

CHAPTER I

INTRODUCTION

A. Background of the study

Language is a system of communication through which consists of a set of sounds and written symbol which is used by the people of a particular country for talking or writing.¹ One of the most important creations of human work in the history of civilization is language. Through this language, humans interact and communicate among themselves.² Furthermore, Language plays a great part in this life. English is an important language in the world. It is an international language spoken by many people all over the world, either as a first or second language. It is also a key to open doors of scientific and countries in the world. It is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favorable than those who do not.

Unfortunately, listening is a skill that is rarely taught. In school, students are taught speaking, reading, and writing skills, but in general, there are few courses devoted to the subject of listening. Moreover, most people are so engrossed in talking or thinking about what they are about to next that they miss out on many wonderful opportunities to learn about new concepts, ideas and culture. As stated before, listening is the first language skill developed in acquiring a language. The students will find the difficulty in learning English if their ability in listening English text is very low. They will not be able to speak, read and write in English if they can not understand English text because they do not have enough practices in listening and understanding English text.

¹ M.F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools and Techniques*. (Jaipur: Sunrise Publishers and Distributors, 2008), 27-28.

² Ilzamudin Ma'mur, *Membangun Budaya Literasi Meretas Komunikasi Global*, (Jakarta: Diadit Media, 2010), 49.

Even though English has been familiar in Indonesia, but not every students can listen the English languages well. The researcher sometime found that some students problem in English class. First, they are difficult to express their idea. If the student difficult to express their idea, so it can make the student is so hard to listen English language. Then, they were afraid to making mistakes when the students listen.

In which case the teacher needs to find an approach or method of instruction or that is appropriate and acceptable to student. Traditionally, conventional methods in the teaching of English as a foreign language, such as plain explaining and drilling, are unappealing and can be very monotonous to the students. When learning is too monotonous student will not be interested in the lesson. In the learning writing English process, the teacher should give the stimulus to the students. Because if the students accept the stimulus they are will be try to listen English, and one of main ways to achieve this goal is by means use of Total Physical Response.

TPR is one of english teaching methods to teach imperative to learners to study English. In teaching listening skill to thhe children TPR has less stressful ways, enjoyable, easy to be implemented, but long-term retention effect for them to get the best result. Students must be become self-directed as they work individually to gather ideas and information to share with the group.³ From their statement the researcher can conclude that problem-based learning is one of method can make the student enjoy to learning, can thinking critically, and make the student writing English enjoy.

Based on the explanation above, so the writer chooses the research with the title ***“Improving Young Learners’ Listening Skill Through Total Physical Response (TPR)” (An Experimental Research at Second Grade of TK RA Mathla’ul Anwar Tangerang)*** The writer hopes that listening will be usefull

³ Beverly J. Hearn and Peggy F. Hopper, “Instructional Strategies for Using Problem-based Learning with English Language Learners”, Vol. XXXII, No. 2, (2009), 39.

especially for the writer and generally for the readers that are interested in the research.

B. Focus of the Study

In accordance with the identification of the problems, the writer focuses the problem; on the method to improve, in which, in this case will used Total Physical Response. The research instrument focuses on test or/ and short composition. The research will be conducted at kinder garthen.

C. Statements of the Problem

The writer has explained more clearly about the background of the study. There are many problems in this research that have mentioned above by the writer. The writer can formulate the problem as follow:

1. How does the young learners' listening skill at the second-grade students of TK. RA. Mathla'ul Anwar before using Total Physical Response (TPR) Method?
2. How does the young learners' listening skill at the second-grade students of TK. RA. Mathla'ul Anwar after using Total Physical Response (TPR) Method?
3. How is the effectiveness of Total Physical Response (TPR) Method in teaching listening comprehension at the second-grade students of TK. RA. Mathla'ul Anwar Tangerang?

D. Object of the study

According to the problem formulated above, there are some objectives of the research as follows.

1. To know how does the young learners' listening skill at the second-grade students of TK. RA. Mathla'ul Anwar before using Total Physical Response (TPR) Method.

2. To know how does the young learners' listening skill at the second-grade students of TK. RA. Mathla'ul Anwar after using Total Physical Response (TPR) Method.
3. To know how is the effectiveness of Total Physical Response (TPR) Method in teaching listening comprehension at the second-grade students of TK. RA. Mathla'ul Anwar Tangerang.

E. The significance of the Study

The significance of the study can be classified into two division, for the teacher and students. For the teacher after read this study will get new innovation to develop listening media. For student they can increase their comprehension with enjoyfull by reading this result.

