

ABSTRACT

Nurul Quida. 2013 “Teaching Listening Skill To The Fourth Year Students Of SDN 24 Temmalebba Palapo by Using the Total Physical Response Method. A Thesis, English Study Program Of Educational Department In STAIN Palopo Consultant, (I) Madehang, S.Ag,M.Pd (II) Wisran, S.S.,M.Pd

Keywords: Teaching, Listening Skill, the Total Physical Response Method.

The research entitled: Teaching Listening Skill to the Fourth Year Students of SDN 24 Temmalebba Palapo by Using the Total Physical Response Method. This research tries to find out whether the total physical response method can improve students' listening skill and their respon. This research was focused in how to use the total physical response method in teaching listening skill at the fourth year students of SDN 24 Temmalebba Kec. Bara Palopo.

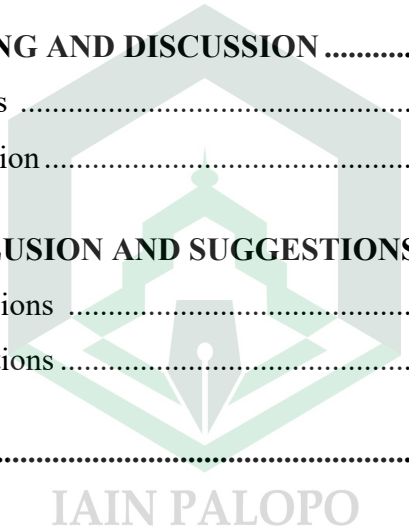
The researcher employed pre-experimental method. The population of this research was taken from the fourth year students in SDN 24 Temmalebba Palapo especially in class IVB by using cluster random sampling technique. The number of sample was 20 students. In collecting data the writer used pre-test with listening test, after that the researcher do treatment with five meeting and the last the writer gave post-test and questionnaire.

The result of analysis showed that the total physical response method is able to improve the students listening skill students' in SDN 24 Temmalebba. From table 1.6 the mean score of students' in post-test (after treatment by used the total physical response method) was 7, 15. The highest score was 9 and the lowest was 5. From the table 1.5 the mean scores of students' in pre-test (before giving treatment) was 4, 35. Where the highest score was 6 and the lowest was 1. Total physical response method can improve students listening skill because it makes the students easy to learn listening and memorizing vocabulary.

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CHAPTER I

INTRODUCTION

A. Background

Every people in this world have different language. To make people understand each other it needs one language to connect what they mean. As we know that language plays an important role as medium of communication. Beside that language is a tool to convey our meaning, aspiration, and feeling. In this globalization era, English is international language. It can be tools of communication among people in the world in all aspect, like education, politics, economics, industries, or daily relationship. So every people must study about it.

There are four skills that we must master in teaching English. They are listening, speaking, reading, and writing. All of these parts have the same important roles according to their functions. All of these skills should be mastered because one skill has significant correlation to the other ones and it definitely needed for mastering English moreover in teaching and learning process using that language. It is very influenced to get learning aim, the students as subject of education, of course should be suitable by their capability and listening is one factor that influence learning process. Listening means that thinking about the messages to understand it clearly and completely.¹

One problem which causes people specially students in Elementary School have difficulty in learning English is they cannot master English by listening because they think that they can't keep or catch up what they have heard and it

¹Q .Joyce, *Why is Listening Important Skill?* (Online: <http://en.wikipedia.org/wiki/why-is-listening-important.com>, Accessed on: Sept.3th 2012)

has a significant correlation with method that used by teacher. It's also faced of the students of SDN 24 Temmalebba Palopo especially in fourth year students. Sometimes they cannot understand what their English teacher says. Therefore the English teacher gives more attention to teach listening in English. They still feel difficult to understand what their teacher says. So that teacher has to be more creative for choosing method in teaching listening.

In teaching English there are many methods that teacher can apply in learning process, as examples grammar translation method, audio-lingual method, suggestopedia method, direct method, etc. But in this case the researcher will use the total physical response method in this research because this method is suitable for beginner like students of Elementary School. The total physical response method is natural method so it can match with children characteristic.² Beside that the total physical response method is comprehension approach, it is called like this because of the importance it gives listening comprehension. This method believed that listening comprehension through action will make the students easy to remained or memorize what the teacher has been given.³

Based on describing above, the researcher interest in doing a research under the title "*Teaching Listening Skill to the fourth year students of SDN 24 Temmalebba Palopo by Using the Total Physical Response Method*".

²Handoyo Puji Widodo, *Teaching Children Using a Total Physical Response (TPR) Method: Rethinking* (Online: <http://sastra.um.ac.id/teaching-children-using-a-total-physical-response-method-rethinking-Handoyo-Puji-Widodo.pdf>, Accessed on: Sept. 18th 2012).

³Diane Larsen, *Techniques and Principle in Language Teaching*, (London: Oxford University Press, 1983), p. 109

B. Problem Statement

Based on the background, the researcher formulates the researcher questions as follows:

1. Can the total physical response method improve student's listening skill at the fourth year students of SDN 24 Temmalebba Palopo?
2. How do the students response after using the total physical response to improve their listening skill at the fourth year students of SDN 24 Temmalebba Palopo?

C. Objective of the Research

Related to the research questions above, the researcher state specific research as follows:

1. To find out whether that the total physical response method can improve student's listening skill.
2. To find out the students response after using the total physical response method to improve their listening skill.

D. Significance of the Research

The results of this research are expected to give information for the English teacher especially to the English teacher of SDN 24 Temmalebba Palopo who wants to improve their student's listening skill through the total physical response method, and also give information for all English teacher about a method in a English language teaching, specially total physical response method.

E. Scope of the Research

The scope of the research is focused in how to use the total physical response method in teaching listening skill at the fourth year students of SDN 24 Temmalebba Palopo.

F. Definition of the Term

To get general understanding about the aim of the title of this research, the researcher will explain the following terms:

1. Teaching is an effort to give a lesson or various knowledge to improve student's intellectual ability or teaching is transferring to the students the knowledge.

2. Listening skill is an ability to do well in hearing, pay attention of something and get the information from what have heard.

3. Total physical response is a language teaching method based on coordination between utterance and action.

4. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected procedural.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Literature

There are few researchers who have conducted previous research about total physical response method and listening, they are:

1. The researcher, Lilis had conducted research about The English Teaching Method Used by The English Teacher of SMPN 1 Burau. She concluded that the total physical response method is the most preferred by the students of SMPN 1 Burau as the effective's method in teaching English as a target language because this method is good in developing their vocabulary and speaking skill. By using total physical response method the students easily to memorize words or common expression because they practice it directly. Then she suggest that the English teacher should apply various method in teaching English in order the students can increase and develop their English skill beside that she suggest to should apply the total physical response method in teaching because the students can understand the material easily.¹

2. The researcher, Nurjannah Zainuddin had conducted research about The Effectiveness of The Total Physical Response Method in Achieving Instructional Objective of English at SDN 79 Tapping Palopo. She concluded that total physical response method is effective in achieving instructional objective of English for

¹Lilis, *A thesis on title The English Teaching Method Used by The English Teacher of SMPN 1 Burau* (Palopo:STAIN Palopo. 2007), p. 58

speaking and listening at the fourth the class in SDN 79 Tapping Palopo. Then she suggests that English teacher especially in elementary school should be given an appropriated method to the students which could make them relax, enjoy, getting the material and make the classroom situation attractive.²

3. The researcher, Rusmitasari had conducted research about Improving Listening Skill of Year 2 Students of SMU 2 Sukamaju through Dictation. She said that in teaching listening, it was better to use media like radio cassette, television, and from the native speaker if not will be influenced by dialect according to their region and in the teaching and learning process the teacher should guide and motivate to the students. She suggest that practice English specially listening was not limit in school but the rest time at home can be used to practice listening.³

According the previous related above, the researcher can conclude that in teaching English skill is needed good method to convey the subject material and purpose of study and the method is total physical response method. Listening is one of skill that students feel difficulties in learning English so the researcher was trying to use the total physical response method to teach them because students can understand the material easily.

