THE EFFECTIVENESS OF TOTAL PHYSICAL RESPONSE METHOD ON STUDENTS ABILITY IN USING PREPOSITIONS OF PLACE.

(A Quasi-Experimental study at Seventh Grade of Ibadurrahman Junior High School Ciputat, Tangerang)

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
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ON STUDENTS ABILITY IN USING PREPOSITIONS OF PLACE

(A Quasy-experimental Study at the Seventh Grade of Ibadurrahman Junior High
School Cipondoh Tangerang)

A Skripsi

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ENDORSEMENT SHEET

The "Skripsi" (Scientific Paper) entitled THE EFFECTIVENESS OF TOTAL PHYSICAL RESPONSE ON STUDENTS' ABILITY IN USING PREPOSITIONS OF PLACE (A Quasi-Experimental Study at the Seventh Grade of Ibadurrahman Junior High School Tangerang) written by SARIFUDIN, students' registration number 109014000091 was examined in the examination session of the Faculty of Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic University Jakarta on November 23, 2015. The "Skripsi" has been accepted and declared to have fulfilled one of the requirements for the degree of S.Pd. (S-1) of the Department of English Education.

Jakarta, 23 November 2015

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dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis.
Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

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ABSTRACT

Sarifudin, 2015. The Effectiveness of Total Physical Response Method on Students Ability in using prepositions of place (A Quasi-Experimental Study at Seventh Grade of Ibadurrahman Junior High School Tangerang). Skripsi, Department of English Education, Faculty of Tarbiyah and teachers training, Syarif Hidayatullah State Islamic University Jakarta.

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Keywords: TPR, Prepositions of Place

The object of the study was to get empirical evidence whether there is any significance difference of students achievement in understanding prepositions of place who were taught using TPR method and those who were taught without using TPR method. The writer conducted the study at the Seventh Grade of Ibadurrahman Junior High School which was located on Jl. K.H. Hasym Ashari, Cipondoh-Tangerang.

In this Research, the writer used a quasi experimental study that he selected two groups as samples of the research; experiment class and controlled class. In sampling technique, the writer chose purposive sampling. The sample was chosen because a researcher thought that the sample had information needed in the research. The writer chose VII C as experiment class, and VII B as controlled class. Moreover, both of these classes are more accessible for the research. Therefore the writer chose VII B and VII C as subject for the research. The subjects of the study were 54 students.

The researcher did a pre-test in both classes before he did the treatment. Moreover, the researcher taught preposition of place by using Total Physical Response technique in the experimental class. After he conducted the treatment, he gave a post-test in both classes to know whether TPR Technique is effective for teaching preposition of place in experimental class. The last, he collected and analyzed by using t-test formula.

Based on the result of the study, it can be concluded that the score which gained by the experimental class students (424) was higher than score which gained by the controlled class students (392). Besides, the t-test score was 2.18 while the value of t-table in significant degree of 5% was 2.005. In conclusion, teaching preposition of place by using TPR is effective.
ABSTRAK


Pembimbing: 1. Nida Husna, M.Pd. M.A.TESOL

2. Dadan Nugraha, M.Pd.

Kata kunci: TPR, Preposition of Place

Objek penelitian ini adalah untuk mendapatkan bukti empiris apakah ada perbedaan yang signifikan terhadap pencapaian murid dalam memahami preposition of place yang menggunakan metode TPR dengan yang tidak menggunakan metode TPR. Penulis melakukan penelitian ini di kelas VII SMP Plus Ibadurrahman yang terletak di Jl. K.H. Hasyim Ashari, Cipondoh-Tangerang.


Berdasarkan hasil penelitian, dapat disimpulkan bahwa nilai yang diperoleh oleh siswa kelas eksperimen (424) lebih tinggi dari nilai yang diperoleh oleh siswa kelas kontrol (392). Selain itu, nilai t-test adalah 2,18 sedangkan nilai t-tabel di tingkat signifikan 5% adalah 2,005. Kesimpulannya, mengajar preposition of place dengan menggunakan TPR itu efektif.
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In the name of Allah, The Beneficent, The Merciful.

All praises be to Allah SWT, the Lord of the Universe. May the blessing of God prevail on our Prophet Muhammad SAW, his relatives and friends. The greatest goes to Allah SWT, who has given His Blessing and Grace so that the writer could finish doing this study.

It is pleasure to acknowledge the help and contribution to my family, all lecturers, institution, and friends who contribute in different ways since this skripsi processed till it becomes a complete writing which will be presented to the faculty of Tarbiya and teacher’s Training in partial fullfilment of the requirements for degree of S.Pd. in English Language Education.

In this occasion, the writer would like to express his greatest appreciation, honor, and gratitude to his beloved parents Abdul Karim and Wati, for their valuable support and moral encouragement in motivating the writer to finish his study. And also his beloved brothers and sisters, they are Susanto, Rudi Baharuddin, Junaidi, Jubaidah, and Sari Ratna Dewi. For their supports to the writer in writing skripsi.

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4. Prof. Dr. Ahmad Thib Raya, M.A. as the Dean of Faculty of Tarbiya and teacher’s Training.

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Finally, the writer feels that it is really pleasure of him to receive critics and suggestions to make this skripsi better. He also hopes that Skripsi would be beneficial, particularly for him and for those who are interested in it.
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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is a foreign language which is taught almost in every education level. As writer found in 2013 Curriculum that English is taught from Junior High School to university, and in Elementary School English is not primary subject.¹ In addition, the government makes competence standard for every level. According to Goverment Rules of Indonesia No: 23 year: 2006 that competence standard for every level consist of four language skills, they are; listening, speaking, reading, and writing.² In order to master English, students not only must learn about language skills, but also they must learn about language components. They are grammar, vocabulary, and pronunciation.

Grammar is one of language component which support the language skills to make a good structure in sentence. Therefore, English teacher should not ignore the teaching of grammar. It means Grammar has an important role in learning English, because it can avoid misunderstanding in communication, and it also can helps students to send their message clearly and precisely. Like Ur said that students who can put on acceptable language forms in communication or writing in sentence is one who mastered grammar.³

According to the statement above, grammar rules is one of essential way for the mastery of a language, because without grammar students can get many problems to build the one correct sentence, and to express their ideas for their communication activities. Having good grammar, can help them to send their message clearly, and can avoid misunderstanding in communication. Like Penny Ur said that we can not use words unless we know how we should put on them well

¹ Kementrian Pendidikan dan Kebudayaan, Dokumen Kurikulum 2013, pp. 13—16.
together in the sentences. Therefore, we need to know grammatical rules to master of language.\(^4\)

In English grammar, part of speach is one of the important element that students should know, because part of speech is usually used in communication. Like Chambles said that parts of speech is the position of word in relation to other words in a sentence.\(^5\)

There are eight parts of speech, namely noun, pronoun, adverb, verb, adjective, conjunction, preposition, and interjection.\(^6\) As one of parts of speech, Preposition had some functions; to complete the idea of time, direction, and position. Like Marcella Frank said that the object of preposition is to complete the idea of time, direction, position, etc.\(^7\)

Based on the writer experience when he conducted a teaching training in SMK Triguna Utama on February 2013, he found that many students made errors in using preposition of place.

After doing observation, the writer found that some students make some mistakes in learning preposition of place, because they do not understand the use of prepositions and they get difficulties to differentiate the use of preposition of place such as on, in, in front of, beside, behind, and between. Therefore, they do misselection, and also they are wrong to place the preposition itself, such as “He lives on Tangerang”. The right sentence is “He lives in Tangerang” because in refers for city, and Tangerang is one of the cities in Indonesia, but they miss to select it. The second example of mistake that students do is “The cat is beside the desk”, whereas, the picture describe about the cat is behind the desk (kucing berada di belakang mejatulis). So, the correct answer is “The cat is behind the desk”. The students make a mistake by selecting beside no behind in this sentence, it may be cause they do not understand the meaning of word it self.

\(^{4}\) Ibid.
\(^{5}\) Chambles Georgia, *Composition and Grammar II; Steps in the writing process*, (Laidlaw Brothers publisher, 1985), p. 312.
\(^{6}\) Ibid.
Those problems that faced by the students in learning preposition of place because of some reasons; first, many students are lack of knowledge how differentiate the use of preposition of place such as *on, in, in front of, beside, behind, and between*. Second, many students translate English by Indonesian Language without knowing of grammar. For example, they translate “*di*” just by using “*in*”, whereas there are some preposition of place that it’s definition is “*di*”. Like, in, at, on. All of them have same meaning but they have different function.

In this case, learning preposition of place is not easy for students. Therefore, the writer assumes that teacher must not only master the subject but also must have suitable method to deliver the materials to students understand more about the materials.

There are many techniques or methods that can be used in teaching preposition of place such as Grammar Translation Method, Contextual Teaching Learning, Total Physical Response, Situational Language Teaching, etc. In this study, the writer will try to use Total Physical Respons (TPR) Technique to teach preposition of place. This method teaches a language with physical activity, teacher drill the words and students response with their physical action. Like Richard and Theodore said in their book “*Approach and Method in Language Teaching*” Total Physical Respons (TPR) is a method that built around around the coordination of speech and action; it attempts to teach language through physical activity.\(^8\)

The writer assumes that Total Physical Response method can improve students understanding in using prepositions of place, because this method invites the students to participate in lesson process actively, and hopefully the students comprehend the material more easily.

Therefore, the writer is interested in using Total physical Response to improve students understanding in using preposition of place in this study, and he wants do this research by using an experimental of study at seventh Grade of

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Khazanah Kebajikan Islamic Junior High School Ciputat, Tangerang. Therefore he writes this skripsi entitled: “The Effectiveness of Total Physical Response method on Students Ability in using prepositions of place. (An Experimental study at seventh Grade of SMP Plus Ibadurrahman Cipondoh, Tangerang).

B. Identification of the problem

Based on the explanation of background of the study, there are some problems or factors that make students mistake in understanding preposition of place. Those are identified as follows:
1. Most of the students are not interested in learning English, especially in learning grammar.
2. Most of the students are not interested in learning English, especially in learning preposition of place.
3. Most of students still find difficulties in learning preposition of place.
4. Many students have lack of knowledge how to differentiate the use of preposition of place.
5. Many students still translate English word by word without understanding of grammar rules.

C. The Limitation of Problem

In this research, the writer limits the study on the teaching of preposition of place through Total Physical Response in seventh Grade of SMP Plus Ibadurrahman Cipondoh, Tangerang.

D. The Formulation of Problem

The writer formulates the problem of the research as follows: “Is the use of Total Physical Response (TPR) technique in teaching preposition of place effective?

E. The Objectives of Study

According to the formulation of research above, the objectives of this research is to find out the effectiveness of Total Physical Response Method in
teaching preposition of place for seventh Grade of SMP Plus Mumtaz Ibadurrahman Cipondoh, Tangerang.

F. The Significance of Study

The result of the study is intended to have several significances. First, for the English teachers in SMP Plus Ibadurrahman Cipondoh, Tangerang, in order to offer them an alternative method to teaching preposition of place and share them the information about the effectiveness of TPR method in learning-teaching process. Second, this study is expected to improve the students understanding of preposition of place and makes the students easier learning grammar, especially prepositions of place. Finally, this research is expected to be useful to support the previous research and reverences for other researchers who are interested in conducting the same research.
CHAPTER II
THEORETICAL FRAMEWORK

A. Preposition

1. Definition of Preposition

In English, prepositions have an important class as function of words. Preposition has little meaning in the dictionary, but it has the main purpose in the language to relate other words each other and to form grammatical structures. There are some definitions of preposition based on experts.

C.E. Eckersley stated that a preposition is a word to relate some other words in the sentence.\(^1\) It is in line as Jeremy Harmer said that we can connect other words by using group of words of preposition.\(^2\) Based on both of definitions that mention above that preposition can not stand alone but it is used to connect other words in sentence.

