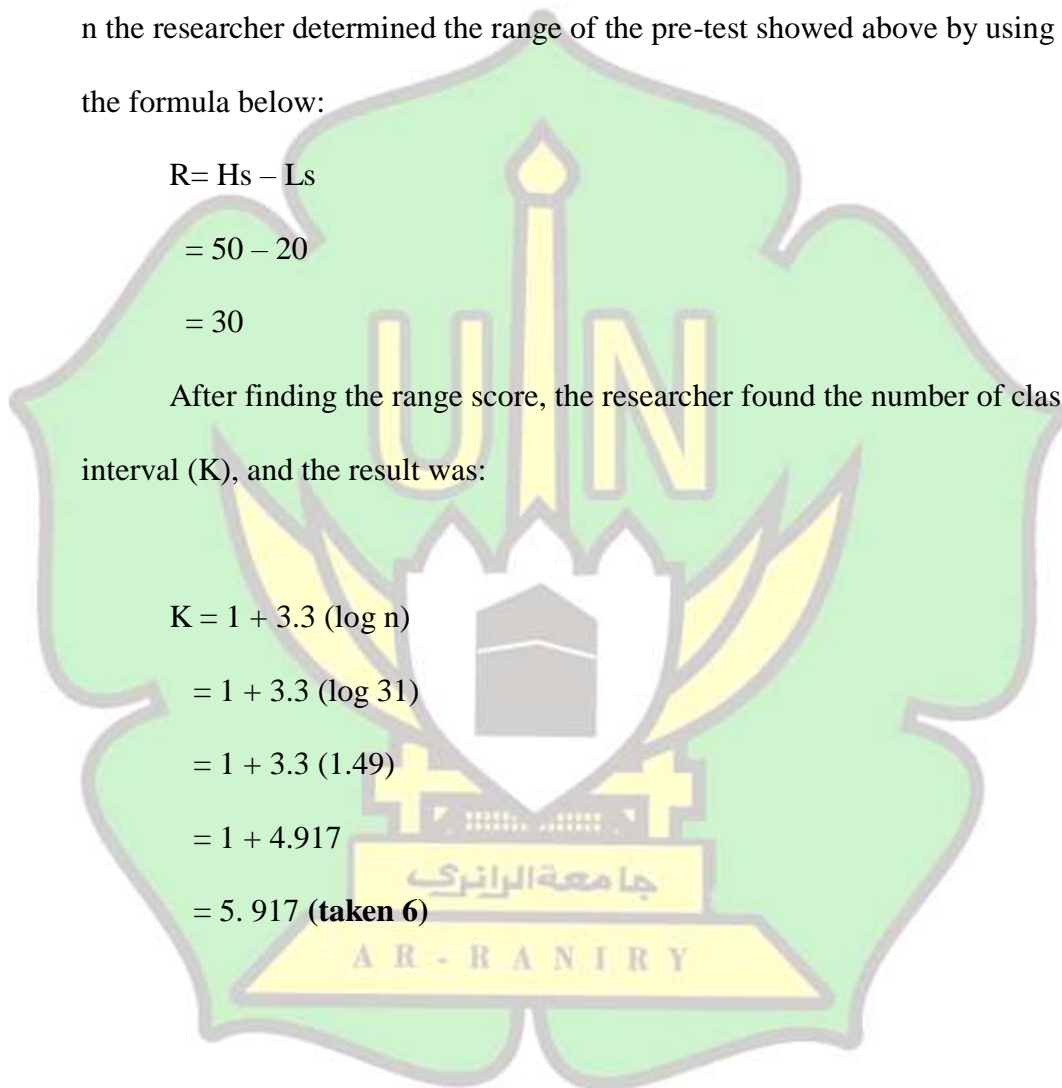
$$K = 1 + 3.3 (\log n)$$

$$= 1 + 3.3 (\log 31)$$

$$= 1 + 3.3 (1.49)$$

$$= 1 + 4.917$$

$$= 5.917 \text{ (taken 6)}$$





Thus the length of the interval was 6. After that, the researcher counted the class of interval by using the following formula:

$$\begin{aligned} \text{Range of interval Class } (p) &= \frac{\text{Range}}{\text{Interval}} \\ &= \frac{30}{6} \\ &= 5 \text{ (taken 5)} \end{aligned}$$

Based on the data calculated above, the frequency distribution of the pre-test can be formulated as follows:

**Table. 4 .5 The Frequency Distribution of Students' Pre-test Score**

No	Students' Score	$f_1$	$X_1$	$X_1 - X$	$(X_1 - X)^2$	$f_1 (X_1 - X)^2$
1	20-24	3	22	-11.87	140.89	422.67
2	25-29	0	27	-6.87	47.19	0
3	30-34	14	32	-1.87	3.49	48.86
4	35-39	0	37	3.13	9.79	0
5	40-44	13	42	8.13	66.09	859.17
6	45-49	0	47	13.13	172.39	0
7	50-54	1	52	18.13	328.69	328.69
<b>Total Score</b>		<b>31</b>	<b>259</b>	<b>-</b>	<b>-</b>	<b>1659.39</b>

$$\begin{aligned}
 \bar{X} &= \frac{\sum x}{N} \\
 &= \frac{(20 \times 3) + (25 \times 0) + (30 \times 14) + (35 \times 0) + (40 \times 13) + (45 \times 0) + (50 \times 1)}{18} \\
 &= \frac{60 + 0 + 420 + 0 + 520 + 0 + 50}{31} \\
 &= \frac{1050}{31} \\
 &= 33.87
 \end{aligned}$$

After counting the mean of the students' pre-test, the researcher used a standard deviation to calculate how individual measurements should be expected to deviate from the mean on average. The formula of standard deviation in the pre-test was presented below:

$$SD^2 = \frac{\sum f (x - \bar{x})^2}{N - 1}$$

$$SD^2 = \frac{1659.39}{31 - 1}$$

$$SD^2 = \frac{1659.39}{30}$$

$$SD^2 = 55.31$$

$$SD = \sqrt{55.31}$$

$$SD = 7.43$$

## 2. The result of Post-test

In order to calculate the mean of the post-test score, the researcher arranged the score from the lowest up to highest score as follow:

R	40	40	40	50	50	50	50	50	50	
50	50	50	60	60	60	60	60	60	60	
60	70	70	70	70	70	80	80	80	80	The
80	80									n
										the

researcher determined the range of the post-test showed above by using the formula below:

$$\begin{aligned}
 R &= H_s - L_s \\
 &= 80 - 40 \\
 &= 40
 \end{aligned}$$

After finding the range score, the researcher found out the number class interval (K), and the result was:

$$\begin{aligned}
 K &= 1 + 3.3 (\log n) \\
 &= 1 + 3.3 (\log 31) \\
 &= 1 + 3.3 (1.49) \\
 &= 1 + 4.917 \\
 &= 5.917(\text{taken } 6)
 \end{aligned}$$

Thus, the length of the interval was 6, after that, the researcher counted the class of interval by using the following formula:

$$\begin{aligned} \text{Range of interval Class } (p) &= \frac{\text{Range}}{\text{Interval}} \\ &= \frac{40}{6} \\ &= 6.66 \text{ (taken 7)} \end{aligned}$$

Based on the data calculated above, the frequency distribution of post test can be formulated as follow:

