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Ranti

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING TOTAL PHYSICAL RESPONSE (TPR)
METHOD TOWARD ENGLISH PREPOSITION MASTERY
AT THE FIFTH GRADERS OF SDN 1 WONOSARI
KECAMATAN MESUJI TIMUR**



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English Education Study Program

**STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1432 H / 2011 M**

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KECAMATAN MESUJI TIMUR**

Presented as a Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
in English Education Program

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ABSTRACT

By:

IKKA NUR AINI

Method is one of the key to get success in teaching learning process. Because of that, choosing suitable method is very important. One of the methods that can be used in English teaching learning is Total Physical Response (TPR) Method that can influences students' preposition mastery. Total Physical Response (TPR) Method interesting method in the preposition teaching learning, because it use body movement that can make students to be enjoy and do not bore, in order that students easy to be understood and preposition that have been given by teacher do not easy to be lost from students' mind. Preposition is words that usually used to make a sentence. It can be used to connect relationship between four parts of speech. Because of this reason, learning preposition is very important in order to students can improve their English language ability.

In SDN 1 Wonosari Kecamatan Mesuji Timur, especially at the fifth graders, there are a lot of students get low in mastering preposition. It can be looked from the result of the test. Most of them did not reach completeness standard yet that had been decided at the school. Based on this problem, the researcher interest to apply the Total Physical Response (TPR) Method in teaching preposition because this method had been not used before yet. The objective of the research to know whether the teacher use the total physical response method can influence students' preposition mastery. The subjects of this research are 40 students of the fifth graders of SDN 1 Wonosari Kecamatan Mesuji Timur. Characteristic of this research is quantitative research. The writer uses test to know students preposition mastery. To investigate whether there are a significant influence by using Total Physical Response (TPR) Method students' preposition mastery at elementary school; the researcher analyzed the data by using T-test formula.

Based on the research that have been done, the data confirmed that " $t_{\text{observation}}$ " is bigger than " t_{table} " = $17.55 > 2.031$. It can be inferred that H_a is accepted. It means there is a significant influence of using Total Physical Response (TPR) Method toward students' English preposition mastery at the fifth graders of SDN1 Wonosari Kecamatan Mesuji Timur.

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ABSTRACT

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IKKA NUR AINI

Metode merupakan salah satu kunci untuk meraih keberhasilan dalam proses pembelajaran Bahasa Inggris. Oleh karena itu disarankan untuk memilih metode yang yang tepat dan sesuai. Salah satu metode yang dapat digunakan adalah metode Total Physical Response (TPR) yang diharapkan dapat berpengaruh pada kemampuan penguasaan preposisi siswa. Metode Total Physical Response (TPR) merupakan metode yang menarik, khususnya dalam pengajaran preposisi, karena dalam metode ini, preposisi diajarkan menggunakan gerakan-gerakan yang membuat siswa tidak merasa bosan sehingga preposisi yang telah diajarkan tidak mudah dilupakan siswa. Preposisi merupakan kata yang biasa digunakan dalam membuat suatu kalimat, biasanya digunakan sebagai penghubung dalam part of speech. Oleh sebab itu, mempelajari preposisi sangatlah penting agar siswa dapat mengembangkan kemampuan bahasa inggris yang mereka miliki.

Di SDN 1 Wonosari Kecamatan Mesuji Timur, khususnya kelas V hampir sebagian siswa sangat rendah dalam penguasaan preposisi. Hal tersebut dapat dilihat dari hasil tes mereka. Sebagian besar siswa banyak yang belum mencapai KKM yang telah ditetapkan di sekolah. Hal inilah yang membuat peneliti tertarik untuk meggunakan metode Total Physical Response (TPR) dalam pembelajaran preposisi, karena metode ini belum pernah diterapkan sebelumnya. Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh pada penggunaan metode Total Physical Response (TPR) terhadap penguasaan preposisi siswa di Sekolah Dasar (SD). Adapun subjek dalam penelitian ini adalah siswa kelas V SDN 1 Wonosari kecamatan mesuji timur yang berjumlah 40 sisiwa. Penelitian ini adalah penelitian Kuantitatif, dimana penelitian menggunakan tes sebagai metode pengumpul data. Tes digunakan untuk mengetahui kemampuan preposisi siswa. Untuk membuktikan apakah ada pengaruh yang positif dengan penggunaan metode Total Physical Response (TPR) terhadap penguasaan preposisi siswa di sekolah dasar. Penelitian menggunakan statistik dengan rumus T-test.

Data membuktikan bahwa t_{hitung} lebih besar dari $t_{tabel} = 17.55 > 2.031$. hal tersebut berarti bahwa ada pengaruh yang positif dan signifikan pada penggunaan metode Total Physical Response (TPR) terhadap penguasaan preposisi siswa di SDN 1 Wonosari Kecamatan Mesuji Timur.



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In Order to Hold the Munaqosyah
of IKKA NUR AINI

Assalamu'alaikum Wr.Wb.

We have given guidance and enough improvement to the undergraduate thesis which is written by:

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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr.Wb

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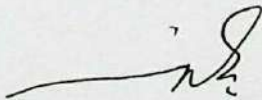
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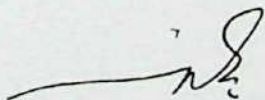
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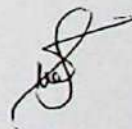
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RATIFICATION PAGE

The Undergraduate Thesis entitled: "The Influence of Using Total Physical Response (TPR) Method toward English Preposition Mastery at the Fifth Graders of SDN 1 Wonosari Kecamatan Mesuji Timur." Written by Ikka Nur Aini, Student Number 0735177, English Education Program, has been examined (Munaqosyah) in Tarbiyah Department on Thursday, October 20th 2011.

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STATEMENT OF RESEARCH ORIGINALITY

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Yang bertanda tangan di bawah ini:

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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Yang Menyatakan



Ikka Nur Aini
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MOTTO

The way to get started is to quit talking and begin doing.
Walt Disney

DEDICATION PAGE

This piece of work is dedicated to:

- ❖ Allah SWT.
- ❖ My beloved mother, Hayatun and my careful father, Tursiyo for the deeper prayer, the endless loving, the great support and hope to finish this paper.
- ❖ I dedicated for my husband who has given me the mental experience of life, Mas Dedy. Thanks for your support.
- ❖ My lovely families, Chandra Setio Adi and Agus Rizqy Wibowo, miss you all and thank for the pray and support.
- ❖ My nice class (class C/2007), friends of mind in KKN Kebagusan, my friends in PPL SMA Kartikatama.
- ❖ My good listeners, Suratmi, Dewi Ambar Sari, Eka Paramitha, Jreng, Wati and Meli Syafitri you all have been my inspiration, certainly, without you all I feel alone.
- ❖ My beloved Almamater State Islamic College of STAIN Jurai Siwo Metro.

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In the name of Allah the most gracious, the most merciful. Praise is only to Allah SWT, the lord the universe, who always gives all what we need and has taught human beings of what they do not know before Allah has given His gift to the writer that she could accomplish this thesis. The thesis entitles "The Influence of Total Physical Response (TPR) Method toward English Preposition Mastery at the Fifth Graders of SDN 1 Wonosari Kecamatan Mesuji Timur". And don't forget the writer sends a lot missing to Prophet Muhammad SAW, our idol, the one perfect human, the best actor and an inspiration man of world.

Realizing this thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the writer would like to sincerely acknowledgement her gratitude. Her big thanks to go to both of her advisor, Dr. Ida Umami, M. Pd. Kons and Dra. Yerni. May Allah SWT give them His better reward for their spending time to support and guide during the research proposal writing process. Her deepest gratitude goes to her parents and all family who are never tired to empower her spirit.

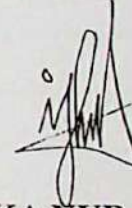
Furthermore, the writer also would like to express her thanks to the honorable lecturers of English Study Program, who help her in reducing her stupidities, the students of English Education Study Program who become a good partner in studying English. All of the writer classmates in class C of English department who frequently

make her smile, the writer will not forget them, and also all his friends wherever they are who support and pray for hers.

With limitation of ability of the writer, still many mistakes in writing and presentation items. Therefore the writer apologize hopefully this thesis can be benefit to all of us properly.

Metro, October, 2011

The writer

A handwritten signature in black ink, appearing to be 'Ikka Nur Aini', written in a cursive style.

IKKA NUR AINI
Student Number. 0735177

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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is taught to the students as a subject from the Junior High School to University. It is one of the foreign languages for Indonesian students that must be mastered. Now Indonesian government had made a new role that it is possible to teach English in elementary school. Based on 1995 curriculum, English at elementary school is regarded as a local content course of study, not a compulsory subject.