In addition, A.J. Thomson and A.V. Martinet reveal that preposition commonly located before nouns and pronouns.\(^3\) It means that preposition generally followed by noun or pronoun which is called the object of preposition.

Moreover, Marcella Frank claims that preposition range in meaning from such definite semantic notions as time, place, etc. preposition as well as conjunctions after differ from other parts of speech in that (1) each is composed of a small class of words that have no formal characteristic endings; (2) each signals syntactic structures that function as one of the other parts of speech. For these reasons modern linguists prefer to classify preposition as structure words rather than as part of speech.\(^4\)

According to definitions that experts mentioned above, the writer summarized that preposition connect one part of speech with another. Preposition which is generally followed by noun or pronoun is called the object of preposition. The preposition is commonly located before the noun or

\(^{1}\) C.E. Eckersley, A concise English Grammar, (London: Longmans, Green, 1958), p. 84.
pronoun. When the preposition combines with noun or pronoun, the combination called a prepositional phrase. A preposition is used in a prepositional phrase to indicate *place, position, time, or method*.

2. **Types of Preposition**

There are many kinds of arguments from the experts about types of preposition. In this research, the writer revealed the arguments from L.G Alexander in his book “*Longman English Grammar Practice*”, Howard Sargeant in his book “*Basic English Grammar*”, and Marcella Frank in his book “*Modern English a practical reference guide*”.

L.G Alexander divided preposition into preposition of movements, preposition of positions, and preposition of times. Moreover, Howard Sargeant and Marcella Frank had different ideas with L.G Alexander. Both of them explained that preposition divided into preposition of time, preposition of place or position, and preposition of direction. Therefore between Howard Sargeant and Marcella Frank had similarity in types of preposition, but Marcella Frank is more deeply in his explanation.

a. **preposition of times**

L.G Alexander divided preposition of time into at, on, and in. The first, *at* use for: exact time: at 09 o’clock; meal times: at lunch time, point of time; at night. The second, *on* use for: days of the week; on Monday, parts of the day: on Monday mornings, dates; on June 1st, particular occasions; on that day, anniversaries; on your birthday, festivals; on New year’s Day. The last, *in* use for parts of the Day; in the Evening, Month; in May, Years; in 2015, seasons; in the spring, winters, centuries; in the 20th century, periods; in Ramadhan.

Howard Sargeant said that preposition of time is preposition who show when something happens. He explained it clearly, and generally. Such as; at, in, on, past, during, by, before, until). In addition, Marcella Frank is more deeply in his

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explaining.. He divided preposition of time into three; one point of time, extended time, and sequence of time.  

1) One point of time (on, at, in)  
   a) We use on with days and dates, including special days.  
      For examples: I visited my grandmother on Saturday.  
      I visited my grandfather on September 16.  
   b) We use at with times, special periods (e.g. celebrations) and in some phrases.  
      For examples: I call my girlfriend at noon (or night, midnight). (At used with a part of the day considered as a point). Dewi met her boyfriend at Idul Fitri  
   c) We use in with parts of the day, months, seasons, years, centuries, etc.  
      For examples: I met him in the evening. I met him in Desember. I met him in 2012.  

2) Extended Time  
   These prepositions show that action is starting at one point and ending at duration. They are:  
   a) Since  
      Since offer at beginning point if it is used with present perfect tense, whereas Now is the end of point. For example; I have not met my friend since Monday.  
   b) By  
      By implies no later than, at any time up to this point. For example: I can meet you by Monday. From-to (or until, till) I can meet you from ten o’clock to two o’clock. A beginning point with from generally requires an end point with to. But; from now on (or from ten o’clock on), I will study very hard; from then on I studied very hard. If only the end point is given, until is used. – I cannot meet you until five o’clock. In speech, till is frequently heard.

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7 Frank, op.cit., p. 164.  
8 Ibid.
c) For

We use *for* in a period of time to say how long something goes on; for example I have taught in this school for six years, we watch television for three hours last night, I have been waiting for you for two hours.

d) During

*During* usually thought of as undivided time. For example: I can meet you *during* the week.

e) In or within

In used for a quantity of time, and also usually can correspond to during. For example: *I can meet you in an hour from now. In* gives a quantity of time before which something will happen. The population has doubled *in* the last ten years. (*In* corresponds to *during*, but is used with a quantity rather than with a single block of time. With a word like decade that denotes an expanse of time, *in* or *during* may be used, depending on whether the time is felt as a quantity of time.

3) Sequence of time.

These positions show events that follow one another. Are as follows:9

a) Before

I will meet you *before* Wednesday. (The event *precedes* the time given in the *before* phrase.) *Prior to* is a literary equivalent of *before.*

b) After

I will meet you *after* Wednesday. (The event *follows* the time given in the *after* phrase.)

b. Preposition of place

Howard Sargeant reveal that preposition of place is preposition who show where something happens, they are; under, underneath, over, inside, beside, in, in front of, on top of, and in the middle of.10 In his book, Howard Sargeant just explain the number of prepositions themselves with their examples, but he dont

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mention about what the function of them.\textsuperscript{11} It different with Marcella Frank, he did not only just mention the number of preposition, but also devided them based on their function. He devided preposition of place into ; the point itself, higher or lower than a point, and neighnorong the point.\textsuperscript{12}

These prepositions show the position and place. They are as followed:

1) The point itself (in or inside, on, at )

a) We use In or inside mainly with:
   - large areas: in Europe, Asia, The antractic, Texas, etc.
   - Town/part of towns: in Jakarta, Surabaya, Tangerang, New York, etc.
   - Outside areas: in the garden, the park, forest, etc.
   - Rooms: in the bathroom, the garage, kitchen, the waiting room, etc.

b) We use inside to emphasize the containtment.

For example: there was no one inside the bathroom.

c) We use On to show position after movement on a surface such as: a floor, a wall, a ceiling, a desk, a street, etc.

For example; put the book on the table.

d) We use at mainly with:
   - Public places/buildings: at the airport, the bus stop, the Grand Hotel, etc.
   - Addresses: at Cempaka Putih, at Kp. Utan, etc.
   - Nouns with zero article: at home, church, college, university, etc.
   - Events: at a concert, a dance, a dinner, a party, a wedding, etc.

2) Higher or lower than a point

a) Higher
   - Over: The plane flew over the mountains. (over is felt be generally higher than a point)
   - Above: He lives on the floor above us. (Above is felt to be directly higher than a point.) This distinction between over and above is not always carefully observed.\textsuperscript{13}

\textsuperscript{11} Ibid., p. 102.
\textsuperscript{12} Frank, op.cit, p. 165.
\textsuperscript{13} Ibid.
b) Lower
- Under: A subway runs *under* this street. (*Under* is felt to be generally lower than a point).
- Underneath: He swept the dirt *under* (*neath*) the rug. (*Underneath* expresses the idea of close *under*, especially so as to be hidden).
- Beneath: *Beneath* a tree lay a dog fast asleep. (*beneath* expresses the idea of directly *under*, with some space between).
- Below: He lives on the floor *below* us. (*below* is felt to be directly lower than a point.). The distinction between *under* and *below* is not always carefully maintained.

c) Neighboring the point
- Near: He lives *near* the university. (*Near* has the most general meaning of neighboring a point.)
- Next to: The Theater is right *next to* the post office. (with nothing else between them).
- Alongside: The tug pulled up *alongside* the tanker. (adjoining persons or things considered as lined up, or side by side).
- Beside: He sat *beside* his wife during the party. (On one side of a person or thing that has two sides.)
- Between: He sat *between* his two sons. (On each side of person or thing that has two sides) if more than two persons or things are positioned around a point, among is used. He sat *among* all his grandchildren.
- Opposite: The museum is just *opposite* the post office. (Directly facing someone or something else).\(^\text{14}\)

c. Preposition of direction

Some English experts had different idea about preposition of direction. L.G. Alexander named preposition of direction by name preposition of movement, but Marcella Frank and Howard Surgeant is constantly by named preposition of direction. Howard Surgeant revealed that preposition of direction is preposition who show where something is going. Such as; after, down, Along, Through,

\(^{14}\) Ibid., p. 166.
Towards, pass, away from, out of. as the writer told before that Howard Surgeant just mention the number of prepositions and their examples without explanation deeply in it. Meanwhile, Marcella had more deeply in his explanation.

The kind of movement designated by each preposition given below is illustrated by the diagram below.

1) To – from

My Father always walks to his office from his home

2) Toward(s)

The pilgrims headed toward(s) Mecca.

Away from

They moved away from their old neighborhood.

3) In(to)- out of

My brother runs into the house quickly. After a few minutes he runs out of the house with an umbrella under his arm.

4) Up – down

The monkey climbed up (or down) the tree.
5) Around

The ship sailed around the island.\textsuperscript{15}

6) Through

You can drive through that town in an hour.

7) Pass (or by)

Aldo walked pass (or by) his old schoolhouse without stopping.

8) as far as (up to)

\textsuperscript{15}Ibid., p. 167.
We will walk only as far as (up to) the old schoolhouse. Then we’ll turn back.

Base on the explanation from the experts that tell about types of prepositions above, the writer can conclude that there are similarity and also differences between three of them; Marcella and Howard has similarity in dividing type of prepositions. They divided prepositions into three; preposition of place, time, and direction. In this case, Marcella tell it deeper than Howard, he did not only mention the word preposition, but also divided into parts for every functions. Whereas L.G Alexander divided prepositions into preposition of movements and position, and preposition of time. In his explanation also very simple but understandable, because every preposition, he give the explanation about the usage of preposition itself.

3. The form of Preposition

According to Mark Folley and Dianne reveal that there are two Form of Preposition; prepositional phrases and standard preposition.

a. Prepositional Phrases

A Prepositional Phrases consists of a preposition and the word(s) that follow it. The most common words that follow prepositions are noun and pronoun. For example:  

- I Sleep on the bed (noun is followed by noun)
- I stand up between Sintya and Jhon. (followed by pronoun)
- This present for you. (followed by pronoun)

We can also use – ing forms, adverbs or wh- clauses after prepositions. For example:

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- **As well as helping** us to push the car into the garage. (*ing* form)
- Please don’t interfere in any way with what I have written in the introduction. (*wh*-clauses after preposition).

A prepositional phrase can include a determiner before the noun or *–ing* form. For example:

- The head teacher doesn’t approve of his arrangements with a local band.

**b. Standard Preposition**

A standard preposition is a preposition on its own at the end of a clause or sentence. English commonly uses stranded preposition in:

1) Questions: **Who** are you visiting Lena in the hospital with?
2) Relative clauses: I’ve been offered the job in Paris that I applied for!
3) The passive: what is your shoes made from?
4) Infinitive clause: that woman is impossible to work with!

Based on Mark Folley and Dianne Hall explanation about form of prepositions, the writer can conclude that they divided form of prepositions into two form. Prepositional Phrases and standard preposition. The differences between Prepositional Phrases and standard preposition is Prepositional Phrases commonly is followed by noun or pronoun, it is located before noun or pronoun, whereas standard preposition is located at the end clause or sentence.

According to Howard that form of prepositions are divided into prepositions with adjectives, verbs or nouns.

**a. Prepositions are with some adjectives. For examples;**

- My teacher was **angry with** us.
- I am **afraid of** the big dog.
- My sister is not **interested in** Music.
- I am **good at** playing football.
- Mrs. Nadia is **pleased with** our work.
- Mr. Rosyd is always **kind to** me.
- What’s wrong with you, friend?

**b. Prepositions are used with some verbs.**

- I **am looking** for my bag.
- What do you **think of** me?
- This pen is **belong** to you
- My sister is **listening to** CD’s
- I think you **agree with** my opinion.
- I **lent** my bicycle **to** you.
- **Tell** me **about** your story when you went to Bali last week.
- **Cut** the chili **into** five pieces.
- My father **borrowed** money **from** the bank.

c. **Preposition are used with some nouns.**
- **Answer to** this question, please.!
- You have many **reasons for** your mistakes.
- **What’s the matter with** you him.?
- The **example of** good character is respecting their teacher.
- **Congratulations on** passing the examination.\(^\text{17}\)

Based on the explanation above, the writer conclude that Howard divided form of prepositions into three forms: prepositions with adjective, noun, and verb.