**Table. 4.6 The Frequency Distribution of Students' Score**

No	Students' Score	$f_1$	$X_1$	$X_1 - X$	$(X_1 - X)^2$	$f_1 (X_1 - X)^2$
1	40-46	3	43	-13.58	184.41	553.23
2	47-53	9	50	-6.58	43.29	389.61
3	54-60	8	57	0.42	0.17	1.36
4	61-66	0	63.5	6.92	47.88	0
5	67-73	5	70	13.42	180.09	900.05
6	74-80	6	77	20.42	416.97	2501.82
<b>Total Score</b>		<b>18</b>	<b>381</b>	<b>-</b>	<b>-</b>	<b>4346.07</b>

$$\bar{X} = \frac{\sum X}{N}$$

$$= \frac{(40 \times 3) + (47 \times 9) + (54 \times 8) + (61 \times 0) + (67 \times 5) + (74 \times 6)}{31}$$

$$= \frac{120 + 423 + 432 + 0 + 335 + 444}{31}$$

$$= \frac{1754}{31}$$

$$= 56.58$$

After counting the mean of the students' post-test, the researcher used a standard deviation to calculate how individual measurements should be expected to deviate from the mean on average. The formula of standard deviation in the post-test was presented below:

$$SD^2 = \frac{\sum f(x - \bar{x})^2}{N - 1}$$

$$SD^2 = \frac{4346.07}{31 - 1}$$

$$SD^2 = \frac{4346.07}{30}$$

$$SD^2 = 144.869$$

$$SD = \sqrt{144.69}$$

$$SD = 12.02$$

### 3. T-score Calculation

T-score was used in order to find out the significant differences between pre-test and post-test. The calculation was as follows:

$$t - score = \frac{x_1 - x_2}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}}$$

$$t - score = \frac{56.58 - 33.87}{\sqrt{\left(\frac{55.31}{31}\right) + \left(\frac{144.869}{31}\right)}}$$

$$t - score = \frac{22.71}{\sqrt{1.78 + 4.67}}$$

$$t - score = \frac{22.71}{\sqrt{6.45}}$$

$$t - score = \frac{22.71}{2.53} \quad t - score = 8.97$$

#### B. Test of Hypothesis

The researcher used the result of the t-score analysis in testing the hypotheses, based on the t-table at the level significant  $\alpha$  0.05 (5%), According to Bungin (2005, p.185), the research criterion used to assess the result of the experiment is; if  $t\text{-test} > t\text{-table}$ . If the ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected, it means that there is a significant difference of the students' English ability after they were taught by using TPR method. While, if the null hypothesis ( $H_o$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected, it means that there is no



significant difference of the students' English ability after they were taught by using TPR method.

After t-score examined the hypothesis, the result of t-score in control class was 6.29 and t-score in experimental class was 8.97. Therefore, the next step was interpreting the t-score in control class by determining the *degree of freedom* (df).  $Df = N - 1 = 26 - 1 = 25/24$ . As the result, the researcher compared the score to significant t-table with *df* 25 with value  $t_{t.sv} 5\% = 2.06$  and  $t_{t.sv} 1\% = 2.78$ . So, t-score was higher than t-table. After that, t-score in experimental class is interpreted by determining the *degree of freedom* (df).  $Df = N - 1 = 31 - 1 = 30$ . As a result, the researcher compared t-score to significant t-table with *df* 30 with value  $t_{t.sv} 5\% = 2.04$  and  $t_{t.sv} 1\% = 2.75$ . So, t-score was higher than t-table.

Control Class :  $2.06 < 6.29 > 2.78$

Experimental Class :  $2.04 < 8.97 > 2.75$

Furthermore, referring to the above criteria, because t-score was higher than t-table, it could be concluded that this research's alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. Thus, it could be stated that there was a significant difference between the mean values of pre-test and post-test score. In the end of analysis, it could be that t-score indicated there was a difference of students' score before and after being taught by using TPR method.

### C. The Analysis of Questionnaires

The questionnaires were distributed in order to gain information of the students' responses on the use of TPR method in experimental class. The questionnaire was distributed to 31 students. It consisted of 10 close-ended question related to the implementation of prediction strategy. As mentioned in chapter III, the data of the questionnaire were analyzed by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

No.	Statement	Frequency (F)		Percentage (%)	
		(A)	(D)	(A)	(D)
1.	Learning English using TPR method can be interesting.	25	6	81	19
2.	Learning English by using TPR method makes my time more efficient.	22	9	71	29
3.	Learning by using TPR method motivated me to learn English more.	27	4	87	13
4.	TPR method creates new experience in learning English.	25	6	81	19
5.	Learning by using TPR method can be increase my language ability.	28	3	90	10

6.	I have no difficulty in learning by using TPR method	23	8	74	26
7.	I get new vocabulary by using TPR method in learning.	27	4	87	13
8.	Learning English with TPR method make me easier to memorize vocabulary.	21	10	68	32
9.	TPR method could help me in understanding sentence.	20	11	65	35
10.	TPR method makes me more active in the class.	26	5	84	16
<b>Total</b>		<b>244</b>	<b>66</b>	<b>788</b>	<b>212</b>
<b>Equation Degree</b>		<b>24.4</b>	<b>6.6</b>	<b>78.8</b>	<b>21.2</b>

**Table.4.7 : The Percentage of Questionnaires (Close-Ended Question)**

Notes:

A : Agree

D : Disagree

From the table presented in page 46, it was found the frequency of students' answer as follows:

- |             |             |
|-------------|-------------|
| 1. Agree    | : 78.8 %    |
| 2. Disagree | : 21.2% +   |
|             | <b>100%</b> |

From the explanation of students' answer above, it was found that the percentage of positive answer (agree) was 78.8%, while in the negative answers (disagree) was 21.2%, it means that the positive answers were higher than the negative answers. This proved that (TPR) could increase students' English ability.

#### **D. Discussions**

The researcher implemented TPR in teaching English especially teaching vocabulary, the researcher got the data showing the significant difference between students who were taught with and without TPR and proved that there was an improvement to students' understanding on vocabulary learning. Based on previous data analysis, the writer would like to answer the research questions. There are two research questions in this study, namely: 1 Does TPR method improve student's English ability?, 2) To what extent does TPR method improve students' English ability?

To answer the first question, the writer used pre-test and the post-test data. The writer found that the score of the post-test in the experimental class is higher than of pre-test. Based on the result of pre-test in experimental class and control class, the pre-test mean showed was 33.87 in experimental class while in control class was 27.5. The data showed that the mean scores of both of the classes were slightly different. It proved that the ability of the students of both classes were

homogenous. After that, the mean score in the post-test was 56.58 in experimental class while in control class was 45. It means, the result of the post-test score showed that the experimental class had a higher improvement (33.87 to 56.58) than the improvement in the control class (27.5 to 45).

In addition, the result in post-test showed that students' English skill improved than pre-test. The final result of the test deals with the total score the students gained before and after using the TPR method. In the pre-test result, the students' problems are less confident in learning, the students felt difficult in remembering vocabulary, they felt bored and less motivated in learning English. After conducting the method, student easier to remembering the vocabulary given by teacher or find a new vocabulary and share it to their classmate. TPR is structured according to the way children learn in their mother tongue. In this respect, TPR considers that one learns best when he is actively involved and grasp what we hears (Linse, 2005). Then, in the exercises which are the same level did in the pre-test and post-test, the researcher evaluates that the students can improve their vocabularies. Therefore, the writer concludes that using TPR method is improving student's English ability.