²Nurjannah Zainuddin. *A thesis on the title The Effectiveness of Total Physical Response Method in Achieving Instructional Objective of English at SDN 79 Tapping Palopo* (Palopo:STAIN Palopo. 2010) ,p.59

³Rusmitasari, *A thesis on title Improving Listening Skill of Year 2 Students of SMU 2 Sukamaju through Dictation* (Palopo: STAIN Palopo.2009), p. 57-58

B. The Theory of Teaching

Before studying about the others, the researcher will give the theory of language and how to teach it. Teaching is a complex process which can be conceptualized in a number of different ways. Language teaching has been described in terms of what the teachers do, that is in terms of the actions and behaviors which teachers carry out in the classroom and the effect of these on learners.⁴

According to Oxford Dictionary said that teaching is work of a teacher, idea or belief that is taught.⁵ In the other view said that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.⁶

Based the explanation about the researcher can said that teaching is a process in learning that do by the teacher and the students to get the purpose in learning. Teaching just not happens in school but everywhere. Teaching is an effort to give a lesson or knowledge to improved student's intellectual ability, or she can say that teaching is transferring to the students the knowledge.

⁴Jack C. Richard, *Reflective Teaching in Second Language Classroom*, (New York: Cambridge University Press, 1996), p. 29.

⁵Oxford University, *Oxford Learners Pocket Dictionary*, (New York: Oxford University Press, 1980), p. 425

⁶H. Douglas Brown, *Principle of Language Learning and Teaching*, (New Jersey: Prentice Hall, 1987), p. 6.

C. The Concept of Listening

1. Definition of listening

Oxford dictionaries state that, “listening is to hear and pay attention of something”.⁷ Listening can involves our other sense to help us understands the words being spoken. The other view says that listening is give attention in hearing.⁸

Listening goes beyond hearing the words that are being spoken. In other hand, listening means that thinking about the messages to understand it clearly and completely.⁹ Listening is an active, purposeful process of making sense of what we hear, we can understand the information and we can produce what the speaker say. Listening unlike other language skill is an interval process that cannot be directly observes, nobody can say with certainly what happened when we listen to and understand another person.

Based on the opinion above the researcher concludes that listening is an activity to hear and pay attention for something that we can understand. And skill is hearing, pay attention of something and we can get the information from what we have heard.

⁷Oxford, *Oxford Learners Pocket Dictionary*, (New York: Oxford University Press, 1980),p.215

⁸Longman, *Handy Learner's Dictionary of American English*, (London: Longman, 2000), p.239.

⁹Q. Joyce, *Why is Listening Important Skill?* (Online: <http://en.wikipedia.org/wiki/why-is-listening-important.com>, Accessed on: Sept. 3rd 2012).

2. The Types of Listening

Listening in foreign language is a complex process. Students have to be able to understand the main idea of what is said as well as specific details. Students may well have to use several of these skills in course of single listening activity. There are three basic listening modes that we must know, they are:¹⁰

- a. Competitive or combative listening happens when we are more interested in promoting our own point o in understanding or exploring someone else’s view. We either listen for openings to take the floor, or for flaws or weak points we can attack. As we pretend to pay attention we are impatiently waiting for an opening, or internally formulating our rebuttal and planning our devastating comeback that will destroy their argument and make us the victor.
- b. In Passive or Attentive Listening we are genuinely interested in hearing and understanding the other person’s point of view. We are attentive and passively listen. We assume that we heard and understand correctly. But stay passive and do not verify it.
- c. Active or Reflective Listening is the single most useful and important listening skill. In active listening we are also genuinely interested in understanding what the other person is thinking, feeling, wanting or what the message means, and we are active in checking out our understanding before we respond with our own new message. We restate or paraphrase our understanding of their message and reflect it

¹⁰Larry Alan Nadig. *Listening Skill: Tips on Effective Listening* (Online: <http://www.drnadig.com/listening.htm>, Accessed on: Sept. 3rd 2012).

back to the sender for verification. This verification or feedback process is what distinguishes active listening and makes it effective.

According to Douglas Brown, he said that there were many possible techniques available for teaching listening skill, they are:¹¹

- a. Reactive; reactive is the kind of listening performance requires little meaningful processing, it nevertheless may be a legitimate even though a minor, aspect of an interactive, communicative classroom.
- b. Intensive; techniques whose only purposes is to focus on components (phonemes, words, intonation, discourse markers, etc.).
- c. Responsive; a significant proportion of classroom listening activity consist of stretches of teacher language designed to elicit immediate responses.
- d. Selective; stretches of discourse such as monologues of a couple a minutes on considerably longer, the task of the students is not to process everything that was said, but rather to scan the material selectively for certain information.
- e. Extensive; extensive performance could range from listening to lengthy lectures, to listening to a conversation and deriving a comprehensive message or purpose.
- f. Interactive; this is listening performance that can include all five of the above types as learners actively participate in discussion, debates, conversation, role-plays, and other pair and group work.

¹¹H. Douglas Brown, *Principle of Language Learning and Teaching*, (New Jersey: Prentice Hall, 1987), p.247

3. The Importance of Listening Skill

Listening is considered to be the one of the most important part of the oral communication. The term used in order to make oral communication effective.¹²

Listening in every possible way to hear no matter what you are doing, like the other skill, listening has importance as follows:

- a. To develop easily for mother tongue listening, but requires considerable effort where listening in a foreign language is concerned.
- b. Using one's own knowledge of the subject to help one understand.
- c. Predicting what people are going to talk about?
- d. If we do not learn to listen effectively, we will be unable to take part in oral communication.
- e. Guessing at unknown words or phrases without panicking.
- f. If the listener knows what is being spoken about and something about the speakers, intentions, comprehensions are easier.¹³

There are five remain reason for listening and the reason our student will have for listening will generally fall under one or other of these categories to engage in social rituals, to exert control, to share feelings and to enjoy yourself. ¹⁴

¹²Wikipedia Answer, *What Is Listening Skill?* (Online: <http://www.wiki.answer.com>, Accessed on: Sept. 3rd 2012).

¹³Mary Underwood, *Teaching Listening*, (London: Longman, 1989), p. 101

¹⁴Nurmi Bte. Supri, *Teaching Listening Skill Through English Song at the Year Eleven of SMA Neg.1 Belopa*, (a thesis of STAIN Palopo, 2008), p.7

According to some opinion above the researcher find some reason why listening is importance in learning English, listening is one way to get information from someone that what their say. Without listen maybe we can't know what the teacher says. In teaching oral language the teacher must attractive in choose the method, because it enable students to participate fully and comfortably in conversation both as speakers and as listeners.

4. Factor That Causes Difficulties in Listening Skill

If someone wants to improve their listening skill a number of special characteristic of spoken language need to be taken into consideration. Second language learners need to pay special attention to such factor because they highly influence the processing of speech and can problem. Students often panic when they see the tape recorder because they know that they are faced with a challenging task.