F. Hypothesis

According to Jack R. Fraenkel, "Hypothesis is simply put , a prediction of the possible outcomes of a study".⁴ The hypothesis devided into two as like John W. Creswell said in his book:

"There are two types of hypothesis: the null and the alternative to the null. The null hypothesis is the most traditional form of writing a hypothesis. Null hypothesis make predictions that of all possible people whom researchers might study (i.e. called the general population), there is no relationship between independent and dependent variables or no difference between groups of an independent variable or a dependent variable. In contrast to the null hypothesis, you may write the an alternative hypothesis if you think there will be a differencebased on result from past research or an explanation or theory reported in the literature".⁵

⁴ Jack R Frankel, *How to Design and Evaluate Research in Education seventh Ed.* (New York : Mc Grow Hill, 2009), 45.

⁵ John W. Creswell, *Education Research (planning, conducting, and Evaluating Quantitative and Qualitative Research)* fourth Ed, (USA: Person, 2012), 126-127.

The hypothesis of the study can be alternative and null hypothesis.

The hypothesis as follows:

H₀ (hypothesis null) : is rejected, it means that there is no influence between X variable and Y variable.

H_a (hypothesis alternative) : is accepted, it means that there is influence between X variable and Y variable.

G. Previous Study

There are some previous researches that focus on the use of Total Physical Response (TPR) method. The first research done by Elis Nurhasanah 02431915 (2006), entitled "*The Correlation Between TPR and students listening Ability*". She observed at the sixth grade of students in elementary school at SD Damai Tanjung Priuk North Jakarta. She used an experimental research and she chose a true experiment. In her research she wanted to know how the students are listening abilities and is there any correlation between TPR and students listening abilities using TPR at SD Damai Tanjung Priuk North Jakarta. In collecting data she gave test to the students and interviewed English teacher of SD Damai Tanjung Priuk North Jakarta. The conclusion of her research is total physical response can give positive influence because there is tendency that the frequency between TPR and student's listening abilities.⁶ The writer can analyze that the two previous studies above focus on students' listening abilities. It used two ways of data collection. There are observation and test.

The second research done by Umaroh 04432701 (2009), entitled "*The influence of TPR method toward Elementary School Students; Basic Listening*". She observed at the sixth grade of students in Elementary School at

⁶ Elis Nurhasanah, *The Correlation Between TPR and student's Listening Abilities (An experimental Research at Class Sixth of SD Damai Tanjung Priuk North Jakarta, 2006)*, 37.

SDN Cimaung 1. She used experimental research and she choose a true experiment. In collecting data she gave test to the students and observation the condition of SDN Cimaung 1. She conclude that the students' basic listening before using TPR in average score is 17,544, but after using TPR the average score is 18,88. From research between listening pretest and posttest experiment class, she has already know that the students taught TPR method get better score and more significant increase, it means that the influence of TPR help and support elementary school students' basic listening.⁷

The writer can analyze that the previous study above focus on students' listening abilities. It used two way of data collection. There are observation and test. The writer take a tittle in this research is about Total Physical Response, but the variable Y in this research is different from the previous research. The writer focuses in improving young Learners' listening skill. The similarity in this researchis in collecting data, the writer take two ways. Observation and test.

H. The Organization of the Writing

This thesis is systematically divided into five chapters. The following is short description about what each chapter contains.

Chapter one contains the background of the study, research question, object of the study, significance of the research, The organization of the writing.

Chapter two discusses theoretical background, instruction media, kinds of instruction media, auditory media, film, music, visual media, audio visual media, contributions media with listening process, listening, listening needs, reasons of being poor, factors influence students listening comprehension,

⁷ Umaroh` *The Influence of TPRMethod toward Elementary School student's Basic Listening (An nexperimental Research at Sixth grade of SDN Cimaung 1, 2009)*, 41.

correlation of music and film to improve listening comprehension, how to teach listening, definition of listening, technique of listening, strategy in teaching listening, strategy in teaching listening, comprehension.

Chapter three consists of time and locataion, population and sample, instrument, technique of research.

Chapter four consists of description of the data, the experiment of normality from the data variable x , the experiment of normality from the data variable y , correlation variable x white variable y , influence variable x to variable y . interpretation and implementation.

Chapter five closing which contains of the conclusion and suggestions.