The second research question was asking the students' response after learning English through TPR. The researcher distributed questionnaire to the experimental class who were taught by using Total TPR to know specifically their opinions whether TPR helped them improved their understanding of



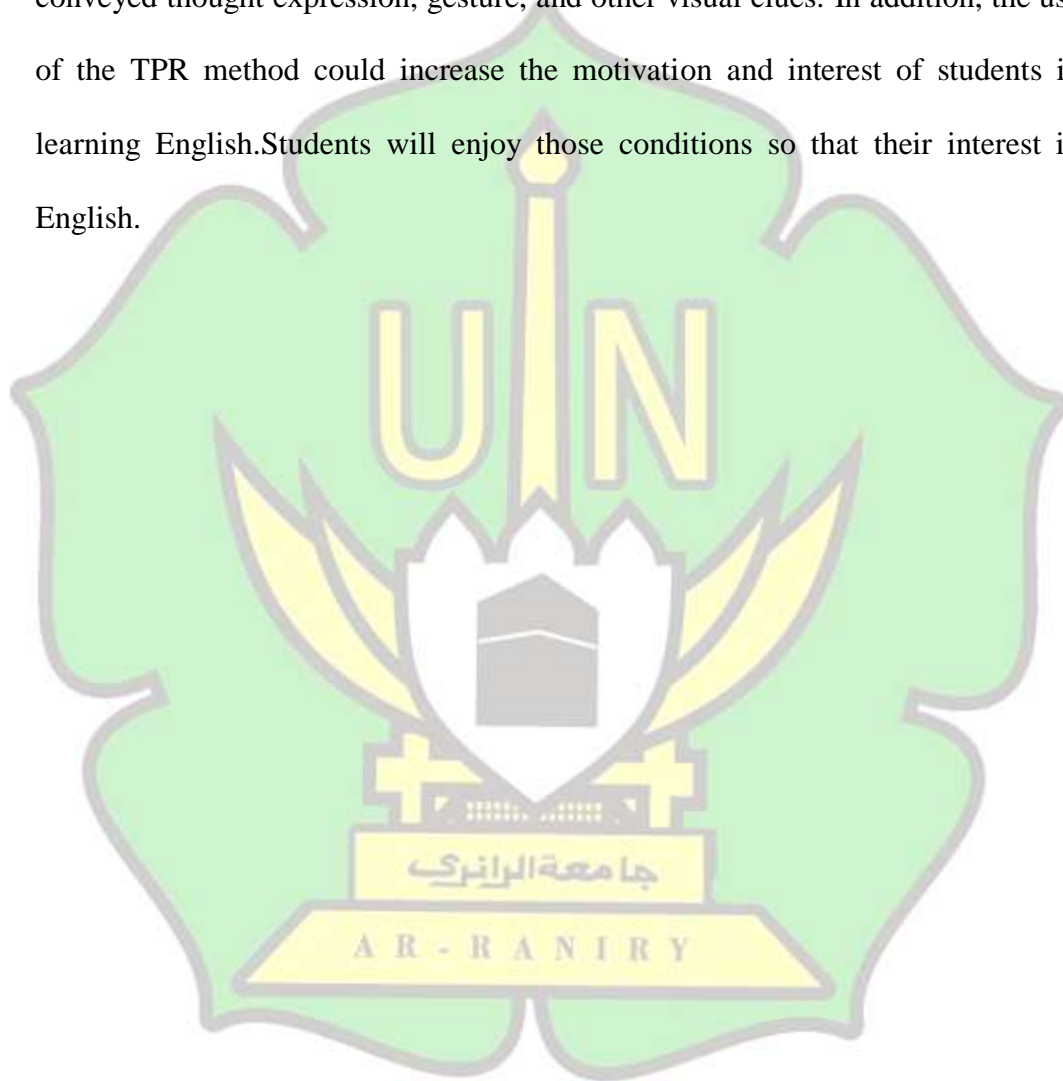
vocabulary or not. The questionnaire was formed in 10 questions starting from general to specific questions. In addition, the percentage of their success in the positive answers was 78.8 %. The researcher found that most of the students were interested and motivated in learning English with TPR method.

The data also showed that students agreed that TPR method could help them in understanding the text. This method made the students more enthusiastic because it made them feel more curious to continue learning vocabulary, students are ready and confident in learning, they are full fun and happy with English subject. It means that most students had positive responses through teaching use TPR to improve their English ability. Asher (2003) claimed that TPR is useful in helping students instantly learn a target language by having them engage in a stress situation and fun activities. From the expert statement, With this method students can reduce stress and create a fun learning experience. The researcher found that some students were still doubt full to choose the options provided in questionnaire. They were confused to choose answer for the questions. However, there were 21.2 % of negative answers, this was caused by some students get off the topic while working in group. So, not all the students were able to follow the information conveyed through the discussion.

From the explanation above, TPR as one of method of teaching English helps the learners to improve students' English achievement. The method offers a lot of advantage as the alternative way of learning English. One of the main advantage



of TPR method is that students not just hear the language passively but also demonstrate it by practice the word, it help students to remember the word faster. This greatly aids comprehension, such as general meaning and moods are often conveyed thought expression, gesture, and other visual clues. In addition, the use of the TPR method could increase the motivation and interest of students in learning English. Students will enjoy those conditions so that their interest in English.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consist of two sections. The first section deals with the conclusion and the second one deals with the suggestion.

#### A. Conclusion

Teaching English should be fun, interesting, repetitive and understandable particularly for children. By doing so, appropriate approaches should be used to teach them English. Teachers have a big role and influence for their students especially for young learners. They must be able to choose the appropriate teaching methods based on their level and characteristics. One of the appropriate teaching methods for young learners is TPR (Total Physical Response) method. This approach seeks to incorporate certain language competencies or elements into practice.

Based on the result of the research discussed in the previous chapter, the researcher draws some conclusions of teaching English by using TPR method as follows:

1. Teaching English by using the TPR method can increase students' ability in learning English. It is also proven by the improvement of mean score in experimental class which was taught by using the TPR method that was higher than the control class. Thus, it

can be concluded that the use of TPR method to fourth gradestudents of MIN 11 Banda Aceh can improve their ability in learning English. Therefore, the researcher concludes that using the TPR method is motivating students in learning English. Moreover, it is also proven by the result of hypothesis which *t*-score was higher than *t*-table. It means, there was a significant difference of the students' English ability after they were taught by using the TPR method.

2. From the questionnaire, it can be concluded that students were interested in the implemented of TPR method as it encouraged them in learning English. The effect of the questionnaire could be seen in the experimental class, which demonstrated each student's self-improvement not only in their English learning, but also in their positive responses, for example, they participated actively in the class and paid attention to the instructor. Thus, TPR method can improve the students' English ability, especially the fourth grade students of MIN 11 Banda Aceh.