Listening effectively is difficult because people vary in their communication skills and in how clearly they express themselves, and often has different needs, wants and purposes for interacting. The different types of interaction or levels of communication also add to the difficulty. The four different types or levels are: clichés, facts, thoughts and beliefs, feelings and emotion.¹⁵

Beside that the difficulty can source from listener and speaker, that have correlation which other:

¹⁵Larry Alan Nadig, *Listening Skill: Tips On Effective Listening* (Online: [Http://www.drnadig.com/Listening.htm](http://www.drnadig.com/Listening.htm), Accessed On: Sept. 3rd2012).

a. Sources of difficulty speakers, like voice volume too low to be heard, making the messages too complex, either by including too many unnecessary or too many issues, getting lost, forgetting the point or the purpose of the interaction, body language or nonverbal elements contradicting or interfering with the verbal message, such as smiling when anger or hurt is being expressed, paying too much attention to how the other person is taking the messages or how the person might react, using a very unique code or unconventional method for delivering the message.

b. Sources of difficulty by the listener, like being preoccupied and not listening, being so interested in what you have to say that you listen mainly to find an opening to get the floor, formulating and listening to your own rebuttal to what the speaker is saying, listening to your own personal beliefs about what is being said.¹⁶

Fortunately, there has been considerable work done in recent years on the factors which create difficulty for listener and speakers, there are some characteristic of the makes listening difficult according Douglas Brown, they are:¹⁷

1. Clustering; Clustering means that a listener sometimes doesn't understand what was said because they can't catch the words where said so fast. So, the listener's can catch what the speaker say to them.

2. Redundancy; Spoken language unlike most written language has a good deal redundancy. Elaboration and title insertions of " I mean" and " you" here and there,

¹⁶Takatsu, *Teaching Listening Better*, (Online:<http://www.abax.co.jp/listen/teaching-listening-better-takatsu-japan>, Accessed on: July 7th 2012)

¹⁷H. Douglas Brown, *Teaching By Principle An Interactive Approach To Language Pedagogy Second Edition*, (San Fransisco:Longman,2000), p.252-254

such redundancy helps hear to process meaning by offering more time and extra information.

3. Reduced forms; these pose significant difficulties, especially for classroom learners who may have initially been exposed to the full forms of the English language. Reduction can be phonological, morphological, syntactic, etc.

4. Performance variables; native listeners are conditioned from very young ages to weed out such performance variable, whereas they can easily interfere with comprehension in second language learners.

5. Stress, Rhythm, Intonation; the prosodic feature of the English language is very important. As a stress timed, language, speech could be an error from some learners as mouthful as syllables some spelling out between stress point.

6. Interaction; interaction play a large role in listening comprehension. Conversation is especially subject to all the rules of interaction: negotiation, clarification, attending signals, turn- taking, and topic nomination, maintenance, and termination.

Listening cannot be difficult if we know how to hear and pay attention to other, because to learn to listen is also to learn to responds and to continue a chain of listening and responding to the other people. Beside that students feel difficult in listening because the teacher rarely teaching listening in second language.

5. Some Useful Techniques in Teaching Listening

Techniques for teaching listening will vary considerably across the proficiency continuum. Techniques in listening very important because it can make the learning process will be success. When we teach listening we need to teach not only English, but we also need to teach how it is used. We need to teach both:

- a. The language system, that conclude our knowledge of the language system includes our knowledge of words, how these words are properly put in order (syntax or grammar), how these words are said in connected streams (phonology), how these words are strung together in longer texts (discourse) and so on.
- b. The use of the language system that concludes the skill of language use. Language system involves how we apply this knowledge of the language system to understand or convey meaning and how we apply particular skills to understanding and conveying meaning. But too many classes concentrate on teaching the language system and miss the skill of language, in this case listening.¹⁸

To make students or learner interested in listening, there are some techniques to use when teach listening, they are:

1. Pre-listening

- a. Tell the students that they shouldn't worry that they have to understand every word they hear.

¹⁸Takatsu, *Teaching Listening Better*, (Online:<http://www.abax.co.jp/listen/teaching-listening-better-takatsu-japan>, Accessed on: July 7th 2012)

b. Where possible, make sure students know what they are listening for before start listening. Explain they should focus only on the information they need.

2. While Listening

- a. As a general principle, try to play the recording once for overall comprehension. Then play the recording again for specific details.
- b. Tell students to note any dates, people or places they hear.
- c. Divide students into groups and give each group a different listening task (e.g. different questions). Then swap their answers and have students listen again and check their classmates' answers.

3. Post-listening

- a. Tell students to compare their notes and discuss what they understood in pairs or small groups.
- b. Encourage students to respond to what they heard.
- c. Play the recording again and tell students to call out 'Stop!' when they hear the answers they were listening for and tell students to make a list in their notebooks of any new vocabulary they fell it useful.¹⁹

On the other view say that there are three distinct stages in teaching listening, first pre-listening stages before listening students should be "turned in" so that they know what to expect, both in general and for particular tasks, second stages, the listening activity is begin and the students processing of the information by short term

¹⁹Miles Craven, *Teaching Tips: How to Teach Listening* (Online: <http://www.Onestopenglish.com/skills/listening/teaching-how-to-teach-listening>, Accessed on August 1st 2012).

memories and third post-listening stages, the evidence for this is a fact that when recalling something from the long term memory, people usually only remember the gist of what has been heard.²⁰

Teaching listening is not easy; in learning this skill has cooperation between speaker and the listener. In this case the teacher as speaker and the students as listener. If the teacher has explained the material with unique techniques, students can interest in learning, beside that they can get more vocabulary.

6. Several Benefit Occur With Active Listening Skill

Listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing different between cognitive and affective mechanics.²¹ There is several benefit students get if they active in listen, namely:

- a. Sometimes a person just needs to be heard and acknowledged before the person is willing to consider an alternative or soften his/her position.
- b. It is often easier for a person to listen to and consider the other's position when that person knows the other is listening and considering his/her position.
- c. It helps people to spot the flaws in their reasoning when they hear it played back without criticism.

²⁰ James Dean Brown, *Language Teaching Methodology*, (New York: Cambridge University Press, 1988), p. 24

²¹H. Douglas Brown, *Teaching By Principle An Interactive Approach To Language Pedagogy Second Edition*, (San Fransisco:Longman,2000), p.249

- d. It also helps identify areas of agreement so the areas of disagreement are put in perspective and are diminished rather than magnified.
- e. Reflecting back what we hear each other say helps give each a chance to become aware of the different levels that are going on below the surface.
- f. If we listen so we can accurately understand the other's view, we can also be more effective in discovering the flaws in our own position.²²

Listening for something is has many benefits. From example we can get information without we must produce language, and with listen we can know and respond what are the other people say. In teaching listening most importance to students because they can recognize the distinctive sound of English, recognize reduced forms of words, recognize grammatical like vocabulary, structure of the sentences, patterns, rules, beside that they can recognize that a particular meaning by expressed in different grammatical forms, and can active and communicative in classroom according situation and what is the teacher say.

D. The Concept of the Total Physical Response Method

1. Definition of the Total Physical Response Method

Total Physical Response is a method developed by Dr. James Asher. He is a professor emeritus of psychology at San Jose State University, to aid learning second language. Total physical response method actually began experimenting in the 1960s,

²²Larry Alan Nadig, *Listening Skill: Tips On Effective Listening* (Online: <http://www.drnadig.com/Listening.htm>, Accessed on: Sept. 3rd 2012)

but it was almost a decade before the method was widely discussed in professional circles. Today the total physical response method with simplicity as its most appealing facet is a household word among language teachers.²³

The total physical response based on the premise that the human brain has a biological program for acquiring any natural language on the earth including the sign language of a deaf. The process is visible when we observe how infants internalize their first language.²⁴ Total physical response method basically consists of obeying commands given by the instructor that involve on overt physical response.²⁵

In the other hand said that the total physical response is a language learning method based on the coordination and action. It is linked to the theory of memory, which holds that the more often or intensively a memory connection is trace the stronger the memory.²⁶

Asher noted that children in learning their first language appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses. The idea of this method based on how children learn his mother language.

²³H. Douglas Brown, *Teaching By Principle An Interactive Approach To Language Pedagogy Second Edition*, (San Francisco: Longman, 2000), p.29-30

²⁴Wikipedia Answer, *What is Total Physical Response Method?* (Online: http://en.wikipedia.org/wiki/tota_physical_response, Accessed on: August.1st 2012)

²⁵Stephen D. Krashen , *Principle and Practice in Second Language Acquisition*, (New York: Prentice-Hall Internasional,1987), p. 144

²⁶Carol J. Orwig, *English Language Method: the Total Physical Response Method*, (Online: <http://www.sil.org/lingualinklanguagelearning.com>,Accessed on: July 10th2012).