Teaching for young learners or student of elementary school is not same as teaching adults because they have different characteristics and motivation. Harmer pointed out "Some adult beginners find that language learning is more stressful than they expected and reluctantly give up."¹ Setiyadi suggests that "Learning should be fun and natural for children. In order for them to be successful in learning the target language, there must be the absence of stress."²

English teaching as a foreign language for Indonesian students takes rather differently from the teaching of Indonesian as a mother tongue. It is because the students have had their mother tongue concept. So, they feel hard to learn foreign language.

¹ Jeremy Harmer, *How to teach English*, Longman, England, 2001, p. 13

² Ag. Bambang Setiyadi, *Teaching English as a foreign language*, Graha Ilmu, Yogyakarta, 2006, p. 179

Children who are studying their mother tongue have not barriers. Their minds are empty of the formulation of any language. But for the students who are studying a foreign language, their mind is full of other languages, the concept of which does not appear to be adequate for this new language. For all their similarities of the language, the native language and the one have many differences in sound, writing system, and structure.

The first man who is responsible for the teaching learning process and the achievement of the goal of teaching is the teacher. The student in mastering the subject will greatly depends on the presentation of the material given by the teacher besides the ability of the student themselves. The teacher may use the goal formulated as a guide in choosing the method of the teaching.

Setiyadi explains that "The method for teaching children should maintain the characteristics of children in order that the students can learn the target language optimally."³ It means that the method of teaching should be in line with the students' characteristics.

The fact, sometimes a teacher forces to teach the students hard without understanding the student's needs. Teacher brings the class to the terrifying place where the teacher come to the class without smile, ask to the students to memorize the vocabulary in front of the class and underestimate their effort. So that, students did not enjoy their class.

³ Ag. Bambang Setiyadi, *op. cit.*, p. 181

Total Physical Response (TPR) method is language teaching method that using body movement to know the meaning of word that commended by the teacher, it is can be reduce stress and make students enjoy because beginner students or elementary student usually more active physically. TPR also emphasized on listening comprehension, it means that students can learn foreign language easily like study their mother tongue. Because of this reason the writer uses Total Physical Response (TPR) method.

Structure is one of the language components that have to be learned by the students to master the language well, and the students have to know about the structure especially about preposition. In the writers' opinion, preposition is one part of structure that must be learned by students in order to be more successful in learning next English structure and grammar. The writer assumes that by using total physical response method in teaching preposition, she would be known that the process of English learning will be effective and also more interesting because they can guess and learn English by commands and body movement.

The writer uses preposition, especially preposition of place, because preposition of place could be learned practically easily and also appropriate to the syllabus. Preposition of place can be remembered directly when they practice the sentence that use preposition of place with used their body movement. Lindstromberg

states that classic approach, such as Total Physical Response (TPR) method can make prototypical place and goal meaning of a preposition clear.⁴

English teacher of SDN 1 Wonosari has decided ≥ 60 at the completeness standard (KKM). In fact, the students' learning result is low. It means that they are not complete yet in learning English preposition of place. It can be seen from the table below:

Table 1

The result of the test preposition of place at the fifth graders of elementary school SDN 1 Wonosari, October 04, 2010

No	Grade	Frequency	Percentage	Explanation
1	< 60	28	70 %	Incomplete
2	≥ 60	12	30 %	Complete
Total		40 Persons	100 %	

Source: The English teacher' test at the fifth graders, on October 04, 2010.

Based on the table above, we can see that 12 students (30%) were success and 28 students (70%) were not success. The complete students were the students which fulfill the minimum standard at least ≥ 60 . So, we can compare that the success students were more be less that not success students. Based on this condition the writer is interesting to investigate the problem about the influence of using TPR Method toward English preposition mastery at the fifth graders of SDN 1 Wonosari.

⁴ Marianne Celce-Murcia and Diane Larsen-Freeman, *The Grammar Book*, International Thomson Publishing, Inc., United States of America, 1999, p. 418

B. Problem Identification

Based on the background above, the writer identifies the problem below:

1. Most of students can not use preposition of place correctly.
2. The students feel hard to learn English Preposition because they feel confuse in learning foreign language.
3. The student's faces bored in English learning, because the method of learning that is used by the teacher is not interesting.

C. Problem Limitation

The problem in this research is limited to the influence of using Total Physical Response (TPR) method toward English preposition of place mastery. Especially:

1. To know whether students can use preposition of place correctly after they had been taught by using Total Physical Response (TPR) Method.
2. To measure the level of students' preposition of place mastery at the fifth graders of SDN 1 Wonosari Kecamatan Mesuji Timur.

D. Problem Formulation

Based on the problem limitation above, the writer identifies the problem formulation below:

1. What are students can use preposition of place correctly after they had been taught by using Total Physical Response (TPR) Method?
2. What is the level of students' preposition of place mastery?

E. Objective and Benefit of the Study

1 Objective of the study

The objective of this research as follow:

- a. To know whether students can use preposition of place correctly after they had been taught by using Total Physical Response (TPR) Method.
- b. To know the level of students' English preposition of place mastery at the fifth graders of SDN 1 Wonosari.

2 Benefits of the study

a. For the students

- 1) To help the students enjoy in English learning process in the class.
- 2) To enable the students to understand the preposition of place easily.
- 3) To enable the students to get good achievement in learn preposition of place.

b. For the teacher

- 1) To give information about a method in learning English especially Total Physical Response (TPR) method for the English teacher.
- 2) To help the teacher to choose the appropriate method in teaching English materials.

c. For institution

To give contribution for institution, such as a reference for further studies in applying the Total Physical Response (TPR) Method which is done by the teacher in learning English preposition.

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. Theoretical Review

1. The Total Physical Response (TPR) Method

a. The Concept of Total Physical Response Method

Total Physical Response (TPR) is a method developed by James Asher, a professor of psychology at San Jose State University, California. Where the students understand the new language first before they have to speak it, or write it, or read it – just a child learns language at the first time.

Asher explains that “Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.”¹

Total physical response is linked to the “trace theory” of memory in psychology which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g., by rote repetition) and/ or in association with motor activity. Combined tracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall.²

¹ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, Cambridge University Press, United States of America, 1998, p.87

² *Ibid.*

As Brown has observed that TPR is based on the premise that the human brain has a biological program for acquiring any language. Based on the developmental psychology, the proponents of TPR claim that memory is increased if it is stimulated through association with motor activity and the process of learning a foreign language is a parallel process to learning the first language.³

Rodger and Richard suggest that second language teaching and learning should reflect the naturalistic process of first language learning. Children develop listening competition before they develop ability to speak. Children's ability in listening comprehension is acquired by responding physical the spoken language in the form of parental commands. Physical movement should accompany listening. Speech and commands physical action should accompany listening. Speech and other productive skills come later, after they are ready to produce the language.⁴ As Diane Larsen-Freeman pointed out Total Physical Response is the comprehension approach.⁵ It means that in TPR, students listen and respond to the spoken target language commands of their teacher.

³ Ag Bambang Setiyadi, *teaching English as a foreign language*, Graha Ilmu, Yogyakarta, 2006, p. 125

⁴ Jack C. Richard and Theodore S. Rodger, *Op Cit.* p. 90

⁵ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford 2000, p. 109.

Based on the quotations above it can be inferred that Total Physical Response method is language teaching method that have purpose in order that students ready to speak after they study to listen and to know the meaning of words that was commanded by they teacher, then they was responded with action, action is needed to reduce stress.

b. Characteristics of Total Physical Response

Etymologically, the word “characteristic” in oxford advance learner’s dictionary can be defined as typical of a particular (forming part) person, place or thing.⁶ According to Omagglo there are some characteristics of TPR, there are:

- 1) The teacher directs and the students “act” in response.
- 2) Understanding of the spoken language must be developed in advance of speaking.
- 3) Understanding and retention is best achieved through movement of the students’ bodies in response to commands.
- 4) Listening and physical response skills are emphasized over oral production.
- 5) Students should never be forced to speak before they are ready. As the target language is internalized, speaking will be emerged naturally.

⁶ AS Hornby, *Oxford Advanced Learner's Dictionary*, Oxford University Press, New York 1974, p. 140

6) Grammar and vocabulary are emphasized over other long areas.

Spoken language is emphasized over written language.

7) Whenever possible, humor is injected into the lessons to make the learners more comfortable in learning languages.⁷

c. The Goals of Using Total Physical Response method

Etymologically, the word “goal” in oxford advanced learner’s dictionary can be defined as object, end, aim or ambition.⁸ Diane Larsen-Freeman explains the goals of teacher who use TPR method believe in importance of having their students enjoy their experience in learning to communicate in a foreign language. In fact, the total physical response method was developed in order to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency.⁹

d. Techniques of Total Physical Response method

Recent research by Diane Larsen-Freeman show that there are some techniques of the Total Physical Response method that can be used in teaching learning process, there are:

1) Using commands to direct behavior

Using commands is the major technique of the total physical response method. The commands are given to get students to

⁷ <http://www.Englishraven.com/methods/TPR.html>. Omagglo, 1986.