## **B. Suggestion**

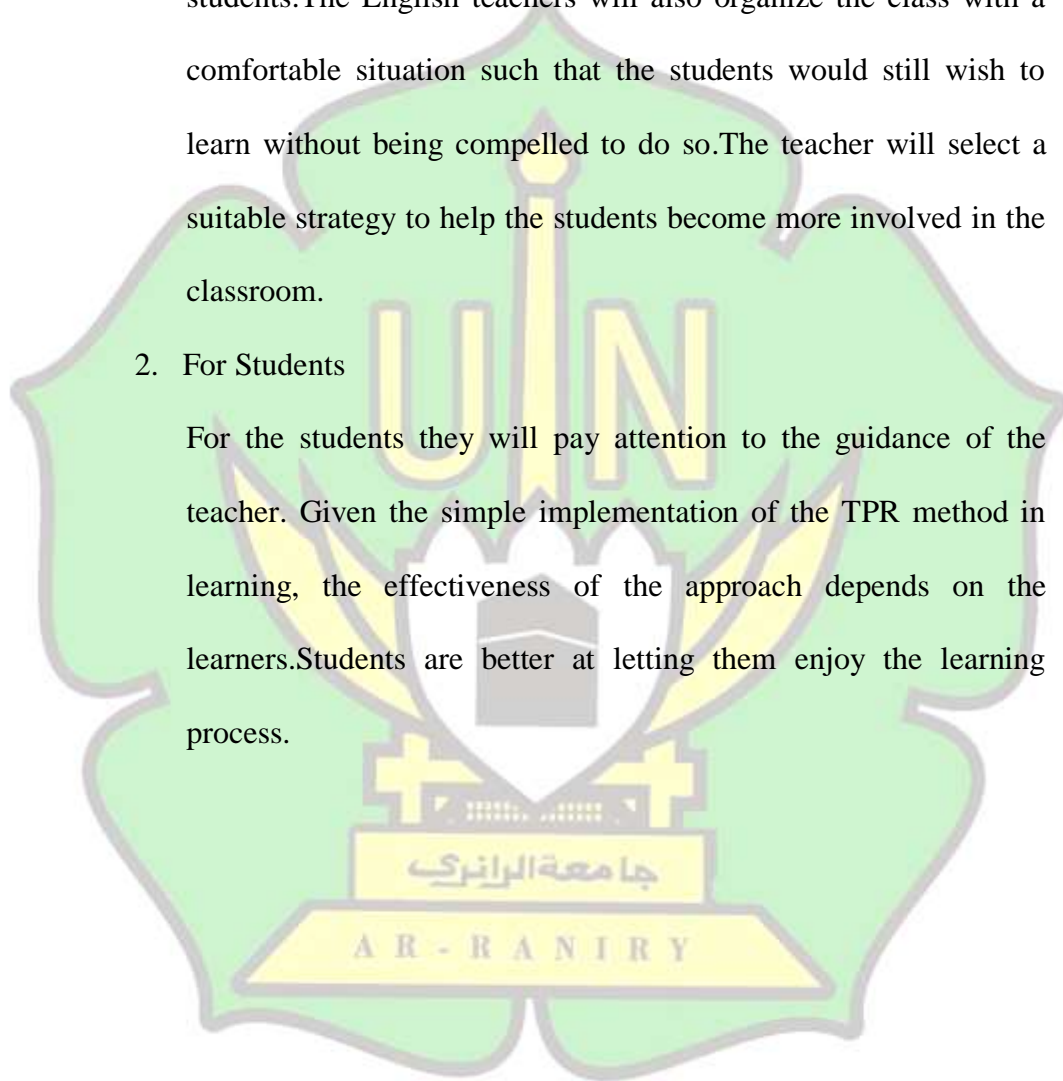
Based on the result of the study, the researcher proposes some suggestions concerning the research finding as follows:

### 1. For the English teacher

The researcher wanted the teacher to use a technique or method to make the process of teaching and learning more enjoyable for the students. The English teachers will also organize the class with a comfortable situation such that the students would still wish to learn without being compelled to do so. The teacher will select a suitable strategy to help the students become more involved in the classroom.

### 2. For Students

For the students they will pay attention to the guidance of the teacher. Given the simple implementation of the TPR method in learning, the effectiveness of the approach depends on the learners. Students are better at letting them enjoy the learning process.



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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B-15086/UN.08/FTK/KP.07.6/10/2019

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2019.
- Menetapkan** :  
**PERTAMA** : Menunjuk Saudara:
1. Yuni Setianingsih, M.Ag  
2. Yuliar Masna, S.Pd.I., M.TESOL
- Sebagai Pembimbing Pertama  
Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Putri Zaharatul Baiza  
NIM : 150203169  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Use of Total Physical Response (TPR) Method in Teaching English at MIN 11 Banda Aceh
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025/04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam pemetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 15 Oktober 2019  
An. Rektor  
Dekan,

  
Muslim Razali



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
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Nomor : B-3193/Un.08/FTK.1/TL.00/02/2020  
Lamp : -  
Hal : Mohon Izin Untuk Mengumpul Data  
Penyusun Skripsi

Banda Aceh, 21 February 2020

Kepada Yth.  
Kepala Kantor Kementerian Agama  
Banda Aceh

Di -  
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh  
dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

**N a m a** : PUTRI ZAHARATUL BAIZA  
**N I M** : 150203169  
**Prodi / Jurusan** : Pendidikan Bahasa Inggris  
**Semester** : X  
**Fakultas** : Tarbiyah dan Keguruan UIN Ar-Raniry  
**A l a m a t** : Jl. Utama Gampoeng Rukoh lam Ara 1 Gang SD 2  
Darussalam Banda Aceh

Untuk mengumpulkan data pada:


**MIN 11 Banda Aceh**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada  
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Use of Total Physical Response ( TPR ) Method in Teaching English at MIN 11 Banda  
Aceh**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami  
ucapkan terima kasih.

An. Dekan,  
Wakil Dekan Bidang Akademik  
dan Kelembagaan,

  
Mustafa



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH  
Jalan Mohd. Jam No. 29 Telp 6300597 Fax. 22907 Banda Aceh Kode Pos 23242  
Website : kemenagbna.web.id

Nomor : B-0360/Kk.01.07/4/TL.00/02/2020  
Sifat : Biasa  
Lampiran : Nihil  
Hal : **Rekomendasi Melakukan Penelitian**

26 Februari 2020

Yth, Kepala MIN 11  
Kota Banda Aceh

Assalamu'alaikum Wr. Wb.

