

## ABSTRACT

**IRA MELATI (2018): THE USE OF TOTAL PHYSICAL RESPONSE METHOD IN TEACHING ENGLISH ADJECTIVE TO YOUNG LEARNERS (Quasi Experiment Research at Six Grade SDN Karang Mulya 03)**

Key Words: Adjective Mastery, TPR (total physical response) Method

The mastery of adjective helps learners to communicate fluently. The problem faced by students in adjective mastery that the students could not make a sentence in English. Dealing with the problem, this research proposed “TPR (total physical response)” a method to solve them.

This study aims to describe: (1) to find out students’ mastery of adjective before using total physical response method,(2) to find out students’ mastery of adjective after using total physical response method, and (3) to know the difference of students’ mastery of adjective before and after using total physical response method.

The research was conducted by using quantitative method in a form of quasi experiment design. The subject of this research was the 6th Grade Elementary School students of SDN Karang Mulya 03. The population was 221 students. The researcher took one class as the sample at the 6th grade of SDN Karang Mulya 03. There are 33 sample of students. The experiment class they were taught by using TPR method. The data were collected from the pretest and the posttest in form of multiple choice test as many as 25 questions. The computation of data analysis uses statistical method with t-test. The result of this research shows that the posttest score is higher than that of the pretest score. The mean of pretest score is 58,27, while the mean of posttest score is 77,81. Based on the calculation,  $t_{table}$  on significance 5% with  $df = 32$  is 2.04, while  $t_{count}$  is 15.66. It means that  $t_{count} (15.66) > t_{table} (2.04)$ . It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. In other word, there is a significant influence use of TPR to improve the students’ English adjective mastery.

It is confirmed that the use TPR can improve students’ adjective. Furthermore, TPR method can be effective in the class because it creates goodatmosphere in teaching learning process.

## DECLARATION OF AUTHENTICITY

I hereby declare that this paper entitled “**THE USE OF TOTAL PHYSICAL RESPONSE METHOD IN TEACHING ENGLISH ADJECTIVE TO YOUNG LEARNERS**” (Quasi Experiment Research at Six Grade SDN Karang Mulya 03)” is my original work and has not been previously submitted to any other university to get an S1 degree.

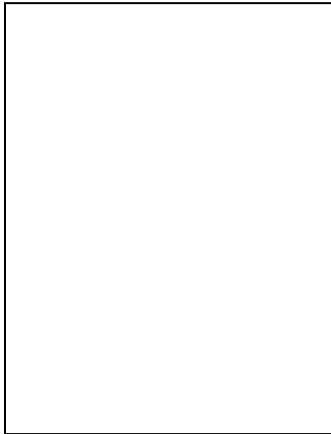
This is utilized to fulfill the purpose of this paper that aims to complete a partial fulfillment of requirements of English Education Department S1 Degree program at State Islamic University of Sunan Gunung Djati Bandung. I am honestly and truly aware, I have quoted some statements and ideas from other resources, and all of them are listed appropriately as references.

Bandung, February 2018



Ira Melati

## BIOGRAPHY



Ira Melati was born in Bogor on February 15<sup>th</sup> 1994. She is the only child of the. Her father's name is Mr. Hayat, and her mother's name is Mrs. Hj.Oti. She lives happily with her family in Dusun Ds, Karangmulya, kec. Bojongmangu RT 05 RW 09, Bekasi.

**The following are her educational backgrounds:**

### **Formal Education:**

1. Elementary School at SDN Karang Mulya 03 2006
2. Junior High School at SMPN 1 Bojongmangu in 2009
3. Senior High School at SMAN 1 Bojongmangu in 2012
4. State Islamic University of Sunan Gunung Djati Bandung in 2018

### **Organization Background:**

1. Member of Paskibra SMPN 1 Bojongmangu 2007-2009
2. Member of vollyball SMPN 1 Bojongmangu 2007-2008
3. Member of Paskibra SMAN 1 Bojongmangu 2010-2011

## PREFACE

All praise be to Allah, the One, the Lord of the Worlds, the Almighty God, the Most Beneficent and the Most Merciful for His infinite blessing, endless compassion and exceptional guidance and splendid inspiration that has been given to the writer to finish this paper. Peace and salutation be upon the prophet Muhammad SAW, his family and his companions. May Allah bless them.

*Alhamdulillah*, finally the writer has finished this paper entitled “THE USE OF TOTAL PHYSICAL RESPONSE METHOD IN TEACHING ENGLISH ADJECTIVE TO YOUNG LEARNERS (Quasi Experiment Research at Six Grade SDN Karang Mulya 03)”. This paper is submitted to the English Education Department as partial fulfillment of the requirement for S1 degree.