⁸ AS Hornby., *Op. Cit.*, p.351

⁹ Diane Larsen-Freeman., *Op. Cit.* p. 116

perform an action; the action makes the meaning of the command clear.¹⁰

2) Role reversal

Students command their teacher and classmates to perform some actions.¹¹

3) Action sequence

At one point, the teacher gives three connected commands. For example, the teacher told the students to point to the door, walk to the door, and touches the door.¹²

2. Preposition Mastery

a. Preposition

1) The Concept of Preposition

Etymologically, the word “preposition” in oxford advanced learner’s dictionary can be defined word or group of words like in, from, to, out of and the other, often placed before a noun or pronoun to indicate place, direction, source, method and the other.¹³

Preposition is a word or group of words that used with nouns, pronouns, and gerunds to link them grammatically to

¹⁰ Diane Larsen-Freeman., *Op. Cit.* p.118

¹¹ Diane Larsen-Freeman., *Op. Cit.* p. 119

¹² Diane Larsen-Freeman., *Loc. Cit.*

¹³ AS Hornby., *Op. Cit*, p. 658

other words; preposition may express such meaning as possession, direction, place, time.¹⁴

Preposition has been called the biggest little words in English. They are usually quite short and insignificant looking, but they have very important functions. Take a look at these sentences and notice how completely different the meaning of each sentence is.¹⁵

A letter was sent to Peter.

A letter was sent by Peter.

A letter was sent for Peter.

A letter was sent from Peter.

Only the prepositions change, but that is enough to change the meaning entirely.

A preposition may be defined as connecting word showing the relation of a noun or a noun substitute to some other word in the sentence (the squirrel in the tree; the preposition in shows the relationship between the squirrel and the tree).¹⁶

George E. Wishon and Julia M. Burks define that:

Prepositions are always followed by nouns. It means that they are connective words that show the relationship between the nouns following them; and one of the basic sentence elements: subject, verb, object or complement. They usually indicate relationship such as position, place, direction, time, manner,

¹⁴ Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Person Education Limited, London, 2002, p. 414

¹⁵ George E. Wishon and Julia M. Burks, *Let's Write English*, Litton Educational Publishing International, New York, 1980, P. 288

¹⁶ <http://rwc.hunter.cuny.edu/reading-writing/on-line/prep-def.html> Hunter, Grammar and Mechanic, (1 March 1999).

agent, possession and condition between their object other part of the sentence.¹⁷

Example: *There is a pen on the table.*

In the sentence above, the preposition shows a relationship between the nouns “a pen” and the word “the table”. If the preposition is omitted, the meaning of the sentence will be ungrammatically correct.

As Marianne Celce-Murcia and Diane Larsen-Freeman noted “Preposition connect words to other parts of a sentence and have a close relationship with the word that follows, which is usually noun.”¹⁸

Based on the quotations above, can be inferred that English sentences can be divided according to the function each word has in the subject-predicate relationship. Each of these functions is classified as a different part of speech. The words that form the central core of the sentence around which all the other words “cluster” are the part of speech known as nouns (or pronouns) and verbs. The words that modify the central core words are the parts of speech called adjectives and adverbs. The words that show a particular kind of connecting relationship

¹⁷ George E. Wishon and Julia M. Burks, *Loc. Cit.*

¹⁸ Marianne Celce-Murcia and Diane Larsen-Freeman, *The Grammar Book*, International Thomson Publishing Inc., United States of America, 1999, p. 19

between these four parts of speech are called preposition and conjunction.

2) The Types of Preposition

Etymologically, the word “types” in Oxford Advanced Learner’s Dictionary can be defined as “ person or thing, event etc, considered as an example of class or group.”¹⁹

As Marcela Frank indicated preposition can be classified into five categories as follows: a) Preposition of place, b) Preposition of direction, c) Preposition of time, d) Preposition of manner, e) and some other types of preposition such as, Agent or instrument, Accompaniment, Purpose, Association, Measure, Similarity, In the capacity of.²⁰

In the writer opinion, preposition of place is to describe a relationship between other words in a sentence and also preposition indicating localization of subject.

From some opinions above, it can be concluded that there are various types of preposition. In this research, the writer focuses on the preposition of place only.

¹⁹ AS Hornby., *Op. Cit*, p. 934

²⁰ Marcela Frank, *Modern English*, New Jersey: Prentice Hall inc., Englewood Cliffs, 1972, p.164-171

3) The Concept of Preposition of Place

Frank states that preposition of place indicate relationship of place or position. It is divided into three categories.

They are:

a) The point it self

(1) In

It gives the ideas of something includes; a container, a drawer room, a building, and the world. *In* denotes the enclosure of the trajector in the landmark and, therefore, views the landmark as two or three dimensional space (a surface or a volume).” For example: Put *in* your pen to the pencil case.

(2) Inside

It emphasizes the area or volume. For example: There was no pencil *inside* the pencil case.

(3) Outside

It emphasizes out of area or volume. For example: Please standing *outside* the class!

(4) On

It indicates the surface of something and street. *On* denotes physical contact between trajector and landmark, necessitating viewing the landmark as a one-dimensional apace (a line) or

two dimensional space (a surface). For example: Put your book *on* the table!

(5) At

It indicates a particular point or location and it is also used for address with street number. *At* denotes place as a point of orientation. For example: Point the students *at* the field!

(6) At the bottom of

It indicates the lower part of anything, inside or outside. For example: Point the name *at the bottom* of the list!

(7) At the top of

It indicates the highest part of point. For example: Point the name *at the top* of the list!

b) Higher or lower point

There are three preposition of place: above, under and below.

(1) Above

It is felt to be higher, directly than a point. For example: Point the lamp *above* the table!

(2) Under

It is felt to be generally lower than a point. *Under* denotes a trajectory that is at a lower point than a landmark. For example: Throw your eraser *under* the table!

(3) Below

It is felt at a point lower than, but necessary straight down from. For example: Put your book on the bookshelf *below* the pencil!

c) Neighboring the point

There are seven preposition of place: near, beside, behind, between, among, opposite, in front of, in the middle of.

(1) Near

It has the most general meaning of neighboring a point, but not necessarily next to or beside. For example: point the picture near the door!

(2) Beside

It is at the side of, very close with nothing else between them. For example: Please standing *beside* the table!

(3) Behind

It is at the back of something. For example: Please standing *behind* the table

(4) Between

It is on each side of a person or thing that has two sides. For example: Put your pencil between your pen and your book!

(5) Among

It is more than two persons or thing are positioned around a point.

(6) Opposite

It is directly facing someone or something else. For example:

The museum is *opposite* the office.

(7) In front of

One of the foremost own faces someone of facing the pupils or thing. For example: The teacher is standing *in front of* the class.

(8) In the middle of

It shows point position of part, which is at an equal distance from two or more points or between beginning and end.²¹

For example: The park is *in the middle of* the town

4) The Position of Preposition

The position of preposition in a sentence can be different and change. Usually, preposition is put before object that can be a noun, pronoun or noun clause.

Lingga divided the position of preposition into four that are:

- a) There are certain sentences that put the preposition after the object of the sentence, but prepositions always put on the end

²¹ Marcela frank, *ibid*, p. 162

of the sentence if the object of the sentence is relative pronoun.

*It is the book that I am looking for.*²²

- b) The preposition must be put on the end of the sentence if the sentence is interrogative pronoun, such as *what*, *who* and *which*. *What are you thinking about?*²³

- c) The preposition must be put on the end of the sentence if the relative pronoun has been understood. *I want to know the person you borrowed the novel from.*²⁴

- d) Preposition can be used on the end of the passive sentence.