Moreover, Marcella Frank divided preposition to Four form; one word prepositions, ING participles used as one-word prepositions, two word prepositions and three or four -word prepositions.

a. **One- word prepositions,** Such as; **aboard, about, inside, across, after,** act.

b. **Ing participles use as one-word preposition,** such as; **barring, concerning, during, excepting, including,** etc.

c. **Two-word prepositions,** such as; **ahead of, apropos of, because of, instead of, short of, inclusive of,** etc.

d. **Three or four-word prepositions,** such as; **by reason of, by means of, with respect to, for lack of, at the point of, on the face of, in the light of,** etc.\(^\text{18}\)

According to Marcella frank, the writer conclude that he divided form preposition based on the syllables, because the writer thinks that most

\(^{17}\) Sargeant, *op.cit.*, p. 105.

\(^{18}\) Frank, *op.cit.*, pp. 200—205.
prepositions are short words, usually dividing into one syllable or two syllables, but sometimes they join with verbs, adjectives, or nouns as phrasal verbs.

B. Total Physical Response

1. The Definition of Total Physical Response

Jack C. Richards & Theodore S. Rodgers reveal that Total Physical Response (TPR) is a method that purposed to teach language physical (motor) activity through the coordination around speech and action.¹⁹ It means that to built coordination between speech and action, we can use TPR as a language teaching method.

Total Physical Response is the method that the students have fun with the activity in teaching, because the students have to follow all creative activities from the teacher, to make the students remember about the material. Like Jack C. Richard and Theodore said that Physical Response is linked to the “trace theory” of memory of physical, which hold the more often or the more intensively memory connection is traced, the stronger memory association will be and the more likely will be recalled.²⁰

This method takes relation with the memory, the more the student remembers the material the better he does. In other words the student has to recall his memory to get the best understanding of the material.

Stephen Mark Silver stated in his written “listen and perform” Total Physical Response could call a “natural” method of language learning. We say that it is a natural method because it follows the same procedure an infant uses to learn its first language”.²¹

According to statement above, Stepen Mark sees that Total Physical Response is very natural, because he takes an examples an infant or a baby when

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²⁰ Jack C. Richards & Theodore S. op.cit., p. 87.
he was first year, he does not speak except for babling. The baby try to understand the language code, he tries to make sense from the second which he heard.

Therefore, this method, allows students to react to a language without thinking too much and reduces student nervousness and pressure because the main activity of TPR is to obey the command based on teacher instruction with imperative sentence. it will be easier for students to recall the words they have learned if they use their body in learning imperative sentences.

Like Larsen-Freeman said that TPR was develop in order to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency.22

2. Principles of Total Physical Response

Before applying the TPR method for teaching a foreign language, in this case is English, a teacher should understand its principles well so he will be able to use it properly in the teaching learning process. Larsen and Freeman describe some principles in teaching learning process by using TPR. The principles of TPR as follow:23

a. Meaning in the target language can often be conveyed through action. Memory is activated through learners’ response. The target language should not be presented in chunks; not just word by word.

b. The students’ understanding of the target language should be developed before speaking.

And the other principles based on Asher (1977) list three principles of the Total Physical Response Method system, there are24

a. Delay speech from students until understanding of spoken language has been extensively internalized.

23 Ibid.
b. Achieve understanding of spoken language through utterances by the instructor in the imperative.

c. Expect that, at some point in understanding of the spoken language, students will indicate a readiness to talk.

3. Techniques of Using Total Physical Response Method

According to Diane Larsen-Freeman there are some techniques that use in Total Physical Response. As follow:

a. Using Commands to direct behavior

We used the command to get student action as the meaning of command was given to him. It is as the major teaching of TPR technique, it means, we are as the teacher need to keep the pace lively,, it is necessary for a teacher to plan in advance just which commands will be introduced in a lesson. If the teacher tries to think them up as the lesson progresses, the pace will be too slow. At first, to clarify meaning, the teacher performs the actions with the students. Later the teacher directs the students alone. The student’s action tell the teacher whether or not the students understand.

For examples:
- Teacher: Tony, walk to the blackboard! (Tony gets up and walks to the blackboard).
- Teacher: class, if Tony walked to the blackboard, stand up!(the class stand up).
- Teacher: Tony, write your name on the blackboard!(Tony writes his name on the blackboard).
- Teacher: class, if Tony wrote his name on the blackboard, sit down!(the class sits down).

b. Role reversal

Students command their teacher and classmates to perform some actions. Asher says that students want to speak after ten or twenty hours of interactions,

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although some students may take longer. Students should not be encouraged to speak until they are already. It means, the teacher does not step to second technique (role reversal) after they are comprehensible the words. Therefore, before the apply role reversal he should know the students understanding the material, because in reversal role, students try to learn speaking and giving instructions to their friends, with this practice will build the courage to speak.

c. **Action Sequence**

At the point, the teacher gives three connected commands. For examples, the teacher told the students to point to the door, walk to the door, and touches the door. As the students learn more and more of the target language, a longer series of connected commands can be given, which together comprise a whole procedure.

For examples:

1) Take out a pen.
2) Take out a piece of paper
3) Write a letter. (imaginary)
4) Fold the letter
5) Put it in envelope.
6) Seal the envelope.
7) Write the address on the envelope.
8) Put a stamp on the envelope.
9) Mail the letter.

This series of commands is called an action, or an operation. Many everyday activities, like writing a letter, can be broken down into an action sequence that students can ask to perform.\(^{27}\)

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\(^{27}\) Diane Larsen-Freeman, *op.cit.*, p. 117.
4. The Advantages and Disadvantages of Total Physical Response

Every method certainly has advantages and disadvantages, its also in Total Physical Response Method has advantages and disadvantages in teaching learning process.

Jack C. Richards & Theodore S. Rodgers revealed that advantages of Total Physical Response are; 28

a. the students can involved active in teaching learning, because students use their action to perform the teacher’s instruction. they listen to the teacher’s command, and then perform it well
b. the students are not difficult to understand the materials, because they practice the material directy by their action. With the experience of those action can make them remember about the word, likewise, the more the student remembers the material the better he does.
c. and also the students can achieved speaking skill as the purpose of language teaching. Because with repeatedly the action or perform the teacher’s instruction, make them more comprehensible the words. If they have comprehended the words automatically the speaking skill can be achieved.

Disadvantages of TPR is commonly happened in teaching learning are; 29

a. The teaching learning process is influenced by teacher’s skill. Because the teacher is main role to make this method enjoyable. The teacher should master the language skill, and should know what instruction that suitable for their students. He must know students’s vocabulary.
b. this method can be applied only for the beginning level who learn second language, because the target language lends itself to such activities even though it can successfully be applied at intermediate and advanced levels. In this respect, it is essential to adapt the language accordingly.

29 Jack C. Richards & Theodore S. Rodgers, op.cit., p. 54.
c. The last weakness of this method is very dependent on its syllabus. Because this method can only be used for the material which coordinated with action. Not all the material can use with this method.

5. Teaching preposition of place by Total Physical Respons

TPR is a method that requires students to listen to teacher’s command comprehensively. Later, students observe teacher’s performance and perform what teacher commands. They are automatically involved in teaching learning process, because they prepare the use of multiple modalities such as aural, visual, kinesthetic, and spatial to support students’ understanding in teaching preposition.

This method also involves students’ body in performing the action; they listen to the teacher’s command, and then perform it well. The experience of those action can make them remember about the word. Nation said that learners see an instance of the meaning and likely to remember it by using action, picture, or diagram.30

The statement above is also supported by Thomburry he stated that reinforcing a situational presentation with picture, board drawing, or gesture makes it more intelligible, and perhaps more memorable.31

Therefore, it shows that TPR method greatly influence students in learning foreign Language, it is able understand in learning target language through its principles, such as students observe teachers’ performance, listen to teacher’s command, perform teacher’s command, and they can reduce the stress through this activity.

Meanwhile, the writer will try to use Total Physical Response in teaching preposition of place in this research. In teaching activity, the writer only teach preposition of place such as in front of, next to, behind, on, in, under, above, below, between, among, and beside.

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31 Scot Thomburry, Teach Vocabulary, (New York; Pearson Education Limited, 2002), p. 82.
6. Thinking Framework

In English, prepositions have an important class as function of words. Preposition has little meaning in the dictionary, but it has the main purpose in the language to relate other words each other and to form grammatical structures. It is very important for students to know and learn prepositions intensively.

There are many kinds of prepositions in English, one of them is preposition of place, some experts said that preposition of place is preposition who show where something happens, they are; under, underneath, over, inside, beside, in, on, above, behind, and between. However, to make students understand this material, the teacher need some technique to describe place and location of things.

One of technique that can be applied is Total Physical Response, because this method involves students’ body in performing the action; they listen to the teacher’s command. And then perform it well. The experience of those action can make them remember about the word. It likes Tombury said that reinforcing a situational presentation with picture, board drawing or gesture make it more intelligible, and perhaps more memorable.

7. Hypothesis

Based on theory and the objective of study, it can be formulated hypothesis as below:

\[ H_0 = \text{Using TPR is not effective in teaching preposition of place}. \]
\[ H_a = \text{Using TPR is effective in teaching preposition of place}. \]
CHAPTER III
RESEARCH METHODOLOGY

This chapter talks about the research methodology used in this study. It presents design of the research, place and time of the research, population and sample of the research, instrument of the research, method of teaching, and technique of data analysis.

A. Place and Time of the Research

The writer conducted the research in Sekolah Menengah Pertama Ibadurrahman (SMP Plus Ibadurrahman) which is located at Jl. K.H. Hasym Ashary, Cipondoh, Kota Tangerang. The research was carried out on January 8th, 16th 2015 by making it into four meeting included the conduction of Pre-Test and Post-Test.

B. Design of The Research

The writer uses an experimental design for the research. Experimental Research is unique in two very important respects; it is the only type of research that directly attempts to influence a particular variable, and when properly applied, it is the best type for testing the hypotheses about cause-and-effect relationship. The primary purpose of this design is to demonstrate causality; that is, to determine whether a specific intervention or treatment (the independent variable) causes an effect or not on the dependent variable.

After that, this research is classified as quasi experimental research. “Quasi experimental research involves the use of intact groups of subjects in an experiment, rather than assigning subjects at random to experimental treatments.”

The writer used quasi experimental research because this research involves two different classes; the experiment class and controlled class, the writer did the different treatment in each class when teaching preposition of place.

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Regarding that both classes have same level of English proficiency, the writer conducted pre-test for both classes. In the next two meetings, the experiment class is taught preposition of place by using Total Physical Respon Method while controlled class is taught preposition of place without using Total Physical Respon Method or by using explanatory method.

Explanatory method is a method which used by the teacher in his class. He used grammar translation method by translating the words and wrote them on the blackboard. In the end of the meeting (fourth meeting), a same test is conducted for both classes, this post-test is having same questions to the pre-test conducted before. Then, the writer analyzes the data he had gotten before from both experiment and control class.

Population is the whole subject of the research; it can be said as the population research when someone wants to research all the elements that exist in that research area. While for sample, Arikunto defined sample as part or representation of the population being researched; if we just research a part of population, the research can be said as the sample population.

The population of the research is the First grade of Junior high school. There were 5 classes of First grade. The total number of students or population were 120 students.