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh Nomor : B-3193/Un.08/FTK.1/TL.00/02/2020 tanggal 21 Februari 2020, perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan Saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan **Skripsi**, kepada saudara/i :

Nama : Putri Zaharatul Baiza  
NIM : 150203169  
Prodi/Jurusan : Pendidikan Bahasa Inggris  
Semester : X

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan kepala madrasah, Sepanjang Tidak mengganggu proses belajar mengajar
2. Tidak memberatkan madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Foto Copy hasil penelitian sebanyak 1 (satu) eksemplar diserahkan ke Kantor Kementerian Agama Kota Banda Aceh

Demikian rekomendasi ini kami keluarkan, Atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

جامعة الرانيري  
AR - RANIRY



Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
3. Yang bersangkutan.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH**  
**MADRASAH IBTIDAIYAH NEGERI 11 BANDA ACEH**  
Jalan Lingkar Kampus UIN Ar-Raniry Darussalam Kota Banda Aceh  
Banda Aceh (Kode Pos 23112)  
Telepon (0651) 748670 ; Email : 02504.613718kd@gmail.com

Nomor : B-98/Mi.01.12.10/Kp.07.2/04/2020  
Lampiran : Nihil  
Hal : Telah Mengadakan Penelitian

16 April 2020

Yth. Prodi Pendidikan Bahasa Inggris  
Fak. Tarbiyah dan Keguruan UIN Ar-Raniry  
di  
Banda Aceh

Dengan hormat,  
Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry  
Nomor: B-3193/Un.08/FTK.1/TL.00/02/2020 Tanggal 21 Februari 2020, perihal izin melakukan  
Penelitian, dengan ini kami menerangkan bahwa :

Nama : Putri Zaharatul Baiza  
Nim : 150203169  
Program Studi : Pendidikan Bahasa Inggris  
Semester : X

Benar yang namanya tersebut di atas telah melakukan Pengumpulan data pada MIN 11 Banda  
Aceh pada tanggal 2 Maret s/d 12 Maret 2020, untuk keperluan menyusun Skripsi dengan judul :  
"The Use of Total Response (TPR) Method in Teaching English at MIN 11 Banda Aceh",  
guna menyelesaikan Pendidikan Program Sarjana ( S I ) di Fakultas Tarbiyah dan Keguruan UIN  
Ar-Raniry Darussalam Banda Aceh.

Demikianlah surat keterangan ini kami perbuat, untuk dapat dipergunakan seperlunya.

Kepala Madrasah  
  
DAHRINA M

Table *t***t Distribution: Critical Values of *t***

Degrees of freedom	Two-tailed test: One-tailed test:	Significance level					
		10%	5%	2%	1%	0.2%	0.1%
		5%	2.5%	1%	0.5%	0.1%	0.05%
1		6.314	12.706	31.821	63.657	318.309	636.619
2		2.920	4.303	6.965	9.925	22.327	31.599
3		2.353	3.182	4.541	5.841	10.215	12.924
4		2.132	2.776	3.747	4.604	7.173	8.610
5		2.015	2.571	3.365	4.032	5.893	6.869
6		1.943	2.447	3.143	3.707	5.208	5.959
7		1.894	2.365	2.998	3.499	4.785	5.408
8		1.860	2.306	2.896	3.355	4.501	5.041
9		1.833	2.262	2.821	3.250	4.297	4.781
10		1.812	2.228	2.764	3.169	4.144	4.587
11		1.796	2.201	2.718	3.106	4.025	4.437
12		1.782	2.179	2.681	3.055	3.930	4.318
13		1.771	2.160	2.650	3.012	3.852	4.221
14		1.761	2.145	2.624	2.977	3.787	4.140
15		1.753	2.131	2.602	2.947	3.733	4.073
16		1.746	2.120	2.583	2.921	3.686	4.015
17		1.740	2.110	2.567	2.898	3.646	3.965
18		1.734	2.101	2.552	2.878	3.610	3.922
19		1.729	2.093	2.539	2.861	3.579	3.883
20		1.725	2.086	2.528	2.845	3.552	3.850
21		1.721	2.080	2.518	2.831	3.527	3.819
22		1.717	2.074	2.508	2.819	3.505	3.792
23		1.714	2.069	2.500	2.807	3.485	3.768
24		1.711	2.064	2.492	2.797	3.467	3.745
25		1.708	2.060	2.485	2.787	3.450	3.725
26		1.706	2.056	2.479	2.779	3.435	3.707
27		1.703	2.052	2.473	2.771	3.421	3.690
28		1.701	2.048	2.467	2.763	3.408	3.674
29		1.699	2.045	2.462	2.756	3.396	3.659
30		1.697	2.042	2.457	2.750	3.385	3.646
32		1.694	2.037	2.449	2.738	3.365	3.622
34		1.691	2.032	2.441	2.728	3.348	3.601
36		1.688	2.028	2.434	2.719	3.333	3.582
38		1.686	2.024	2.429	2.712	3.319	3.566
40		1.684	2.021	2.423	2.704	3.307	3.551
42		1.682	2.018	2.418	2.698	3.296	3.538
44		1.680	2.015	2.414	2.692	3.286	3.526
46		1.679	2.013	2.410	2.687	3.277	3.515
48		1.677	2.011	2.407	2.682	3.269	3.505
50		1.676	2.009	2.403	2.678	3.261	3.496
60		1.671	2.000	2.390	2.660	3.232	3.460
70		1.667	1.994	2.381	2.648	3.211	3.435
80		1.664	1.990	2.374	2.639	3.195	3.416
90		1.662	1.987	2.368	2.632	3.183	3.402
100		1.660	1.984	2.364	2.626	3.174	3.390
120		1.658	1.980	2.358	2.617	3.160	3.373
150		1.655	1.976	2.351	2.609	3.145	3.357
200		1.653	1.972	2.345	2.601	3.131	3.340
300		1.650	1.968	2.339	2.592	3.118	3.323
400		1.649	1.966	2.336	2.588	3.111	3.315
500		1.648	1.965	2.334	2.586	3.107	3.310
600		1.647	1.964	2.333	2.584	3.104	3.307
∞		1.645	1.960	2.326	2.576	3.090	3.291



## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Satuan Pendidikan	: MIN 11 Banda Aceh
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: IV / 2
Materi Pokok	: Parts of Body
Alokasi Waktu	: 2 Jam (3 x Pertemuan)

#### A. KOMPETENSI INTI

1. Menerima dan menjalankan perbedaan sesama teman.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru dan tetangga.
3. Memahami pengetahuan factual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tau tentang dirinya, makhluk ciptaan tuhan dan kegiatannya, dan benda benda yang dijumpainya di rumah dan di sekolah.
4. Menyajikan pengetahuan factual dalam bahasa yang jelas, sistematis da logis, dalam karya yang estetis, dalam gerakan dalam mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

#### B. KOMPETENSI DASAR

- 1.1 : Merespon dengan melakukan tindakan sesuai instruksi dalam konteks kelas.

Indikator :

- 1.1.1 : Siswa mampu menirukan instruksi guru dengan benar dalam konteks kelas.
- 1.1.2 : Merespon ucapan guru dengan benar dalam konteks kelas.
- 1.1.3 : Melakukan tindakan sesuai instruksi guru dengan benar dalam konteks kelas.

### **C. TUJUAN PEMBELAJARAN**

1. Siswa dapat menirukan instruksi yang didengar dengan pengucapan yang benar.
2. Siswa dapat merespon ucapan guru dengan benar.
3. Siswa dapat melakukan tindakan sesuai instruksi guru dengan benar.

