

## Improving Students' Present Progressive by using TPR

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Andrian andrian_bna@yahoo.com	ISSN: 2776-5148 Vol. 2, No. 1 April 2022 <a href="http://almufi.com/index.php/AJP">http://almufi.com/index.php/AJP</a>
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### Abstrak

Penelitian ini bertujuan untuk mengetahui proses guru dalam meningkatkan Present Progressive siswa dengan menggunakan TPR, dan apakah siswa yang diajar dengan menggunakan metode TPR memiliki pemahaman yang lebih tinggi daripada siswa yang diajar dengan metode biasa dalam pengajaran Present Progressive Tense. Populasi penelitian ini adalah seluruh siswa kelas satu MTsN 4 Aceh Besar. Dalam penelitian ini peneliti memilih dua kelompok yaitu kelompok eksperimen dan kelompok kontrol. Untuk kelompok eksperimen peneliti mengumpulkan data dengan memberikan tes (pretest dan posttest). Berdasarkan analisis t-test, t-tabel untuk 52 adalah 1,67. Peneliti memperoleh t-score sebesar 16,15, sehingga t-score lebih tinggi dari nilai kritis pada tabel ( $t=16,15 > t \text{ tabel} = 2,035$ ) yang membuktikan hipotesis alternatif ( $H_a$ ) diterima dan hipotesis nol ( $H_0$ ) ditolak. Hal ini menunjukkan bahwa penerapan Total Physical Response (TPR) memiliki perbedaan yang signifikan antara siswa yang diajar tanpa menggunakan Total Physical Response (TPR) dalam Teaching Present Progressive Tense.

**Kata kunci:** Meningkatkan, Hadir Progresif dan Respon Fisik Total.

### Abstract

This study is intended to find out the process of teacher in improving students' Present Progressive using TPR, and whether the students who are taught by using TPR method have higher understanding than those who are taught by common method in the teaching of Present Progressive Tense. The population of this study is all of first year students of MTsN 4 Aceh Besar. In this study the researcher choose two groups they were experimental group and control group. To the experimental group the researcher collected the data by giving the test (pretest and posttest). based on the t-test analysis, t-table for 52 was 1,67. The researcher obtained t-score was 16.15, so the t-score was higher than the critical score on the table ( $t=16.15 > t \text{ table} = 2.035$ ) Which proved the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. It indicates that the implementation of Total Physical Response (TPR) has significant differences between the students who are taught without using Total Physical Response (TPR) in Teaching Present Progressive Tense.

**Keywords:** Improving, Present Progressive and Total Physical Response.

## A. Introduction

Since English is very essential for communication in many fields around the world, English becomes an important foreign language in Indonesia. With the purpose of providing qualified outputs, the Indonesian government has decided to insert English in the educational curriculum as one of the subjects to be taught in school. On the other hand, the students have to learn English in order to be able to develop themselves in science, technology, culture, arts and so on. It is because many books of science and technology are written in English. The learning of English is not only for developing themselves in those fields, but also to help them to get a job more easily since English is one factor to attain a good career.

Learning English means learning four language skills and four language components. Language skills are listening, speaking, reading, and writing. Language components or "subskills" includes vocabulary, grammar, pronunciation and spelling. Both of the English skills and components cannot be separated from one another. The same thing happens that grammar cannot be separated from English because every language has grammatical patterns in order to make good and meaningful sentences. Grammar is a formal device with a finite set of rules that generates the sentences in the language. A similar statement comes from Brown (2007:21) who states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.

However, it is not an easy task for teachers to teach English grammar. Many problems have arisen in the teaching and learning activity since English is not the Indonesian native language and grammatically different. One of the problems is about whether to teach or not to teach grammar. If it is so, the next question is how grammar should be taught especially for young learners. The students often feel confused to understand the pattern since English has different forms of verbs related with the time. The students have to change the verb forms, which are different when they are used in the present, past, and future time. One of the patterns of English grammar that the students have to learn is Present Progressive Tense. It also has different form of verbs. The students have difficulty to understand it when they are given only in a long verbal explanation and drilling. Present Progressive Tense is one part of English grammar which contains many rules which needs detailed explanations and examples. As a result, the students will enjoy doing their own activity more than giving attention to the teacher's explanation.

The problems might not happen if the teachers change the way of their teaching. Teachers must select appropriate method to be applied which can bring good results in accordance with the objectives of the teaching itself. In addition, the teaching of English grammar is still considered the essential part of the teaching English in application to educational practice. However, the teaching of English grammar should not be in conscious grammatical verbal explanation with linguistics terminology. It will make the students confused and reluctant in joining the teaching- learning activity. In this case, the teachers should teach English grammar in an interesting way. Actually, there are so many good methods which have been created and developed by a lot of English practitioners and teachers. One of them is Total Physical Response (TPR) method.

Total Physical Response method was created by Dr. James Asher. This method is developed in order to help people who have difficulties and to minimize the stress they feel when learning a foreign language. The way to do this is according to the way children learn their native language. As the originator, Asher invented the method which is based on the association between language and physical activity. In TPR method, what students do is a great deal of listening and acting. Learners listen to the teacher first and respond to the spoken utterances. In the TPR classroom activity, the teacher usually gives an oral command while she demonstrates it. After watching, the learners are expected to respond to the oral command physically or by using movements, gestures or facial expressions. From that statement above, it is clear that the students are actively involved. As young learners, they are active. Therefore, in this study, the writer is interested to teach Present Progressive Tense using Total Physical Response (TPR).