It is an approach that focuses on teaching language together with physical activities.²⁷ According Larsen, she said that total physical response method is one of ways, which the principle of the comprehension approach are put into practice.²⁸

In the other view said that total physical response method is linked to the “trace theory” of memory in physiology, 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.²⁹

Total physical response method is a language teaching method based on coordination between utterance and action. This method teaches language through motor activity.³⁰

Based on the explanation above the researcher can conclude that the total physical response method is the way or method in learning target language that makes the students enjoyable in this case the teacher give command and the students do the command. This indicates that there is an interaction both of teacher and the students along with teaching purposes.

²⁷James Asher, *Learning Another Language Through Actions: The Complete Teacher's Guidebooks* in H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy Second Edition*, (San Francisco: Longman,2000), p. 30

²⁸Diane Larsen, *Techniques and Principle in Language Teaching*, (London: Oxford University Press, 1983), p. 110.

²⁹Martin Ludescher, *The Total Physical Response Method* (Online: http://www.vobs.at/ludescher/total_physical_response.htm, Accessed on: July 10th2012).

³⁰Hendry Guntur Tarigan, *Metodologi Pengajaran Bahasa I*,(Bandung:Penerbit Angkasa, 1991), p.170

2. The Principle of the Total Physical Response Method

Total physical response method consistent with the comprehension approach, it is called like this, because of the importance it gives to listening comprehension. The idea of focusing on listening comprehension during early foreign language instruction comes from observing how children acquire their mother tongue. A baby spends many months listening to the people around it long before it ever says a word. The child has the time to try to make sense out of the sounds it hears. No one tells the baby that it must speak. The child chooses to speak when it is ready.³¹

Total physical response method has three principle based on explanation about, they are:

- a. Delay speech from students until understanding of spoken language “has been extensively internalized”.
- b. Achieve understanding of spoken language through utterances by the instructor in the imperative.
- c. Expect that, at some point in understanding of spoken language, the students will indicate a ‘readiness’ to talk.³²

Basically in this method students listen and respond to the spoken target language commands of their teacher, that the way to do this method. The students

³¹Diane Larsen, *Techniques and Principle in Language Teaching*, (London: Oxford University Press, 1983), p. 109

³²Stephen D. Krashen, *Principle and Practice in Second Language Acquisition*, (New York: Prentice-Hall Internasional, 1987), p.140

will not be forced because in using this method they just listen and then speak if they are ready.

3. Some Concepts Provided the Basis for Total Physical Response Method

This method is undemanding in terms of linguistic production and that involves game like movements reduces learner stress. This method will creates a positive mood in the learner, which facilitates learning.³³

To achieve that, Asher recommends three concepts provided the basis for total physical response method, they are:³⁴

- a. Spoken comprehension improved in “speaks”,
- b. Gesture is means of communication to get comprehension,
- c. Students cannot to talk because of necessity before them “ready”.

Initially in this method teacher give instruction and students listen the target language with communicatively. Learners have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively. And teacher helps their students to understand her/his instruction. At the some points some students will be role reversal with individual students directing the teacher and the other students.

³³Martin Ludescher, *The Total Physical Response Method* (Online: http://www.vobs.at/ludescher/total_physical_response.htm, Accessed on: July 10th2012).

³⁴James Asher, *Learning Another Language Through Actions: The Complete Teacher's Guidebooks* in Henry Guntur Tarigan, *Metodologi Pengajaran Bahasa I*, (Bandung:Penerbit Angkasa,1991), p. 173-174

4. Requirements for Optimal Input

Talking about optimal input of total physical response method, Asher divides it in six points they are:³⁵

a. Comprehensible, the total physical response required of the students is, in effect, a manifestation of his comprehension of the teacher's utterance. In fact it can be argued that total physical response is not necessary for comprehension or for progress in second language acquisition, but it merely shows that the input has been understood.

b. Interesting relevant, the novelty and freshness of the total physical response techniques probably do a great deal to make the class experience interesting.

It may be difficult to remain interesting if one holds to the requirement of producing imperatives 100% of the time.

c. Not grammatically sequenced, according to Asher's description, each lesson does have grammatical focus in total physical response. In other words, commands contextualize various points of grammar. As discussed earlier, this can hinder efforts to meet requirements 2 above. There is nothing inherent in the total physical response approach that demands a grammatical focus, however.

d. Quantity, total physical response can fill entire class period with comprehensible input the form of commands. It thus has the potential of meeting this requirement fully.

³⁵James Asher, *Learning Another Language Through Actions: The Complete Teacher's Guidebook* in Stephen D. Krashen, *Principles and Practice in Second Language Acquisition*, (New York: Prentice-Hall International,1987), p.140-141

e. Affective filter level, total physical response makes one very important contribution to lowering student's anxiety: students are not asked to produce in the second language until they themselves decide they ready.

f. Tools for conversational management, there is no explicit mention of this in Asher's papers.

5. The Procedure in Learning the Total Physical Response Method

Teaching by using the total physical response method is needed activity from the teacher and all students. This is very important because it a central of teaching process. The first phase of lesson is one of modeling. The instructor issues command to a few students, and then perform the action with them. In the second phase, these same students demonstrate that they can understand to command by performing them alone. The observers also have an opportunity to demonstrate their understanding.

The teacher next recombines elements of the commands to have students develop flexibility in understanding unfamiliar utterances' of these commands, which students perform, are often humorous.³⁶ After learning to respond to same oral commands, the students learn to read and write them. When students ready to speak they become the ones who issue the commands. After students begin speaking, activities expand to include skits and games. The first few months (45 hours in this

³⁶Diane Larsen, *Techniques and Principle in Language Teaching*, (London: Oxford University Press, 1983), p. 116

case) would consist of 70% listening comprehension (obeying commands), 20% speaking, and 10% reading and writing.³⁷

To get more understanding in learning process, there are some procedures by using the total physical response method in class:

- a. The teacher gives a command in the target language and performs it with the students.
- b. The students say nothing (the students' understanding of the target language should be developed before speaking).
- c. The teacher gives the commands quite quickly (the students can initially learn one part of the language rapidly by moving their bodies).
- d. The teacher sits down and issues commands to the volunteers.
- e. The teacher directs students other than the volunteers (students can learn through observing actions as well as by performing the action themselves).
- 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 and when the students make an error, the teacher repeats the command while acting it.
- h. The teacher gives the students commands they have not heard before.
- i. The teacher says, "Jump to the desk", everyone laughs (language learning is more effective when it is fun).

³⁷Stephen D. Krashen, *Principles and Practice in Second Language Acquisition*, (New York: Printice-Hall International, 1987), p.140

- j. The teacher writes the new commands on the blackboard.
- k. A student says, "Shake hand with your neighbor" (Teacher should be tolerant if students make error then they first begin speaking).³⁸

Teaching by using the total physical response method not difficult during the teacher can use it and match with the topic will be learnt.

6. The Advantages and Disadvantages

There are some advantages using the total physical response method in teaching second language, they are:³⁹

- a. TPR is a lot of fun. Learner enjoys it and this method can be a real stirrer in the class. It lifts the pace and the mood;
- b. TPR is good tool for building vocabulary. It does assist students to recognize phrases or words because gesture or actions is reinforcing to raise spirit of the students so they feel enjoy and relax during in learning process.
- c. TPR can be used both in large or small classes. In this case, it is no matter to have as long as you are prepared to take a lead, the learners will follow;
- d. TPR is no need to have a lot of preparation or materials using the total physical response method. In this regard, as long as you are competent of what you want to practice, it will not take a lot of time to get ready.