### **D. MATERI PEMBELAJARAN**

Parts of Body

### **E. METODE PEMBELAJARAN**

Metode : Total Physical Response

### **F. MEDIA PEMBELAJARAN**

1. Gambar / Foto terkait bagian bagian tubuh manusia
2. Laptop
3. Worksheet/Lembar Kerja Peserta Didik

### **G. SUMBER-SUMBER PEMBELAJARAN**

1. Buku Siswa Bahasa Inggris kelas IV KTSP 2006.
2. Kamus Bahasa Inggris

## H. LANGKAH-LANGKAH KEGIATAN

Kegiatan	Deskripsi	Alokasi Waktu
<b>Pertemuan ke-1 (2x45)</b>		
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1) Peserta didik merespon salam guru.</li> <li>2) Peserta didik berdoa sesuai dengan kepercayaan masing-masing.</li> <li>3) Peserta didik merespon guru dalam memeriksa kehadiran</li> <li>4) Guru membahas sekilas tentang materi yang pernah dipelajari</li> <li>5) Guru memberikan pertanyaan tentang materi yang telah dipelajari.</li> <li>6) Guru memperlihatkan foto/gambar kepada siswa terkait bagian bagian tubuh manusia.</li> <li>7) Guru memberikan beberapa pertanyaan mengenai foto/gambar yang ditunjukkan, seperti “<i>What do you think about the picture?</i>”</li> <li>8) Siswa diberi kesempatan untuk menjawab pertanyaan dari guru.</li> <li>9) Guru mengaitkan jawaban siswa dengan tujuan pembelajaran.</li> <li>10) Peserta didik menyimak tentang tujuan pembelajaran dari materi yang akan diajarkan.</li> </ol>	15 Menit

<b>Inti</b>	<ol style="list-style-type: none"> <li>1) Guru memperkenalkan satu persatu bagian bagian tubuh manusia di depan kelas.</li> <li>2) Peserta didik menyimak penjelasan dari guru.</li> <li>3) Dengan menggunakan bagian tubuh dari salah satu siwa, guru memberikan contoh cara pengucapan tiap bagian tubh demgan benar dalam bahasa inggris. (<i>Observing</i>) –</li> <li>4) Peserta didik bertanya tentang materi penjelasan guru (<i>Questioning</i>)</li> <li>5) Guru membagi kelompok peserta didik.</li> <li>6) Guru membagikan selemba kertas yang berisi gambar anggota tubuh manusia.</li> <li>7) Guru meminta siswa untuk membaca dan memahami gambar bagian bagian tubuh..</li> <li>8) Peserta didik mecari informasi dengan berdiskusi dan mencermati lembar tugas tersebut (<i>Associating</i>).</li> <li>9) Guru memberikan pengarahan apabila ada peserta didik yang mengalami kesulitan dalam memahami teks.</li> <li>10) Guru mengajak peserta didik untuk berdiskusi dengan melakukan presentasi setiap kelompok secara bergantian untuk kemudian menyimpulkan hasil pengumpulan data secara keseluruhan. (<i>Communicating</i>)</li> <li>11) Peserta didik mencatat hasil informasi yang diperoleh dari presentasi kelompok.</li> </ol>	73 Menit
<b>Penutup</b>	<ol style="list-style-type: none"> <li>1) Peserta didik melakukan refleksi terhadap kegiatan pembelajaran yang telah dilakukan. (<i>Communicating</i>)</li> <li>2) Guru memberikan tugas kepada setiap peserta didik untuk menggambar 3 anggota tubuh beserta nama nya.</li> <li>3) Peserta didik memperhatikan informasi tentang rencana</li> </ol>	7 menit

kegiatan pembelajaran untuk pertemuan berikutnya.

- 4) Peserta didik dan guru mengucapkan salam penutup.

### **Pertemuan ke-2 (2x45)**

#### **Pendahuluan**

8 Menit

- 1). Peserta didik merespon salam guru.
- 2). Peserta didik berdoa sesuai dengan kepercayaan masing-masing.
- 3). Peserta didik merespon guru dalam memeriksa kehadiran
- 4). Guru membahas sekilas tentang materi yang pernah dipelajari
- 5). Guru memberikan pertanyaan tentang materi yang telah dipelajari.
- 6). Guru memperlihatkan kembali selebaran gambar tentang parts of body seraya mengulang kembali materi yang telah dipelajari.
- 7). Guru memberikan beberapa pertanyaan mengenai bagian bagian tubuh manusia.
- 8). Siswa diberi kesempatan untuk menjawab pertanyaan dari guru.
- 9). Guru mengaitkan jawaban siswa dengan tujuan pembelajaran.
- 10). Peserta didik menyimak tentang tujuan pembelajaran dari materi yang akan diajarkan.



**Inti**

75 menit

- 1). Guru melatih siswa mengucapkan satu persatu bagian bagian tubuh dengan kegiatan listen and repeat kepada peserta didik (*Observing*)
- 2). Peserta didik menyimak dan menirukan guru mengucapkan bagian bagian tubuh. (*Experimenting*)
- 3). Guru menginstruksikan agar siswa menyentuh bagian bagian tertentu sesuai perintah guru. (*Observing*) –
- 4). Peserta didik bertanya tentang materi penjelasan guru (*Questioning*)
- 5). Guru membagi kelompok peserta didik.
- 6). Guru meminta siswa menggambar bagian bagian tubuh manusia.
- 7). Guru meminta siswa untuk menentukan nama nama bagian tubuh yang sudah digambar peserta didik dalam bahasa inggris.
- 8). Peserta didik mencari informasi dengan berdiskusi (*Associating*).
- 9). Guru memberikan pengarahan apabila ada peserta didik yang mengalami kesulitan dalam memahami teks.
- 10). Guru mengajak peserta didik untuk berdiskusi dengan melakukan presentasi setiap kelompok secara bergantian untuk kemudian menyimpulkan hasil pengumpulan data secara keseluruhan (*Communicating*)



	11).	Peserta didik mencatat hasil informasi yang diperoleh dari presentasi kelompok.	
<b>Penutup</b>	1).	Peserta didik melakukan refleksi terhadap kegiatan pembelajaran yang telah dilakukan. ( <i>Communicating</i> )	
	2).	Guru memberikan tugas kepada setiap peserta didik tentang gambar bagian bagian tubuh manusia.	
	3).	Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.	7 menit
	4).	Peserta didik dan guru mengucapkan salam penutup	
<b>Pertemuan ke-3 (2x45)</b>			
<b>Pembukaan</b>	1).	Peserta didik merespon salam guru.	
	2).	Peserta didik berdoa sesuai dengan kepercayaan masing-masing.	
	3).	Peserta didik merespon guru dalam memeriksa kehadiran	
	4).	Guru membahas sekilas tentang materi yang pernah dipelajari	10 menit
	5).	Guru memberikan pertanyaan tentang materi yang telah dipelajari.	
	6).	Guru memperlihatkan foto/gambar kepada siswa terkait bagian bagian tubuh manusia.	
	7).	Guru memberikan beberapa pertanyaan mengenai	

foto/gambar yang ditunjukkan, seperti “*What do you think about the picture?*”

- 8). Siswa diberi kesempatan untuk menjawab pertanyaan dari guru.
- 9). Guru mengaitkan jawaban siswa dengan tujuan pembelajaran.
- 10). Peserta didik menyimak tentang tujuan pembelajaran dari materi yang akan diajarkan.