CHAPTER II

THEORITICAL FRAMEWORK

A. Listening

1. The Nature of Listening

Listening is one of the fundamental language skills, and crucial in the development of the second language competence so there are many definitions of listening which present different views of scholars towards the concept. Listening is an interactive process of recognition, perception, and understanding of theoretical input and an intention to complete a communication.¹ According to Anderson and Lynch, listening is really a receptive skill along side with reading skills and the role of listeners is no longer passive but active. Mrs. Emilyya says that “To train your listening skills, it is important to listen actively, which means to actively pay attention to what you are listening to.”² It is an invisible mental process, so it is very difficult to describe. This involves understanding the speaker’s accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.

Listening is the one skill that you use the most in everyday life .³ Listening also the first language mode that children acquire, a foundation for all aspects of language and it plays a life-long role in the processes of learning and communication essential to producing participation in life study by Wilt, which found that people listen 45 percent of the time they spend communicating, is still widely cited? Wilt found that 30 percent of communication time was spent speaking, 16 percent reading, and 9

¹ Sari Dewi Purnama, Paper: “Teaching Listening Skill Through Total Physical Response Method”, (Bandar Lampung: University of Bandar Lampung, 2017), 2.

² Sukma Emilyya, *Listening 3* (UIN Sultan Maulana Hasanuddin Banten: Serang,2017), v.

³ Emilyya, *Listening 3*, v.

percent writing.⁴ Based on Fahriany, the functional model of input processing in SLA by Tomlin and Villa stated that "attention has three components with neurological correlates: (1) alertness, which is an overall readiness to deal with incoming stimuli, (2) orientation, which is the direction of attentional resources to certain type of stimuli, (3) detection, which is the cognitive registration of stimuli."⁵

Rost emphasizes the importance of listening for several reasons below⁶:

- a. Listening is vital in the language classroom because it provides input for the learner. Without understandable input at the right level, any learning simply cannot begin.
- b. Spoken language provides a means of interaction for the learner. Since the learners must interact to achieve understanding, access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an impediment, not an obstacle, to interaction and learning.
- c. Authentic spoken language presents a challenge for the learner to attempt to understand language as it is actually used by native speakers.
- d. Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, interaction patterns) in the language.

Listening requires practice: adults spend 40-50% of communication time listening, and a great amount of the comprehensible input learners receive comes through listening. However, in monolingual contexts there are few opportunities of listening meaningful input, what was a powerful

⁴ Hylop, Nancy B and Tone., *listening: Are We Teaching It, and If So How?* (bruce:ericdigest,1998), 928.

⁵ Fahriany, "The role of awareness in Second Language Development", (Palangkaraya: IAIN Palangkaraya, 2014), 38.

⁶ Rost, M., *Introducing Listening*, (England:Penguin English, 1994), 38.

reason for us to focus on this skill.⁷ Listening is included during most of the stages of the TPR method: in the presentation of vocabulary, in students' aural recognition of said vocabulary and finally in the practice stage where the teacher gives commands or information students need to respond to in different ways.

Moreover, listening is also an important condition for developing other skills, especially speaking skill as Doff suggest that we cannot develop speaking unless we develop listening skill. Indeed if we want to speak well, we firstly must listen to what others say and understand them clearly.

To sum up, listening skill has taken a very important part in learning English. It is the most communicative and practiced skill that needs to be developed as much as possible.

2. The Definition of Teaching Technique

Teacher use many metaphors to describe what they do. Sometimes think are like actors because we are always on the stage. The range of images these and others that teachers use about themselves indicate the range of views that they have about their profession.⁸ It is because views are somewhat mixed as to what teachers are, and because different functions are ascribed to teaching, that we need to examine the teachers' role not only in education generally, but in the classroom it self. First of all, let the students to have habit of expectation in hearing practice.⁹ Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and

⁷ Gilman, R. A., *What Practitioners say about Listening: Research Implications for the Classroom*. (England: Foreign Language Annals, 1984), 31-34.

⁸ Jeremy Harmer, *The Practice of English Language Teaching, Third Edition completely revised and Updated*, (Longman:2001), 235.

⁹ Nurul Islam Muhammad, "An Analysis on How to Improve Tertiary EFL Students' Listening Skill of English". *Journal of studies in Education. Vol.2 No.2*, 210.

listening purposes.¹⁰ The teacher is clearly a major factor in a contenance of a students' motivation is the teacher although we will be discussing the role of teacher in detail, her it north. Pointing out this his or her attitude to the language and the task of learning will be vital.¹¹ On obvious enthusiasm for English and English Learning, in the case would seem to be prerequisites for a positive classroom atmosphere.

