TEACHING THE PRESENT CONTINUOUS TENSE THROUGH TOTAL PHYSICAL RESPONSES METHOD
(An Experiment at the First Year Class of SLTP Muhammadiyah 17 Rempoa)

A “Skripsi”
Presented to the Faculty of Tarbiyah and Teachers Training
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In English Language Education

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CHAPTER 1
INTRODUCTION

A. Background of Study

Language is important for human beings to communicate with each other. A.S. Hornby said “language is human and non instinctive method of communicating ideas, feeling, and desires by means of system of sound and sound symbols”.

Thus Jack C Richard and Richard Schdmit asserted, “Language is the system of human communication which consists of the structured arrangement of sound (or their written representation) into larger units.

According to Tom Mc Arthur, “Language is a human system of communication which uses structured vocal sound and can be embodied in other media such as writing, print, an physical signs.

The existence of language cannot be separated from human life, and no activity can be separated from the language. Now a days, English being an international language, English is spoken by most of the people all over the world.

Today in classroom around the world, young people and adults are involved in the study of English, indeed this interest in learning English has increased to such an extent the English is now considered by many to be an international language. As an international language, English has an important role in the world. Indonesia, as a part of the world, is involved. In fact, passing the English test becomes one of conditions to graduating process on the first hand and the student have to pass the minimal scores on the other.

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Many teachers throughout the world always analyze and look for the ways to teach the language in order to make teaching learning process of English cannot be separated from the curriculum or syllabus and textbooks teachers use. It is influenced by a view to the language that affects to the method and the technique influenced by a view to the language that affects to the method and the technique of teaching.

To make teaching learning process run well, the writer wants to propose an alternative method that is the one which is common known as Total Physical Response method. James Asher Total Physical Responses method give the students opportunity to learn English with the coordination of speech and action, also gamelike movement, reduce learner’s stress, create a positive mood in the learners, which facilitate learning.4

With action become extremely skilled at recombining utterances to produce novel commands which students respond to correctly. Novelty is not meant to trick the students. Expecting a successful response to teach novel utterance. The intent is first to encourage flexibility in understanding the target language in the richness of recombination. Second, novelty is a keen motivator. The surprise will delight both you and the students. And third, students self confidence is enhanced because they are aware that they instantly understood an unfamiliar utterance.5

Meanwhile, students who learn English will meet a number of problems, especially with the grammar as an aspect of the language that can make confusing. Some students think of grammar as rather boring subject. When they learn English they try to avoid the grammar that for them it is confusing and hard to be understood.

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5 Robert W. Blair, Innovative Approaches to Language Teaching. (Newbury house publisher, 1982),p.57
Present continuous tense, which the students of the first year of SLTP have to learn, it is a part of grammar rules that sometimes also confused, because when they are demanded to speak based on the tenses, they have to be realize.

The students are disability in using the tenses in daily conversation. It is also faced by the students especially the students of the first grade of SLTP. The student may say “I am read the book right now”

From the example above, it can be analyzed that the student’s sentences is grammatically wrong. When something is done at the time of speaking, the students have to use present continuous tense, this case happened because they have a little knowledge of grammar. And to say something occurring at the time speaking takes place, in English the students must use present continuous tense, and they have to use be+ing (present participle) and the right sentence is “I am reading the book right now?”

Related with the case above, the student can come to an assumption that learning English needs knowledge of it’s grammatical rules they learn. And the teachers have to choose the best approach they will use in teaching English.

Consequently, to make teaching and learning process run well especially in teaching present continuous tense, a teacher has a big responsibility to do it as good as possible. And finally, the writer assumes that the total physical responses method which is developed by James Asher as one alternative is used to solve the student’s problems above. And the question to be verified in this study is whether the using of TPR method can influence students in acquiring the tense.

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A. The Limitation of the Study

This study is limited to the subject matter in teaching present continuous tense, the definition and its use through total physical response method (TPR) in the first grade of SLTP Muhammadiyah 17 Rempoa.

B. Statement of the Problem

Based on the previous, the writer can formulate his problem: “is the total physical response method (TPR) effective to use in teaching present continuous tense?”

