THE EFFECTIVENESS OF TPR METHOD IN TEACHING SIMPLE PRESENT TENSE
(A Case Study at Beginner of SEC Jombang – Ciputat)

This Paper
Presented to the faculty of Tarbiyah and Teacher’s Training in Partial fulfillment of the Requirement for the Degree of Sarjana (S1)

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THE ENGLISH DEPARTMENT
FACULTY OF TARBIYA AND TEACHERS TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2005 M / 1425 H
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This Paper
Has fulfilled The Requirement for the Degree of Sarjana (S1)
At The English Department the Faculty of Education

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THE ENGLISH DEPARTMENT
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LEGALIZATION OF EXAMINATION COMMITTEE

A skripsi titled "The Effectiveness of Simple Present Tense in Teaching Total Physical Response Method (A Case Study at Smart Education Center, Villa Mutiara Jombang, Ciputat)" was examined at the examination session of the Faculty of Tarbiyah Syarif Hidayatullah State Islamic University Jakarta on October 10, 2005.

This skripsi has fulfilled the requirement for the degree of Sarjana (S1) at the English Department.

Jakarta, October 10, 2005

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ACKNOWLEDGEMENT

In the name of Allah, the Beneficent, the Merciful

Praise be to Allah, the Lord of the universe, Peace and blessing be upon
prophet Muhammad SAW.

Alhamdulillah, the writer has finished her skripsi, entitled: “The Effectiveness of
TPR Method in Teaching Simple Present Tense”. The primary aim of writing this skripsi
is to complete a partial fulfillment of requirements for sarjana degree in the faculty of
Tarbiyah.

This skripsi could not be completed without a great deal of help from many
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writer to make a good skripsi, from the beginner until the end.

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2. Drs. Nasrun Mahmud M.Pd., the Head of English Department, And Drs.
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   and her family, Chaira Saidah, Bagus, Dayat, Novi, Teguh and all of her
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   May Allah Bless, Protect and guided them all, Amin.

   Jakarta, June 30, 2005

   The Writer
CHAPTER I
INTRODUCTION

A. Background of the Study

Today, English is the language used by most countries of the world. English is not only used in conversation but also in business, education, politics, and so on. Indonesia should practice and use English, especially to face the globalization era.

One thing that the learner must study at the first time they learn English is about Grammar. To be able to speak English well and fluently, the learner should master grammar perfectly in written and spoken. They can not write and speak English without knowing the grammar.

To face the globalization in Indonesian English has been introduced in many levels of education. It is started from play group, elementary school, junior high school, senior high school to university. For the beginner students (play group and elementary students) learning English is something new, because English is not their mother tongue, they will face some difficulties in writing and meant the word.

The beginner student have a good and strong memory to remember the word, therefore the teacher should have many methods and ways in their teaching by total physical response for example, it can improve the grammar, especially simple present tense that the writer will discuss in this paper, at beginner students to learn English. Total Physical Response method is developed by James Asher, a professor at psychology at San Jose State University, California; it draws in several tradition,
including developmental, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy palmer in 1925.

It is one of methods used to teach English According to Jack C. Richard and Theodore S. Rodger, TPR method is “a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. They can have joyful, excitement and also make them easier to learn English especially improving their grammar”

Asher sees Total Physical Response as directed to right brain learning, whereas most second language teaching methods are directed to left brain learning. Asher holds that the child language learners acquire language through motor movement a right-hemisphere activity. Similarly, the adult should proceed to language mastery through right-hemisphere motor activities, while the left hemisphere watch and learns. They can have joyful, excitement and also make them easier to learn English especially comprehend their grammar.

Therefore, the writer was interested in searching the effectiveness of Total Physical Response in comprehend simple present tense at the beginner in learning English. So, the writer makes a research in an informal education institution names S.E.C (Smart Education Centre).

B. Limitation of the Study

To avoid misunderstanding and to clarify the problem, it is necessary to make limitation of the study. There are many tenses in the English language. The writer
will not discuss all of tenses, but only discuss the simple present tense. This topic shows how effective using TPR method in improving tenses for the beginner students at S.E.C (Smart Education Centre) Ciputat.

C. Statement of the Study

Based on the previous discussion the writer would like to formulate the problem as follows: Does the teaching of TPR have any effectiveness in simple present tense Sentence?

D. Method of the Study

The study is based on both library and field research. In library research the writer wants to get some information concern with the topic from the books, textbook, magazine, etc.

In field research the writer collected data by teaching and observing two classes, experiment class by using TPR in teaching simple present tense and controlled class not using TPR in teaching simple present tense.