Teacher have any method to teaching the students' especially defect. According to Edward M. Anthony and William E. Norris define that method is neither the intricate set of assumption that characterize a particular approach to language teaching, nor it is the list of drills, exercise, diagrams and explanations that makes up the technique of the talented classroom teacher.¹²

According to Edward Anthony, American Applied Linguist defines that methods is an over all plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic and a method is procedural.¹³ Based on opinion above the method is procedural an over all plan for the orderly presentation of language material, that makes up the techniques of the talented classroom teacher.

In teaching students every teachers have some technique, is a common technique when using video material is called "silent viewing" this is where are teacher plays the video with no sound, silent viewing is a single activity rather than a sequence and such as a technique rather than a whole procedure.¹⁴ Brown said "Learning defined as acquiring or getting of knowledge of subject or skill by study, experience or instruction".¹⁵

¹⁰ Purnama, Teaching Listening Skill Through Total Physical Response Method, 13.

¹¹ Purnama, "Teaching Listening Skill Through Total Physical Response Method", 235.

¹² Ilzamudin Ma'mur, ed., *An Antology of TEFL*, (Serang: UIN Banten, 2002), 128.

¹³ Jack and Theodore, *Approach and Methods in Language Teaching, A Description an Analysis*, 14.

¹⁴ Jack and Theodore, *Approach and Methods in Language Teaching, A Description an Analysis*, 52

¹⁵ H, Douglas Brown, *Principles of Language Learning and Teaching Fourth Edition*, (NY: Longman, 2000), 7.

Based on the statement above, it can be principally that teaching is the process of guidance the students to reform learning activities of it can be defined that teaching is an effort of organizing environment in relationship with encouragement of the students activities in learning process to grasp the special target.

3. The Definition of Teaching Listening

Teaching is interaction between teacher and student.¹⁶ Dictionary also give a variety of message about teaching. According to the Cambridge International Dictionary of English, 'teaching' means to give (someone) knowledge or to instruct of train contemporary English Suggests that it means to 'show somebody how to do something' or to 'changes idea'.¹⁷ And listening emerges as an important element in the process of second language acquisition.¹⁸

Student can improve their listening skill and gain valuable language input through a combination of extensive and intensive listening material and procedures. Listening of both kinds is especially important since it provides the perfect opportunity to hear voices other than the teachers', enables students to acquire good speaking habits as a result of the spoken English they absorb, and helps to improve their own pronunciation.

B. Total Physical Response (TPR)

1. The nature of Total Physical Response

Total Physical Response is a Method that used to raise students' comprehension using speech and action. How can the teacher do to explain what their mean until the students understand it. Total Physical Response is a language teaching method built around coordination of speech and action;

¹⁶ Uzer Asman, *Menjadi Guru Profesional*, (Bandung: PT Remaja Rosdakarya, 2005), 4.

¹⁷ Asman, *Menjadi Guru Profesional*, 4

¹⁸ Rahmawati Faidah, Paper: "Improving Students Listening Skill Through Total Physical Response Games", (Yogyakarta: State University Yogyakarta:2013), 13.

it attempts to teach language through physical (motor) activity.¹⁹ that interaction in the classroom has a role as the internal process of learning, which consists of a consequence of the external interaction between two kinds of participations: the teacher on the one hand and the learners on the other.²⁰

Total Physical Response is linked to the “trace theory” of memory in psychology, which holds 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 in association with motor activity. Combined tracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful verbal.²¹ Total Physical Response (TPR) is a language teaching method developed by James Asher, a professor emeritus of psychology at San Jose State University. It is based on the coordination of language and physical movement. In TPR, instructor give commands to students in the target language with body movements, and student responds with whole-body actions.²² In another statements, Total Physical Response Method (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.²³

Total Physical Response is limited to the imperative because student’s of all ages have instat understanding of the target language from here student’s can make a smooth transitions to all other grammatical feature. The sequence is listening before speaking and the mode is to synchronize language with the individual’s body.

¹⁹ Jack and Rodgers, *Approaches and Methods in Language Teaching*, 87.

²⁰ Faidah, “Improving Students Listening Skill Through Total Physical Response Games”, 10.

²¹ Long, M. H., and C. Sato. *classroom Oriented Research in Second Language Acquisition*. (Mass: Newburry House, 1983), 49.

²² https://en.m.wikipedia.org/wiki/Total_Physical_Response

²³ Purnama, “Teaching Listening Skill Through Total Physical Response Method”, 21.