C. The Use of Study

This skripsi is hoped that this research will be beneficial to the reader, school it’s self, the English teacher and the students who are interested in English education.

The general objectives of TPR are to teach oral proficiency at a beginning level by using command to direct behavior. The ultimate aims to teach basic speaking skill. TPR course aims to produce learners who are capable of unhindered communication that is intelligible to a native speaker. Specific instructional objectives are not elaborated, for these will depends on the particular needs of the learner. Whatever goals are set, however, must be attainable through the use of action based drills in the imperative form.

D. Organization of Writing

To give more explanation about this study, this skripsi is divided into four chapters: Chapter one is introduction, consisting of the reason for choosing the topic, the statement of problems, and the organization of writing.

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Chapter two is theoretical framework, discussing the tense, present continuous tense, and then, the method, the TPR method, the meaning of TPR method, principles of TPR method, advantages and disadvantages of TPR method, teaching present continuous tense through TPR method.

Chapter three is the methodology of research including the purpose of study, place and time of study, design of study, population and sample, instrument, technique of data analysis.

Chapter four is research finding including the description of data, the analysis of data, the interpretation of data.

Chapter five is about conclusion and conclusion and suggestion. It is a core review of the previous discussion in this skripsi and some suggestion that might be useful for teachers, students and readers in general.
CHAPTER II
THEORITICAL FRAMEWORK

A. Tense

1. Meaning of Tense

According to A. S. Hornby\(^1\), “Tense is a verb form that shows time: the present/past, etc”.

One of many parts of grammar is tense, and there are many kinds of tenses. One of them is present continuous tense, of which the writer would like discuss.

2. Present Continuous Tense

a. Form of the Present Continuous Tense

The present continuous tense is formed with a form of be (am,is,are)+the present participle (the infinitive+ing).\(^2\)

The present continuous tense gives the idea that an action is in progress at the present time, and probably will continue.\(^3\)

According to Marcella Frank, “Present Continuous Tense expresses one action in the present of short duration and long duration, expresses future action, and expresses the beginning, progression or end of an action”\(^4\)

In addition, Betty Schrampfer Azar Stated, “Present Continuous Tense expresses an activity that is in progress at the moment of speaking.

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\(^4\) marcella Frank, Modern English, Excercises For Non Native Speakers, Part 1 Parts of Speech (New Jersey: Prentice Hall Regents, 1989), 48
It is a temporary activity that began in the past, is continuing at present, and will probably end at some point in the future.\(^5\)

1. **Affirmative Statement**

One of the present continuous forms is affirmative statement and to make an affirmative statement, by using this following formula: \(S+BE\) (am, is, are)+Present Participle(ing-form)+( ……….. )

<table>
<thead>
<tr>
<th>Subject</th>
<th>Be</th>
<th>Base Form of the Verb+ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Am</td>
<td>Doing Exercise now</td>
</tr>
<tr>
<td>You</td>
<td>Are</td>
<td>Cooking Dinner now</td>
</tr>
<tr>
<td>He/She/It</td>
<td>Is</td>
<td>Watching Television now</td>
</tr>
<tr>
<td>We/they</td>
<td>Are</td>
<td>Staying Home today</td>
</tr>
</tbody>
</table>

Example of affirmative construction with the form of be

<table>
<thead>
<tr>
<th>Subject/be contraction</th>
<th>Base from the verb+ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m</td>
<td>Doing Exercise now</td>
</tr>
<tr>
<td>You’re</td>
<td>Cooking Dinner now</td>
</tr>
<tr>
<td>He’s / she’s / It’s</td>
<td>Working Right now</td>
</tr>
<tr>
<td>We’re / They’re</td>
<td>Staying Home today</td>
</tr>
</tbody>
</table>

2. **Negative Statement**

To make a negative statement, we put not after the auxiliary be+verb+ing.