## B. Methodology

Grammar is the rule wording to form a meaningful sentence. Thornburry (2013:45) stated that grammar is a way to make meaning explicit when contextual information is less. That is simple words not enough to express the full meaning. Grammar is a description of rules that govern how the sentence is formed. In other words, to understand the full meaning of the sentence, we must master the grammar first, because the guide on how to speak and write

correctly. According to Harmer (2007:19) in the book *Making Sense of Functional Grammar* written by Linda Garot and Peter Wignal, mentioned that grammar is a way to turn the words into sentences. It serves to make a good sentence with good structure.

Grammar is also used to look at the words or phrases that are singular, plural, negative, or positive. In the mastery of grammar, learner need to learn grammar to express and understand the great variety of meanings, because the grammar distinguish sentences in different contexts. Besides as tool for making meaning, grammar also has an important function depends on the sentence. One sentence can express different meanings and different time. It is important to learn the grammar, because when we use the phrase is wrong, it can create misunderstandings between the speaker and the listener, it is the reason why people need to learn grammar Nunan (2005:10)

James Asher, a professor at San Jose State University, California, develop a method in language teaching. It is called Total Physical Response. It drawn on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures. James Asher, the developer of the Total Physical Response, actually made an experimental with Total Physical Response in the 1960s but it was almost a decade before the method was discussed in professional circles.

Total Physical Response (TPR) is one of the strategies of teaching and learning, in which students understand a new language before they speak, write, or read just as a child learns a language first learned about the language. Total physical response (TPR) is a method of teaching language built around the coordination of speech acts; he tried to teach language through physical activity (motor). Quoting from the book *Approaches and Method in Language Teaching* by Richard and Rodger (2001:17), Total Physical Response (TPR) is a type of language teaching method that combines two elements, there are words and actions. The purpose of this method is to try to teach the language by perform physical activity. In this method, a new understanding of language is the first thing that must be mastered by the student.

Asher (2010:21) claim that speech directed to students consist primarily of commands, which students respond to physically before they begin to produce verbal responses. Asher believes that student, in learning their first language, appear to do a lot of listening before they speak. There listening is accompanied by physical response (reaching, grabbing, moving, looking, and so on). Based on the definition above, the writer concludes that Total Physical Response is a language learning method based on the coordination of speech and action. It consist of a short sequence of instruction which is acted out. It means that the teacher give some commands and the students respond to the teacher's instruction through psychomotor activity while they are listening.

### C. Research Result and Discussion

#### 1. Research Result

The raw scores for both groups are arranged in frequency distribution. In arranging the scores in the frequency distribution, it needs to find out the range of data (R), interval class (I), and class of data (K) as stated in the previous chapter.

#### The Result of Students' Pre-Test and Post Test Scores of Experimental Class

##### Pre-Test

60	60	60	60	60	60	60	20	60
60	30	60	60	60	60	20	20	20
20	60	60	60	60	60	20	60	20

## Post test

60	90	60	50	60	70	70	90	70
50	60	50	60	70	60	60	60	50
70	70	70	50	70	70	60	70	90

From the table above, the highest score of pre test for control class is 60, while the lowest score of pre test is 20. For the post test, the highest score for Experimental class is 90 and the lowest score is 50.

Frequency distribution for the pre-test score of experimental class obtained as follows:

$$\begin{aligned} \text{Range (R)} &= 60 - 20 \\ &= 40 \end{aligned}$$

$$\begin{aligned} \text{The Amount of Class Interval (K)} &= 1 + 3,3 \log 27 \\ &= 1 + 4,72 \\ &= 5,7(\text{exacted } 6) \end{aligned}$$

$$\text{Length of interval class} = \frac{40}{6} = 6.6 \quad (\text{exacted } 7)$$

After getting the score, the researcher consulted the critical score on the table to check whether the differences were significant or not. For this experiment, the researcher used 5% (0.05)  $\alpha$  (alpha) level of significance as usually used in psychological and educational study and the degree of freedom (df) was  $n_1+n_2-2= 27+27-2 = 52$ . For 5 % (five percent)  $\alpha$  alpha level and 52 degree of freedom, there was no definite critical score the table. It was necessary to find the definite score in order to get the closest of the critical score in the t-table. The t-table for 52 was 16.15. The obtained t-score was 16.15, so the t-score was higher than the critical score on the table ( $t=16.15 > t \text{ table} = 2.035$ ).

## 2. Discussion

Based on the study results and discussions, The researcher obtained t-score was 16.15, so the t-score was higher than the critical score on the table ( $t=16.15 > t \text{ table} = 2.035$ ) so the researcher concluded that the implementation of TPR for experimental class has significant difference between the students who are taught without TPR in teaching Present Progressive Tense. It mean that  $H_0$  is accepted and  $H_a$  is rejected. Moreover from the study, the researcher acquired some advantages as follow:

Learning by using TPR has high accuracy so the students understand easily about the material, though the result of score is relatively similar.

Using TPR in learning activities could also shorten the time, so the students and the teacher have a lot of time to discuss about the material in the class. It could encourage student's intent and motivation toward learning language through TPR.

## D. Conclusion

Finally, based on the t-test analysis, t-table for 52 was 1,67. The researcher obtained t-score was 16.15, so the t-score was higher than the critical score on the table ( $t=16.15 > t \text{ table} = 2.035$ ) Which proved the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $h_0$ ) is rejected. It indicates that the implementation of Total Physical Rensponse (TPR) has significant differences between the students who are taught without using Total Physical Rensponse (TPR) in Teaching Present Progressive Tense.

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