Due to the rule of quasi experimental study, the writer selected two groups as samples of the research; experiment class and controlled class. In sampling technique, the writer chose purposive sampling. In purposive sampling, the sample is chosen because of particular purpose. Things or people are chosen because a researcher thinks that that things or people have information needed in the research. The writer chose VII C as experiment class because based on teacher explanation she said that this class is lower than VII B, when VII B as controlled class because is paralleled with other. Moreover, both of these classes

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5 home.unpar.ac.id/~hasan/SAMPLING (taken at July 12, 2015 at 5 am).
are more accessible for the research. Therefore the writer chose VII B and VII C as subject for the research.

The experiment class received a treatment that is the using of TPR in teaching preposition of place when controlled class did not.

C. Technique of Data Collection

The writer chose test as the instrument of the research. Then, the writer conducted two kinds of test.

1. Pre-Test

The Pre-test is conducted to know the score of the students before the treatment. Like Creswell said that a pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. The writer used this pre test to know how far the students’ achievement in understanding preposition of place before the writer gave the treatment to students. And the pretest was also given for control class and experimental class. The writer made the same question for pretest and posttest. The writer made 25 items multiple choices.

2. Post-Test

The Post-Test is used to know the students score after teaching learning process to both classes after the treatment like Creswell said that A posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. By conducting the post-test the writer wanted to know is there any significance different between using Total Physical Response Method and translation method as teacher method in that class. The writer also made the same question for pretest and posttest but the option of every items were changed. The writer made 25 items multiple choices.

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7 Ibid.
D. Trustworthiness of the Study

The writer analyzed the instrument before he give it to the students, he will know the instrument is used for this study is valid and reliable. Then, the writer applies four steps to analyze the examined test item. They are:

1. Validity

Validity is one of important requirements of evaluation to know whether the test is valid, like Scarvia B. Anderson in Suharsimi Arikunto said that a test is valid if it measures what it purposes to measure. Therefore, the writer used “ANATEST” software version 4.0.5 developed by Drs. Karno To, M.Pd. and Yudi Wibisono, ST.

The criteria of validity:

\[ r_{xy} = 0.91 \rightarrow 1.00 = \text{very high} \]
\[ r_{xy} = 0.71 \rightarrow 0.90 = \text{high} \]
\[ r_{xy} = 0.41 \rightarrow 0.70 = \text{enough} \]
\[ r_{xy} = 0.21 \rightarrow 0.40 = \text{low} \]
\[ r_{xy} < 0.21 = \text{very low} \]

2. Reliability

Reliability is whether an instrument can measure something to be measured constantly. According to Daniel Muijs “Reliability refers to the extent to which test scores are free of measurement error.” To know the realiability of the instrument used to collect data, the writer used “ANATEST” software version 4.0.5 developed by Drs. Karno To, M.Pd. and Yudi Wibisono, ST.

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3. Discriminating Power

The discriminating power of a test item is the ability of test item to discriminate between students with high and low achievement.\textsuperscript{11} In this study, the writer used “ANATEST” to analyze the discriminating power of test item used in this study. (See appendix)

The classification of the discriminating power:

- \( D : 0.00 – 0.20 \) : poor
- \( D : 0.21 – 0.40 \) : Satisfactory
- \( D : 0.41 – 0.70 \) : good
- \( D : 0.71 – 1.00 \) : excellent
- \( D : \) negative : discarded\textsuperscript{12}

4. Item Difficulty

According to SuharsimiArikunto, item difficulty is to identify whether a test item is categorized into difficult or easy in a test. The writer used “ANATEST” to identify whether the test items are categorized into difficult or easy in a test used in this study. (see appendix)

The classification of difficulty index:

- \( 0.00 – 0.15 \) = Very difficult
- \( 0.15 – 0.30 \) = Difficult
- \( 0.31 – 0.70 \) = Moderate
- \( 0.71 – 0.85 \) = Easy

E. Technique of Data Analysis

The writer uses statistical calculation to find out the differences of students’ score of VII C as experimental class which is taught preposition of place by using TPR and student’s score of VII B as controlled class which is taught preposition of place by using explanatory method. The formula which is used called \textit{t test}.


\textsuperscript{12} Ibid., p. 232.
The formula is used for two groups of large samples didn’t correlate each other.\(^{13}\) The formula as below:

\[ t_0 = \frac{M_1 - M_2}{SE_{M1-M2}} \]

The formula above is the main formula. Before using the formula, the writer also use some calculation procedure such\(^{14}\):

1. Determining Mean of Variable 1 by using the formula below:
   \[ M_1 = M' + i \left( \frac{\sum fx'}{N_1} \right) \]

2. Determining Mean of Variable 2 by using the formula below:
   \[ M_2 = M' + i \left( \frac{\sum fx'}{N_2} \right) \]

3. Determining Standard of Deviation Score of Variable 1 by using the formula below:
   \[ SD_1 = i \sqrt{\frac{\sum f x'^2}{N_1} - \left( \frac{fx'}{N_1} \right)^2} \]

4. Determining Standard of Deviation Score of Variable 2 by using the formula below:
   \[ SD_2 = i \sqrt{\frac{\sum f x'^2}{N_2} - \left( \frac{fx'}{N_2} \right)^2} \]

5. Determining Standard Error of Mean of Variable 1 by using the formula below:
   \[ SE_{M1} = \frac{SD_1}{\sqrt{N_1 - 1}} \]

6. Determining Standard Error of Mean of Variable 2 by using the formula below:
   \[ SE_{M2} = \frac{SD_2}{\sqrt{N_2 - 1}} \]


7. Determining Standard Error of Difference of Mean of Variable 1 and 2 by using the formula below:

\[ SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2} \]

8. Determining Value of \((t_0)\) by using the formula below:

\[ t_0 = \frac{M_1 - M_2}{SE_{M1-M2}} \]

9. Determining \(t\) table in significance level 5% and 1% with Degree of Freedom (df) by using formula as below:

\[ df = (N_1 - N_2) - 2 \]

**Notes:**
- \(M_1\) : Mean of Variable 1 (Experiment Class)
- \(M_2\) : Mean of Variable 2 (Controlled Class)
- \(SD_1\) : Standard Deviation Score of Variable 1
- \(SD_2\) : Standard Deviation Score of Variable 2
- \(SE_{M1}\) : Standard Error of Mean of Variable 1
- \(SE_{M2}\) : Standard Error of Mean of Variable 2
- \(M'\) : Value of Appraisal Mean (Nilai Mean Taksiran)
- \(i\) : Interval Class
- \(fx\) : Frequency of Experiment Class
- \(fy\) : Frequency of Controlled Class
- \(N_1\) : Total Number of Students of Experiment Class
- \(N_2\) : Total Number of Students of Controlled Class
- \(df\) : Degree of Freedom

**F. Statistical Hypothesis**

1. If t-test \((t_0)\) > t-table \((t_i)\): there is significance difference. The alternative Hypothesis (Ha) is accepted and null Hypothesis (H\(_0\)) is rejected.
2. If $t_{\text{test}} < t_{\text{table}}$: there is no significance difference. The alternative Hypothesis (Ha) is rejected and null Hypothesis ($H_0$) is accepted.
CHAPTER IV
RESEARCH FINDINGS

This chapter talks about the findings of the research. The chapter also presents the description of the data, the analysis of the data, and the interpretation of the data.

A. The Description of Data

The writer analyzed the instrument before he gave it to the students, he will know the instrument is used for this study is valid and reliable. Then, the writer applies four steps to analyze the examined test item. They are

1. Validity:

The writer used “ANATEST” software version 4.0.5 developed by Drs. Karno To, M.Pd. and Yudi Wibisono, ST. After the calculation using “ANATEST”, the validity value or XY correlation that the writer got is 0.76. It means the test is valid and categorized into high validity. The categorization of validity is on the table below:

<table>
<thead>
<tr>
<th>The number of question</th>
<th>Correlation</th>
<th>Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.196</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>0.394</td>
<td>Valid</td>
</tr>
<tr>
<td>3</td>
<td>0.130</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>-0.087</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>0.399</td>
<td>Valid</td>
</tr>
<tr>
<td>6</td>
<td>0.567</td>
<td>Valid</td>
</tr>
<tr>
<td>7</td>
<td>0.293</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>0.451</td>
<td>Valid</td>
</tr>
<tr>
<td>9</td>
<td>0.420</td>
<td>Valid</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td><strong>0.272</strong></td>
<td><strong>-</strong></td>
</tr>
</tbody>
</table>
According the table 4.1 above, the writer found that from 35 questions that were tested to the students, there are 20 questions which are valid and 15
2. Reliability

To know the realiability of the instrument used to collect data, the writer used “ANATEST” software version 4.0.5 developed by Drs. Karno To, M.Pd. and YudiWibisono, ST.

From the calculation using “ANATEST”, the reliability value ($r_{11}$) the writer got is 0.86. (see appendix). Then, $r_{11}$ should be compared with the $r_{\text{table}}$ ($r_t$) of product moment. In this reliability test, the total number of test takers (N) is 30. Therefore, the value of $r_{\text{table}}$ ($r_t$) of product moment showed $r_t(5\%)$ is 0.361.

An instrument is reliable if the reliability value ($r_{11}$) is higher than $r_{\text{table}}$ ($r_t$). Similarly, the result of the comparison between $r_{11}$ and $r_t$ showed that $r_{11}$ (0.86) is higher than $r_t$ (0.361) or (0.86 > 0.361). It means the instrument used in this study is reliable.

3. Discriminating Power

In this study, the writer used “ANATEST” to analyze the discriminating power of test item used in this study. From the calculation using ANATEST, the writer categorized the item into five classification of discriminating power, as follows

<table>
<thead>
<tr>
<th>Number of</th>
<th>Indeks DP (%)</th>
<th>Classification of DP</th>
<th>Number of</th>
<th>Indeks DP (%)</th>
<th>Classification of DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items</td>
<td></td>
<td></td>
<td>Items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>25.00</td>
<td>Satisfactory</td>
<td>21</td>
<td>50.00</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>50.00</td>
<td>Good</td>
<td>22</td>
<td>62.50</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>12.50</td>
<td>Poor</td>
<td>23</td>
<td>75.00</td>
<td>Excelent</td>
</tr>
<tr>
<td>4</td>
<td>-25.00</td>
<td>Discarded</td>
<td>24</td>
<td>37.50</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>5</td>
<td>50.00</td>
<td>Good</td>
<td>25</td>
<td>25.00</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

Table 4.2

The Classification of Discriminating Power
Based on the table 4.2 above, the classification of discriminating power in validity test as follows; the writer got 1 items are excellent, 11 items are good, 6 items are poor, 14 items are satisfactory, and 3 items are discarded.

4. Item Difficulty

The writer used “ANATEST” to identify whether the test items are categorized into difficult or easy in a test used in this study. (see appendix)

The classification of difficulty index:

\[ 0.00 – 0.15 = \text{Very difficult} \]
\[ 0.15 – 0.30 = \text{Difficult} \]
\[ 0.31 – 0.70 = \text{Moderate} \]
\[ 0.71 – 0.85 = \text{Easy} \]

From the calculation using ANATEST, the writer categorized the items into four classification of difficulty index. The writer got 4 items are easy, 27 items
are moderate, 3 items are difficult, and 1 items are very difficult. The categorization of the items is on the table below:

Table 4.3
The Classification of Difficulty Item

<table>
<thead>
<tr>
<th>Index of Difficulty Item</th>
<th>Number of Items</th>
<th>Remark</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.15 – 0.30</td>
<td>1, 3, 19, 24</td>
<td>Easy</td>
<td>4</td>
</tr>
<tr>
<td>0.30–0.70</td>
<td>2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 20, 21, 22, 23, 25, 26, 28, 29, 30, 31, 32, 33</td>
<td>Moderate</td>
<td>27</td>
</tr>
<tr>
<td>0.71 – 0.85</td>
<td>17, 27, 34</td>
<td>Difficult</td>
<td>3</td>
</tr>
<tr>
<td>0.86 – 1.00</td>
<td>35</td>
<td>Very Difficult</td>
<td>1</td>
</tr>
</tbody>
</table>

The Table 4.3 shows that after conducting the validity test, the writer gave it to the students as pre-test and post-test, and got data from students’ score in pre-test and post-test after conducting the research. The data will be described into two points as the data of experiment class and the data of controlled class.