---

Formula:  
S+be+not+verb+ing

Examples:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Be not+verb+ing + O</th>
<th>Be contraction+not+verb+ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Am not eating cakes</td>
<td>I’m not studying</td>
</tr>
<tr>
<td>He / She / It</td>
<td>Is not speaking</td>
<td>He is not listening</td>
</tr>
<tr>
<td>You</td>
<td>Are not working</td>
<td>You’re not working</td>
</tr>
<tr>
<td>We / they</td>
<td>Are not working</td>
<td>You’re not working</td>
</tr>
</tbody>
</table>

Present Continuous Tense is used only for actions and happenings, for example:
- They are eating / it is raining etc.

Some verbs for example, know and like are not action verbs.

Incorrect: “I am knowing” or “They are liking”
Correct: “I know” or “They like”

The following verbs are not normally used in continuous tense:
- Hate
- Know
- Belong
- Love
- Realize
- Contain
- Consist
- Like
- Mean
- Depend
- Seem
- Believe
- Prefer
- Need

3. Interrogative

The student can also form present continuous tense into interrogative sentences, and there are two kinds of interrogative sentences:

a. Interrogative Affirmative

To make a negative interrogative, contractive form of be, put before the subject.

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6 Raymond Murphy, English Grammar In Use, A Self Study Reference Book for Intermediate Students, (Cambridge University, 1994) p.8
Formula:
Be+Subject+Verb+ing+(……….)

Examples:

<table>
<thead>
<tr>
<th>Be</th>
<th>Subject</th>
<th>Base form of the verb+ing+O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am</td>
<td>I</td>
<td>Doing homework?</td>
</tr>
<tr>
<td>Are</td>
<td>You</td>
<td>Cooking dinner?</td>
</tr>
<tr>
<td>Is</td>
<td>He/ She/ It</td>
<td>Eating fish?</td>
</tr>
<tr>
<td>are</td>
<td>We/ You/ they</td>
<td>Watching Television?</td>
</tr>
</tbody>
</table>

b. Negative Interrogative

To make a negative, contractive form of be, put before the subject.

Formula:
Contractive form of Be+Subject+Verb+(…….)

<table>
<thead>
<tr>
<th>Be contraction</th>
<th>Subject</th>
<th>Verb+ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isn’t</td>
<td>He/ she/ it</td>
<td>Sleeping now?</td>
</tr>
<tr>
<td>Aren’t</td>
<td>I</td>
<td>Writing now?</td>
</tr>
<tr>
<td>Aren’t</td>
<td>You / they/ we</td>
<td>Discussing the lesson now?</td>
</tr>
</tbody>
</table>

Something must be noticed concerning with form of the Present continuous tense that is the process of forming the infinitive form into ing-form. Because each verb has different form, so in adding to infinitive it will undergo different process.

There are some ways of spelling the present continuous tense:

1. When a verb ends in a single e, it is dropped before ing :
   - Hope    Hoping
   - Date    Dating
   - Injue   Injuring
   - Love    Loving

   Except after age and dye :
   - Age       ageing
   - Dye       Dying
And verbs ends in ee:

- Agree, Agreeing
- See, Seeing

2. When a verb of one syllable has one vowel and ends in a single consonant, this consonant is doubled before ing:
   - Stop, Stopping
   - Rob, Robbing
   - Run, Running
   - Beg, Begging

3. Verbs of two or more syllables whose last syllable contains only one vowel and ends in a single consonant double this consonant if the stress falls on the last syllable:
   - Admit, admitting
   - Begin, beginning

4. A final L after a single vowel is however always doubled:
   - Signal, Signaling
   - Travel, Travelling

5. Ing can be added to a verb ending y without affecting the spelling of the verb:
   - Carry, Carrying
   - Enjoy, Enjoying
   - Hurry, Hurrying

6. But for the infinitive ending with vowel e proceeded by vowel i, ie substituted with y, then added ing:
   - Die, Dying
   - Lie, Lying
   - Tie, Tying

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b. Usage of Present Continuous Tense

Based on Raymond Murphy, there are some usages of present continuous tense, as follows:8

1. The present continuous tense is used when expressing about something that is happening at the time of speaking:
   
   - Please don’t make so much noise. I’m studying

2. The present continuous tense also used when talking about something that is happening around the time of speaking, but not necessarily exactly at the time of speaking, study this example of situation:
   
   Tom and Ann are talking and drinking in a café
   
   Tora says: “I’m reading an interesting book at the moment. I’ll lend it to you when I’ve finished it”

   Tom is not reading the book at the time of speaking. He means that he has begun the book and haven’t finished it yet. He is in the middle of reading it.