**Inti**

- 1). Guru mereview kembali materi yang telah dipelajari. kepada peserta didik (*Observing*)
- 2). Peserta didik menyimak dan menirukan guru mengucapkan bagian bagian tubuh. (*Experimenting*)
- 3). Guru menjelaskan satu persatu hasil presentasi materi yang telah dipelajari. (*Observing*)
- 4). Peserta didik bertanya tentang materi penjelasan guru. (*Questioning*)
- 5). Guru membagikan lembar berisi anggota tubuh dan tabel.
- 6). Guru meminta siswa untuk menuliskan di dalam tabel bagian bagian tubuh manusia beserta fungsinya lalu disampaikan didalam kelas.
- 7). Guru meminta siswa untuk memperhatikan dan menyimak dengan seksama.
- 8). Peserta didik mencari informasi dengan berdiskusi dan

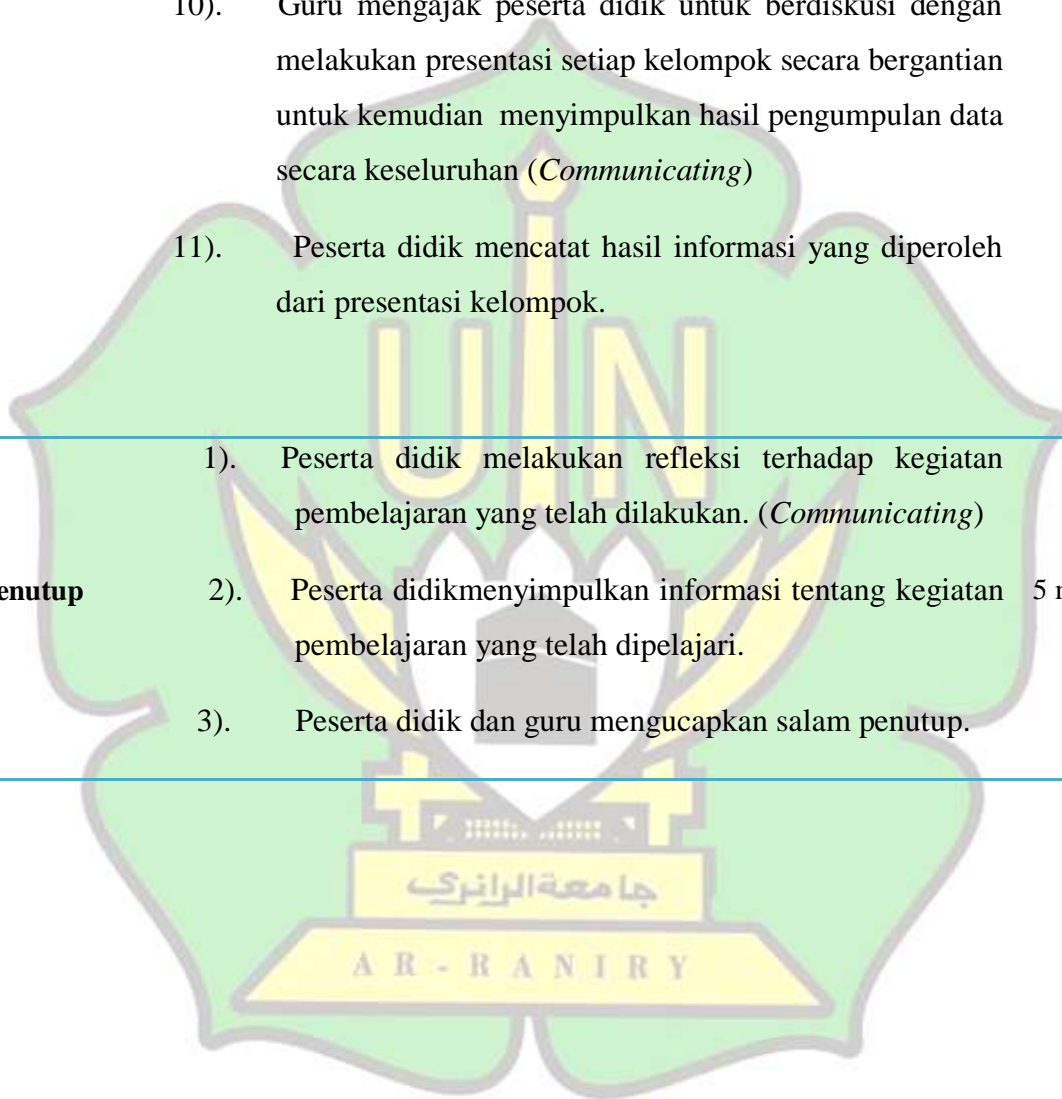
70 menit

mencermati penjelasan teman nya. (*Associating*).

- 9). Guru memberikan pengarahan apabila ada peserta didik yang mengalami kesulitan dalam memahami teks.
- 10). Guru mengajak peserta didik untuk berdiskusi dengan melakukan presentasi setiap kelompok secara bergantian untuk kemudian menyimpulkan hasil pengumpulan data secara keseluruhan (*Communicating*)
- 11). Peserta didik mencatat hasil informasi yang diperoleh dari presentasi kelompok.

**Penutup**

- 1). Peserta didik melakukan refleksi terhadap kegiatan pembelajaran yang telah dilakukan. (*Communicating*)
- 2). Peserta didik menyimpulkan informasi tentang kegiatan pembelajaran yang telah dipelajari. 5 menit
- 3). Peserta didik dan guru mengucapkan salam penutup.



## PRE-TEST (Control Class and Experimental Class)

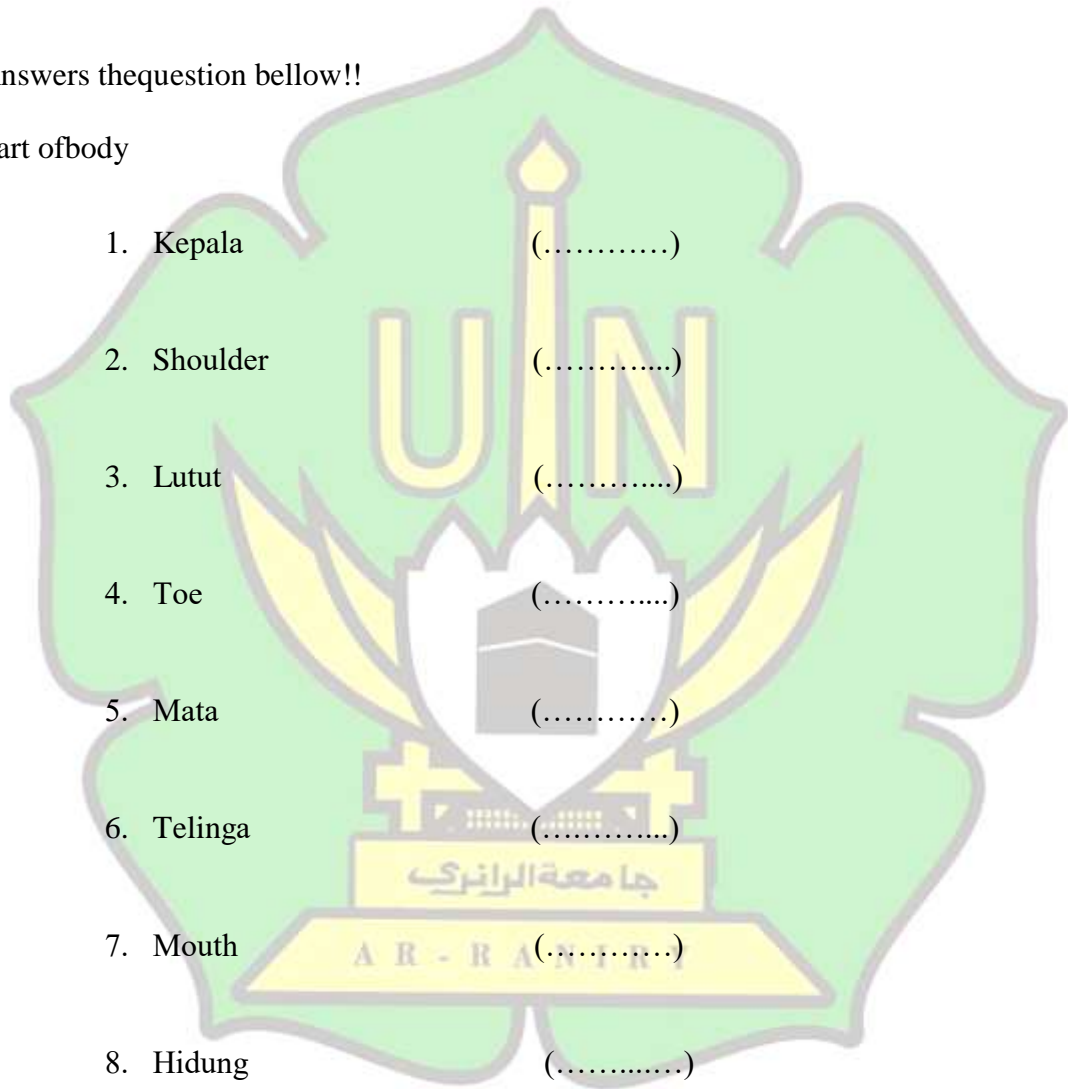
Name :