B. The Data of Experiment Class

The writer makes a table of students’ score in both pre-test and post-test. The table also shows the scores gained by students.

Table 4.4
Students’ Score of Experiment Class

<table>
<thead>
<tr>
<th>No</th>
<th>Students (X)</th>
<th>Pre-test</th>
<th>Post-Test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1</td>
<td>52</td>
<td>72</td>
<td>20</td>
</tr>
<tr>
<td>2.</td>
<td>2</td>
<td>56</td>
<td>72</td>
<td>16</td>
</tr>
<tr>
<td>3.</td>
<td>3</td>
<td>52</td>
<td>68</td>
<td>16</td>
</tr>
<tr>
<td>4.</td>
<td>4</td>
<td>52</td>
<td>64</td>
<td>12</td>
</tr>
<tr>
<td>5.</td>
<td>5</td>
<td>48</td>
<td>68</td>
<td>20</td>
</tr>
<tr>
<td>6.</td>
<td>6</td>
<td>48</td>
<td>64</td>
<td>16</td>
</tr>
</tbody>
</table>
The table 4.4 above shows the scores of the experiment class. It also mentions the score of pre-test and post-test of each student. Based on the table, the minimum score of pretest is 32 which is owned by one student and the maximum score is 72 which is also owned by a student while the minimum score of post-test is 52 and the maximum score of post-test is 92.
The table 4.4 also informs that the total score of pretest is 1444, the total score of post-test is 1868 and the total score of gained score is 424. It also shows that the mean of pre-test is 53.48, the mean of post-test is 69.19 and the mean of gained score is 15.70.

C. The Data of Controlled Class

Besides making the table for experiment class, the writer also makes a table for controlled class. This table is table of controlled class students’ score in both pre-test and post-test. The table also shows the scores gained by students.

<table>
<thead>
<tr>
<th>No</th>
<th>Students (Y)</th>
<th>Pre-test</th>
<th>Post-Test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>36</td>
<td>44</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>56</td>
<td>68</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>44</td>
<td>56</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>56</td>
<td>76</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>48</td>
<td>60</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>36</td>
<td>48</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>44</td>
<td>60</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>44</td>
<td>48</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>44</td>
<td>60</td>
<td>16</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>60</td>
<td>76</td>
<td>16</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>40</td>
<td>56</td>
<td>16</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>44</td>
<td>60</td>
<td>16</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>48</td>
<td>72</td>
<td>24</td>
</tr>
<tr>
<td>16</td>
<td>16</td>
<td>36</td>
<td>56</td>
<td>20</td>
</tr>
<tr>
<td>17</td>
<td>17</td>
<td>52</td>
<td>84</td>
<td>32</td>
</tr>
<tr>
<td>18</td>
<td>18</td>
<td>56</td>
<td>68</td>
<td>12</td>
</tr>
</tbody>
</table>
The table 4.5 above shows the scores of the controlled class. It also mentions the score of pre-test and post-test of each student. Based on the table, the minimum score of pretest is 32 which is owned by one student and the maximum score is 64 which is also owned by a student while the minimum score of post-test is 44 which is owned by three students, and the maximum score of post-test is 84.

The table 4.5 also informs that the total score of pretest is 1372, the total score of post-test is 1764, and the total score of gained score is 392. It also shows that the mean of pre-test is 49,00, the mean of post test is 63,00 and the mean of gained score is 14,00.

D. The Analysis of Data

1. Analysis Requirement Testing

a. Normality Test

The normality test is proposed to know whether the data is normally distributed or not. The writer uses Liliefors to do the normality test. After finishing the normality test, the writer got two kinds of value; $L_{\text{max}}$ and $L_{\text{table}}$. 

<table>
<thead>
<tr>
<th>No</th>
<th>Students (x)</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>19</td>
<td>56</td>
<td>76</td>
<td>20</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>36</td>
<td>44</td>
<td>8</td>
</tr>
<tr>
<td>21</td>
<td>21</td>
<td>64</td>
<td>72</td>
<td>8</td>
</tr>
<tr>
<td>22</td>
<td>22</td>
<td>52</td>
<td>64</td>
<td>12</td>
</tr>
<tr>
<td>23</td>
<td>23</td>
<td>40</td>
<td>52</td>
<td>12</td>
</tr>
<tr>
<td>24</td>
<td>24</td>
<td>60</td>
<td>72</td>
<td>12</td>
</tr>
<tr>
<td>25</td>
<td>25</td>
<td>52</td>
<td>56</td>
<td>4</td>
</tr>
<tr>
<td>26</td>
<td>26</td>
<td>32</td>
<td>44</td>
<td>12</td>
</tr>
<tr>
<td>27</td>
<td>27</td>
<td>60</td>
<td>68</td>
<td>8</td>
</tr>
<tr>
<td>28</td>
<td>28</td>
<td>56</td>
<td>64</td>
<td>8</td>
</tr>
<tr>
<td>Σ</td>
<td></td>
<td>1372</td>
<td>1764</td>
<td>392</td>
</tr>
<tr>
<td>Χ</td>
<td></td>
<td>49,00</td>
<td>63,00</td>
<td>14,00</td>
</tr>
</tbody>
</table>
The both values can be used to see the normality of the data. We use the criteria below to see the normality of data:

\[ H_1 : L > L_{\text{table}} \]
\[ H_0 : L \leq L_{\text{table}} \]

Note:
\[ H_1 = \text{Data is not normally distributed} \]
\[ H_0 = \text{Data is normally distributed} \]

a. The Normality Test of Experiment Class

Table 4.6

<table>
<thead>
<tr>
<th>No.</th>
<th>X</th>
<th>F</th>
<th>FX</th>
<th>FX^2</th>
<th>p = f/n</th>
<th>( \sum p )</th>
<th>( z = (X_i - X) / S )</th>
<th>( \Phi )</th>
<th>L = ( \Phi - \sum p )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>32</td>
<td>2</td>
<td>64</td>
<td>2048</td>
<td>0.074074</td>
<td>0.074074</td>
<td>-2.17</td>
<td>0.015</td>
<td>-0.059074</td>
</tr>
<tr>
<td>2.</td>
<td>40</td>
<td>1</td>
<td>40</td>
<td>1600</td>
<td>0.037037</td>
<td>0.111111</td>
<td>-1.34</td>
<td>0.0901</td>
<td>-0.021011</td>
</tr>
<tr>
<td>3.</td>
<td>44</td>
<td>3</td>
<td>132</td>
<td>5808</td>
<td>0.111111</td>
<td>0.222222</td>
<td>-0.92</td>
<td>0.1788</td>
<td>-0.0434221</td>
</tr>
<tr>
<td>4.</td>
<td>48</td>
<td>3</td>
<td>144</td>
<td>6912</td>
<td>0.111111</td>
<td>0.333333</td>
<td>-0.51</td>
<td>0.305</td>
<td>-0.0283333</td>
</tr>
<tr>
<td>5.</td>
<td>52</td>
<td>6</td>
<td>312</td>
<td>16224</td>
<td>0.222222</td>
<td>0.555555</td>
<td>-0.09</td>
<td>0.4641</td>
<td>-0.0914555</td>
</tr>
<tr>
<td>6.</td>
<td>56</td>
<td>4</td>
<td>224</td>
<td>12544</td>
<td>0.148148</td>
<td>0.703704</td>
<td>0.32</td>
<td>0.6255</td>
<td>-0.0782036</td>
</tr>
<tr>
<td>7.</td>
<td>60</td>
<td>3</td>
<td>180</td>
<td>10800</td>
<td>0.111111</td>
<td>0.814815</td>
<td>0.74</td>
<td>0.7704</td>
<td>-0.0444147</td>
</tr>
<tr>
<td>8.</td>
<td>64</td>
<td>3</td>
<td>192</td>
<td>12288</td>
<td>0.111111</td>
<td>0.925926</td>
<td>1.15</td>
<td>0.8749</td>
<td>-0.0510259</td>
</tr>
<tr>
<td>9.</td>
<td>68</td>
<td>1</td>
<td>68</td>
<td>4624</td>
<td>0.037037</td>
<td>0.962963</td>
<td>1.57</td>
<td>0.9418</td>
<td>-0.0211629</td>
</tr>
<tr>
<td>10.</td>
<td>72</td>
<td>1</td>
<td>72</td>
<td>5184</td>
<td>0.037037</td>
<td>1.00</td>
<td>1.98</td>
<td>0.9761</td>
<td>-0.0238999</td>
</tr>
<tr>
<td></td>
<td>( \Sigma X )</td>
<td>=</td>
<td>( \Sigma F = )</td>
<td>( \Sigma FX = )</td>
<td>( \Sigma FX^2 = )</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>536</td>
<td>27</td>
<td>1428</td>
<td>78032</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ S = 9.63 \]
\[ S^2 = 92.72 \]
\[ \text{Mean (X)} = 52.89 \]
\[ L_{\text{max}} = 0.0914555 \]
\[ L_{\text{table}} = 0.161 \]
The Liliefors shows that the significant degree of 0.05 in $L(0.05)(27) = 0.161$.

$H_1 : L > 0.161$

$H_0 : L \leq 0.161$

In the table 4.6, the $L_{\text{max}}$ value is 0.0914555. Therefore, $H_0$ is accepted because the result shows that $L_{\text{max}}$ is lower than $L_{\text{table}}$ ($0.0914555 < 0.161$). It means that the data in experiment class pre-test is normally distributed.

### Table 4.7
Calculation of Post-test Normality in Experiment Class

<table>
<thead>
<tr>
<th>No.</th>
<th>Y</th>
<th>F</th>
<th>FX</th>
<th>$FX^2$</th>
<th>$p = f/n$</th>
<th>$\sum p$</th>
<th>$z = (Y_i - Y)/S$</th>
<th>$\Phi$</th>
<th>$L = \Phi - \sum p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>52</td>
<td>2</td>
<td>104</td>
<td>5408</td>
<td>0.074074</td>
<td>0.074074</td>
<td>-1.61</td>
<td>0.0537</td>
<td>0.020374</td>
</tr>
<tr>
<td>2</td>
<td>56</td>
<td>2</td>
<td>112</td>
<td>6272</td>
<td>0.074074</td>
<td>0.148148</td>
<td>-1.23</td>
<td>0.1093</td>
<td>0.0388481</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>3</td>
<td>180</td>
<td>10800</td>
<td>0.111111</td>
<td>0.259259</td>
<td>0.07</td>
<td>0.2005</td>
<td>0.0587592</td>
</tr>
<tr>
<td>4</td>
<td>64</td>
<td>6</td>
<td>384</td>
<td>24576</td>
<td>0.222222</td>
<td>0.481481</td>
<td>-0.46</td>
<td>0.3228</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>68</td>
<td>3</td>
<td>204</td>
<td>13872</td>
<td>0.111111</td>
<td>0.592593</td>
<td>-0.07</td>
<td>0.4721</td>
<td>0.1204925</td>
</tr>
<tr>
<td>6</td>
<td>72</td>
<td>2</td>
<td>144</td>
<td>10368</td>
<td>0.074074</td>
<td>0.666667</td>
<td>0.31</td>
<td>0.6217</td>
<td>0.0449666</td>
</tr>
<tr>
<td>7</td>
<td>76</td>
<td>5</td>
<td>380</td>
<td>28880</td>
<td>0.185185</td>
<td>0.851852</td>
<td>0.70</td>
<td>0.758</td>
<td>0.0938518</td>
</tr>
<tr>
<td>8</td>
<td>84</td>
<td>2</td>
<td>168</td>
<td>14112</td>
<td>0.074074</td>
<td>0.925926</td>
<td>1.47</td>
<td>0.9292</td>
<td>0.0032741</td>
</tr>
<tr>
<td>9</td>
<td>88</td>
<td>1</td>
<td>88</td>
<td>7744</td>
<td>0.037037</td>
<td>0.962967</td>
<td>1.85</td>
<td>0.9678</td>
<td>0.0048371</td>
</tr>
<tr>
<td>10</td>
<td>92</td>
<td>1</td>
<td>92</td>
<td>8464</td>
<td>0.037037</td>
<td>1</td>
<td>2.24</td>
<td>0.9875</td>
<td>0.0124999</td>
</tr>
</tbody>
</table>

$\Sigma X = \Sigma F = \Sigma FX = \Sigma FX^2 =$

Total 712 27 1856 130496
\[ S = 10.39 \]
\[ S^2 = 108 \]
Mean (X) = 68.74
\[ L_{\text{max}} = 0.1586814 \]
\[ L_{\text{table}} = 0.161 \]

The Liliefors shows that the significant degree of 0.05 in \( L(0.05)(27) = 0.161 \).