*This is a good paper to paint on.*²⁵

5) The object of preposition

Etymologically, the word “object” in Longman Dictionary of Language Teaching and Applied Linguistic can be defined as “the noun, noun phrase or clause, or pronoun in a sentences with transitive verbs, which is traditionally describes as being affected by the action of the verb, and the object of a verb can be affected by the verb either directly or indirectly.”²⁶

²² Hotben D. Lingga, *Advanced English Grammar for TOEFL Preparation*, Puspa Swara, Jakarta, 2006, p. 102

²³ *Ibid.*

²⁴ *Ibid.*

²⁵ *Ibid.*

²⁶ Jack C. Richard and Richard Schmidt, *Op. Cit.* p. 369

Lingga argued that preposition can have one or more object. The object of preposition can be a noun (*The bridge was built over the river*), pronoun (*Santi is angry with me*), gerund (*I am fond of writing songs*), or noun clause (*I am satisfied with what I have achieved in life*).²⁷

6) Teaching English Preposition

At the beginning and intermediate levels, it probably suffices to make sure when new verbs or adjectives, are introduced, any preposition that occur with them are also taught. At the advance level, it would be helpful to systematically review the particular patterns on verb + preposition and adjective + preposition clusters that are common.²⁸

Teaching preposition for beginner is rather different with teaching preposition for older learners, because they have different characteristics. The method and approach that teacher uses must be the absence of stress. The teacher can teach the beginner learner toward game and method that use physical movement. Lindstromberg first use classic approaches, such as the use of Total Physical Response and schemata, to make the prototypical place and goal meaning of a preposition clear.²⁹

²⁷ Hotben D. Lingga, *Op. Cit.* p. 102-103

²⁸ Marianne Celce-Murcia and Diane Larsen-Freeman., *Op. Cit.* p. 417

²⁹ Marianne Celce-Murcia and Diane Larsen-Freeman., *Op. Cit.* p. 418

There are some steps that can be used by the teacher to teach grammar for young learner or elementary school students.

Those are:

- a) Choosing the simple words.
- b) Give the material step by step, from the easier material to the difficult material.
- c) Give the word that usually used by student in daily activity.
- d) Give chance to the students to apply the word.
- e) Drill can be done to stabilize the students' understanding.
- f) Using flash card when needed.³⁰

Although these steps are to teach grammar, but it can be used in teaching English preposition in the elementary school students, because preposition is part of grammar.

7) Difficulties in Teaching English Preposition

“Prepositions are notoriously difficult to learn.”³¹ When English as a second language (ESL) or English as a foreign language (EFL) teacher are surveyed regarding their teaching problems, prepositions emerge as a serious problem and are mentioned almost as frequently as articles. The teachers feel that preposition is the second most difficult aspect of the English language for their students.

³⁰ Kasihani K.E Suyanto, *English for Young Learners*, PT Bumi Aksara, Jakarta, 2007, p. 45-46

³¹ Marianne Celce-Murcia and Diane Larsen-Freeman., *Op. Cit.* p. 401

There are some factors that support this perception:

- 1) Information that is signaled by a preposition in English is often signaled by an inflection of noun article in highly inflected language.
- 2) If compared with other language that have preposition, the number of preposition in English tends to be greater.
- 3) The facts that preposition often do not translate or match up well between related languages.³²

b. Preposition Mastery

1) The Concept of Mastery

Etymologically, the word “mastery” in Oxford Learner’s dictionary is “complete control or knowledge”.³³ Mastery also can be defined as “great skillfulness and knowledge of some subject or activity.”³⁴ It means that if student have skill or knowledge in certain science, the student can be called master of certain science. As Richards has observed that mastery in learning is based on the idea that all of students can master a subject given by teacher in a sufficient time.³⁵

³² Marianne Celce-Murcia and Diane Larsen-Freeman., *Loc. Cit.*

³³ As Hornby., *Op. Cit.* p. 523

³⁴ <http://www.beedictionary.com/meaning/mastery>, Bee dictionary, (2010).

³⁵ Jack C. Richard and Richard Schmidt., *Op. Cit.* p. 321

Based on the quotation above, it can be conclude that mastery is a skill, ability or competency in certain field of science which is had by someone after implementing learning process in sufficient time. While, preposition mastery ca be defined as a skill, ability or competence which is had by someone to use preposition correctly in make a sentence after they had been given the material in a sufficient time. In English learning, students might be assigned graded learn a type of preposition to make a good sentence. Test question after the process of learning a type of preposition allow the learner to discover what level of comprehension they reached. They must reach a specific comprehension level before they move on to the next type.

3. The Implementation of Using Total Physical Response Method through Preposition of place Mastery

The writer starts teaching learning activity by introducing the material would be learnt. When the writer introduce about thing at the school to students, they do not speak anything. They just listen to the writer explanation and do as what the writer asks to do.

The writer gives them commands to do something in English and the student act along with the writer before the writer needs four students as volunteers to help her with the lesson and other students just listen and observe the activity.

The writer says "Take your pencil" as writer says it. The writer takes the pencil and writer signals for the four students to do the something as writer does, they all take the pencil. "Put your pencil on the table" writer says and they all put they pencil together for several times according to writer's commands; the students say nothing. Once again the writer gives command, at this time, the four volunteers respond to this command without the writer. Next, the writer signals that writer would like one of the volunteers to follow writer commands alone.

At the end, the writer approaches the other students who have observed the writer and their friends. The writer says some commands and the students respond them. Then the writer gives other commands for several times until the writer feel that the four students and the rest of the students understand with the commands. At the end of the lesson.

The writer writes the new vocabulary and preposition on the whiteboard. Anytime writer writes the commands, the writer acts them out.

The presentation of Total Physical Response:

- a. The teacher gives a command in the target language and performs it in front of class.
- b. The students say nothing.
- c. The teacher gives the commands quite quickly.
- d. The teacher sits down and issues commands to the volunteers.
- e. The teacher directs students other than the volunteers.
- f. The teacher introduces new commands after she is satisfied that the first six have been mastered.
- g. The teacher changes the order of the commands.
- h. When the students make an error, the teacher repeats the command while acting it out.
- i. The teacher gives the students commands they have not heard before.
- j. The teacher says "jump to the desk" everyone laughs.
- k. The teacher writes the new commands on the whiteboard.
- l. A few weeks later, a student who has not spoken before gives commands.
- m. A student says "shake hand with your neighbors".³⁶

Based on the explanation above, can be inferred that the teacher should be able to choose suitable method in learning process. Especially, learning preposition of place. The meaning from preposition of place can be clear if the teacher use Total Physical Response (TPR) Method. Lindstromberg explains that classic approach, such as the use of Total Physical Response and schemata can make the prototypical place and goal of a preposition clear³⁷. For elementary school students, the method that teacher uses must be absence of stress. The teacher can teach the elementary school students toward game and method that use physical movement.

³⁶ Diane Larsen-Freeman, *op.cit.*, p. 114

³⁷ Marianne Celce-Murcia and Diane Larsen-Freeman. *Loc. Cit.*

B. Theoretical Framework and Paradigm

1. Theoretical Framework

Theoretical framework is “A conceptual model that consists of causal relationship between theory and factors that have identified as the important problem.”³⁸ This is a quantitative research. This research is aimed at knowing the influence between independent variable and dependent variable.

There are two variables in this research. They are independent variable (X) that is Total Physical Response (TPR) method. And dependent variable (Y), that is Preposition Mastery.

Preposition is a part of grammar must be learned by students. In fact, most of the students can not use preposition. It is because the student felt difficulty in use preposition. Furthermore, the preposition is very important in learning English because that is a part of English grammar.

Preposition can be taught through Total Physical Response method. If the Total Physical Response influence well in teaching preposition, of course, the students' preposition mastery will be high. But if the Total Physical Response method does not influence well in teaching preposition, students' preposition mastery will be lower.

Furthermore, the writer tries knowing the influence of using the Total Physical Response (TPR) method toward students' preposition mastery.

³⁸ Pusat Penelitian dan Pengabdian Kepada Masyarakat (P3M), *Pedoman Penulisan Skripsi/ Karya Ilmiah*, STAIN Jurai Siwo Metro, 2010, p. 38

2. Paradigm

Paradigm is “a term used very widely and loosely to refer to a conceptual framework of beliefs, theoretical assumption, accepted research methods, and standard that defines legitimate work in a particular science or discipline.”³⁹

Based on the theoretical framework above the researcher describes the paradigm as following:

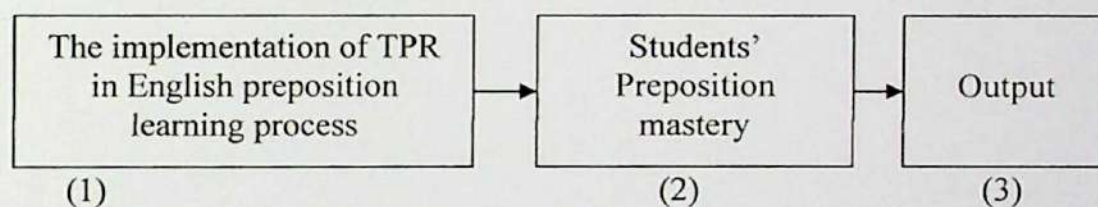


Figure 1
The influence of using Total Physical Response (TPR) Method
toward English preposition mastery

Based on the diagram above, Total Physical Response (TPR) can be used in English language learning and teaching (1). The implementation of Total Physical Response (TPR) Method in English preposition learning process. The influence of Total Physical Response (TPR) Method toward preposition mastery (2). If the Total Physical Response (TPR) method influence well in the teaching preposition, of course the students' English preposition mastery will be complete. But, if the Total Physical Response (TPR) method does not influence well in teaching English preposition, students English preposition will be in complete (3).