3. The present continuous tense is used when talking about a period around the present for example today, this week, this season, etc:
   
   - “you are working hard today” “yes I have a lot of job to do”
   
   - Tom is not playing football this season. He wants to concentrate on his studies.

4. The present continuous tense is used when talking about changing situation:
   
   - The population of the world is rising very fast (not rises)
   
   - Is your English getting better? (not does ……… Get)

5. The present continuous tense when we talk about a future plan:
   
   - He is giving a lecture tomorrow
   
   - The ship is sailing nextweek

6. With always for a frequently repeated action unreasonable to the speaker:
   
   - You are always interrupting me

---

- My father is always sleeping in the morning

B. The Total Physical Response Method

1. The Meaning of Total Physical Response

Total physical response method is developed by James Asher, a professor at psychology at San Jose State University, California; it draws on several tradition, including developmental, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dhoroty Palmer in 1925.\(^9\)

Postpone abstraction until a more advanced stage of training, when meaning is transparent from the context of the situation.\(^{12}\)

The conclusion of the definition above means that TPR method is a language teaching method in which the emphases are put more on motor activity or physical response that coordinates speech and action, and it is also called the comprehension approach.

Mulyanto Sumardi compiled that the characteristic of TPR method will be summed as follows:\(^{13}\)

a. The material is presented in imperative form
b. It does not need the translation into the student language
c. Homework is permitted although it is not forbidden
d. The student mistake are corrected at the right time
e. The learning process are started from the simple sentences and it can be visualization in the class

2. The Principles of Total Physical Response

The principle of Total Physical Response method are very important to be noticed. And here are several of them cited from Diane Larsen Freeman.\(^{14}\)

\(^9\) jack C. Richard and Theodore S. Rodgers, Approaches and Methods in Language teaching- A Description and Analysis, (Cambridge: Cambridge University Press, 1926),p.87


\(^{13}\) mulyanto Sumardi, ed, Berbagi Pendekatan Dalam Pengajaran Bahasa dan Sastra (Jakarta, Pustaka Sinar Harapan, 1996),p.45-46
a. Meaning in target language can be often conveyed through action, memory is activated through learner response  
b. The students understanding of the target language should be developed before speaking  
c. The imperative is a powerful linguistic device through which the teacher can direct student behavior  
d. Students should not be made to memorize fixed routines  
e. Student must develop flexibility in understanding novel combination of target language chunk.  
f. Spoken language should be emphasized over written language  
g. Student will begin to speak when they are ready  
h. Students are expected to make errors when they first begin speaking. Teachers should be tolerant of them. Work on the fine details of the language should be postponed until student have become.

According to James Asher, there are six criteria of evaluation to show the effectiveness of an instructional approach which developed over the past 20 years old were recommended in evaluating any innovative instructional strategy. The first was survival of the normal curve. The second criterion was representative data. The third criterion is replication. The fourth criterion is uniqueness and the fifth is commonality. The final criterion is evidence from formal studies.

With the teacher as leader and model, the three basic steps of TPR are:

a. To demonstrate the actions several times as the teacher gives the directions, waiting for the children to accompany  
b. To hesitate to see if the children will follow the direction without teacher demonstration. If not, demonstrate again

15 barbara Wheatley, Current Approaches to second Language Acquisition (Bloomington: Indian University Linguistic Club,1985),p.81-83
c. To test and see if they have made the connection of words and meaning by not doing the action alone, just giving the verbal directions. If not, repeat the previous steps until they can.\footnote{dr. james Asher, The Complete Learning Another Language Through Action : The Complete Teacher’s Guidebook (California : Oaks Production)}