E. Hypothesis of the study

1. Null hypothesis (Ho)

"There is no significant difference between teaching simple present tense through TPR Method and teaching simple present tense through drill technique through beginner students at SEC (Smart Education Center)."
CHAPTER II

THEORITICAL FRAMEWORK

A. Total Physical Response

1. The Meaning of TPR

Total physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including development psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925.1

Asher quoted that Total Physical Response is limited to the “trace theory” of memory in psychology, which hold that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g. by rote repetition) and/or association with motor activity. Combined tracing activity, such as verbal rehearsal accompanied by motor activity, hence increased the probability of successful recall.2

Furthermore, according to Asher in a development sense, he sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consist primarily of commands, which children respond to physically before they

1 Jack C. Richard and Theodore S. Rodgers, Approaches and Methods in Language Teaching A Description And Analysis. (Cambridge: Cambridge University Press, 1986) p.87

2. The Characteristics of TPR

The characteristic of Total Physical Response method will be summed up as follows:

a. The material is presented in imperative form.
b. The commands are given to the class as a whole.
c. Students will begin to speak when they are ready.
d. Production is naturally delayed until the students listening comprehension has been developed.
e. Meaning in target language can often be conveyed through action.
f. Listening should be accompanied by physical movement.
g. The student's mistakes are corrected at that right time.
h. The learning process as started from the simple sentence and it can be visualization in the class.\(^5\)
i. Homework is not permitted although it is not forbidden.
j. It does not need the translation into the student language.

3. The Advantages and Disadvantages of TPR Method

There are some advantages and disadvantages of total physical response method in teaching learning process, namely:

Based on Jack C. Richards and Theodore S. Rodgers in their book, the writer concludes that the advantages and disadvantages of Total Physical Response method are:

a. The Advantages:

1. The students can participating the lesson actively.
2. The students are easier to comprehend the materials.
3. The students can memorize the lesson strongly.
4. Learning process is not felt so boring.
5. Speaking as the goal of language teaching can be achieved.

b. The Disadvantages:

1. It was largely depend on the teacher’s skill.
2. It was only for the very beginners stages of learning.
3. Take to much time to drill the words until the students can understand what the teacher says.

B. Tense

1. The Meaning of Tense

The word “tense” derived ultimately from the Latin word “tempus” meaning “time”. Tense commonly refers to the time of the situation which relates to the situation of the utterance or at the moment at speaking. For example, The commonest

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tenses found in languages are present, past and future: a situation described in the present tense is related as simultaneous with the moment of speaking (John is singing); the situation described in the past as related prior to the moment of speaking (John was singing); while the situation described in the future as relates subsequent to the moment of speaking (John will sing). Since tense refers to the time of the situation which relates to the situation of the utterance, it can be described as "deictic". In other words, deictic refers to an interval or period of time which contains the moment of utterance. It can be expressed by some words: yesterday, now, tomorrow.

So time, as Lyons says, tense is "grammaticalizes the relationships which holds between the time of the situation that is being describe and the temporal zero point of the deictic context."

In talking about tense, it is only focused on the time of the situation that is being describe, but it also discusses about form of the verb. McCawley says that "tense are not features by themselves but underlying verbs". Almost all verbs can show the difference between the present, past and future time by change in the verb.

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form. From this, tense can be also defined as “the time of the action or state expressed by the verb”.

From the morphological’s point of view, there are, as is well known, only two tenses in English. These tense are “present” and “past”. All other tense forms such as present progressive, present perfect or simple future are verb phrases containing one or more auxiliaries. They are constructed by combining a tense (present, past) with an aspect (perfect, progressive) and modality (will and shall).

In discussing about tense, it commonly refers to the past and present time orientation. Whereas aspect relates to such as the completion or lack of completion of events described by a verb. The completed events are expressed by the perfect, while uncompleted events are expressed by the progressive. The perfect aspect is marked by the auxiliary verb have + ed -participle which indicates the continuing present relevance of a past situation. The progressive aspect is marked by the auxiliary verb be + ing -participle which describes activities that are in progress at a particular time, usually for limited duration. While, the modality is often expressed as the future time which is commonly marked by using the auxiliary will and shall. It also includes among others can, may and must.