³⁸Diane Larsen, *Techniques and Principle in Language Teaching*, (London: Oxford University Press, 1983), p. 114-115.

³⁹ Khaerunnisa, *Teaching Children Using A Total Physical Response Method* (Online: <http://catatankhaerunnisa.wordpress.com/20/12>, Accessed on: February 10th 2013)

e. TPR is very effective with teenagers and young learners, because TPR was match with characteristic of teenagers and young learners.

f. And TPR is good for kinesthetic, it involves left and right –brained learning, TPR is a language teaching based on coordination between utterance and action. This method teaches language through motor activity.

Beside such advantages, the total physical response method has disadvantages, they are:⁴⁰

1. Students who are not used to such things might find it embarrassing. This can be the case initially that if the teacher is prepared to perform the actions, the students feel happier about copying.

2. TPR is only really suitable for beginner levels because the target language lend itself to such activities even though it can successfully be applied at intermediate and advanced levels.

3. TPR is not flexibly used to each everything and if used a lot it would become repetitive. This method is a fun away of changing the dynamics and pace of a lesson used in conjunction with other methods and teqniques.

4. TPR cannot be used for a long period of time without switching it with other activities that help teach the target language.

⁴⁰Handoyo Puji Widodo, *Teaching Children Using the Total Physical Response (TPR) Method: Rethinking*. (Online: <http://sastra.um.ac.id/teaching-children-ussing-a-total-physical-response-method-rethinking-handoyo-puji-widodo.pdf>, Accessed On: February 10th 2013)

The total physical response method has many advantages to use in teaching, but has some disadvantages. So, using it in teaching has needed creative techniques and media to make students didn't feel bored during learning.

E. Correlation between Teaching Listening Through the Total Physical Response Method

Listening and the total physical response method cannot be separate. Listening is one of skill that means give attention in hearing or pay attention of something. In this case listening is tried to get information with hear something and usually it need media and method to convey the information. Basically to get information from target language is needed vocabulary and vocabulary can be obtained from method that used in teaching. One of method that we can use is method that equalize the action between utterances this accordance with the total physical response method. In teaching second language should reflect the naturalistic process of first language learning. Asher sees three processes as central: 1) Children develop listening competence before they develop the ability to speak. At the early stages of first language acquisition they can understand complex utterances that they cannot spontaneously produce or imitate, 2) Children's ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands, 3) Once foundation in listening

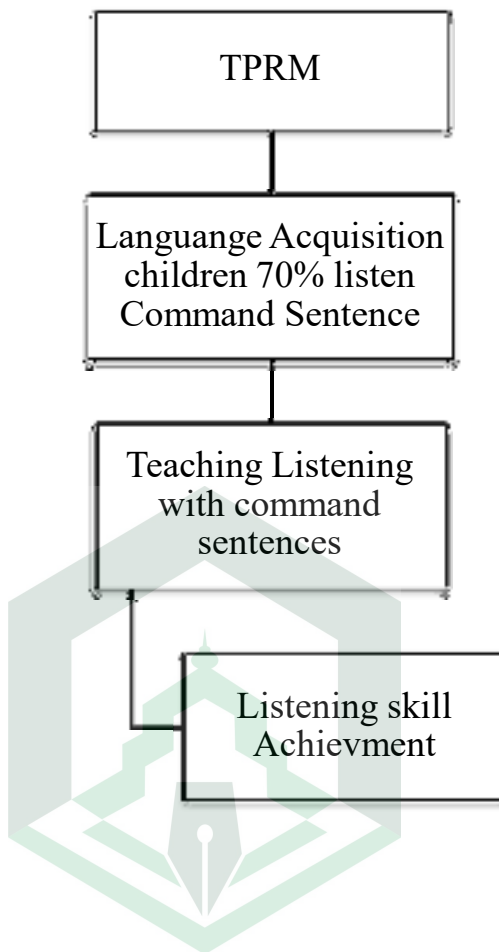
comprehension has been established, speech evolves naturally and effortlessly out of it.⁴¹

Listening is a major component in language learning and teaching work on total physical response method. The total physical response method is focusing in listening comprehension during early foreign instruction comes from observing how children acquire their method. So, during these learning students will be forced.

F. Conceptual Framework

The conceptual framework in this research is the researcher will be used elementary students specially students in fourth year students of SD Negeri 24 Temmalebba. Basically children learn their mother tongue with listening command sentences it's about 70% and this match with the total physical response. The total physical response method (TPRM) is method that coordination between utterance and action. So to achieve students listening skill the researcher will use TPRM to teaching listening skill. The researcher will use pre-test to know the students listening skill after that the researcher will do some treatment for application of total physical response method (TPRM) and then pre-test to know the effect of TPRM for listening skill students. According explanation above, the researcher can show the conceptual framework in the diagram below:

⁴¹Martin Ludescher, *The Total Physical Response Method* (Online: http://www.vobs.at/ludescher/total_physical_response.htm, Accessed on: July 10th2012).



G. Hypothesis

This research would present the hypothesis as follows:

Null hypothesis (H_0) : There is no significant difference for student's listening skill after teaching by using the total physical response method.

Alternative Hypothesis (H_a) : There is significant difference for students listening skill after teaching by using the total physical response method.

CHAPTER III

METHOD OF THE RESEARCH

A. Design of the Research

The method that used in this research is an experimental research method. It will be found out whether by using the total physical response method could improve listening comprehension students. So this research involves one group of students with pre-test, treatment and post-test design. The design of the research is showed as follows¹:

Pattern:

O₁ X O₂

Where:

Pattern: Experiment

O₁ : Pre-Test

X : Treatment

O₂ : Post-Test

B. Variable of the Research

In this research, the researcher determines two categories of variable. They are dependent and independent variable. Independent variable is the total physical response method and the dependent variable is students' listening skill.

¹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek, Edisi Revisi V*, (Jakarta: PT.Rineka Cipta, 2002), p. 78.

C. Population and Sample

1. Population

The population in this research is taken from the fourth year students in SD Negeri 24 Temmalebba Palopo 2012/2013 academic year. The populations at the fourth year consist of 63 students from two classes, namely IV_A and IV_B.

2. Sample

The researcher used cluster sampling. The researcher will choose one class as sample, namely class IV_B that consist of 20. The researcher choose this sample because the students in this class still has low listening than in class IV_A.

D. Instrument of the Research

1. Test

The researcher gave students listening test. In this test, students complete the text with the word or expression that students listen. These tests consist of pre-test and post-test. The pre-test to see the listening skill students before treatment and post-test to know the effect of method used in teaching listening skill.

2. Questionnaire

A questionnaire a research instrument consisting of a series of a question and other prompt for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the

case. So questionnaire are inexpensive way to gather data from a potentially large number of respondents.²

In this research, the researcher used Liker Scale to get information from respondents. Liker Scale is modified in five alternative positive answer, that consist of strongly agree (setuju) = 5, agree (setuju) = 4, less agree (kurang setuju) = 3, disagree (tidak setuju) =2, and strongly disagree (sangat tidak setuju) = 1.³

E. Procedure of Collecting Data

In collecting data the researcher uses some procedure as follows:

1. Giving Pre-test

In the pre-test the researcher will distribute a piece of paper than told to students to write what the researcher says. It aims to know their listening skill before doing treatment.

2. Giving Treatment

The researcher will do some treatment that has correlation between listening and the total physical response material. It will be done for sixth meeting and the steps are:

²Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek, Edisi Revisi V*, (Jakarta: PT.Rineka Cipta, 2002), h. 128

³S. Nasution. *Metode Research (Penelitian Ilmiah)*, Edisi 1, Cet. 12, (Jakarta: Bumi Aksara, 2011), h. 61.