3. Advantages and disadvantages of Total Physical Response

Based on Jack C Richard and Theodore S Rodger in their book, the writer concludes that the advantages and disadvantages of TPR method are:

a. Advantages

Some advantages of TPR will be mentioned below:
- It is a lot fun. Learners enjoy it, and this method can be a real stirrer in the class. It lifts the pace and the mood.
- It is very memorable. It does assist students to recognize phrases or words
- It is good for kinaesthetic learners who are required to be active in the class
- It can be used both in large or small classes
- It works well with mixed ability classes. The physical action get across the meaning effectively so that all the learners are able to comprehend and apply the target language
- It is no need to have a lot of preparation or materials using the TPR
- It is very effective with teenagers and young learners
- It involves both left and right brained learning\footnote{richard Frost, BBC British Council Teaching English-Methodology TPR www. Foreignlagnguagesweb. Com/teaching/methods/tpr.htm}

b. Disadvantages

Besides the advantages of TPR method, there are some advantages in using it, as follows:
Student who are not used to such things might find it embarrassing.

It is not only really suitable for beginner levels.

The teacher cannot teach everything with it and if used a lot, it would cannot become repetitive. The writer completely agree with this but it can be a successful and fun way of changing the dynamics and pace of a lesson used in conjunction with other methods and techniques.

4. **Teaching Present Continuous Tense**

Before the teacher teachers the material, he should introduce the method and encourage the students.

First of all, he calls on four volunteer of students to come to the front of the class and sit with him in chairs that are lined up facing to the others students. He tells the others students to listen and to watch.

Typically, TPR heavily utilize the imperative mood even into more advanced proficiency levels. Commands are an easy way to get learners to move about and to loosen up. In this way the teacher gives the students some commands.

In English the teacher says, “stand up”. As he stand and he signals for the four volunteers to rise with him. They all stand up. “Sit down”, he says and they all sit. The teacher and the students stand up and sit down together several times according the teacher’s example and turn so that they are facing their chairs. “ turn around” the teacher says again and this time they to turn to face the other students as before. “sit down. Stand up. Turn around. Sit down. Point to the desk.

Touch the wall. The teacher introduced some kinds of imperative verbs, he started to make them in sentences especially in present continuous tense. In this way, he models some action the students. As he acts the, he says it, he walks to the door and signals for the volunteers to rise with him. They all walk. “I am sitting” he says and they all sit. “i am sitting. I am jumping” even though they have not done the action before,
the students are able to perform according to the teacher’s command and statements.

Next the teacher turns to the four volunteer and says “I am standing on the floor. I am jumping to the desk”. The students have never heard these statements before. They may hesitate a second and they jump to the desk just as they have been told. Everyone laughs at this sights. “I am touching the desk. I am pointing to the door”. Again, the teacher uses other statements. Form of a compound. “I am walking to the door and I am touching the wall”. Again, the group performs as it has been commanded.

As the last step of the lesson, the teachers writers a sentence of present continuous tense, he acts it out. The students copy the sentence from the blackboard into the note books.

Likes every other method the writer has encountered, TPR had its limitations. In seemed to be especially effective in the beginning levels of language proficiency. But it lost its distinctiveness as learners advanced in their competence. In a TPR classroom, after students overcame the fear of speaking out, classroom conversations and other activities proceeded as in almost any other communicative language classroom. In TPR reading and writing activities, students are limited to spinning off from the oral work in the classroom. Its appeal to the dramatic or theatrical nature of language learning was attractive. But soon learners need for spontaneity and unrehearsed language must be met.18

Reading and writing in TPR may flow after the students are able to comprehend the commands. The commands are not only used to teach present continuous tense. The instructor wrote on the chalkboard each new vocabulary item and a sentence to illustrate the item. Then she spoke each item and acted out the sentence. The students listened as she read the material. Some copied the information in their notebooks.19

19 Ag. Bambang Setiyadi, Teaching English as a foreign language, (Graha Ilmu),p.139
CAHPTER III
THE METHODOLOGY

A. Purpose of Study

In this research the writer would like to know the influence of applying Total Physical Response in teaching Present Continuous Tense to the first year student of Junior High School SMP Muhammadiyah 17 Rempoa Ciputat. Moreover the writer hopes it will give a better way in teaching Present Continuous tense.