2. The Characteristic of Total Physical Response

In this method, we will know that Total Physical Response can be used as teaching approach. This character is describing total physical response in use. The characteristic of total physical response method will be summed up as follow:²⁴

- 1) The first phase of a lesson is one of modeling.
- 2) The instructor issues commands by performing them alone.
- 3) The observers also have an opportunity to demonstrate their understanding.
- 4) The teachers next recombines elements of the commands to have students develop flexibility in understanding unfamiliar utterances.
- 5) These commands, which students perform, are often humorous.
- 6) After learning to respond to some oral commands, the students learn to read and write them.
- 7) When students are ready to speak, they become the ones who issue the commands.
- 8) After students begin speaking, activities expand to include skits and games.

3. Approach of Total Physical Response

a. Theory of Language

Asher does not directly discuss the nature of language or how languages are organized. Asher states that “most of the grammatical structure of the targets language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor”(1977:4). He views the verb, and particularly the verb in the imperative, as the central linguistic motif around which language use and

²⁴Asher J. *Learning Another Language Through Actions.: The Complete Teacher's Guide Book* (California: Sky Oaks Productions, 1977), 57.

learning are organized.²⁵ Asher sees language as being composed of abstractions an nonabstraction being most specifically represented by concrete nouns and imperative verbs. He believes that learners can acquire a “detail cognitive map” as well as “the grammatical structure of language” without recourse to abstractions. Faidah Rahmawati said “TPR works on the coordination of speech and action through physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter”.²⁶

Abstractions should be delayed until students have internalized a detailed cognitive map of the target language. Abstractions are not necessary for people to decode the grammatical structure of a language. Once students have internalized the code, abstractions can be introduced and explained in the target language.²⁷ This is an interesting claims about language but one that is insufficiently detailed to rest.

b. Theory of Learning

Asher’s language learning theories are reminiscent of the views of of other behavioral psychologists. For example, the psychologist Arthur Jensen proposed a seven-stage model to describe the development of verbal learning in children. The first stage he calls Sv-R type learning, responds by fetching the ball and bringing it to his mother. Ball is the sv (verbal stimulus) and Percival’s action in the response. At Percival’s age, children respond to words about four times faster than they respond to other sounds in their environment.²⁸

²⁵ Asher J. *Learning Another Language Through Actions.: The Complete Teacher’s Guide Book*, p.4.

²⁶ Purnama, Paper: “Teaching Listening Skill Through Total Physical Response Method”, 17.

²⁷ Asher, *Learning Another Language Through Actions*, 11-12.

²⁸ Dececoo, J. P., *The Psychology of Learning and Instruction : Educational Psychology*. (N.J : Prantice Hall, 1968), 79.

4. Designed of Total Physical Response

a. Objectives

The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills.²⁹ A TPR course aim to produce learners whoa are capable of an uninhabited communication that is intelligible to a native speaker. Whatever goals are set, however, must be attainable through the use of action-based drills in the imperative form.

b. The Syllabus

The type of syllabus Asher uses can be inferred from an analysis of the exercise type employed in TPR classes. This analysis reveals the use of a sentence-based syllabus, with grammatical and lexical criteria being primary in selecting teaching items. Grammar is thus taught inductively. Grammatical features and vocabulary items are selected not according to their frequency of need or use in target language situations, but according the situations in which they can be used in the classroom and the ease with which they can be learned.³⁰

c. Learner Roles

Learners in the Total Physical Response ahave the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively. Learners have little influence over the conyent of learning, since content is determined by the teacher, who must follow the imperative-based format for lesson.³¹

²⁹ Dececoo, *The Psychology of Learning and Instruction : Educational Psychology*, 79.

³⁰ Jack and Rodgers, *Approaches and Methods in Language Teaching*, 93.

³¹ Jack and Rodgers, *Approaches and Methods in Language Teaching*, 93.

d. Teacher Roles

The teacher plays an active and direct role in Total Physical Response. "The instructor is the director of a stage play in which the students are the actors". Asher recommends detailed lesson plans: "It is wise to write out the exact utterances you will be using and especially the novel commands because the action is so fast-moving there is usually not time for you to create spontaneously".³² Classroom interaction and turn taking is teacher rather than learner directed. In giving feedback to learners, the teacher is required to follow the example of parents giving feedback to their children. Similarly, the teacher needs to tolerate fewer mistakes in speech; he has to avoid too much correction in the early stages and is not required to interrupt to correct errors in that this may inhibit learners to take an action or speak out.³³

Asher stresses, however, that the teacher's role is not so much to teach as to provide opportunities for learning. The teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalize the basic rules of the target language. Thus the teacher controls the language input the learners receive, providing the raw material for the "cognitive map" that the learners will construct in their own minds. The teacher should also allow speaking abilities to develop in learners at the learners' own natural pace.³⁴ In giving feedback to learners, the teacher should follow the example of parents giving feedback to their children. At first, parents correct very little, but as the child grows older, parents are said to tolerate fewer mistakes in speech." This results in progressing at too fast a pace and failing to provide a

³² Jack and Rodgers, *Approaches and Methods in Language Teaching*, 94.