- a) In the first treatment, the researcher introduced the method that be used in research and explained the method. And told the students what the students should do in every meeting.
- b) The second treatment, the researcher gave the students with basic vocabulary that connected with action.
- c) The third treatment, the researcher gave imperative/instruction sentences that relevant with classroom expression.
- d) The fourth treatment, the researcher gave story telling about action and told the students to practice it in front of class.
- e) The fifth treatment, the researcher gave simple instruction in text and told the students to role played it in their place.
- f) The sixth treatment, the researcher will ask the students to review again the material that has been given in the class and also review the material in home.

3. Giving Post-Test

The researcher will give the post-test for the students after doing the treatment. The researcher will distribute a piece of paper which consist of completion sentences (5 numbers) and translate the daily expression (5 numbers). The researcher asks to students to listen carefully what the researcher say and write down their answer. In this post-test the researcher will find the improvement after giving treatment.

F. Data Analysis Technique

The data collected through pre-test and post-test will be analyzed by following steps:

1. Scoring the students correct answer by the following steps:

$$\text{score} = \frac{\text{correct answer}}{\text{total number}} \times 100$$

2. Classifying the students' scores by using percentages as cited below:

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

Where:

P: Percentage

F: Cumulative Frequency

N: Total Number

To understand the level of the students scores the following the classification were used:

- a) Excellent : 9, 5 - 10 is classified as excellent.
- b) Very good : 8, 6 - 9, 5 are classified as very good.
- c) Good : 7, 6 – 8, 5 are classified as good.
- d) Fairly good : 6, 6 -7, 5 is classified as fairly good.
- e) Fairly : 5, 6 – 6, 5 is classified as fairly.
- f) Fairly poor : 3, 6 – 4, 5 is classified as fairly poor.
- g) Poor : 0 – 3, 5 is classified of poor.⁴

⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek, Edisi Revisi V*, (Jakarta: PT.Rineka Cipta, 2002), p.306

3. Calculating the mean score of the students:⁵

$$Me = \frac{\sum x_i}{n}$$

Where:

Me : Mean Score

$\sum x_i$: Total Score

N : Total Sample

4. Calculating the mean of difference by using the following formula:⁶

$$MD = \frac{\sum D}{N}$$

Where:

MD = Mean of Difference

$\sum D$ = Amount of differences between score of variable X and Y

N = Total sample

5. Calculating the standard deviation by using the following formula:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N}\right]^2}$$

Where:

SD = Standard Deviation

$\sum D$ = Amount of differences between score of variable X and Y

⁵Sugiyono, *Statistik Untuk Penelitian, Cet. 21*, (Bandung: Alfabeta, 2012), p. 49

⁶Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek Edisi Revisi V*, (Jakarta:PT. Rineka Cipta,2000),p. 276

6. The data optional will be analyzed by using statistic test called “ t_0 ” .The aiming is to exam the truth or fellness null hypothesis.

$$SE_{MD} = \frac{SDD}{\sqrt{N-1}}$$

$$T_0 = \frac{MD}{SE_{MD}}$$

Where:

T_0 : The coefficients that symbolize degree of mean difference both or sample group,

MD : Mean of Difference,

SE_{MD} : Standard error from mean of differences,

SD_D : Standard deviation,

N : Total sample

7. Criteria of hypothesis acceptability, by using the following formula⁷:

IF $t_0 > t_{t=}$ reject null hypothesis

IF $t_0 < t_{t=}$ receive null hypothesis

⁷Subana dan Sudrajat, Dasar-dasar Penelitian Ilmiah, (Cet. 1: Bandung: CV Pustaka Setia, 2000), h. 173

FINDING AND DISCUSSION

This chapter explains about score and output research in school based and explains in detail the result of Pre-Test and Post-Test after giving treatment by using the total physical response method.

A. Finding

1. The Analysis of Test

The researcher has done pre-test to see students' listening skill. The scores can be seen in the following table:

Table 1.1

The score of the students listening in pre-test

Number of Students	Correct Answer	Score
01	2	2
02	5	5
03	3	3
04	5	5
05	5	5
06	5	5
07	5	5
08	5	5
09	4	4
10	5	5
11	2	2
12	2	2
13	4	4
14	4	4
15	6	6
16	6	6
17	1	1
18	4	4
19	5	5
20	3	3

From the table above, we can see that all students got unexpected score. The highest score is 6 and the lowest score is 1, most of the students obtain 5 there were eight students and it is the highest frequency and only two students got score 6 and one student obtain score 1 and four students obtain score 4 the other students obtain score 3 (two students) and two students obtain score 2.

Table 1.2

The score of the students' listening in post-test

Number of Students	Correct Answer	Score
01	7	7
02	6	6
03	7	7
04	8	8
05	8	8
06	6	6
07	8	8
08	9	9
09	6	6
10	8	8
11	7	7
12	7	7
13	9	9
14	7	7
15	7	7
16	6	6
17	5	5
18	9	9
19	9	9
20	8	8

The students have very good progress after giving treatment. It can be seen on the table above. Where the highest score is 9 and there were four students obtain it. The lowest score is 5 and there was one student obtain it. Most of

students obtain score 7, there were six students and it is the highest score. There were five students obtains 8. And there were four students obtain 6.

Table 1.3

Frequency distribution matrix of students in pre-test

Classification	Score	Frequency	Cumulative Frequency	Percentage
Excellent	9,5-10	-	20	-
Very Good	8,6-9,5	-	20	-
Good	7,6-8,5	-	20	-
Fairly Good	6,6-7,5	2	20	10
Fairly	5,6-6,5	8	20	40
Fairly Poor	3,6-4,5	4	20	20
Poor	0-3,5	6	20	30

Comparing with the students achievement that has treated by using the total physical response method, it can be seen on the table (frequency distribution matrix of students in pre-test) where before giving the treatment. There were two students (10%) obtain fairly good, eight students (40%) obtain fairly, four students (20%) obtain fairly poor and six students (30%) obtain poor score but after giving treatment their score are better than before.

Table 1.4

Frequency distribution matrix of students in post-test

Classification	Score	Frequency	Cumulative Frequency	Percentage
Excellent	9,5-10	4	20	20
Very Good	8,6-9,5	5	20	25
Good	7,6-8,5	6	20	30
Fairly Good	6,6-7,5	4	20	20
Fairly	5,6-6,5	1	20	5
Fairly Poor	3,6-4,5	-	20	-
Poor	0-3,5	-	20	-

From the table above (frequency distribution matrix of students in post-test) where, there four students (20%) obtain excellent score, five students (25%) obtain very good score, there were six students (30%) obtain good score, four students (20%) obtain fairly good score, and there was one student obtain (5%) obtain fairly score.

Table 1.5

The mean score of students in pre-test

Number of Students	Score
01	2
02	5
03	3
04	5
05	5
06	5
07	5
08	5
08	4
09	5
10	2
11	2
12	4
13	4
14	6
15	6
16	1
17	4
18	5
19	3
20	
Total	$\Sigma x=87$

$$\begin{aligned}
 \text{Me} &= \frac{\Sigma x_i}{n} \\
 &= \frac{87}{20} \\
 &= 4,35
 \end{aligned}$$

From the table above (the mean score of students in pre-test) it can be seen that the mean score of students before giving treatments the mean score is 4,35. But after giving treatment the mean score have very good progress. It can be seen on the table 6.

Table 1.6

The mean score of students in post-test

Number of Students	Score
01	7
02	6
03	7
04	8
05	8
06	6
07	8
08	9
09	6
10	8
11	7
12	7
13	9
14	9
15	9
16	6
17	5
18	7
19	7
20	8
Total	$\Sigma y = 143$

$$\begin{aligned}
 Me &= \frac{\Sigma x_i}{n} \\
 &= \frac{143}{20} \\
 &= 7,15
 \end{aligned}$$

From the table above (the mean score of students in post-test), it can be seen that the mean score of the students after giving treatment, their mean score have very good progress from 4,35 to be 7,15.