³⁹ Jack C. Richard and Richard Schmidt., *Op. Cit.* p. 382

C. Hypothesis Formulation

Hypothesis is “A statement of what we expect to observe if the theory is true.”⁴⁰ Based on the statement the theoretical framework and paradigm above the writer formulates the hypothesis as follow: “There is a significant influence of using Total Physical Response method toward English preposition mastery at the fifth graders of SDN 1 Wonosari.”

⁴⁰ Linda Kalof Amy and Thomas Dietz. *Essentials of Social Research*, Open University Press, England, 2008, P. 199

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is a quantitative research, in the form of experimental research. Arikunto argues quantitative research as appropriate with the name; this research is much demanded by using number, beginning from collecting the data, interpretation toward the data, and the result.¹

This study is to investigate whether Total Physical Response method can be used to increase the students' English preposition mastery significantly by comparing the score of the pre-test with the score of the post-test. Firstly, the writer gives a pre-test to the students to identify their mastery of English preposition. Then, eventually a post-test is given to identify their achievement on English preposition mastery after being taught by using Total Physical Response method. If the score of pre-test is higher than the score of the post-test, it indicates that Total Physical Response method can not be used to increase students' English preposition significantly. However, if the means of post-test is higher than pre-test, it shows that Total Physical Response method can be used to increase students' mastery on English preposition significantly.

¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Prektek*, PT Rineka Cipta, Jakarta, 2006, p. 12

B. Population and Sampling Technique

1. Population

The population of this research is all of the students at the fifth graders of SDN 1 Wonosari. Total of sampling in this research is 40 students.

2. Sample and Sampling Technique

The samples of this research are all of students at the fifth graders of SDN 1 Wonosari that consist of 40 students. In order that, the sampling technique that used in this research is the total sampling.

C. The Operational Definition of the Variables

Operational definition is the definition which based on characteristic of the things that will be defined.² Variable is “A measured/observed item or characteristic.”³ Based on the quotation above, the operational definition of variables as following:

1. Independent Variable

Independent variable of this research is the Total Physical Response method at the fifth graders of SDN 1 Wonosari. Total Physical response (TPR) Method can be defined as language teaching method that have purpose in order that students ready to speak after they study to listen and to know the meaning of words that was commanded by they teacher, then they was

² Edi Kusnadi, *Metodologi Penelitian*, STAIN Jurai Siwo Metro, Metro, 2008, p. 75

³ Linda Kalof Amy and Thomas Dietz, *Essentials of Social Research*, Open University Press, England, 2008, p. 209

responded with action, action is needed to reduce stress. Total Physical Response has indicators as following:

- a. Using commands to direct behavior, at first, to clarify meaning, the researcher perform the actions with the students alone. The student's actions tell the teacher whether or not the students understand.
- b. Role reversal, students command their teacher and classmates to perform some actions.
- c. Action sequence, at one point we saw the teacher gives three connected commands. For example, the teacher told the students to point the door, walk to the door, and touch the door. As the students learn more and more of the target language.

2. Dependent Variable

The dependent variable of this research is preposition mastery at the fifth graders of SDN 1 Wonosari. Preposition mastery can be defined as a skill, ability or competence which is had by someone to use preposition correctly in make a sentence after they had been given the material in a sufficient time.

D. Data Collection Method

1. Test

a. Pre-test

The writer uses pretest to know students' preposition mastery before given treatment with using Total Physical Response (TPR) method. The test in this research consists of 30 items that divided into two: The first is multiple choices that consist of 20 items. Each item has four alternative answers that are A, B, C and D. The second is fill in the blanks, that consist of 10 items.

b. Post-test

The writer uses pretest to know students' preposition mastery after had been given the treatment with using Total Physical Response (TPR) method. The test in this research consists of 30 items that divided into two: The first is multiple choices that consist of 20 items. Each item has four alternative answers that are A, B, C and D. The second is fill in the blanks, that consist of 10 items.

2. Documentation

The writer also uses documentation method to support and to get detail information about condition of teachers, condition of official employers, quantity, organization structure, location sketch and the data of pre-survey.

E. Research Instrument

1. Test

The test consists of pretest and posttest. The test is preposition test and consists of 30 items that divided into two forms. The first form is multiple choices that consist of 20 items. Each item has four alternative answers that are A, B, C and D. The second form is fill in the blanks, that consist of 10 items. This test use to measure the students' mastery in using preposition.

2. Documentation

The instrument which will be used in documentation method is documentation guidance as follows:

- 1) Documentation about the condition of teachers and official employees in SDN 1 Wonosari Kecamatan Mesuji Timur.
- 2) Documentation about the quantity of students at SDN 1 Wonosari Kecamatan Mesuji Timur.
- 3) Documentation about the organization structure of SDN 1 Wonosari Kecamatan Mesuji Timur.
- 4) Documentation about location sketch of SDN 1 Wonosari Kecamatan Mesuji Timur.
- 5) Documentation about score of English preposition for pre-survey data of SDN 1 Wonosari Kecamatan Mesuji Timur.

F. Data Analysis Technique

The writer uses a simple statistical formula to comparing the result of the pre-test and post-test. The data will be analyzed by using T-Test formula to know the significant and the treatment effect.

The formula is:

$$T = \frac{\sum D}{\sqrt{\frac{N \cdot \sum D^2 - (\sum D)^2}{N-1}}}$$

Explanation:

- N = Total of Participant
- $\sum D$ = Total of Pretest and Post-test
- $\sum D^2$ = Total of Pre-test and Post-test (²)⁴

⁴ Suharsimi Arikunto., *Op. Cit*, p.306-307

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Data

1. Research Setting

a. History of SDN 1 Wonosari Kecamatan Mesuji Timur

Wonosari only have one elementary school. At the beginning of 1993 have been opened transmigration to the Mesuji, at that moment Mesuji is a part of Kabupaten Tulang Bawang, and there is not elementary school yet, so the students must study in the village meeting hall with volunteers teacher. Two months later, the village headman and his stuffs made an application letter to the government for making elementary school in Wonosari. Finally, in October 1993 had built the first elementary school in Wonosari.

SDN 1 Wonosari, Mesuji Timur was built in 1993 with the number of SK 101120521005. SDN 1 Wonosari have changed leader two times. The first is Mr. Supono, S. Pd from 1993 until 2001 and from 2001 until now the headmaster of SDN 1 Wonosari is Mr. Subardi, M. Pd.

b. The Facilities of SDN 1 Wonosari Kecamatan Mesuji Timur

This school has nine class rooms, one teacher and principle office, a library and a ceremony yard. Especially for language facility, SDN 1 Wonosari Kecamatan Mesuji Timur has library with many kinds of English books. Although there is not laboratory there, but there are tape recorder to teach listening skill.

c. The Condition of Teachers and Official Employees in SDN 1 Wonosari
Kecamatan Mesuji Timur

The numbers of teacher and official employers in SDN 1 Wonosari
Kecamatan Mesuji Timur are 18 employers that can be identified as
follows:

Table 1
The Condition of the Teacher and Official Employees
at SDN 1 Wonosari Kecamatan Mesuji Timur

No	Teacher's Code	Sex	Note
1	SBD, M. Pd	Male	Headmaster
2	BD, A. Ma. Pd	Male	Vice
3	NB, A. Ma	Female	Lampungness Teacher
4	SBN, A. Ma. OR	Male	Sport Teacher
5	MRH, A. Ma. Pd	Female	Class Teacher
6	SFG, S. Ag	Male	Religion Teacher
7	JWR, A. Ma. Pd	Female	Class Teacher
8	KRY, S, Pd	Female	Class Teacher
9	SMN, A. Ma. Pd	Female	Class Teacher
10	ES	Male	Class Teacher
11	KTM	Female	Sport Teacher
12	SPL, A. Ma. Pd	Male	School Guard
13	SR, A. Ma	Female	Class Teacher
14	SBRD	Male	Class Teacher
15	HYT	Female	Class Teacher
16	AK	Male	English Teacher
17	SLK	Male	Class Teacher
18	BDRY, A. Ma	Female	Class Teacher

Source: Observation Result at SDN 1 Wonosari Kecamatan Mesuji
Timur, on 8 April, 2011.

d. Quantity of SDN 1 Wonosari Kecamatan Mesuji Timur

The quantity of students at SDN 1 Wonosari Kecamatan Mesuji Timur from academic year 2003/2004 until 2010/2011 can be identified as follows:

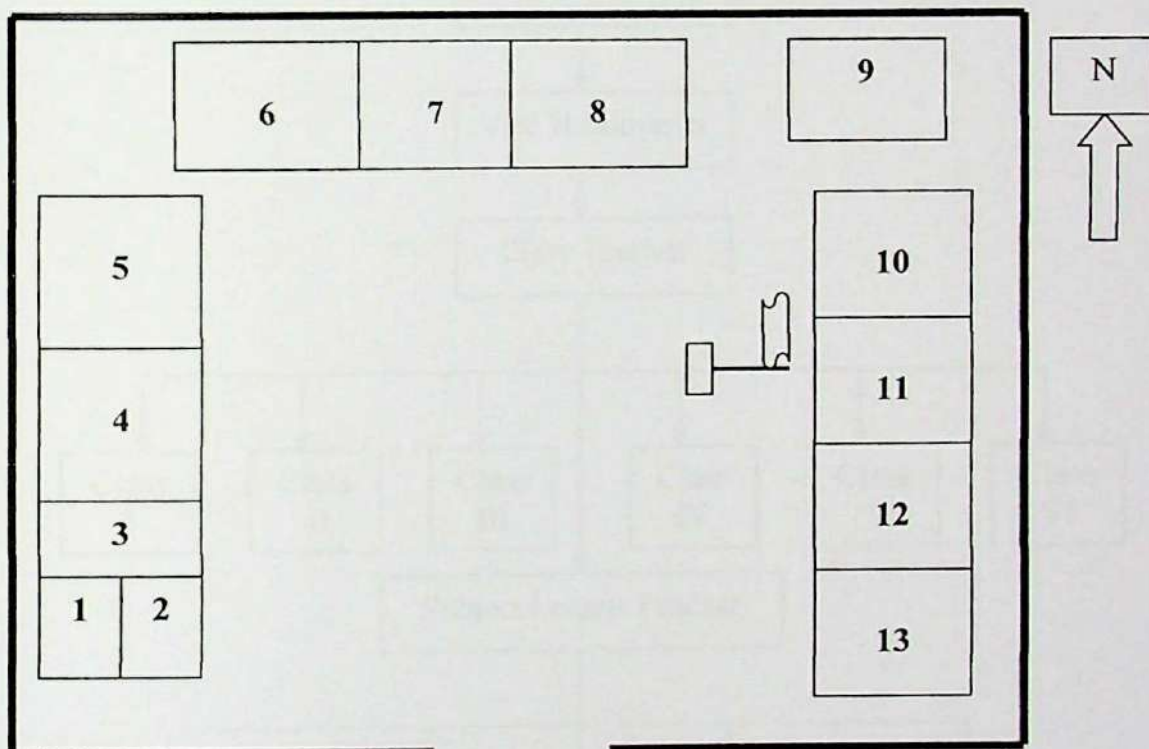
Table 2
The quantity of students at SDN 1 Wonosari
Kecamatan Mesuji Timur

No	Academic Year	Sex		Total
		Male	Female	
1	2003/2004	156	152	308
2	2004/2005	173	163	336
3	2005/2006	152	149	301
4	2006/2007	149	164	313
5	2007/2008	162	151	313
6	2008/2009	154	152	306
7	2009/2010	154	153	307
8	2010/2011	136	150	286

Source: Observation Result at SDN 1 Wonosari Kecamatan Mesuji Timur, on 8 April, 2011.

e. Location Sketch of SDN 1 Wonosari Kecamatan Mesuji Timur

Figure 1
Location Sketch of SDN 1 Wonosari Kecamatan Mesuji Timur

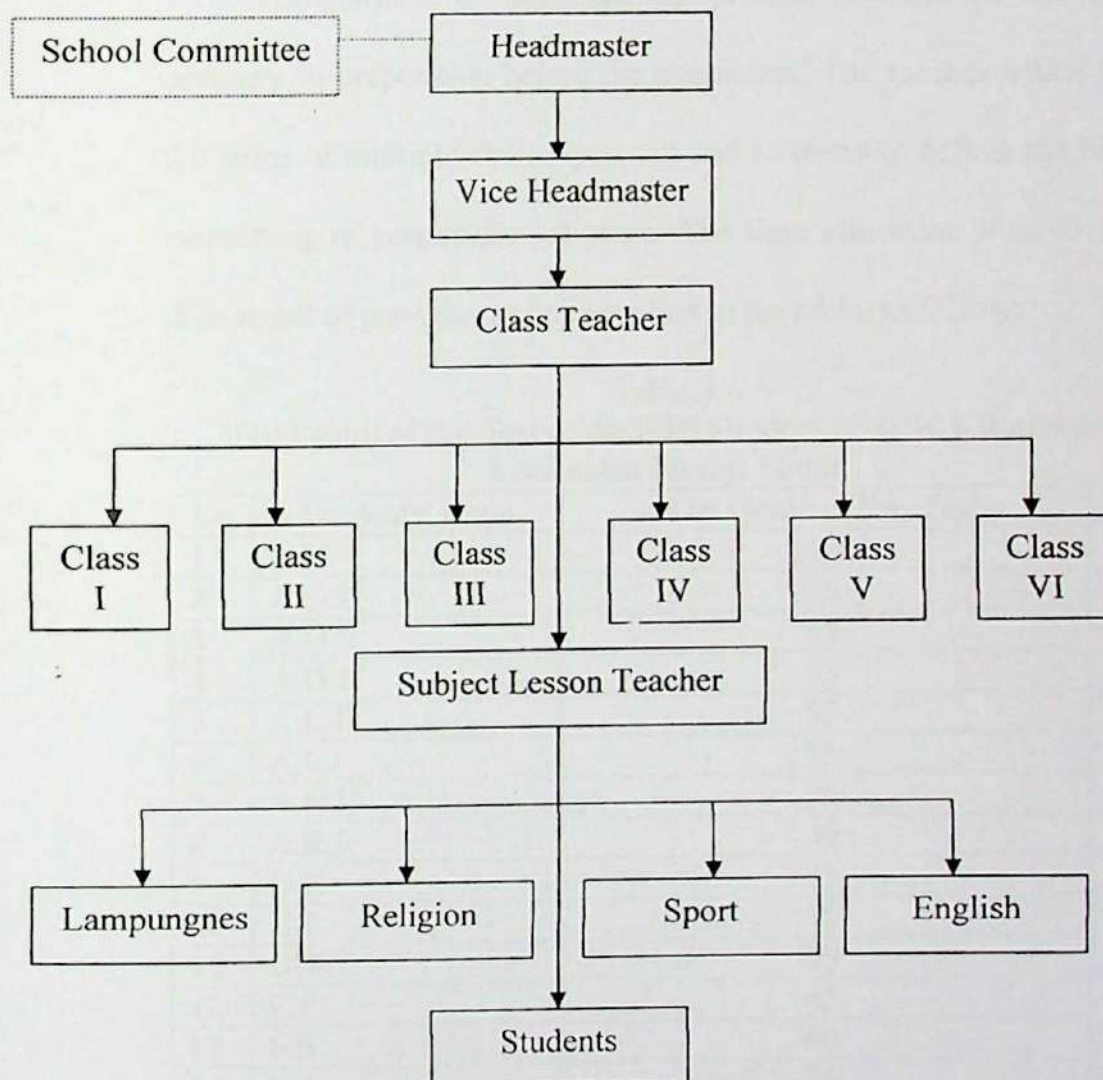


Note:

- 1) Headmaster' Room (1)
- 2) Teachers' Room (2)
- 3) Library (3)
- 4) Class Room (4, 5, 6, 7, 8, 10, 11, 12, 13)
- 5) Toilet (9)

f. Organization Structure of SDN 1 Wonosari Kecamatan Mesuji Timur

Figure 2
Organization Structure of SDN 1 Wonosari Kecamatan Mesuji Timur



Note:

.... Coordination Line

— Command Line

2. Research Data

a. Result of pre-test

The purpose of administering pre-test is to know the students' mastery in preposition before the treatments. The teacher asked to finish 20 items of multiple choice question and 10 items of fills in the blank that consisting of preposition of place. The time allocation was 45 minutes. The result of pre-test can be identified in the table, as follows:

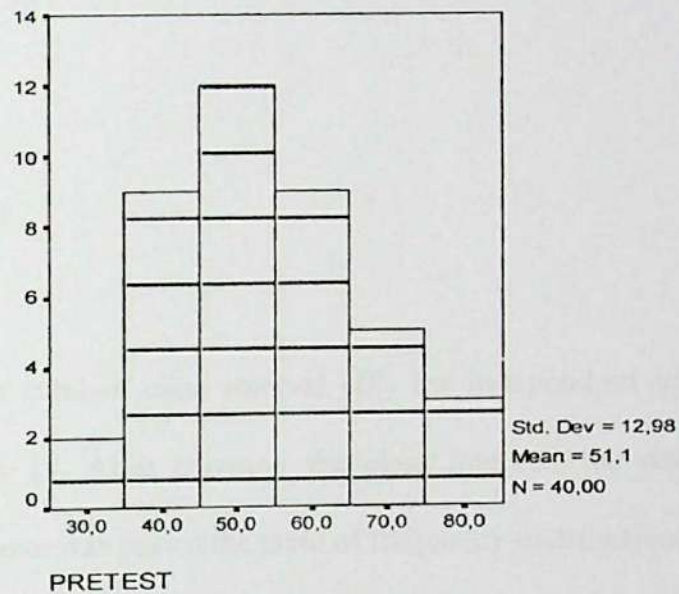
Table 3
The Result of Pre-Test of the Fifth Graders of SDN 1 Wonosari
Kecamatan Mesuji Timur