B. Place and Time of Study

The writer held the research from February to March 2010. It began by observation on February. The writer held an esperimer by applying Total Physical Response in Teaching Present Continuous Tense.

The writer held the research at first grade of SMP Muhammadiyah 17 Rempoa Ciputat, the school located on Jl. Ir. H. Juanda 211, Rempoa Ciputat Timur, 15412. Phone / Fax (021) 7401312. It was on a good construction building and also permanent. It consisted of 2 floors which completed by facilitation supporting its education and instruction incuding computer laboratorium with the purpose for introducing computer knowledge and technology.

C. Design of Study

To get good result in doing the research, the writer must prepare everything that is needed, such as preparing pre-test material, post-test material, and many media to help to help the writer in conducting teaching activity. This research is based on the field for method of study and supported by library study to write the theoretical framework.
In the field research, the writer tries to teach the Present Continuous Tense by using Total Physical Response. Before that, the writer prepares the material from Total Physical response that is suitable for students, such as then she does a test to make sure their comprehension from that material

D. Population and Sample

The writer did the research at 7 grade students of SLTP Muhammadiyah 17 Rempoa Ciputat that are involved in the process of improving students’s Present Continuous Tense through Total Physical Response. The population of English students in SLTP Muhammadiyah 17 Rempoa Ciputat are 40 students. The writer took 30 students of SLTP Muhammadiyah 17 Rempoa as the sample of research it is 75% from the total population.

E. Instrument

The instrument of research is pre test which consist of 20 multiple choice questions. The score per item is 5. In means, if student can choose the answer of item correctly, they will get 5 scores and if they can choose the answer of 20 items correctly, they will get 100 scores. From this description, it can be seen that the highest score of the test is 100 scores.

The instrument is divided into two tests namely pre-test. Pre-test is used to measured whether or not the background knowledge of the subject is relatively equal. Post-test is administered to find out the influence of Total Physical Response method toward the student’s achievement in learning Present Continuous Tense.

The test is used to know how well the students have already mastered the Present Continuous Tense and it is also used to prove the effectiveness of using Total Physical Response in Teaching the Present Continuous Tense.
F. Technique of Data Collecting

Collecting data is an important thing in this research that can be determined. The result of the research, and the process as follows:

1. Pre-test
   The pre-test for students is carried out to get their score. The students have to answer the question that is containing about Present Continuous Tense.

2. Treatment/teaching
   The writer begins to teach the Present Continuous Tense through the Total Physical Response.

3. Post-test
   The post-test is given by asking students to do some exercise about Present Continuous Tense.

G. Technique of Data Analysis

To analyze the data, the writer used statistical calculation of the t-test to determine the final calculation of t₀ that was done to measure the last score of the research test. The t-test is a kind of statistical calculation used to examine the truth or the false of null hypothesis that states no significant differences between the result of two samples from a same population. It is useful to describe and to find out the effectiveness of one method or technique used in an experiment.

The writer used the formula that compares two samples that have a relationship each other¹:

\[
t_0 = \frac{MD}{SE_{MD}}
\]

MD = Mean of Differences, the average score from the differences gained scores, between X variable, which are calculated with the formula:

\[
MD = \frac{\sum D}{N}
\]

¹ anas Sudjiono, Pengantar Statistik Pendidikan, (Jakarta : PT Raja Grafindo Persada, 2003), p.305
$\sum D = \text{The total score between X variable and Y variable. D is gained with the formula} \ D = X - Y$

$N = \text{Number of cases}$

$SD_D = \text{The standard deviation from the differences between scores of X variable an Y variable which is gained with the formula :}$

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

$SE_{MD} = \text{The standard error from mean of differences which is gained with the formula :}$

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$
A. The Description of Data

To know the result of the test, the writer presents both the sample of pre-test and post-test, and has made the table of students scores of the pre-test and post-tst, and table of its comparison as well.