The writer realizes that this paper is far from being perfect. The writer appreciates who criticizes this paper and gives suggestions for getting a better improvement.

Finally, the writer would like to thank all people who prayed for the writer and gave him enormous help and unconditional love in completing this paper.

Bandung, February 2018

The Writer

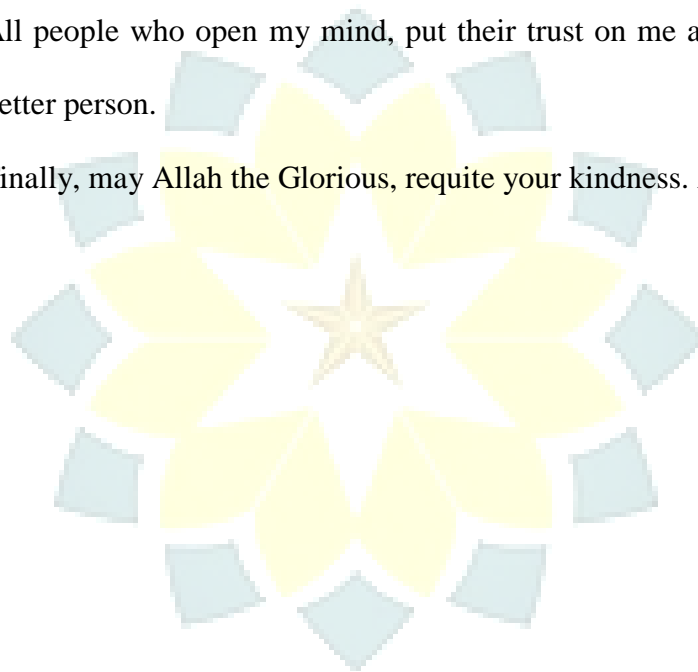
## ACKNOWLEDGMENTS

Praise be to Allah, the Most Gracious, the Most Merciful. Peace be upon Prophet Mohammad SAW, his holy family, his companions and all Muslim until the end of time.

I would like to thank everyone who has helped and encouraged me in finishing this paper. Then, I am willing to express my wholehearted gratitude to:

1. Thank to Allah SWT who has made things easier to achieve what has been expected.
2. My beloved parents (Mr. Hayat and Mrs. Hj.Oti) for your praying and supporting me in order to be successful.
3. Mr. Dr. H. Sajidin, S.S.,M.Pd as the Headmaster of English Education Department of Tarbiyah Faculty UIN Sunan Gunung Djati Bandung
4. My first supervisor, Mr. Dr. H. Sajidin, S.S.,M.Pd, one of the greatest lecturers of EED. To me you are perfect. I will always adore you. My greatest think is verily for you. May Allah bless you.
5. My second supervisor, Dahlya Indra Nuryanti, M.Pd. The most patient and diligent lecture that I know. She often reminds the students to finish the paper. My greatest thank is verily for you. May Allah bless you.
6. All lovable, knowledgeable, and inspiring lecturers of English Education Department in State Islamic University of Sunan Gunung Djati Bandung.

7. The big family of SDN Karang Mulya 03. Who has let me do the research.
  8. My SWAG squad (Mpuy, mella, Iyam, Dyan, Melan, Lia, Ipung). They are my craziest best friends that I love, like sisters who always embrace, and sometimes like an angel who comes when I need them.
  9. All people who open my mind, put their trust on me and make me a better person.
- Finally, may Allah the Glorious, requite your kindness. Amen.



uin

UNIVERSITAS ISLAM NEGERI  
SUNAN GUNUNG DJATI  
BANDUNG

## TABLE OF CONTENTS

ABSTRACT .....	i
DECLARATION .....	ii
BIOGRAPHY .....	iii
PREFACE .....	iv
ACKNOWLEDGEMENT .....	v
TABLE OF CONTENTS .....	vii
LIST OF APPENDICES .....	x
LIST OF FIGURES.....	xi
LIST OF TABLES .....	xii
<b>CHAPTER I INTRODUCTION</b>	
A. Research Background .....	1
B. Research Questions.....	3
C. The Purpose of Research .....	4
D. Significances of The Research.....	4
E. Research Methodology .....	4
1. Research Design.....	4
2. Research Procedure.....	5
3. Research Site.....	5
4. Participants.....	5
a. Population .....	5
b. Sample .....	6
c. Sampling Technique .....	6
d. Research Instrument .....	7
1) Hypothesis .....	7
2) Techniques of Collecting Data .....	7
a) Pre test .....	8
b) Post test .....	8
3) Data Analysis.....	8