No	Students' Code	The Grade of Pre-Test
1	A.D	30
2	A.G.G	65
3	A.G.S	45
4	A.G.U	35
5	A.L.D	55
6	A.L.I	65
7	A.N.D	35
8	A.R.I	40
9	D.E	45
10	D.I	40
11	D.W	35
12	E.F	45
13	E.S	60
14	F.A	55
15	F.E	70
16	F.I	60
17	H.A	40
18	H.E	50
19	I.M	35
20	I.N	45
21	I.T	45
22	J	50
23	L	70
24	M.A	40

25	M.E	50
26	M.U	75
27	N.D	30
28	N.S	55
29	P	65
30	R.E	45
31	R.I	40
32	R.O	75
33	S.A	55
34	S.I	45
35	T.M	60
36	T.S	45
37	W	80
38	Y.I	60
39	Y.O	50
40	Y.S	60
	Total	2045
	Average	51.125
	The highest score	80
	The lowest score	30

Source: Observation Result at SDN 1 Wonosari Kecamatan Mesuji Timur, on 8 April, 2011

Chart 1
The Result of Pre-Test of the Fifth Graders of SDN 1 Wonosari
Kecamatan Mesuji Timur



Based on the diagram above, the writer then measured the class interval using the formula according to Suharsimi Arikunto as follows:

$$IR = \frac{t - r}{N}$$

Notes:

IR = Class Interval

t = the highest score= 80

r = the lowest score= 30

N = total of the categories= 3

$$\begin{aligned}
 IR &= \frac{t-r}{N} \\
 &= \frac{80-30}{3} \\
 &= \frac{50}{3} \\
 &= 16.67 \\
 &= 17
 \end{aligned}$$

The total of class interval (*IR*) for independent variable of this research is 17. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 4
The frequency distribution of the students' score in pre-test

No	Class Interval	Frequency	Category	Percentage (%)
1	30-46	19	Bad	47.5%
2	47-63	13	Middle	32.5 %
3	64-80	8	Good	20 %
Total		40 persons		100 %

Source: Observation Result at SDN 1 Wonosari Kecamatan Mesuji Timur, on 8 April, 2011.

Based on the table distribution above, it can be inferred that from 40 students as the research sample can be divided:

- 1) For the class of 30-46, there were 19 students who are included in the bad category (47.5 %).
- 2) For the class of 47-63, there were 13 students who are included in the middle category (32.5 %)

- 3) For the class of 64-80, there were 8 students who are included in the good category (20 %).

Therefore, it can be inferred that the pre-test is categorized into bad category. From the result of pre-test, the researcher found the students' problem was in lack of mastering English preposition. The problem could be seen by the answer of questions that given, many students got low or bad score in the test.

b. Post-test result

After knowing the pre-test result or students' mastery in preposition, the students got poor score and then the researcher gave treatment by using Total Physical Response (TPR) Method. The students felt interesting and not boring when the teacher gave explanation about preposition by using Total Physical Response (TPR) Method. In the end, the teacher gave the post-test to know students' English preposition mastery, after the students had been given the treatment by using total physical response (TPR) Method.

To measure the students' English preposition mastery after had been given the treatment by using Total Physical Response (TPR) Method; the researcher tested the students by giving them multiple choice and fills in the blank English preposition of place test. The result of the post-test English preposition of place can be identified as follows:

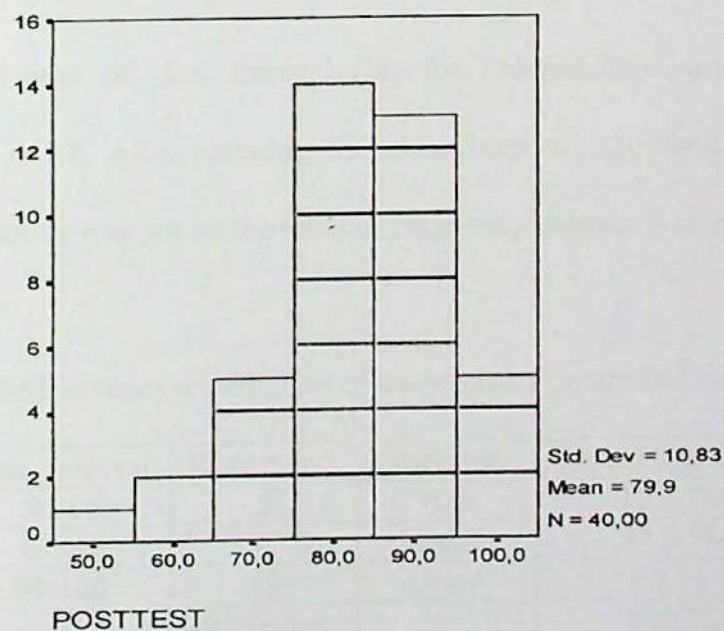
Table 5
The Result of Post-Test of the Fifth Graders of SDN 1 Wonosari
Kecamatan Mesuji Timur

No	Students' Code	The Grade of Post-Test
1	A.D	50
2	A.G.G	85
3	A.G.S	80
4	A.G.U	60
5	A.L.D	85
6	A.L.I	75
7	A.N.D	60
8	A.R.I	85
9	D.E	70
10	D.I	65
11	D.W	80
12	E.F	90
13	E.S	95
14	F.A	75
15	F.E	85
16	F.I	95
17	H.A	80
18	H.E	90
19	I.M	75
20	I.N	80
21	I.T	75
22	J	85
23	L	95
24	M.A	90
25	M.E	75
26	M.U	95
27	N.U	80
28	N.S	85
29	P	85
30	R.E	75
31	R.I	70
32	R.O	90
33	S.A	75
34	S.I	65
35	T.M	70
36	T.S	75
37	W	100

38	Y.I	80
39	Y.O	85
40	Y.S	85
	Total	3195
	Average	79.875
	The highest score	100
	The lowest score	50

Source: Observation Result at SDN 1 Wonosari Kecamatan Mesuji Timur, on 13 May, 2011.

Chart 2
The Result of Post-Test of the Fifth Graders of SDN 1 Wonosari
Kecamatan Mesuji Timur



Based on the diagram above, the writer then measured the class interval using the formula according to Suharsimi Arikunto as follows:

$$IR = \frac{t-r}{N}$$

Notes:

IR = Class Interval

t = The highest score=100

r = The lowest score=50

N = Total of the categories=3

$$IR = \frac{100 - 50}{3}$$

$$= \frac{50}{3}$$

$$= 16.67$$

$$= 17$$

The total of class interval (IR) for independent variable of this research is 17. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 6
The frequency distribution of the students' score in Post-test

No	Class Interval	Frequency	Category	Percentage (%)
1	50-66	5	Bad	12.5 %
2	67-83	17	Middle	42.5 %
3	84-100	18	Good	45 %
Total		40 persons		100 %

Source: Observation Result at SDN 1 Wonosari Kecamatan Mesuji Timur, on 13 May, 2011.

Based on the table distribution above, it can be inferred that from 40 students as the research sample can be divided:

- 1) For the class of 50-66, there were 5 students who are included in the bad category (12.5 %).

- 2) For the class of 67-83, there were 17 students who are included in the middle category (42.5 %).
- 3) For the class 84-100, there were 18 students who are included in the good category (45 %).

Therefore, it can be inferred that the pre-test is categorized into good category. Even though part of them still lack in mastering the preposition in answering the questions but it was good because they had well effort in English preposition learning process.

B. The Influence of Using Total Physical Response (TPR) Method toward English Preposition Mastery

After applying pre-test and post-test, the writer analyzed the data by using analysis of T-test, in order to prove whether there is a significant influence of using Total Physical Response (TPR) Method toward English preposition mastery at the fifth graders of SDN 1 Wonosari Kecamatan Mesuji Timur, as follows:

Preparing the table, in order to prove whether there is a significant influence of using Total Physical Response (TPR) Method toward students' English preposition mastery at the fifth graders of SDN 1 Wonosari Kecamatan Mesuji Timur.