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2. Simple Present Tense

a. Form of the Simple Present Tense

The present tense is the simplest tense in English, for if looked at the finite verbal group without auxiliaries. The present tense also the only tense that still use form distinction for person and number. The distinction is that the third person singular add-s or -es to the form used in other person and number. The form of this tense is: (he/ she/ it + -s or -es form of verb or I/you/they/we + simple form of verb)

1). Use the -s form with third person singular subject (He, She, It) in the simple present tense. And add does not or doesn’t to negative form.\(^{11}\)

<table>
<thead>
<tr>
<th></th>
<th>Question word</th>
<th>Does or doesn’t</th>
<th>Subject</th>
<th>Does not or doesn’t</th>
<th>Base form</th>
<th>Base form + s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y/N Question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W/H Question</td>
<td>Why</td>
<td>Does</td>
<td>This</td>
<td>Make</td>
<td>A</td>
<td>noise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doesn’t*</td>
<td>machine</td>
<td>comes</td>
<td></td>
<td>Late</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do</td>
<td>you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>machine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>he</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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2). Use the simple form with all other subject (You, We, They), and add do not or don’t to negative form.

<table>
<thead>
<tr>
<th>Question word</th>
<th>Do or don’t</th>
<th>Subject</th>
<th>Do not or don’t</th>
<th>Base form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td></td>
<td>Trees</td>
<td></td>
<td>lose</td>
</tr>
<tr>
<td>Negative</td>
<td></td>
<td>I</td>
<td>Don’t</td>
<td></td>
</tr>
<tr>
<td>Y/N Question</td>
<td>Do</td>
<td>You</td>
<td></td>
<td>have</td>
</tr>
<tr>
<td></td>
<td>Don’t*</td>
<td>you</td>
<td></td>
<td>like</td>
</tr>
<tr>
<td>W/H Question</td>
<td>What</td>
<td>Do</td>
<td>you</td>
<td>want</td>
</tr>
<tr>
<td></td>
<td></td>
<td>you</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

be, do or does with an asterisks is a form of negative question are used to indicate the speaker’s idea about what s/he believe is or is not true, or attitude (e.g., surprise, shock, annoyance, anger).\(^{12}\)

use the following rules to spell the-s form correctly:

a. For most verbs, add –s to the simple form.

1 *drink* coffee  
   He *drinks* tea

1 *read* books  
   She *reads* newspaper.

b. Add –es to verbs that end in o, s, z, sh, x, and ch (unless the ch is pronounced with the sound of k).

1 *go* to work early  
   She *goes* to work late

I watch the news  He watches the opera

c. Omit a final -y and add -ies unless the letter a, e, i, o, or u comes before the -y.

I hurry to work  He hurries home

I buy the food  She buys the furniture

d. For the verb have, use the irregular form has and put don’t or doesn’t for negative statements.

Affirmative:  I have English class today.  She has a good racket.

Negative:  I don’t have English class today.  She doesn’t have a good racket.

Interrogative:  Do you have English class today?  Does she have a good racket?

Short answer: Yes, I do/ No, I don’t.

Yes, she does/ No she doesn’t.

Long answer: Yes, I have English class today.

No, I don’t English class today.

Yes, she has a good racket.

No, she doesn’t have a good racket.
e. Adverbs of frequency.¹³

The term adverb of frequency is used for those adverbials that answer the question ‘How often? or how many time? ’. The following adverbs like: always, usually, often, sometimes, seldom, and never are often used with the simple present tense to indicate frequency. These adverbs often used in affirmative and question.

Affirmative: I seldom go to class late.

Question : When does she always have breakfast?

When do you usually get up?

f. Longer time expressions that describe repeated action usually come at the beginning or the end of the sentence for emphasis.

The buses run every hour.

As a rule, I don’t go to the office on Saturdays.

b. The usage of the Simple Present Tense

The simple present tense performs the following function:¹⁴

1. Expresses general truths.

Coffee comes from Brazil.

Costa Ricans speak Spanish.


Lead is heavy.

The earth revolves around the sun.

2. Expresses and habitual actions, often with such adverbial expression as frequently, usually, every day, and so on. It is also the usual present tense form of stative or “private” verbs, such as wish, hope, fear, love, like, understand and know.

I spend every summer in the mountains.

They usually go to Miami in the winter.

She always studies very hard.

Yes, I see him every day.

Lisa understands Portuguese.

I hope for the best.

She loves her husband.

3. Expresses future time with a future time adverbial.

She leaves next week.

Classes begin the day after tomorrow.

The team plays in St. Louis next month.
First of all, she calls on four volunteer students to come to the front of the class and sit with her in chairs that are lined up facing to the other students. He tells the others student 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.

The teacher says in English, “stand up.” As she says it, she stands up and he signals for the volunteers to rise with her. 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 to the teacher’s command; the students say nothing the next time that they stand up together, the teacher issues a new command, “turn around.” The students follow the teacher’s example and turn so that they are facing their chairs. “turn around,” the teacher says again and this time they turn to face the other students as before. “Sit down. Stand up. Turn around. Sit down. “He says, “walk,” and they all begin walking toward the front row of the students seats. “Stop. Jump. Stop. Turn around. Walk. Stop. Jump. Stop. Turn around. Sit down. Point to the desk. Touch the wall.” The teacher gives the commands and they all perform the actions together. The teacher gives the commands again, changing their order and saying them quite quickly. “Stand up. Point to the door. Touch the floor. Jump. Sit down. Stand up.