³³ Widodo Handoyo Puji, Paper: "Teaching Children Using a Total Physical Response (TPR) Method: Rethinking", (Jember:Politeknik Negeri Jember:2004), 239.

³⁴ Puji, "Teaching Children Using a Total Physical Response (TPR) Method: Rethinking", 239.

gradual transition from one teaching stage to another. The teacher should also avoid having too narrow a tolerance for errors in speaking.³⁵

e. The role of Instructional Materials

There is generally no basic text in a Total Physical Response course. Materials and realia play an increasing role, however, in later learning stages. For absolute beginners, lessons may not require the use of materials, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities. Later the teacher may use common classroom objects, such as books, pens, cups, furniture. Children ability in listening comprehension is acquired because children need to respond physically to spoken language in the form of parental commands.³⁶ Asher has developed TPR student kits that focus on specific situations, such as the home, the supermarket, the beach. Students may use the kits to construct scenes (e.g., "Put the stove in the kitchen").³⁷

f. Procedure of Instructional Materials

Asher provides a lesson-by-lesson account of a course taught according to TPR principles, which serves as a source of information on the procedures used in the TPR classroom. The course was for adult immigrants and consisted of 159 hours of classroom instruction.³⁸

Total Physical Response is limited to the imperative because student's of all ages have instat understanding of the target language from here student's can make a smooth transitions to all other grammatical feature. The sequence is listening before speaking and the mode is to synchronize language with the individual's body.

³⁵ Asher, *The Extinction of second language learning in American Schools*, 49.

³⁶ Puji, "Teaching Children Using a Total Physical Response (TPR) Method : Rethinking", 238.

³⁷ Asher, *The Extinction of second language learning in American Schools*, 49.

³⁸ Asher, *The Extinction of second language learning in American Schools*, 49.

The learners of total physical response method has the primary rules of listener and performer. They listen attentively and response physically to command given by teacher. Learners are required to response individually and collectively. The teacher plays an active and direct roles in total physical response method, because the instructor is the director of stage play in which the students or learners are the actors. It is the teachers who decide what to teach.

C. Young Learners

1. The Nature of Young Learners

Young Language Learners are those who are learning a foreign or second language and who are doing so during the first six or seven years of formal schooling. In the education systems of most countries, young learners are children who are primary or elementary school.³⁹ Teaching a foreign language especially English to young learners is different with teaching a foreign language to adults or adolescents students.⁴⁰ Teaching English to young learners at elementary school and kinder garten is different from that to adults. The English teachers to young learners in elementary school, therefore, need to comprehend and to apply the theories of language teaching-learning to young learners and language classroom management. Teacher trainers' views on language development mostly focus on listening and speaking rather than grammar.⁴¹

Besides, the English teachers are not only required to be able to teach well but also to be able to design materials so that they can apply approaches, methods, and techniques of teaching-learning English appropriately. This article discusses teaching English to young learners, the

³⁹ Rahmawati Eulis, *Teaching English to Young Learners*, (serang: Banten University:2012) 12.

⁴⁰ Nurul Dyah Rizki, Paper: "Teaching English for Young Learners by Using "Guessing" Game in Students' speaking skill", (Semarang:UNS:2009), 17.

⁴¹ Atak Damar Ebru, Paper: "Teaching English to Young Learners : Through the Eyes of EFL Teacher Trainers", (Turkey: Uluday University: 2013), 103.

theories of teaching English to young learners at elementary school, English classroom management at elementary school, and what to consider in designing teaching-learning materials. To reach the goal of the teaching and learning of English at elementary school, the English teachers at elementary school and kinder garten should know and apply the theories of teaching English to young learners. Besides, they should also know what to consider in designing teaching-learning materials in order that the materials given to the students are appropriate for the students' development in relation to languages.⁴² Therefore, the aims of learning a foreign language to children should also be different from the aims of learning a foreign language to adults.⁴³

2. Strategies in Teaching EFL to Young Learners

a. Teaching Listening

Children in a English as a foreign language class will listen to a great variety of texts but above all their teacher: talking, singing, dramatizing dialogue, giving instruction, and telling stories. Although in the early stages remain their main source of listening input, children might also listen to video and audio tapes especially if these come with good quality tapes to accompany their teaching if they are not yet confident about their language proficiency.⁴⁴ With the improvement of listeners, less and less strategies are used. One's listening proficiency is affected by his fluency and listening skills.⁴⁵

b. Teaching-aspects of difficult

Listening is an active skill and there are many factors that contribute to its difficulty. It is important in the early stages to avoid these sources of difficulty and introduce them only gradually. One sources of difficulty

⁴² Eulis, *Teaching English to Young Learners*, 42.