Class :

Answers the question bellow!!

Part of body

1. Kepala (.....)
2. Shoulder (.....)
3. Lutut (.....)
4. Toe (.....)
5. Mata (.....)
6. Telinga (.....)
7. Mouth (.....)
8. Hidung (.....)



### POST-TEST (Control Class and Experimental Class)

Name :

Class :

Please write 8 part of body

1. ....

2. ....

3. ....

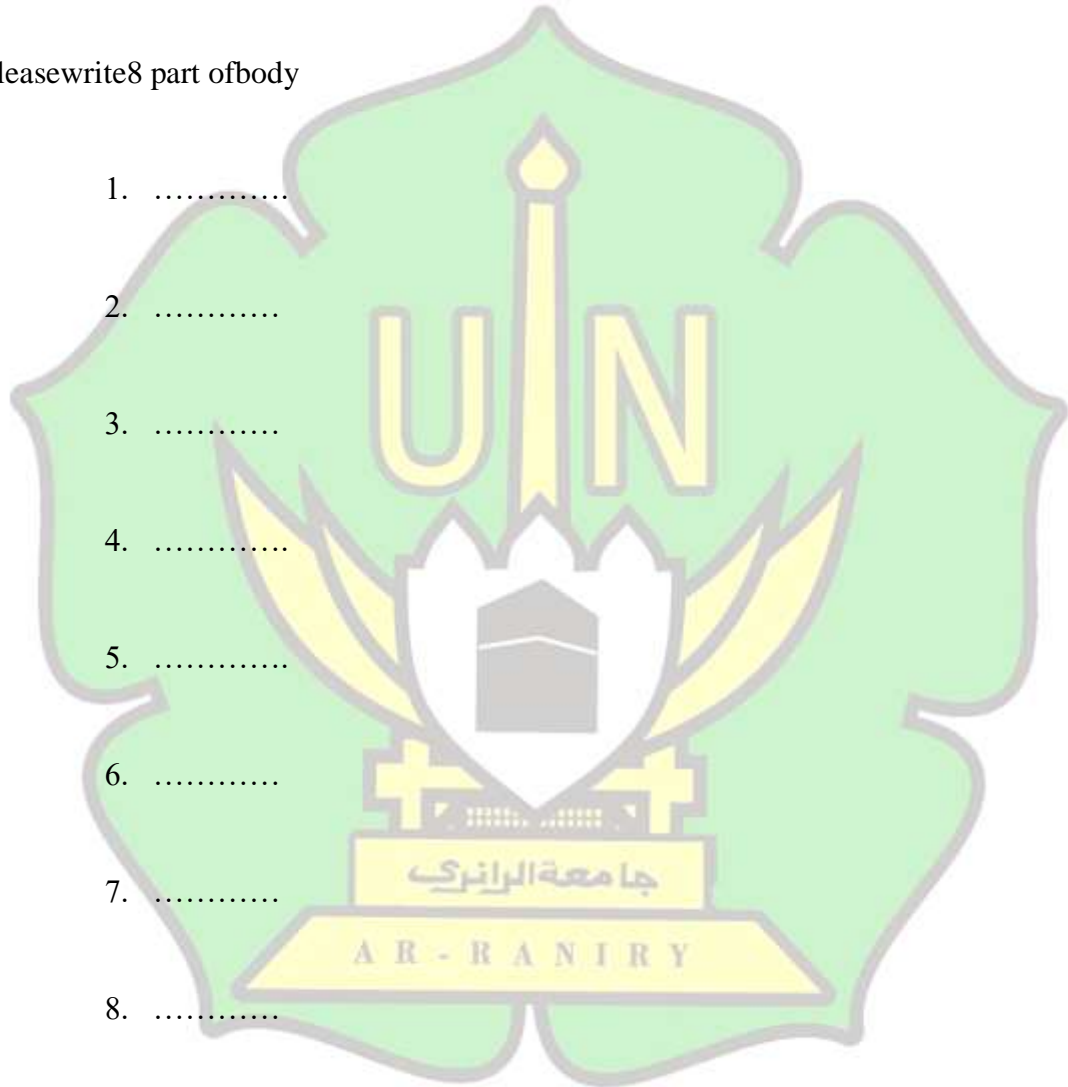
4. ....

5. ....

6. ....

7. ....

8. ....



## QUESTIONNAIRE

Nama :

Kelas :

Jenis kelamin :

### PETUNJUK PENGISIAN

- Pengisian angket ini tidak akan mempengaruhi prestasi atau nilai saudara.
- Berilah tanda centang (✓) pada pertanyaan yang dianggap sesuai dengan diri saudara.
- Kejujuran saudara dalam pengisian angket ini sangat membantu dalam pengumpulan data kami.

Pilihlah pernyataan yang dianggap sesuai dengan pendapat anda!

No.	Statement	Frequency (F)		Percentage (%)	
		(A)	(D)	(A)	(D)
1.	Learning English using TPR method can be interesting.	25	6	81	19
2.	Learning English by using TPR method makes my time more efficient.	22	9	71	29
3.	Learning by using TPR method motivated me to learn English more.	27	4	87	13



4.	TPR method creates new experience in learning English.	25	6	81	19
5.	Learning by using TPR method can be increase my language ability.	28	3	90	10
6.	I have no difficulty in learning by using TPR method	23	8	74	26
7.	I get new vocabulary by using TPR method in learning.	27	4	87	13
8.	Learning English with TPR method make me easier to memorize vocabulary.	21	10	68	32
9.	TPR method could help me in understanding sentence.	20	11	65	35
10.	TPR method makes me more active in the class.	26	5	84	16
<b>Total</b>		<b>244</b>	<b>66</b>	<b>788</b>	<b>212</b>
<b>Equation Degree</b>		<b>24.4</b>	<b>6.6</b>	<b>78.8</b>	<b>21.2</b>