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After the teacher introduced some kinds of imperative verbs, he started to make them in sentences especially in simple present tense. In this way, she models some actions to the students. As she acts them, she says what she does. In English the teacher says, “I walk to the door.” As she says it she walks to the door and signals for the four volunteers to rise with her. They all walk. “I sit down on the chair,” she says and they all sit.”
CHAPTER III

RESEARCH METHODOLOGY AND FINDINGS

A. Research Methodology

1. Method of Research

The writer took two kinds of variable: the independent and dependent variables. In this research, the independent variable is teaching Simple Present Tense by using TPR method and the dependent variable is Simple Present Tense not using TPR method.

The writer also using field research and supported by library study.

a. Field research

The writer took the data relevant to the solution of the problem faced in this research paper by doing observation and testing to the student.

b. Library study

The writer read some books related to her paper.

2. Object of Research

The object of research was the Beginner class of Smart Education Center (S.E.C) Jombang that was devided into two class; they were called experiment and control class. Experiment class was a class that the writer taught simple present tense using TPR Method. And control class that the writer taught simple present tense not using TPR method.
3. Place and Time

The writer took place of the research at S.E.C located in Jombang, Ciputat. He conducted this research from March to May 2005. It is divided into two periods; first, she held the library research from March up to April 4th, 2005. And the second, she held field research on eleventh until May 28th, 2005.

4. Population and Sample

The population of the study is 20 students from the Beginner students of Smart Education Center (SEC) divided into two classes. The sample was taken by random sampling system where 10 students from experiment (TPR Method) class and 10 students are from controlled (drill) class.

Sampling is done in random in order to get representative data and make it easy to calculate. In this research the writer presented a lesson using TPR Method and drill. And also she gave the explanation of direction of doing test.

5. Instrument of Research

The technique of data collection is done by test. The test is done by getting the objectives data of student’s achievement in teaching simple present tense both using TPR method and not using TPR method. The writer applied two tests namely pre-test and post-test that both will be named as data.

6. Technique of Data Collecting

The writer used the following steps to collected data:

a. Observation
She makes an observation to the sample in order to get better understanding of the intended object

b. Experiment

The research was done in two classes. Pre beginner A- as experiment class and Beginner B- as controlled class. Where experiment class used TPR method and controlled class not using TPR method during teaching - learning process.

c. Collection

To obtain data of this research, he treated each class according to technique has determines, due to syllabus, and gave the test.

B. Findings Research

1. Data Analysis

Data analysis is the last step in the procedure of experiment, in this case, processing the data. Data Processing is the step to know the result of both the experiment class and controlled class and also their difference.

To find out the differences of student’s score in using TPR method in teaching simple present tense will be compared to the students; that using drill technique in teaching simple present tense the writer uses T – test.

Before using T – test formula, the writer has to seek the differences of mean variables by using formula as followed:
\[ M_1 = \frac{\sum X^2}{N_1} \quad \text{and} \quad M_2 = \frac{\sum Y^2}{N_1} \]

And after getting mean variables, the writer has to seek the standard of deviation of variable and standard error mean of variables by using formula as followed:

1. \[ M_1 = \sqrt{\frac{\sum X^2}{N}} \quad \text{and} \quad M_2 = \sqrt{\frac{\sum Y^2}{N}} \]

2. \[ M_1 = \sqrt{\frac{SD_1}{N-1}} \quad \text{and} \quad M_2 = \sqrt{\frac{SD_2}{N-1}} \]

The next step is seeking the standard error mean difference of variables by using formula as followed:

\[ SEM_1 - M_2 = \sqrt{SEM_1^2 + SEM_2^2} \]

Then the last is determining \( T \)-test by using formula:

\[ \frac{M_1 - M_2}{SEM - M_2} \]

2. **Data Description**

To know the result of the test, the writer makes the table of student’s score for each class as follow:
Table 1

The Test Score of the Experiment Class Students

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>65</td>
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<td>4</td>
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<tr>
<td>9</td>
<td>85</td>
</tr>
<tr>
<td>10</td>
<td>75</td>
</tr>
</tbody>
</table>
Table 2

The test score of the Controlled Class Students

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tr>
<tr>
<td>2</td>
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</tbody>
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### Table 3

