

ABSTRACT

Maya Cempakasari. (1997). *Increasing the Elementary School Students' Comprehension Skill through the Total Physical Response Method*. Yogyakarta: Sanata Dharma University.

This thesis dealt with the implementation of the Total Physical Response (TPR) method for the fourth grade students of the Elementary School. There were three problems in this research. The first problem was how the TPR method should be implemented to increase the elementary school students' comprehension skill, the second one was how the students' achievement in the TPR class was compared to that in the GTM class, and the third one was what the advantages and constrains in the TPR method are. In relation to the second problem, there was a null-hypothesis that would be rejected if the mean score of the experimental group's post-test result was higher than the mean score of the control group's post-test result.

In order to solve the second problem, a quasi-experiment method was conducted to measure the effectiveness of the TPR method. The descriptive method was also conducted in order to answer the first and third problems. The description was drawn from the classroom observations during the experiment.

In order to implement the TPR method, the researcher based her theory on Rodger's humanistic approach (Brown, 1987: 70), Krashen's input hypothesis (1985: 3), Asher's guidelines in *Learning Another Language through Actions* (1982), and Gary, N. and Gary, O.J.'s comprehension-based approach (1981: 343-350). The last three theories accepted the superiority of the comprehension skill which enabled the learners to understand utterances they never heard before or they are unable to produce yet. Practically, Asher's TPR method, which is based on how children acquire their first language, delayed abstraction and production until the students were ready. Listening instructions and demonstrating them were main activities in class before reading and spontaneous production. Since context of the message were required for comprehension to take place, the availability of the teaching aids were urgently required. Rodger's humanistic approach supported Asher's method since this method aims at creaaating an enjoyable and stress-free learning. The post-test administered at the end of the learning was meant to measure the students' outcome.

From the statistical computation, the mean-score of the experimental group's post-test was 24.4 while the mean score of the control group's post-test result was 21.8. It meant that the TPR method was more effective than the traditional method, even though the traditional method was also effective. The effectiveness of the method was verified significant after being calculated by using the non-parametric two-sample Mann-Whitney U test at $P < .05$ ($z = 1.6$ and $P = 0.0495$). It could be concluded that the implementation of the TPR method for the elementary school students, which in this study was represented by

the fourth grade students, was effective and it meant that the null hypothesis of this research was rejected.

In the conclusion, the answer for the three problems in this study was stated as in the following: referring to the first problem about how the TPR method should be implemented to the elementary school students, the researcher described basic requirements: (1) at most there are 20 students in class with comfortable settings of the students for the actions; (2) the teacher has to have good commands of English and provides enough teaching aids; (3) at most there are 60 minutes per presentation with frequent contact hours a week; (4) to avoid boredom and to give space for repetitions, it is better to combine this method to other methods such as songs, puzzles, and games. Referring to the second problem about the effectiveness of the TPR method, the researcher conducted an experiment and data analysis. As stated above, the TPR method was verified more effective than the traditional method. Referring to the third problem, the researcher observed the subjects and found out as the advantages are: (1) TPR enables learners to feel comfortable getting along with the new language in the classroom; (2) TPR produces a long-term recall, and (3) TPR enables the learners to enjoy the foreign language learning; and (4) through the TPR procedure the students can experience the meanings of the new vocabulary items in the target language. While the constrains are: (1) a well-organized preparation and the teacher's professionalism are required; (2) small numbers of students are important; (3) the contact hours need to be as frequent as possible.

Hopefully, the results of this research would be helpful for English teachers to improve their foreign language teaching method and to improve the students' language skills. Since the research was conducted in a limited time, there were shortages in this research. This research had not covered more possible answers for the problems and other language skills which are possible to develop through the TPR method. Therefore, further research and discussion on the similar study were still required.

ABSTRAK

Maya Cempakasari. (1997). *Increasing the Elementary School Students' Comprehension Skill through the Total Physical Response Method*. Yogyakarta: Sanata Dharma University.

Penulisan skripsi ini mengenai penerapan metode *Total Physical Response (TPR)* untuk pengajaran Bahasa Inggris di SD kelas 4. Ada tiga masalah yang diteliti dalam studi ini. Masalah pertama adalah tentang bagaimana metode TPR ini seharusnya diterapkan di SD untuk meningkatkan kemampuan *comprehension* menyimak siswa. Masalah kedua adalah bagaimana hasil nilai siswa yang menggunakan metode TPR di kelas dibandingkan dengan hasil nilai siswa yang menggunakan metode tradisional (GTM). Masalah ketiga adalah apa kelebihan dan kelemahan dari metode TPR tersebut. Hipotesa nol dinyatakan untuk menegaskan pertanyaan kedua dan akan ditolak bila nilai rata-rata hasil *post-test* kelompok eksperimen lebih tinggi daripada nilai rata-rata bukan kelompok eksperimen.