- \( H_1 : L > 0.161 \)
- \( H_0 : L \leq 0.161 \)

Based on table 4.4, the \( L_{\text{max}} \) value is 0.1586814. Therefore, \( H_0 \) is accepted because the result shows that \( L_{\text{max}} \) is lower than \( L_{\text{table}} \) (0.1586814 < 0.161). It means that the data in experiment class post-test is normally distributed.
b. The Normality Test of Controlled Class

Table 4.8
Calculation of Pre-test Normality in Controlled Class

<table>
<thead>
<tr>
<th>No.</th>
<th>X</th>
<th>F</th>
<th>FY</th>
<th>FY^2</th>
<th>p = f/n</th>
<th>Σp</th>
<th>z = (Xi-X)/S</th>
<th>Φ</th>
<th>L = Φ - Σp</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>32</td>
<td>2</td>
<td>64</td>
<td>2048</td>
<td>0,071429</td>
<td>0,071429</td>
<td>-1,71</td>
<td>0,0436</td>
<td>0,027829</td>
</tr>
<tr>
<td>2.</td>
<td>36</td>
<td>4</td>
<td>144</td>
<td>5184</td>
<td>0,142857</td>
<td>0,214286</td>
<td>-1,30</td>
<td>0,0968</td>
<td>0,1174861</td>
</tr>
<tr>
<td>3.</td>
<td>40</td>
<td>2</td>
<td>80</td>
<td>3200</td>
<td>0,071429</td>
<td>0,285715</td>
<td>-0,89</td>
<td>0,1867</td>
<td>0,0990147</td>
</tr>
<tr>
<td>4.</td>
<td>44</td>
<td>4</td>
<td>176</td>
<td>7744</td>
<td>0,142857</td>
<td>0,428572</td>
<td>-0,47</td>
<td>0,3192</td>
<td>0,1093719</td>
</tr>
<tr>
<td>5.</td>
<td>48</td>
<td>2</td>
<td>96</td>
<td>4608</td>
<td>0,071429</td>
<td>0,5</td>
<td>-0,06</td>
<td>0,4761</td>
<td>0,0239004</td>
</tr>
<tr>
<td>6.</td>
<td>52</td>
<td>3</td>
<td>156</td>
<td>8112</td>
<td>0,107143</td>
<td>0,607143</td>
<td>0,35</td>
<td>0,6368</td>
<td>0,0296567</td>
</tr>
<tr>
<td>7.</td>
<td>56</td>
<td>5</td>
<td>280</td>
<td>15680</td>
<td>0,178571</td>
<td>0,785715</td>
<td>0,77</td>
<td>0,7794</td>
<td>0,0063147</td>
</tr>
<tr>
<td>8.</td>
<td>60</td>
<td>5</td>
<td>300</td>
<td>18000</td>
<td>0,178571</td>
<td>0,964286</td>
<td>1,18</td>
<td>0,881</td>
<td>0,0832861</td>
</tr>
<tr>
<td>9.</td>
<td>64</td>
<td>1</td>
<td>64</td>
<td>4096</td>
<td>0,035714</td>
<td>1</td>
<td>1,60</td>
<td>0,9452</td>
<td>0,0548004</td>
</tr>
<tr>
<td></td>
<td>ΣY</td>
<td>ΣF=</td>
<td>ΣFY=</td>
<td>ΣFY^2</td>
<td>=</td>
<td>=</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tot</td>
<td>432</td>
<td>28</td>
<td>1360</td>
<td>68672</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ S = 9.67 \]
\[ S^2 = 93.52 \]
Mean (Y) = 48.57
\[ L_{\text{max}} = 0.1174861 \]
Ltabel = 0.161
\[ S^2 = \frac{\Sigma fx^2}{N} - \left[ \frac{\Sigma fx}{N} \right]^2 \]

\[ = \frac{68672}{28} - \left[ \frac{1360}{28} \right]^2 \]

\[ = 2452.57 - 48.57^2 \]

\[ = 2452.57 - 2359.05 \]

\[ = 93.52 \]

\[ S = \sqrt{93.52} \]

\[ = 9.67 \]

The Liliefors test shows that the significant degree of 0.05 in \( L(0.05)(28) = 0.161 \).

\[ H_1 : L > 0.161 \]

\[ H_0 : L \leq 0.161 \]

According to the table 4.5, the \( L_{\text{max}} \) value is 0.1174861. Therefore, \( H_0 \) is accepted because the result shows that \( L_{\text{max}} \) is lower than \( L_{\text{table}} \) (0.1174861 < 0.161). It means that the data in control class pre-test is normally distributed.

### Table 4.9

**Calculation of Post-test Normality in Controlled Class**

<table>
<thead>
<tr>
<th>No.</th>
<th>( Y )</th>
<th>( F )</th>
<th>( FY )</th>
<th>( FY^2 )</th>
<th>( p = f/n )</th>
<th>( \Sigma p )</th>
<th>( z = \frac{(Y_i - Y)/S}{\Sigma p} )</th>
<th>( \Phi )</th>
<th>( L = \Phi \cdot \Sigma p )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>44</td>
<td>3</td>
<td>132</td>
<td>5808</td>
<td>0.107143</td>
<td>0.107143</td>
<td>-1.62</td>
<td>0.0526</td>
<td>0.054543</td>
</tr>
<tr>
<td>2.</td>
<td>48</td>
<td>2</td>
<td>96</td>
<td>4608</td>
<td>0.071429</td>
<td>0.178572</td>
<td>-1.28</td>
<td>0.1003</td>
<td>0.0782716</td>
</tr>
<tr>
<td>3.</td>
<td>52</td>
<td>2</td>
<td>104</td>
<td>5408</td>
<td>0.071429</td>
<td>0.25</td>
<td>-0.93</td>
<td>0.1762</td>
<td>0.0738001</td>
</tr>
<tr>
<td>4.</td>
<td>56</td>
<td>3</td>
<td>168</td>
<td>9408</td>
<td>0.107143</td>
<td>0.357143</td>
<td>-0.59</td>
<td>0.2776</td>
<td>0.079543</td>
</tr>
<tr>
<td>5.</td>
<td>60</td>
<td>4</td>
<td>240</td>
<td>14400</td>
<td>0.142857</td>
<td>0.5</td>
<td>-0.25</td>
<td>0.4013</td>
<td>0.0987001</td>
</tr>
<tr>
<td>6.</td>
<td>64</td>
<td>2</td>
<td>128</td>
<td>8192</td>
<td>0.071429</td>
<td>0.571429</td>
<td>0.10</td>
<td>0.5398</td>
<td>0.0316287</td>
</tr>
<tr>
<td>7.</td>
<td>68</td>
<td>3</td>
<td>204</td>
<td>13872</td>
<td>0.107143</td>
<td>0.678572</td>
<td>0.44</td>
<td>0.67</td>
<td>0.0085716</td>
</tr>
<tr>
<td>8.</td>
<td>72</td>
<td>3</td>
<td>216</td>
<td>15552</td>
<td>0.107143</td>
<td>0.785714</td>
<td>0.79</td>
<td>0.7852</td>
<td>0.0005144</td>
</tr>
<tr>
<td>9.</td>
<td>76</td>
<td>3</td>
<td>228</td>
<td>17328</td>
<td>0.107143</td>
<td>0.892857</td>
<td>1.13</td>
<td>0.8708</td>
<td>0.0220573</td>
</tr>
<tr>
<td>10.</td>
<td>80</td>
<td>2</td>
<td>160</td>
<td>12800</td>
<td>0.071429</td>
<td>0.964286</td>
<td>1.47</td>
<td>0.9292</td>
<td>0.0350859</td>
</tr>
<tr>
<td>11.</td>
<td>84</td>
<td>1</td>
<td>84</td>
<td>7056</td>
<td>0.071429</td>
<td>0.964286</td>
<td>1.82</td>
<td>0.9656</td>
<td>0.0344001</td>
</tr>
</tbody>
</table>

\[
\Sigma Y = 704 \\
\Sigma F = 28 \\
\Sigma FY = 114432 \\
\Sigma FY^2 =
\]

\[
\]
The Liliefors shows that the significant degree of 0.05 in $L(0.05)(28) = 0.161$.

$H_1 : L > 0.161$

$H_0 : L \leq 0.161$

In the table 4.4, the $L_{\text{max}}$ value is 0.0987001. Therefore, $H_0$ is accepted because the result shows that $L_{\text{max}}$ is lower than $L_{\text{table}} (0.0987001 < 0.161)$. It means that the data in control class post-test is normally distributed.

b. Homogeneity Test

To find out whether or not the data of the pre-test and post-test of the two classes, i.e. experimental and control classes, are homogenous, $F$-test is conducted. Besides, hypotheses in relation to homogeneity test are proposed as follows:

- $H_0 : F < F_t$
- $H_1 : F > F_t$

\[
S = 11.64
\]

\[
S^2 = 135.48
\]

mean $(Y) = 62.86$

$L_{\text{max}} = 0.0987001$

$L_{\text{table}} = 0.161$

\[
\begin{align*}
S^2 &= \frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2 \\
&= \frac{114432}{28} - \left(\frac{1760}{28}\right)^2 \\
&= 4086.86 - 62.86^2 \\
&= 4086.86 - 3951.38 \\
&= 135.48 \\
S &= \sqrt{135.48} \\
&= 11.64
\end{align*}
\]
Notes:
- \( H_0 \): The experimental class is homogenous to the control class
- \( H_1 \): The experimental class is not homogenous to the control class

In addition, the F value is calculated with the following formula:

\[
F = \frac{\text{the highest variance}}{\text{the lowest variance}} = \frac{s_1^2}{s_2^2}
\]

Here are the results of the calculation of F-test both in terms of pre-test and post-test. First, the homogeneity test of pre-test data is presented as follows:

Because the values of \( S^2 \) are already obtained from the calculations provided in Table 4.3 and Table 4.5 (i.e. in this case, \( S_1^2 = 93.52 \) and \( S_2^2 = 92.72 \)), the calculation of F-test for pre-test data can be directly conducted. The F-test calculation is as follows:

\[
F = \frac{s_1^2}{s_2^2} = \frac{93.52}{92.72} = 1.008 \approx 1.01
\]

With \( df_1 = n-1=28-1=27 \), and \( df_2 = n-1=27-1=26 \), the \( F \) value at 95% level of significance (\( \alpha=0.05 \)) obtained is 1.92 (with interpolation, see Appendix VI). Due to the fact that \( F < F_{(0.05), (27), (26)} = (1.01 < 1.92) \), \( H_0 \) is accepted. Therefore, it can be concluded that the pretest data of experimental class and control class is considered homogenous.