Table 7
The students' English preposition of place pre-test and post-test result

Participant	Pre-test (X_1)	Post-test (X_2)	D ($X_1 - X_2$)	D ² ($X_1 - X_2$) ²
1	30	50	-20	400
2	65	85	-20	400
3	45	80	-35	1225
4	35	60	-25	625
5	55	85	-30	900
6	65	75	-10	100
7	35	60	-25	625
8	40	85	-45	2025
9	45	70	-25	625
10	40	65	-25	625
11	35	80	-45	2025
12	45	90	-45	2025
13	60	95	-35	1225
14	55	75	-20	400
15	70	85	-15	225
16	60	95	-35	1225
17	40	80	-40	1600
18	50	90	-40	1600
19	35	75	-40	1600
20	45	80	-35	1225
21	45	75	-30	900
22	50	85	-35	1225
23	70	95	-25	625
24	40	90	-50	2500
25	50	75	-25	625
26	75	95	-20	400
27	30	80	-50	2500
28	55	85	-30	900
29	65	85	-20	400
30	45	75	-30	900
31	40	70	-30	900
32	75	90	-15	225
33	55	75	-20	400
34	45	65	-20	400
35	60	70	-10	100
36	45	75	-30	900
37	80	100	-20	400
38	60	80	-20	400

39	50	85	-35	1225
40	60	85	-25	625
TOTAL	$\sum X_1 = 2090$	$\sum X_2 = 3135$	$\sum D = -1150$	$\sum D^2 = 37250$

Source: Observation Result at SDN 1 Wonosari Kecamatan Mesuji Timur, on 13 May, 2011.

- Putting the data above into the formula of T-test in order to get "T Observation"

- N = Total of Participant
- $\sum D$ = Total of Pretest and Post-test
- $\sum D^2$ = Total of Pre-test and Post-test (2)

$$T = \frac{\sum D}{\sqrt{\frac{N \cdot \sum D^2 - (\sum D)^2}{N-1}}}$$

$$T = \frac{-1150}{\sqrt{\frac{40 \cdot 37250 - (-1150)^2}{40-1}}}$$

$$T = \frac{-1150}{\sqrt{\frac{1490000 - 1322500}{40-1}}}$$

$$T = \frac{-1150}{\sqrt{\frac{167500}{39}}}$$

$$T = \frac{-1150}{\sqrt{4294.87}}$$

$$T = \frac{-1150}{65.53}$$

$$T = 17.55$$

2. Interpretation

Interpretation of " $T_{\text{Observation}}$ "

In this research all of the test had done individually by the students. It is aimed to know the students' English Preposition Mastery by using Total Physical Response (TPR) Method. From the result of these tests, it can be inferred that there was different score from the students, it can be seen from the result of the students pre-test and post-test.

If $T_{\text{observation}} > T_{\text{table}}$, H_a is accepted

If $T_{\text{observation}} > T_{\text{table}}$, H_a is rejected.

The critical value " $T_{\text{observation}}$ " is. If we interpreted based on the test above, it can be inferred that there is a significant different between result of pre-test and post-test in giving treatment Preposition by using Total Physical Response (TPR) Method at the fifth graders of SDN 1 Wonosari Kecamatan Mesuji Timur.

3. Statistical Significant

The writer has formulated the alternative hypothesis (H_a);

H_a = There is a Significant Influence of using Total Physical Response (TPR) Method toward English Preposition Mastery at the Fifth Graders of SDN 1 Wonosari Kecamatan Mesuji Timur.

To know the critical value of T-test (T_{table}), the writer firstly counted df , df is degree of freedom. The formulation of $df=N-1$. N is the number of research population.

$$\begin{aligned}
 df &= N-1 \\
 &= 40-1 \\
 &= 39
 \end{aligned}$$

After considering the t-test by using df 39, because 39 bigger than 30 and smaller than 40, so it is done by interpolation and it can be found that:

Table 8
Level of Significant

Level of Significant	5 %	1 %	0.1 %
df 30	2.042	2.750	3.646
df 40	2.021	2.704	3.551

Table 9
Interpolation

Interpolation	5 %	1 %	0.1 %
df 30 + df 40/2	$=2.042+2.021/2$ $= 2.031$	$= 2.750+2.704/2$ $= 2.73$	$=3.646+3.551/2$ $=3.60$

- The critical value of T-test (t_{table}) for the 5 % level is 2.031
- The critical value of T-test (t_{table}) for the 1 % level is 2.73
- The critical value of T-test (t_{table}) for the 0.1 % level is 3.60

Table 10
Paired Samples Test by SPSS

		Paired Differences				T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	PRETES T - POSTTEST	-28,7500	10,36204	1,63838	-32,0639	-25,4361	-17,548	,000

From all of data analysis above, it can be found that:

$$“t_{\text{observation}}” = 17.55$$

$$“t_{\text{table}}” = 2.031$$

Finally, the data confirmed that “ $t_{\text{observation}}$ ” is higher than “ t_{table} ” = $17.55 > 2.031$. Therefore, it can be inferred that H_a is accepted. It means that there is a positive and significant influence of using Total Physical Response (TPR) Method toward English Preposition Mastery at the fifth graders of SDN 1 Wonosari Kecamatan Mesuji Timur.

C. Limitation

This research was conducted at SDN1 Wonosari Kecamatan Mesuji Timur. The subjects of the research were the fifth graders. The choice of subject was English Preposition Mastery by using Total Physical Response (TPR) Method. The result of this research did not discuss all of the problems that faces by students. The instrument were suitable with the subject that learnt by the students.

In the learning process there were some obstacles in understanding the Preposition. The first was students were various, some students have understood about explanation of the teacher and some others have not understood yet. The second was the teacher seldom used English in teaching learning process, so they looked confused when there was someone spoke English. The third was the

students had difficulties in answering the multiple choices and fills in the blank the English Preposition.

Even though, they had difficulties in understanding English Preposition, but most of them was interesting in learning English Preposition by using Total Physical Response (TPR) Method that can be one of good method in motivating students to learn English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data collected and analysis, the writer concludes that the Total Physical Response (TPR) Method as an alternative method can influence students' preposition mastery. It can be used as alternative choice in learning students' preposition mastery.

Total Physical Response (TPR) Method can be increased students' preposition mastery, it can be seen from the critical value " $t_{\text{observation}}$ " is 17.55 and " t_{table} " is 2.031 the data confirmed that " $t_{\text{observation}}$ " is bigger than " t_{table} ". Therefore, it can be inferred that H_a is accepted. So, there is a significant influence of using Total Physical Response (TPR) method toward English preposition mastery at the fifth graders of SDN I Wonosari Kecamatan Mesuji Timur.

Through the Total Physical Response (TPR) Method, the students learn preposition in an easier way. In brief, there is a positive influence of using Total Physical Response (TPR) Method toward English preposition mastery after treatments, the fact shows that there is an improving of the students preposition achievement.

Based on the students' response, in generally them like English subject, they have good interest to study English more deeply; the students have good response

toward teacher and Total Physical Response (TPR) Method. They felt easily to memorize preposition through Total Physical Response (TPR) Method.

B. Suggestion

Based on the explanation above, the writer suggests some points as follows:

1. For the Teacher, especially English Teacher of Elementary School

The teacher should choose the suitable method in teaching English especially in teaching English preposition in order that the students can understand the material delivered by the teacher, because by an interesting method in teaching learning, it can automatically improve the students motivation in learning process and it can make them try the best effort to accepting the material taught by the teacher.

2. For the Students

Total physical response (TPR) Method can motivate students in studying English, especially in learning English preposition, because Total Physical Response (TPR) Method use body movement that make students, especially in elementary school can be enjoy and suitable with elementary students characteristics. Total Physical Response (TPR) Method is natural method, students can be learned English as they study they mother language, so, they can easy to memorize English preposition that have been given by the teacher.

3. For the School

The writer greatly expects that this study can give contribution for the school, such as a reference for further studies in applying the Total Physical Response (TPR) Method which is done by the teacher in learning English preposition.

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CURRICULUM VITAE

Ikka Nur Aini as the writer was born at large village Sendang Asri, may 2nd 1989. The first child out of three children of Tursiyo and Hayatun couple.

When she was child, she used to play with her friends, she did never felt kindergarten. At sixth year of her ages she began her study at SDN 1 Wonosari Kecamatan Mesuji Timur which the one Elementary School at her village, since 1995-2001. Than she continued her study at SMPN 1 Mesuji Timur in 2001 but because one problem after one year in SMPN 1 Mesuji Timur she must move to SMPN 1 Labuhan Maringgai in 2002-2004. After that the writer continued her study at SMAN 1 Way Jepara 2004-2007. STAIN Jurai Siwo Metro has become the last choice for her in study. In academic year of 2007/2008, she was registered as the student of English Education Program of STAIN Jurai Siwo Metro up to now.