The following table is the result of the test which is not using the Total Physical Response method in teaching Present Continuous Tense (Variable S/pre-test)

Table 1
The Scores of Students pre-test without Total Physical Response in Teaching Present continuous Tense

<table>
<thead>
<tr>
<th>NO</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td>5</td>
<td>55</td>
</tr>
<tr>
<td>6</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>65</td>
</tr>
<tr>
<td>11</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>65</td>
</tr>
</tbody>
</table>
Based on the table above, it is clear that the lowest score of the pre-test is 50 and the highest score of pre-test is 80.

The following table is the result of the test which is using the total Physical Response method in teaching Present Continuous Tense (Variable Y / post-test)
Table 2
The Scores of Students post-test with Total Physical Response in Teaching
Present Continuous Tense

<table>
<thead>
<tr>
<th>NO</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>75</td>
</tr>
<tr>
<td>8</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>65</td>
</tr>
<tr>
<td>10</td>
<td>65</td>
</tr>
<tr>
<td>11</td>
<td>75</td>
</tr>
<tr>
<td>12</td>
<td>65</td>
</tr>
<tr>
<td>13</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>75</td>
</tr>
<tr>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>16</td>
<td>65</td>
</tr>
<tr>
<td>17</td>
<td>70</td>
</tr>
<tr>
<td>18</td>
<td>65</td>
</tr>
<tr>
<td>19</td>
<td>70</td>
</tr>
<tr>
<td>20</td>
<td>70</td>
</tr>
<tr>
<td>21</td>
<td>70</td>
</tr>
<tr>
<td>22</td>
<td>65</td>
</tr>
<tr>
<td>23</td>
<td>60</td>
</tr>
<tr>
<td>24</td>
<td>75</td>
</tr>
<tr>
<td>25</td>
<td>60</td>
</tr>
</tbody>
</table>
Based on the second table above, it is clear that the lowest score of post-test is 60 and the highest score of post-test is 75 which indicates that the post-test scores are higher than the pre-test score.
B. The Analysis of Data

Afterward, the next table is the average scores for each test that is not using the Total Physical Response Method (score X/post-test) and using the Total Physical Response method (score Y/post-test)

Table 3
The Comparison of Scores of X (The Scores of Students pre-test)
And to Y (The scores of Students post-test)

<table>
<thead>
<tr>
<th>Students</th>
<th>X</th>
<th>Y</th>
<th>D (X-Y)</th>
<th>D² (X-Y)²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>75</td>
<td>-15</td>
<td>225</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>70</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>65</td>
<td>70</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>65</td>
<td>60</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>55</td>
<td>70</td>
<td>-15</td>
<td>225</td>
</tr>
<tr>
<td>6</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>80</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>60</td>
<td>70</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>60</td>
<td>65</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td>65</td>
<td>65</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>70</td>
<td>70</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>12</td>
<td>65</td>
<td>65</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>60</td>
<td>70</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
<td>65</td>
<td>75</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>15</td>
<td>50</td>
<td>60</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>16</td>
<td>55</td>
<td>65</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>17</td>
<td>60</td>
<td>70</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>18</td>
<td>55</td>
<td>65</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>19</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>60</td>
<td>70</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>21</td>
<td>50</td>
<td>700</td>
<td>-20</td>
<td>400</td>
</tr>
</tbody>
</table>
Based on the data in the table above (table 3) the writer calculated the result of $\sum D = -220 \sum D^2 = 3100$. Then, the writer tried to find out Standard Deviation (SD$_D$) with the formula as the following:

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

$$= \sqrt{\frac{3100}{30} - \left(\frac{-220}{30}\right)^2}$$

$$= \sqrt{103,33 - 53,29}$$

$$= \sqrt{50,04}$$

$$= 7,07$$

Based on the data in table 3, the writer tried to calculate the Mean of Differences (MD) between variable X and Y with formula:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$
\[
\frac{7.07}{\sqrt{30-1}}
\]
\[
\frac{7.07}{\sqrt{29}}
\]
\[
\frac{7.07}{5.38}
\]
\[= 1.31\]
The last procedure of calculation is determining the result of $t_0$

$$t_0 = \frac{MD}{SE_{MD}}$$

$$= \frac{-7.3}{1.31}$$

$$= -5.57$$

The result -5.57 indicates that there is a difference of degrees as much as 5.57 between variable X and Y regardless the minus, for it does not indicate negative score. Then in order to complete the result of this research, the writer tried to find out the degree of freedom $d_f$ with the formula:

$$d_f = N - 1$$

$$= 30 - 1$$

$$= 29$$

Based on the table $d_f$ 29, significance level of 5% and 1% are:

- $t$ table at significance level of 5% = 2.045
- $t$ table at significance level of 1% = 2.765

so, the result is $2.045 < 5.57 > 2.765$

it means that $t_0$ (t observation) is higher than $t_t$ (t table)

Before deciding the result of hypothesis, the writer proposed interpretation toward $t_0$ (t observation) with procedure as follows:

a. Formulating alternative hypothesis (Ha) ; there are significant mean differences between variable X and Y

b. Formulating null hypothesis (Ho) : there are significant mean differences between variable X and Y
Furthermore, the writer has the criteria to test the hypothesis as follows:

a. If the result of calculation $t_0$ (t observation) is higher than $t_t$ (t table), $t_0 > t_t$:
   the null hypothesis (Ho) is rejected. It means that there are significant differences between variable X and Y.

b. If the result of calculation $t_0$ (t observation) is lower than $t_t$ (t table), $t_0 > t_t$:
   the null hypothesis (Ho) is accepted. It means that there are significant differences between variable X and Y.

Based on the result of the calculation, the writer obtained value of $t_0$ 5.57 and degree of freedom (df) = 29.

To know whether it is significant or not, it is better to look at the t table in appendix. The result of $t_t$ on significant 5% = 2.045 and 1% = 2.765. It indicates that $t_0 > t_t$ or 5.57 > 2.765 or (2.045 < 5.57 > 2.765), so the zero hypothesis is rejected and the alternative hypothesis is accepted. It means that there is a significant affective of applying TPR method in teaching Present continuous tense in improving students achievement.

C. The Interpretation of Data

   Based on the data description above, it can be said that the students score of learning present continuous tense by using Total physical response are better than without using total physical response.

   It means that it has the influence of using Total Physical Response method in learning present continuous tense after looking at the result of pre test that without using Total Physical Response method. It can be said that Total physical response method can help the students in learning present continuous tense.
According to the result above, it is known that using Total Physical Response method can give a significant influence to increase student understanding, especially the present continuous tense. It can be seen that the score of post test is higher than pre test. It means that teaching present continuous tense by applying Total Physical Response method through the technique make student have an interesting, funny and enjoyable way in learning the present continuous tense.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

From the calculation in the previous chapter stated that the value of \( t_0 \) is higher than \( t_c \), it means that \( t_0 = 5.57 \) indicate that there is a significant difference between the result of learning present continuous tense by using total physical response method and without using total physical response method.

The writer concludes that the student’s post-test scores in present continuous tense taught by using total physical response are higher than the student’s pre-test score that taught without using total physical response method. This method solve the difficulties that happened that most of students did not know the correct present continuous tense. So, using total physical response method is an alternative way to help students to understand better in studying present continuous tense.

The student could improve their scores of present continuous tense taught by using total physical response method. So, by using total physical response method in teaching present continuous tense will be easy to understanding.
B. Suggestion

The writer would like to give some suggestion that might be useful for the readers, students and the English teacher:

1. Selecting the appropriate method in learning is very important, because each method has the advantages and disadvantages.
2. Teaching present continuous tense by using total physical response method will be more useful for all of the students
3. To make the students more enthusiastically, it is better to use the total physical response method
4. The students are more practice and to improve their English grammar especially in present continuous tense taught by using total physical response method as an alternative way to express their imagination and to get more ideas and information.
5. It is necessary to do more exercises in learning present continuous tense in order to improve student English grammar of Present Continuous tense.
### BIBLIOGRAPHY


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