Dalam kaitannya dengan masalah kedua, peneliti melaksanakan metode quasi-experiment agar dapat mengukur keefektifan metode TPR. Metode deskripsi juga dilaksanakan untuk menjawab pertanyaan pertama dan ketiga, setelah melakukan observasi kelas selama melaksanakan eksperimen pengajaran.

Dalam menerapkan metode TPR, peneliti mendasarkan teorinya pada pendekatan humanistik milik Rodger (Brown, 1987: 70), hipotesa input milik Krashen (1985:3), pedoman dari Asher dalam bukunya *Learning Another Language through Actions* (1982), dan pendekatan Gary, N dan Gary, O.J. tentang *comprehension-based*. Tiga teori yang disebutkan terakhir menerima kelebihan kemampuan *comprehension* yang memungkinkan siswa mengerti ujaran-ujaran yang belum pernah mereka dengar atau yang belum dapat mereka ucapkan. Dalam praktiknya, metode TPR milik Asher, yang mengacu pada bagaimana anak menguasai bahasa pertamanya, menunda kata-kata abstrak dan pengucapan sampai siswa siap untuk itu. Mendengarkan instruksi dan berakting adalah aktifitas utama di dalam kelas sebelum membaca dan pengucapan secara spontan. Berhubung konteks dalam pesan yang disampaikan perlu diciptakan untuk memudahkan *comprehension*, tersedianya media pengajaran sangatlah diperlukan. Pendekatan humanis milik Rodger mendukung metode Asher karena metode ini bertujuan menciptakan suasana belajar yang menyenangkan dan bebas dari paksaan. Akhirnya *post-test* diberikan pada akhir proses belajar untuk mengukur hasil siswa.

Dari penghitungan statistik diperoleh bahwa nilai rata-rata kelompok eksperimen adalah 24,4 sedangkan bukan kelompok eksperimen memperoleh 21,8. Artinya, metode TPR ini lebih efektif daripada metode tradisional, meskipun metode

tradisionalpun juga diakui efektif. Keefektifan metode TPR dibuktikan secara significant dengan menggunakan ukuran statistik non-parametrik Man-Whitney U test pada tingkat significant 0,05 ($z = 1,6$ dan $0,0495$). Dapat disimpulkan bahwa penerapan metode TPR untuk siswa Sekolah Dasar, yang dalam penelitian ini diwakili oleh siswa kelas IV, adalah efektif dan ini berarti bahwa hipotesa nol yang diajukan ditolak.

Sebagai kesimpulan, jawaban-jawaban terhadap ketiga masalah penelitian diuraikan sbb: mengacu pada masalah pertama, ada persyaratan dasar yang perlu diperhatikan untuk menerapkan metode TPR di SD: (1) maksimum hanya 20 siswa didalam kelas; (2) guru harus memiliki kemampuan berbahasa Inggris praktis yang baik; (3) maksimum 60 menit dalam setiap pertemuan dan lebih dari sekali dalam seminggu; (4) untuk menghindari kebosanan dan memberi jarak pengulangan, lebih baik metode ini diterapkan bersamaan dengan metode lain seperti lagu, permainan dan teka-teki. Mengacu pada pertanyaan kedua tentang keefektifan metode TPR, peneliti melakukan penelitian dan menganalisa data. Seperti disebutkan diatas, metode TPR terbukti lebih efektif daripada metode tradisional. Mengacu pada masalah ketiga, keuntungan metode TPR adalah: (1) TPR memungkinkan siswa senang terlibat dengan bahasa barunya di kelas; (2) TPR menghasilkan memori yang dalam terhadap pelajaran yang diterima; (3) TPR memungkinkan siswa menikmati proses mempelajari bahasa asing; (4) melalui prosedur TPR siswa dapat terlibat langsung dalam pengalamannya dengan butir-butir kosakata dalam bahasa target. Sedangkan kendalanya adalah: (1) dituntut persiapan cukup matang dan profesionalisme dari pihak guru; (2) penting ada pembatasan dalam hal jumlah siswa di kelas; (3) diperlukan jumlah pertemuan sesering mungkin dalam seminggu dengan waktu relatif singkat.

Diharapkan bahwa hasil-hasil penelitian ini dapat membantu para guru bahasa Inggris untuk meningkatkan metode pengajaran bahasa asingnya dan untuk meningkatkan ketrampilan berbahasa siswa. Karena penelitian ini dilaksanakan dalam waktu relatif singkat, ada kemungkinan terdapat kelemahan didalamnya. Penelitian ini belum mencakup lebih banyak jawaban-jawaban yang mungkin bisa diberikan dana ketrampilan berbahasaa lainnya yang bisa dipenuhi melalui metode TPR. Oleh karena itu, penelitian dan diskusi lebih lanjut pada studi yang sama masih diperlukan.