Table 1.7

The standard deviation of the students in pre-test

Number of students	X	X	x-X	(x-X) ²
01	2	4,35	-2,35	5,53
02	5	4,35	0,65	0,43
03	3	4,35	-1,35	1,83
04	5	4,35	0,65	0,43
05	5	4,35	0,65	0,43
06	5	4,35	0,65	0,43
07	5	4,35	0,65	0,43
08	5	4,35	0,65	0,43
09	4	4,35	-0,35	0,13
10	5	4,35	0,65	0,43
11	2	4,35	-2,35	5,53
12	2	4,35	-2,35	5,53
13	4	4,35	-0,35	0,13
14	4	4,35	-0,35	0,13
15	6	4,35	1,65	2,73
16	6	4,35	1,65	2,73
17	1	4,35	-3,35	11,3
18	4	4,35	-0,35	0,13
19	5	4,35	0,65	0,43
20	3	4,35	-1,35	1,83
Total				$\Sigma(x-X)^2=24,38$

$$\begin{aligned}
 SD &= \sqrt{\frac{\Sigma(x-X)^2}{N-1}} \\
 &= \sqrt{\frac{24,38}{19}} \\
 &= 1,14
 \end{aligned}$$

From the table above, it can be seen that the standard deviation of the students before giving the treatment by using the total physical response method was 1,14 and after giving treatment their standard deviation obtain high score.

Table 1.8

The standard deviation of the students in post-test

Number of students	X	Y	x-Y	(x-Y) ²
01	7	7,15	-0,15	0,03
02	6	7,15	-1,15	1,33
03	7	7,15	-0,15	0,03
04	8	7,15	0,85	0,73
05	8	7,15	0,85	0,73
06	6	7,15	-1,15	1,33
07	8	7,15	0,85	0,73
08	9	7,15	1,85	3,43
09	6	7,15	-1,15	1,33
10	8	7,15	0,85	0,73
11	7	7,15	-0,15	0,03
12	7	7,15	-0,15	0,03
13	9	7,15	1,85	3,43
14	9	7,15	-0,15	0,03
15	9	7,15	-0,15	0,03
16	6	7,15	-1,15	1,33
17	5	7,15	-2,15	4,63
18	7	7,15	1,85	3,43
19	7	7,15	1,85	3,43
20	8	7,15	0,85	0,73
Total				$\Sigma(x-Y)^2=29,56$

$$\begin{aligned}
 SD &= \sqrt{\frac{\Sigma(x-Y)^2}{N-1}} \\
 &= \sqrt{\frac{29,56}{19}} \\
 &= 1,25
 \end{aligned}$$

From the table above it can be seen that the standard deviation of the students after giving treatment by using the total physical response method, their standard deviation obtain high score from 1,14 to be 1,25.

Table 1.9

The difference of the students in Pre-Test and Post-Test

Number of students	Pre-Test(X)	Post-Test(Y)	Difference (Y-X)	(Y-X) ²
01	2	7	5	25
02	5	6	1	1
03	3	7	4	16
04	5	8	3	9
05	5	8	3	9
06	5	6	1	1
07	5	8	3	9
08	5	9	4	16
09	4	6	2	4
10	5	8	3	9
11	2	7	5	25
12	2	7	5	25
13	4	9	5	25
14	4	9	5	25
15	6	9	3	9
16	6	6	0	0
17	1	5	4	16
18	4	7	3	9
19	5	7	2	4
20	3	8	5	25
N= 20	ΣX= 87	ΣY= 143	ΣD= 66	ΣD²=262

Calculating Mean of Difference (MD), Standard Deviation (SD), and Standard Error of Mean (SE_{MD}).

1) Median (MD)

$$MD = \frac{\sum D}{N}$$

$$\text{Where, } \sum D = 66 \quad N = 20$$

$$= \frac{66}{20}$$

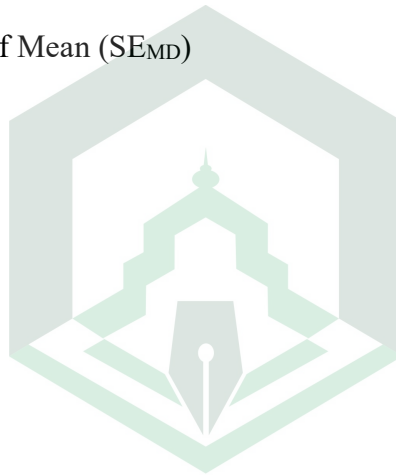
$$= 3,3$$

2) Standard Deviation (SD_D)

$$\begin{aligned}
 SD_D &= \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N}\right]^2} \\
 &= \sqrt{\frac{262}{20} - \left[\frac{66}{20}\right]^2} \\
 &= \sqrt{13,1 - (3,3)^2} \\
 &= \sqrt{13,1 - 10,89} \\
 &= 1,49
 \end{aligned}$$

3) Standard Error of Mean (SE_{MD})

$$\begin{aligned}
 SE_{MD} &= \frac{SDD}{\sqrt{N-1}} \\
 &= \frac{1,49}{\sqrt{20-1}} \\
 &= \frac{1,49}{\sqrt{19}} \\
 &= 0,341
 \end{aligned}$$



Calculated of "t" test analysis

$$\begin{aligned}
 T_0 &= \frac{MD}{SE_{MD}} \\
 &= \frac{3,3}{0,341} \\
 &= 9,67
 \end{aligned}$$

Where: MD= 3,3 $SD_{MD} = 0,341$

Degree of significant 5%

$$t_{\text{table}} = (N-1) = df \\ = (20-1) = 19$$

$$t_{\text{table}} = 2,09$$

So, $t_o > t_{\text{table}}$ it means that H_0 is refused.

2. The Hypothesis of Testing

As presented in chapter I, the experiment refers to question whether or not using the total physical response method in teaching listening skill. If there were, some difference, the next question was the difference was significant.

In framework to get the answer of the question or the problem above, the researcher make the alternative hypothesis (H_a) and the null hypothesis (H_0), as follows:

- a. H_a : There is the difference of the mean that significance between the post-test and pre-test through the total physical response method.
- b. H_0 : There is no difference of the mean that significance between the post-test and pre-test through the total physical response method.

Framework in order to know whether the difference is significant or not, the researcher give the interpretation toward to:

$$df = (N-1) = (20-1) = 19$$

After finding the “to”, the researcher uses the level of significance or standard significance (α) = 0,05 and $t_t = 2,09$ and value of t_s 0,01 = 2,86.

Because the researcher found the value was 9,67, while the value of the $t_{0,05} = 2,09$ and the value of $t_{0,01} = 2,86$, so the value of “to” is bigger than the value of the “tt” as : $2,09 < 9,67 > 2,86$.

It means that null hypothesis was rejected, because there is the difference of the mean that significance between the post-test and the pre-test and alternative hypothesis was accepted.

3. The Analysis of Questioner

Based questioner which have given to students to be sample in the experimental, the researcher explain by use tabulation every student’s frequency in response every question.

Table 2.1

1. Studying English it so difficult and bored before the researcher has used the total physical response method.

Response	Frequency	Percentage
Strongly Agree	15	75
Agree	5	25
Less Agree	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	20	100%

The data above show that the students strongly agree to used the total physical response method, this case is proved by most students, 15 students (75%) who answer Strongly Agree and there were 5 students (25%) who answer Agree.

Table 2.2

2. Studying English was not interested if teacher used general method.

Response	Frequency	Percentage
Strongly Agree	13	65
Agree	7	35
Less Agree	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	20	100%

The data above show that the students active during used The Total Physical Response Method, in this case is proved by most students, 13 students (65%) who answer strongly agree and there were 7 students (35%) who answer agree.

Table 2.3

3. Learning by using the total physical response method more enjoy.

Response	Frequency	Percentage
Strongly Agree	15	75
Agree	5	25
Less Agree	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	20	100%

The data above show that the students strongly agree with this method can developing English specially their listening skill and vocabulary, this case is

proved by most students, 15(75%) who answer strongly agree and there were 5 students (25%) who answer agree.