The Result Calculation of test both Experiment Class and Controlled Class

<table>
<thead>
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<th>No</th>
<th>X</th>
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<th>x</th>
<th>y</th>
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<th>y²</th>
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<tr>
<td>8</td>
<td>60</td>
<td>50</td>
<td>-12</td>
<td>-11</td>
<td>144</td>
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<td>10</td>
<td>75</td>
<td>60</td>
<td>3</td>
<td>-1</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>Σ720</td>
<td>Σ610</td>
<td>Σ0</td>
<td>Σ0</td>
<td>Σ510</td>
<td>Σ590</td>
</tr>
</tbody>
</table>
a. Determining mean I with formula:

\[
\frac{\sum X}{N} = \frac{720}{10} = 72
\]

b. Determining mean II with formula:

\[
\frac{\sum Y}{N} = \frac{610}{10} = 61
\]

c. Determining of standard deviation of variable I

\[
SD_1 \sqrt{\frac{X_1^2}{N}} = \sqrt{\frac{510}{10}} = \frac{22.58}{3.16} \approx 7.14
\]

d. Determining of standard deviation of variable II

\[
SD_2 \sqrt{\frac{Y_1^2}{N}} = \sqrt{\frac{590}{10}} = \frac{24.28}{3.16} = 7.68
\]

e. Determining of standard error mean of variable I

\[
SEM_1 \sqrt{\frac{SD_1}{N}} = \sqrt{\frac{7.14}{10-1}} = \frac{7.14}{9} = \frac{2.67}{3} = 0.89
\]

f. Determining of standard error mean of variable II

\[
SEM_2 \sqrt{\frac{SD_1}{N}} = \sqrt{\frac{7.68}{10-1}} = \frac{7.68}{9} = \frac{2.77}{3} = 0.92
\]

g. Determining of standard error mean difference of \(M_1\) and \(M_2\)

\[
SEM_1 - SEM_2 = \sqrt{SEM_1^2 - SEM_2^2} = \sqrt{0.89^2 + 0.92^2} = \sqrt{0.792 + 0.846} = 1.638 = 1.279
\]
h. Determining $t_n$ with formula

\[
\frac{M_1 - M_2}{\text{SEM}_1 \cdot \text{SEM}_2} = \frac{72 - 61}{1.279 \cdot 1.279} = \frac{11}{1.279} = 8.60
\]

i. Determining $t$-table in significance level 5% and 1% with df:

\[
df = (N_1 + N_2 - 2) = 10 + 10 - 2 = 18
\]

The writer gained $t$-table:

S. L. 5% = 2.10

S. L. 1% = 2.90

j. The Comparison between $T$-Score With $T$-Table:

In the table of significance or in $t$-table, we can see on the df = 18 and on the degree of 5% and 1%, the result is 2.10 and 2.90. And $t$-score is 0.42. So we can conclude that $t$-score is lower than $t$-table.

3. Data Interpretation

To prove the hypothesis, the data obtained from the experiment class and controlled class are calculated by using $t$-test formula with assumption as follows:

If $t_o > t$ The alternative hypothesis is accepted. It means there is significant difference between teaching simple present tense through TPR Method and drill (not using TPR Method).
If $t_0 < t_1$ the alternative hypothesis is rejected. It means there is no significant difference between teaching simple present tense through TPR Method and drill (not using TPR Method).

From the result of calculation, it is obtained the value of the $t_0$ is 8.60. The degree of freedom (df) is obtain from $(N_1 + N_2 - 2) = (10 + 10 - 2).$ In this paper the writer uses the degree of significance of 5% and 1%. In the table of significance, it can be seen that on the $df = 18$ on the degree of 5% and 1%, the value of significance the result is $2.10 < 8.60 > 2.60.$ Since to score in the table is higher than $t_0$ score obtained from the result calculating, the alternative hypothesis (Ha) is accepted and the Null hypothesis (Ho) is rejected.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data described previously, the conclusion can be drawn that the use of TPR Method has a good effectiveness in teaching simple present tense. It can be seen at the result of statistics calculation above, where the value of t (8.60) is higher than t (2.10 and 2.60).

From the result of the analysis, it is generally accepted that TPR Method have potential place to motivate the student in learning English grammar especially simple present tense.

B. Suggestion

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

1. English is an important language used by most of people in the world.
2. Selecting the appropriate method in teaching is very important, because each method have the advantages and disadvantages.
3. It is important for the teacher to make sentences contain simple present tense in real situation.
4. A teacher should encourage her students to practice their English.
5. Before beginning to teach, a teacher should prepare everything involved in teaching learning process.
BIBLIOGRAPHY