⁴³ Faidah, Paper: "Improving Students Listening Skill Through Total Physical Response Games", 18.

⁴⁴ Faidah, Paper: "Improving Students Listening Skill Through Total Physical Response Games", 18.

⁴⁵ Zhou li, Chen Beilei and Nie Yongwei, "A study into Listening Comprehension Strategies by Effective and Ineffective Listeners in Simultaneous Typing", *The Open Cybernetics & Systemics Journal*, 2015, 2569.

is the type and length of the text the children listen to. Another factor is the familiarity of the person who they are listening to. It is easier to the teacher than to recordings because teachers can adjust the speed of their language.⁴⁶ The teacher can also repeat messages and use gestures and facial expression to help children need to make before, while, or after their listen.⁴⁷

c. **Support with listening**

Many courses book activities ask children to ‘listen and read’, meaning that they can follow the text on the page as they listen, which helps with bottom-up processing. This, of course, is only helpful if they can read. In young learners’ classrooms, especially at the beginning stages of learning a language, teachers often talk a lot in the target language because they provide the language input.. this helps children to get used to the intonation patterns and the sound of language⁴⁸

d. **Listening activities for younger learners**

Many parents believe that by studying English from the early stage, their children will get a better future. They believe that by introducing English to their children as early as possible, it will bring their children to have a better life.⁴⁹ The nonverbal contributions help makes sense of the content.

The important principle is that children have the opportunity to absorb the language before they have to say anything. Such response to listening are associated with Total Physical Response (TPR). An approach to language learning originally developed in the 1960s in America.⁵⁰ TPR link learning to physical actions and ensures that learner will hear a

⁴⁶ Annamaria Pinter, Paper: “Teaching Young Learners Language Learners”, (Oxford: Oxford University Press, 2006), 45.

⁴⁷ Eulis, *Teaching English to Young Learners*, 43.

⁴⁸ Eulis, *Teaching English to Young Learners*, 44.

⁴⁹ Jazuly Ahmad, Paper: “Guidance of Teaching English to Young Learners (TEYL) for Early Childhood”, (Jember : Jember Institute:2018), 171.

⁵⁰ Eulis, *Teaching English to Young Learners*, 53.

lot of natural English in meaningful contexts without having to respond verbally.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Method of Research

Research methodology is a way to systematically solve the research problem.¹ The method of this research is quantitative method. Quantitative methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations and samples, collecting data using research instruments, analyzing data that is quantitative / statistical in nature, with the aim of testing the hypotheses that have been set. Quantitative methods are divided into two, namely experimental research methods and survey methods. Research method used to find the effect of certain treatments in controlled conditions.

The experimental method is basically a collection of reseach designs, guidelines for using them, principles and procedures for determining statistical significance, and criteria for determining the quality of study.² According to Creswell (2009) in *Metode Penelitian Kombinasi (Mixed Method)* by Sugiono said “*experimentalif a specific treatment influence an outcome in a study. This impact is assesed bu providing a specific treatment to one group and withholding it from another group and then determining how both groups score on an outcome*”.³

The method of this research is experimental method belong to one of the type quantitative research. According to David Nunan that “ Experiment is a procedure for testing a hypothesis by setting up a situation in which the

¹ C.R. Kothari, *Research Methodology Methods and Techniques* , (New Age International Limited Publisher, 2004), 8.

² David and Kathelen, *Exploring Second Language Class Room Research* (HEINLE Cengage Learning, 2009), 83.

³ Sugiono, *Metode Penelitian Kombinasi* (Bandung: Alfabeta, 2012), 11-12.

strength of the relationship between variables can be stated”.⁴ Experimental research is unique in two very important respects: it is the only type of research that directly attempt to influence a particular variable, and when properly applied, it is the best type for testing hypothesis about cause-and-effect relationship.⁵ It means Experimental Methods is giving an opportunity to students individual or groups to practice using a process or experiment.

The Three types of experiment such as:⁶

- a. Pre-experiment : may have pre-and post-treatment test, but lack a control group.
- b. Quasi-experiment : has both pre- and posttest and experimental and control groups, but no random assignment of subject.
- c. True-experiment : has both pre-and posttest, experimental and control groups, and random assignment of subject.