Table 2.4

4. The material has given by the total physical respond method more easy to understand than general method.

Response	Frequency	Percentage
Strongly Agree	3	15
Agree	17	85
Less Agree	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	20	100%

The data show that the students response is good, this case is proved by the students response, where there 3 students (15%) who answer strongly agree and 17 students (85%) who answer agree.

Table 2.5

5. The researcher always makes coordination between utterance and action in give material so the students can easy to remember new word in English

Response	Frequency	Percentage
Strongly Agree	18	90
Agree	2	10
Less Agree	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	20	100%

The data above show that the students can remember the new word if the teacher makes coordination between utterance and action, there were 18 students (90%) who answer strongly agree and 2 students (2) who answer agree.

Table 2.6

6. Students can do the researcher command although her using English, after used the total physical response method

Response	Frequency	Percentage
Strongly Agree	15	75
Agree	5	25
Less Agree	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	20	100%

The data above show that the students could do the researcher command after used the total physical response method, there were 15 (75%) who answers strongly agree and there were 5 students (25%) who answer agree.

Table 2.7

7. The students can guess the researchers' and their friend action in English.

Response	Frequency	Percentage
Strongly Agree	16	80
Agree	4	20
Less Agree	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	20	100%

The data above show that the student's response is good, this case is proved by the student's response, where there were 16 students (80%) who answer strongly agrees and 4 students (20%) who answer agree.

Table 2.8

8. The total physical response method can improve your vocabulary

Response	Frequency	Percentage
Strongly Agree	18	90
Agree	2	10
Less Agree	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	20	100%

The data above show that the total physical response method can improve students' vocabulary. There were 18 students (90%) who answers strongly agree and there were 2 students (10%) who answer agree.

Table 2.9

9. Before and after using the total physical response method the students' English was not different

Response	Frequency	Percentage
Strongly Agree	13	65
Agree	7	35
Less Agree	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	20	100%

The data above show that the students active during used the total physical response method, in this case is proved by most students, 13 students (65%) who answer strongly agree and there were 7 students (35%) who answer agree.

Table 2.10

10. Although the researcher teaching in English the students still do not understand because the researcher do not speak Indonesian

Response	Frequency	Percentage
Strongly Agree	-	-
Agree	-	-
Less Agree	-	-
Disagree	11	55
Strongly Disagree	9	45
Total	20	100%

The data show that there were 11 students (55%) who answer disagree and 9 students (45%) who answer strongly disagree if they still do not understand because the researcher do not speak Indonesian in teaching English.

B. Discussion

Listening is one of skill in learning English. Listening can mean hear and pay attention of something.¹ Listening can involves our other sense to help us understands the word being spoken following and understanding the sound. Listening is considered to be the one of the most important part of the oral communication. The term used in order to make oral communication effective.

There are some reason why listening is importance in learning, they are using one's own knowledge of the subject to help one understand, predicting what people are going to talk about, we will be able to take part in oral communication if we learn to listen effectively and if we knows what is being spoken about and something about the speakers, intentions, comprehensions are easier.² But some people specially students in elementary school think that listening is very difficult because they cannot catch up what their teacher mean, other factor like redundancy, stress, intonation and pronunciation also make students don't understand. To make students understand, it is needed a method in teaching.

¹ Oxford University, Oxford Learners Pocket Dictionary, (New York: Oxford University Press, 1980), p. 215

²Takatsu, *Teaching Listening Better*, (Online:<http://www.abax.co.jp/listen/teaching-listening-better-takatsu-japan>, Accesed on: July 7th 2012)

Than total physical response is a comprehension approach, it is called like this because of the importance it gives to listening comprehension. This method believed that listening comprehension through action or gesture will be make the learner easy to remained or memorize what the teacher has been given.³

In Total Physical Response Method students listen first and responds to the spoken target language commands of their teacher, that the way to do this method. It base foreign language learning upon the way children learn their native language. Asher recommends three concepts provided the basis for total physical response method, they are: a) Spoken comprehension improved in “speaks”. 2) Gesture is means of communication to get comprehension. 3) Students cannot to talk because of necessity before them “ready”.⁴ TPR is natural method so it can match with children characteristic.

So, listening and TPR have correlation each other. In this method, students listen first then can practice what they hear. In this case the teacher give command and then students will do the same what their teacher command. And after done this research by using the total physical response method, the students’ listening skill had improved and the students’ feel enjoy and comfortable during learning.

Based on the result of the data analysis above shows that the total physical response method is able to improve the students listening skill students’ in SDN

³Diane Larsen, *Techniques and Principle in Language Teaching*, (London: Oxford University Press, 1983), p. 109

⁴James Asher, *Learning another Language through Action* in Henry Guntur Tarigan, *Metodologi Pengajaran Bahasa I*, (Bandung: Penerbit Angkasa,1991), p. 173-174

24 Temmalebba. From table 1.6 the mean score of students' in post-test (after treatment by used the total physical response method) was 7, 15. The highest score was 9 and the lowest was 5. From the table 1.5 the mean scores of students' in pre-test (before giving treatment) was 4, 35. The highest score was 6 and the lowest was 1.

On table 1.7 the standard deviation of the students in the pre-test was 1, 14 and after post-test the standard deviation obtain high scores (it can be seen on table 1.8) was 1, 25. It means before and after giving treatment the standard deviation was differences. So, the result of this research based on the data collected from the students showed that, the "to" value was 9, 67 with the value of $t_{0,05}=2,09$ and value of $t_{0,01}=2,86$ so the value of "to" was bigger than the value "tt" as $2,09 < 9,67 > 2,86$. So the null hypothesis was rejected, it means that there is the difference of the mean that significance between the post-test and the pre-test and alternative hypothesis was accepted.

Based the student's response on the treatment every meeting (fourth meeting) and the students answer in the questionnaire (10 number) it proved that the students toward the total physical response method are positive and negative response is rejected. It can be seen on the table questionnaire and it had proved that the students listening skill can be improved. And by using the total physical response method the students had responsibility and enjoy in the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. They are conclusion and suggestion based on the finding and discussion of the data analysis in Chapter IV above.

A. Conclusion

Based on output during research in SDN 24 Temmalebba Palopo and the explain in finding and discussion of the data analysis that presented in Chapter IV, the researcher want to described the conclusion as follow:

1. The result of the research indicates that teaching listening skill by using the total physical response method especially the students of SDN 24 Temmalebba Kec. Bara Palopo in class fourth is significant. It can be seen on the mean score students' after giving treatment was 7, 15 while the mean scores before treatment was 4, 35.

2. The result of the research indicates that using the total physical response method can improve the students' listening skill. It can be seen on the result of the research where the value of " t_0 " was 9, 67 while the value of $t_{0,05} = 2,09$ and value of $t_{0,01} = 2,86$, so the value of " t_0 " was bigger than the value of the " t " as follows: $2,09 < 9,67 > 2,86$. It means that the null hypothesis (H_0) was rejected because there was the differenced the mean score that significance between pre –test and post- test and alternative hypothesis (H_a) was accepted.

3. The student's response on the treatment every meeting and the students answer in the questionnaire it proved that the students toward the total physical response method are positive and negative response is rejected. It can be seen on the table questionnaire, almost all respondent was agree when the researcher using the total physical response method.

B. Suggestion

Based on the research and the conclusion above the researcher would like to present some suggestion about this research. And the suggestion as follows:

1. The researcher suggest to the teacher to use the total physical response method in teaching listening comprehension specially in teaching elementary students, because this method enjoyable and it can match with their characteristic.
2. In using the total physical response method, the teacher should adapt between materials and method that teacher apply in their classroom.
3. The teacher should provide more chances to students in practice their skill in learning English.

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