## **CHAPTER II LITERATURE REVIEW**

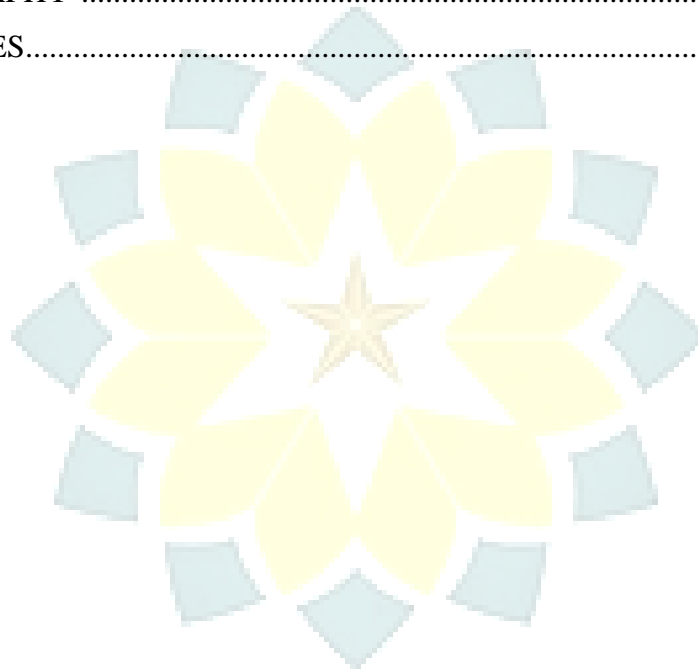
A. Teaching Adjective .....	13
1. Principles of Teaching Vocabulary.....	13
2. Definition of Adjective .....	14
3. Strategies in Teaching Adjective .....	15
B. TPR (Total Physical Response) Method.....	16
1. Introduction of TPR Method.....	16
2. The Advantages of TPR Method .....	19
3. TPR Method in Teaching Young Learners.....	20
4. Step of TPR Method .....	22
C. Teaching English to Young Learners .....	23
1. Characteristic of Children .....	23
2. How Children Learn Language.....	26
3. Teaching Language to Young Learners .....	27

## **CHAPTER III RESEARCH FINDINGS AND DATA ANALYSIS**

A. General Description of SDN Karang Mulya 03.....	30
1. Status of School.....	30
2. The Data of Teachers .....	30
3. The Data of Students in Experiment Class .....	31
4. School Facilities .....	31
5. The Data of General Students .....	31
B. The Process of Research .....	32
1. Preparation .....	32
2. Implementing Pretest .....	32
3. Implementing Treatment.....	32
4. Implementing Posttest.....	33
5. Examining the Hypothesis .....	34
C. Students' Adjective by using TPR Method .....	34
D. The significant differences between using TPR method and using conventional method on students' Adjective .....	37



E. Data Analysis and Testing Hypothesis .....	37
1. Pretest .....	37
2. Posttest.....	41
<b>CHAPTER IV CONCLUSION AND SUGGESTION</b>	
A. Conclusion.....	48
B. Suggestion .....	49
<b>BIBLIOGRAPHY .....</b>	<b>51</b>
<b>APPENDICES.....</b>	<b>.....</b>



uin

UNIVERSITAS ISLAM NEGERI  
SUNAN GUNUNG DJATI  
BANDUNG

## **LIST OF APPENDICES**

### **APPENDICES 1**

- A. Data Analysis of Pretest and Posttest
- B. Statistic Table

### **APPENDICES 2**

- A. Blueprint of Research
- B. Lesson Plan
- C. Research Instrument
- D. Pretest and Posttest Result
- E. Research Documentation

### **APPENDICES 3**

- A. School Profile
- B. The Letter of Decision for Advisor
- C. The Letter of Research from Faculty
- D. The Letter of Research from the School
- E. The Copy of Supervising Sheets



UNIVERSITAS ISLAM NEGERI  
SUNAN GUNUNG DJATI  
BANDUNG

## LIST OF FIGURES

Figure 1.1 Research Scheme .....	6
Figure 2.1 Step of TPR Method .....	22
Figure 3.1 Mean of the Research Participants .....	35



## LIST OF TABLES

Table 3.1 Data of Teachers .....	30
Table 3.2 Data of Students .....	31
Table 3.3 Schedule and Step of Treatment .....	33
Table 3.4 List of Result Pretest .....	36
Table 3.5 Frequency Distribution Pretest Data .....	39
Table 3.6 Observation and Expectation Pretest Data .....	40
Table 3.7 Frequency Distribution Posttest Data .....	42
Table 3.8 Observation and Expectation Posttest Data .....	43
Table 3.9 Counting N-Gain .....	44