Second, the homogeneity test of the post data is presented as follows:

Based on Table 4.4 and Table 4.6, the values for \( S_1^2 \) and \( S_2^2 \) obtained respectively are 135.48 and 108.00. The calculation of F-test for the post data is as follows:

\[
F = \frac{s_1^2}{s_2^2} = \frac{135.48}{108.00} = 1.254 \approx 1.25
\]

Likewise, with \( df_1 = n-1=28-1=27 \), and \( df_2 = n-1=27-1=26 \), the \( F \) value at 99% level of significance (\( \alpha=0.01 \)) obtained is 1.92 (with interpolation, see Appendix VI). Due to the fact that \( F < F_{(0.01), (27), (26)} = (1.25 < 1.92) \), \( H_0 \) is accepted. Therefore, it can be interpreted that the post-test data of the experimental class and control class is considered homogenous as well.
E. Hypothesis Test

As the writer knew that the data is normally distributed and homogenous, then he conducted the hypothesis test. The hypothesis test is used to see whether there is a significant difference between students taught preposition of place by using TPR and students taught preposition of place by translating method. The writer used *t*-test to do the hypothesis test. The formula of *t*-test is as follows:

\[ t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}} \]

The formula above is the main formula. Before using the formula, the writer also used some calculation procedure such as below:

a. Determining mean of variable X

\[ M_1 = \frac{\sum X}{N_1} \]

\[ = \frac{424}{27} \]

\[ = 15.70 \]

b. Determining mean of variable Y

\[ M_2 = \frac{\sum Y}{N_2} \]

\[ = \frac{392}{28} \]

\[ = 14.00 \]

c. Determining standard of deviation score of variable X

\[ SD_1 = \sqrt{\frac{\sum X^2}{N_1}} \]

\[ = \sqrt{\frac{15.70^2}{27}} \]

\[ = \sqrt{246.49} \]

\[ = 3.02 \]
d. Determining standard of deviation score of variable Y

\[ SD_2 = \frac{\sum Y^2}{\sqrt{N_2}} \]

\[ = \frac{14.00^2}{\sqrt{28}} \]

\[ = \frac{196}{\sqrt{28}} \]

\[ = \sqrt{7} \]

\[ = 2.65 \]

e. Determining standard error mean of variable X

\[ SE_{M_1} = \frac{SD_1}{\sqrt{N_1 - 1}} \]

\[ = \frac{3.02}{\sqrt{27 - 1}} \]

\[ = \frac{3.02}{\sqrt{26}} \]

\[ = \frac{3.02}{5.10} \]

\[ = 0.59 \]

f. Determining standard error mean of variable Y

\[ SE_{M_2} = \frac{SD_2}{\sqrt{N_2 - 1}} \]

\[ = \frac{2.65}{\sqrt{28 - 1}} \]

\[ = \frac{2.65}{\sqrt{27}} \]

\[ = \frac{2.65}{5.20} \]

\[ = 0.51 \]
g. Determining standard error of different mean of variable X and mean of variable Y

\[ SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2} \]
\[ = \sqrt{0.59^2 + 0.51^2} \]
\[ = \sqrt{0.3481 + 0.2601} \]
\[ = \sqrt{0.6082} \]
\[ = 0.7798 \]
\[ = 0.78 \]

h. Determining \( t_0 \) (t-test)

\[ t_0 = \frac{M_1 - M_2}{SE_{M1-M2}} \]
\[ = \frac{15.70-14.00}{0.78} \]
\[ = 1.70 \]
\[ = \frac{0.78}{0.78} \]
\[ = 2.18 \]

i. Determining degree of freedom

\[ df = (N_1 + N_2) - 2 \]
\[ = (27 + 28) - 2 \]
\[ = 53 \]

The value of df 53 at the degree of significance 5% (t-table) is \( 2.006 \)

j. The testing of hypothesis

The statistical hypothesis of the research is:

\( H_0 \): Using TPR is not more effective than without using TPR in teaching preposition of place.

\( H_a \): Using TPR is more effective than without using TPR in teaching preposition of place.

The criteria used to analyze the test hypothesis is such below:

1. If the t-test \( (t_0) > t\)-table \( (t_i) \) in the significance degree of 0.05, \( H_0 \) (null hypothesis) is rejected.
2. If the t-test ($t_0$) < t-table ($t_0$) in the significance degree of 0.05, $H_0$ (null hypothesis) is accepted.

**F. The Interpretation of the Data**

The researcher had pre-test and post test for experimental and control class with the same test and motions. The mean score of experimental class in pre test was 53.48 and in post test was 69.19. On the other hand, the mean score of control class in pre test was 49.00 and 63.00 for their post test. The range of their mean score on pre-test and post-test was actually quite different. The range of experimental class mean score in pre-test and post-test gained 15.70. Meanwhile, the range on control class mean score gained 14.00. It means that the mean score of experimental class and their gained score in pre-test and post-test are higher than the mean score of control class and their gained score. Therefore, students’ understanding about about preposition of place in class VII C as experiment class was higher when the learning activity used the Total Physical response Method. Whereas, students’ understanding about preposition of place in class VII B as control class was lower when the learning activity didn’t use Total Physical Response method.

Furthermore, based on the calculation data in the in the part of analysis data, the writer can interpret that the data is normally distributed and homogenous. The normality of the data can be seen at the t-table (0.161) is higher from the t-max score of experiment class pre-test (0.0914555), experiment class post-test (0.1586814), controlled class pre-test (0.1174861), and controlled class post-test (0.0987001). It means the data is distributed is normal. Also, the homogeneity of experiment and controlled class pre-test can be seen from $F < F \alpha (n1-1, n2-1)$ or $F < F_{t1 (0.01), (27), (26)} = (1.01 <1.92)$ or while the homogeneity of experiment and controlled class post-test can be seen from $F < F \alpha (n1-1, n2-1)$ or $F < F_{t1 (0.01), (27), (26)} = (1.25 <1.92)$. It means the data of experiment and control class in pre-test and post-test are homogenous.

When the data is normally distributed and homogenous (parametric), the writer can use $t$-test as statistical analysis whereas if the data is not normally
distributed and homogenous (non-parametric), the writer can use Man-Witney test, Median Test, Mark –test, Wilcoxon test as statistical analysis technique. Meanwhile, the result showed that the data is normally distributed and homogeneous. Therefore, the writer can do hypothesis test by using t-test.

When the writer do hypothesis test, he used t-test formula in the significance degree (α) of 5% to do the test. Then, he got the result that t-test (2.18) > t-table (2.006). It means that the t-test is higher than t-table. It can be concluded that the alternative hypothesis (Hₐ) is accepted while the null hypothesis (H₀) is rejected. Therefore, it can be said that teaching preposition of place through Total Physical Respond technique is more effective. It can be seen that t-tes is higher than t-table (2.18> 2.006).
CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the writer tries to give the conclusion and suggestions based on the research findings that had been gained after conducting the research.

A. Conclusion

According to the result of the analysis of the research in the previous chapter, it can be seen that the t-test score is 2.18 while the value of t-table in the significant degree of 5% is 2.006. So, the score of t-test is higher than t-table or 2.18 > 2.006. Then, it can be concluded that the alternative hypothesis (H_a) is accepted while the null hypothesis (H_0) is rejected. It means, teaching preposition of place through Total Physical Respond technique is more effective than teaching preposition of place without Total Physical Respond technique. In conclusion, teaching preposition of place through Total Physical Respond technique is effective.

B. Suggestion

Based on the conclusion above, it can be delivered some suggestions go to:
1. The teachers are expected to increase their creative method in teaching that makes the students interested in learning English to make them good in English achievement.
2. The teacher is highly expected to use Total PhysicalRespond technique in teaching Preposition of Place.
3. Students are expected to increase their interest in learning English with any other method or ways.
4. Students are hoped not to be shy in acting out gesture.
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Sergeant, Howard. *Basic English Grammar; For English Language Learners*. Saddleback Educational Publishing.


SURAT KETERANGAN

No : 222.4/12/SMP Plus IBDR/SK/X/2015

Yang bertanda tangan dibawah ini:

Nama : SODRI, S.H.I

Jabatan : Kepala SMP Plus Ibadurrahman

Alamat : Jl. KH. Hasyim Ashari Gg. Masjid Kenanga Cipondoh Kota Tangerang

Dengan ini menerangkan bahwa:

Nama : SARIFUDIN

NIM : 109014000091

Program Studi : Pendidikan Bahasa Inggris

Semester : XII (Dua Belas)

Benar telah melaksanakan tugasnya melakukan sebuah penelitian/wawancara tentang The Effectiveness of Total Physical Response In teaching Preposition of place at SMP Plus Ibadurrahman Kota Tangerang. Yang telah dilaksanakan pada:

Hari/Tanggal : Kamis dan sabtu 8-17 Januari 2015

Tempat : SMP Plus Ibadurrahman, Jl. KH. Hasyim Ashari Gg. Masjid Kenanga Cipondoh Kota Tangerang

Demikian surat keterangan ini kami buat, agar dapat digunakan sebagaimana mestinya

Tangerang, 8 Januari 2015

SODRI, S.H.I
<table>
<thead>
<tr>
<th>Vendor</th>
<th>Nomer Soal</th>
<th>Jenis Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flora</td>
<td>21.22.23.44.25</td>
<td>MC</td>
</tr>
<tr>
<td>18.19.20</td>
<td>13.14.15.16.17</td>
<td>above</td>
</tr>
<tr>
<td>10.11.12</td>
<td>1.2.3.4.5.6.7.8.9</td>
<td>in front of</td>
</tr>
</tbody>
</table>

**Jumlah**: 2

**Semester**: 2 (Genap)

**Jam Mulai**: 40 menit

**Alat Peraga**: Sapi

**Keterangan**: TAHUN PELAJARAN 2015/2016

**Deskripsi**: Kisi-Kisi Penujian Instrument Preposition of Place
APPENDIX 2

PRE-TEST

Name: 
Class: 
Subject: 

A. Jawablah pertanyaan dibawah ini dengan melingkari salah satu pilihan ganda (A,B,C,D) sesuai dengan gambar di samping.

1. Look at the picture, the dog is sitting ...
   a. Under the chair
   b. Beside the chair
   c. Above the chair
   d. On the chair

2. The cat is sitting ....
   a. On the table
   b. On the chair
   c. Behind the table
   d. In front of the table

3. Where is the cat in picture C?
   a. Beside the computer
   b. Behind the computer
   c. On the computer
   d. In front of the computer

4. Based on the picture, the cat is ....
   a. Behind the cupboard
   b. Beside the cupboard
   c. In the cupboard
   d. In front of the cupboard

5. Where is the cat and the dog in picture E?
   a. The cat is on the bed, and the dog is under the bed
   b. The cat is beside the bed, and the dog is in front of the bed.
   c. The dog is on the bed, and the cat is under the bed
   d. The dog is beside the bed, and the cat is in front of the bed

6. What is the dog doing in this picture?
   a. The dog is standing in front of the picture
   b. The dog is standing behind the picture
   c. The dog is standing beside the picture
   d. The dog is standing above the picture

7. Where is the cat in picture G?
   a. The cat is beside the desk
   b. The cat is on the desk
c. The cat is in the desk

d. The cat is behind the desk

8. Where is the television in the picture below?
   A. The television is behind the cat
   B. The television is between the cat and the dog.
   C. The television is behind the dog
   D. The television is in front of the cat

9. Based on the picture, the cat is ....
   a. On the drawer
   b. In the drawer
   c. Behind the drawer
   d. In front of the drawer

10. Where is the bookcase in this picture?
    a. Behind the cat
    b. Under the cat
    c. Between the two cats
    d. In front of the cat

11. The mouse is standing ....... the door
    a. Behind the door
    b. On the door
    c. Beside the door
    d. In front of the door

12. The lamp is ..... the table
    a. On
    b. Beside
    c. Above
    d. Behind

13. Arif lives ...... Pondok Cabe Street.
    a. In
    b. On
    c. At
    d. Behind

14. Rohmania lives ...... Bandung
    a. In
    b. On
    c. At
    d. Behind

15. The car is ...... the house.
    a. In
    b. On
c. In front of  

16. The lamp is ....... the table  
a. Behind  
b. Beside  
c. above  
d. On  

17. My father works ....... the computer  
a. At  
b. In  
c. On  
d. In front of  

18. The teacher put the pen ....... his pocket.  
a. On  
b. In  
c. At  
d. beside  

19. Ana : Mom, Where is my pillow?  
Mom : it is ............... your bed.  
a. In  
b. In front of  
c. On  
d. Behind  

20. I have one broken spoon, it is ............ good spoons.  
a. Between  
b. Behind  
c. Above  
d. On  

21. Our English teacher is standing ............. his students.  
a. In  
b. On  
c. Beside  
d. In front of
B. Perhatikan gambar di bawah ini, dan jawablah dengan *Preposition of place* yang sesuai dengan gambar tersebut.

![Diagram of a town layout with labeled locations]

22. Where is the Hospital?
   a. In the Main Street
   b. In the First Street
   c. On the central Avenue
   d. on the the second street

23. Where is the bank?
   a. Behind the school
   b. Behind the restaurant
   c. Beside the police station
   d. In front of the store

24. Look at the picture above, the train station is located ...
   a. Behind the library
   b. On central Avenue
   c. In front of the hospital
   d. Behind the post office

25. Movie theater is located ..... 
   a. Beside the store
   b. Behind the post office
   c. In front of the school
   d. Beside the drug store
A. Jawablah pertanyaan dibawah ini dengan melingkari salah satu pilihan ganda (A,B,C,D) sesuai dengan gambar di samping.

1. Look at to the picture, the mouse is standing ...
   a. Under the chair
   b. Beside the chair
   c. Above the chair
   d. On the chair

2. Where does the mouse stand up?
   a. On the table
   b. On the chair
   c. Under the table
   d. In front of the table

3. Where is the mouse in this picture?
   a. Beside the sofa
   b. Behind the sofa
   c. On the sofa
   d. In front of the sofa

4. Based on the picture, the mouse is ....
   a. Standing behind the computer
   b. Sitting beside the computer
   c. Standing in front of the computer
   d. Sitting on the computer

5. Where is the mouse in this picture?
   a. The mouse is standing between two books
   b. The mouse is standing between the cupboard
   c. The mouse is standing beside the books
   d. The mouse is sitting between the books

6. Where is the mouse in this picture?
   a. The mouse is on the box
   b. The mouse is in the box
   c. The mouse is beside the box
   d. The mouse is above the box

7. In the picture, the mouse is standing ......
   a. On the box
b. Beside the box
c. In the box
d. Behind the box
e.

8. Where is the mouse *the picture*?
   A. The mouse is sitting in front of the table
   B. The mouse is sitting beside the table.
   C. The mouse is sitting behind the table
   D. The mouse is sitting on the table

9. based on the picture, the cat is ....
   a. On the chair
   b. Under the chair
   c. Behind the chair
   d. Above the chair

10. in this picture, the dog is sitting ....
    a. Under the chair
    b. Under the table
    c. On the chair
    d. On the table

11. The mouse is standing ........
    a. Beside the box
    b. On the box
    c. Above the floor
    d. In front of the box

12. The lamp is ..... the table
    a. On
    b. Beside
    c. behind
    d. above

    a. In
    b. On
    c. At
    d. Behind

14. Rohmania lives ...... Bandung
    a. behind
    b. On
    c. At
    d. in

15. My father works ..... the office.
APPENDIX 2

a. On
b. above
c. At
d. In front of

16. I sleep .... my bedroom
   a. In
   b. Beside
   c. Above
   d. On

17. The car is ...... the house.
   a. In
   b. In front of
   c. On
   d. Behind

18. Is the cat sleeping on the table?
   a. No, it isn’t, but it is sleeping under the table
   b. Yes, it is.
   c. No, it isn’t. But it is sleeping under the chair
   d. No, it isn’t. But it is sleeping on the chair

19. My father works ...... the computer
   a. At
   b. In
   c. On
   d. In front of

B. Perhatikan gambar di bawah ini, dan jawablah dengan Preposition of place yang sesuai dengan gambar tersebut.
20. Where is the toy store?
   a. In the Main Street
   b. In the First Avenue
   c. On the second Avenue
   d. On the Forest street

21. Where is the jewelry store?
   a. Behind the women’s wear
   b. Behind the Italian restaurant
   c. Beside the police station
   d. In front of the toy store

22. Look at the picture above, the train station is located ....
   a. Behind the Movie Theater
   b. On the Avenue
   c. On the second Avenue
   d. Behind the Chinese Restaurant

23. Movie theater is located ..... 
   a. Beside the book store
   b. On the Pine street
   c. In front of the book store
   d. In the Main street

24. Where is the Bar located?
   a. On the Oak Street
   b. On the first Avenue
   c. On the second Avenue
   d. On the main street

25. The Fire Department is located .......
   a. In front of the police station
   b. In front of Men’s Wear
   c. Beside the book store
   d. In front of train station
## The Answers Key

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### RELIABILITAS TES

- **Rata2**: 17,67
- **Simpan Baku**: 5,23
- **KorelasixY**: 0,76
- **Reliabilitas Tes**: 0,86

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Butir Soal = 35
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11         13          43,33         Sedang
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14         18          60,00         Sedang
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17         9           30,00         Sukar
18         14          46,67         Sedang
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</tr>
</tbody>
</table>

Keterangan:
** : Kunci Jawaban
++ : Sangat Baik
+  : Baik
- : Kurang Baik
-- : Buruk
--- : Sangat Buruk
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama sekolah : SMP PLUS IBADURRAHMAN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) B / 1 SMP
Aspek/Skill : writing/grammar
Alokasi Waktu : 2 x 40 menit ( pertemuan ke 1)
Hari : Sabtu, 10 Januari 2015

Standar Kompetensi : 12. Mengungkapkan Makna Dalam teks tulis fungsional
dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi
dengan lingkungan terdekat.

Kompetensi Dasar : 1.1 mengungkapkan makna dalam teks tulis fungsional
pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan
berterima untuk berinteraksi dengan lingkungan terdekat.

Indikator :
• Siswa mampu menempatkan preposition of place yang sesuai pada kalimat.
• Siswa mampu menulis kalimat dengan menggunakan preposition of place dengan benar.

Tujuan pembelajaran:
Pada akhir pembelajaran, siswa dapat:
 a. Agar Siswa mampu menempatkan preposition of place yang sesuai pada kalimat
    Membuat contoh preposition of place (on, in, and in front of) baik secara lisan
    maupun tulisan
 b. Agar Siswa mampu menulis kalimat dengan menggunakan preposition of place
    dengan benar.

❖ Karakter siswa yang diharapkan :
   Dapat dipercaya (Trustworthiness)
   Rasa hormat dan perhatian (respect)
   Tekun (diligence)
   Tanggung jawab (responsibility)

Materi Pembelajaran : Preposition of place

Metode Pembelajaran: TPR (Total Physical Response)
Langkah-Langkah Kegiatan:
   Kegiatan Pendahuluan
APPENDIX 7

Apersepsi:
- Menyapa siswa dengan mengucapkan selamat pagi
- Menanyakan kabar siswa
- Memberikan pertanyaan kepada siswa tentang topik yang di bahas minggu lalu.

Motivasi:
- menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

B. Kegiatan Inti
Dalam kegiatan inti, guru:
- memberikan contoh preposition of place, bersama-sama dengan menaruh buku di atas meja dan berkata “I put the pen beside the book”
- memberikan contoh dengan gerakan yang sesuai.
- meminta siswa untuk meniru kegiatan mereka, dan siswa berkata bersama-sama dengan menaruh buku “I put the pen beside the book”
- memberikan contoh lain seperti: I put the pen in my bag, I stand in front of the chair.
- Meminta tiga siswa untuk maju sebagai volunteer.
- Siswa mendemonstrasikan materi preposition of place di depan kelas dengan bimbingan guru.
- Guru melakukan kegiatan tersebut dengan sebagian siswa yang lain
- Siswa diminta menyampaikan gagasan sederhana berupa perintah kepada temannya dengan bahasa lisan sederhana tanpa bimbingan guru.
- Siswa di kelas mengulangi kegiatan tersebut beberapa kali dengan intruksi dari temannya, (volunteers).

C. Kegiatan Penutup
Dalam kegiatan penutup, guru:
- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Sumber Belajar
a. www:/preposition/materi%201.htm
b. www:/preposition/Preposition/Locators/Time/and Place.htm
c. Gambar-gambar yang berhubungan dengan “preposition”
d. The Bridge English Competence Junior High School Grade VII Major, Penulis, Kistono, Esti Tri Andayani, Ismukoco, percetakan, Yudistira.
APPENDIX 7

Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Mampu menyebutkan preposition yang berkaitan dengan tempat dalam sebuah kalimat.</td>
<td>Memilih preposition yang tepat dalam sebuah kalimat</td>
<td>written test</td>
<td>pilihan ganda, <em>lihat di halaman selanjutnya</em></td>
</tr>
</tbody>
</table>

Pedoman Penilaian

Untuk tiap nomor, tiap jawaban benar skor 1
1. Soal 20 butir
2. Jika semua jawaban itu benar maka dapat = 20
3. \[
\text{jumlah jawaban yang benar}(20) \div \text{jumlah soal}(20) = 1 \times 100 = 100
\]

Keterangan:
KKM = 60
10 – 50 = Remedial
60 – 100 = Lulus/Berhasil

08 Januari 2015

Asma Wati, S.Pd.
Guru bahasa inggris

Sarifudin
maha siswa
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama sekolah : SMP PLUS IBADURRAHMAN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) B / 1 SMP
Aspek/Skill : writing/grammar
Alokasi Waktu : 2 x 40 menit (pertemuan ke 2)
Hari : kampis, 15 Januari 2015


Kompetensi Dasar : 1.1 mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterimauntuk berinteraksi dengan lingkungan terdekat.

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Pada akhir pembelajaran, siswa dapat:
- Agar Siswa mampu menempatkan preposition of place yang sesuai pada kalimat
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- Agar Siswa mampu menulis kalimat dengan menggunakan preposition of place (beside, behind, and between) dengan benar.

Karacter siswa yang diharapkan :
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B. Kegiatan Inti
Dalam kegiatan inti, guru:
- memberikan contoh *preposition of place*, bersama-sama dengan menaruh bola kuning di atas mejanya dan berkata “I put the yellow ball on the table ”
- memberikan contoh dengan gerakan yang sesuai.
- memberikan contoh lain seperti: I put my cap on the chair, I stand between the chair and the table. I stand behind the chair, I stand beside the table.
- Meminta tiga siswa untuk maju sebagai volunteer.
- Siswa mendemonstrasikan materi *preposition of place* di depan kelas dengan bimbingan guru.
- Guru melakukan kegiatan tersebut dengan sebagian siswa yang lain menirukan.
- Siswa diminta menyampaikan gagasan sederhana berupa perintah kepada temannya dengan bahasa lisan sederhana tanpa bimbingan guru.
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<tr>
<td>➢ Mampu menyebutkan preposition yang berkaitan dengan tempat dalam sebuah kalimat.</td>
<td>Memilih prepositions yang tepat dalam sebuah kalimat</td>
<td>GAME</td>
<td>Menebak kalimat yang telah disediakan oleh guru sesuai dengan gerakan yang dilakukan.</td>
</tr>
</tbody>
</table>

### Pedoman Penilaian

Untuk tiap kelompok, ada 5 soal

1. Soal 5 butir
2. Jika semua jawaban itu benar maka dapat = 5

\[
\text{jumlah jawaban yang benar} = \frac{\text{jumlah jawaban yang benar}}{\text{jumlah soal}} \times 100 = 100
\]

Keterangan:

- KKM = 60
- 10 – 50 = Remedial
- 60 – 100 = Lulus/Berhasil

09 Januari 2015

Asma Wati, S.Pd
Guru bahasa inggris

Sarifuddin
maha siswa