Moreover, the writer uses quasi experimental design, in which the research give certain treatment to experimental class to find whether or not there are significant of difference of young learners’ listening skill through Total Physical Response. Cresswell says that “quasi experimental is a design, which is widely used in educational settings, Quasi-experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment”.⁷ Quasi experimental design identify a comparison group that is a similar as possible to the treatment group in terms of baseline (pre-intervention) characteristics. The comparison captures group what would have been the outcomes if the programme had not been implemented.

⁴ David Nunan, *Research Method in Language Learning*(New York: Cambridge University Press, 1992),230.

⁵ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* (New York: McGraw Hill Companies, inc : 2008), 261.

⁶ Nunan, *Research Method in Language Learning*, 41.

⁷ Cresswell, “*Educational Research” planning, conducting, and evaluating Quantitative and qualitative Research*, Fourth Edition, 309.

Related to the topic, quasi experiment design is similar to randomized experimental design in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment group, because quasi experiment design is not provide full control. It is both internal and external validity and considers these factors in their interpretation.⁸

B. The Setting of The Research

To examine the improvement of yaoung learners' listening skills, in this research the researcher took the location TK RA. Mathla'ul Anwar. It is located at Jl. Raya Mauk km.16 Sukadiri, Tangerang, Banten. This research will conduct on the class B in the year academic 2018/2019.

C. Population

A population is a group of elements of cases whether individuals, object, or events, that confirm to specific criteria and to which we intend to whom to generalize the result of the research.⁹

So the population is taken of whole subject or person in study to get required data. The population of these study are students of class B TK RA Mathla'ul Anwar is 61 students from 2 class.

D. Sample

Sample is collecting data with small amount of population that tested at the research. Nunan stated that "sample is a subject of individual or cases from within the population".¹⁰ In taking sample the researcher use no random technique, because it is one of the characteristic from quasi-experiment.

⁸ Cresswell, "Educational Research" *planning, conducting, and evaluating Quantitative and qualitative Research*, Fourth Edition, 309.

⁹ James H. Mcmillan, *Educational Research Fundamentals for the consumer, second edition*, (New York: The Lrhigh Press, 1996), 86.

¹⁰ Nunan, *Research Method in Language Learning*, 231.

The writer took only 62 students at all classes of second grades . The writer took two classes as samples for the research: they are students in class B2 as control class which consist of 31 students and they were taught without treatment. While students in class B1 as experimental class that consists of 31 students, they were taught using see and listen Audio activities.

E. The Research Instrument

1. Test

a. Pre-test

Before applying the Total Physical Response in experimental class, the researcher gives the pre-test to experiment and control class in the first meeting to know the initial students' listening skill.

b. Post-test

Both experiment and control class will face the post-test after giving treatment for experimental class. It will be used to measure the effect of young learners' listening skill through Total Physical Response.

F. Technique Collecting Data

In techniques of data collecting, writer uses teaching and learning process by giving the test to the students. The writer obtained the data by conducting teaching activity and collecting students test scores from experiment class and controlled class before and after they have been taught listening comprehension. The test was conducted at the first meeting that can be called pre-test and next meeting can be called post-test which the scores were the result of learning listening comprehension through Total Physical Response.

Before giving the test to the students, the writer consulted to the teacher about the question she made, wheter these questions can be given to the students. The writer gave the same kind of test for the experimental class and the controlled class.

G. Technique of Analysing Data

The technique of analyzing data in this research uses Test-t. According to Anas Sudjiono Test-t is used for testing the null hypothesis of the mean differences of two samples. Because the quasi experiment use pre-test and post-test then the writer uses this test to measure the final test between experiment class and control class.

The step for statistic analyze that are:

- a. Determining mean of variable X with formula :

$$M1 = \frac{\sum X1}{N1}$$

- b. Determining mean of variable X2 with formula :

$$M2 = \frac{\sum X2}{N2}$$

- c. Determining derivation score variable X1 with formula :

$$X1 = X1 - M1$$

- d. Determining derivation score variable X2 with formula :

$$X2 = X2 - M2$$

After collecting the data from pre-test and post-test, the researcher analyze it by using statistic calculation of t-test by using fisher formula with significance degree 5% and 1%. The formula is as follow :

$$\frac{M1 - M2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N1 + N2 - 2}\right) \left(\frac{N1 + N2}{N1 \cdot N2}\right)}}$$

Notes :

M1 = Mean score of the experimental class

M2 = Mean score of the control class

\sum^2_1 = sum square deviation score in experiment class

\sum^2_2 = sum square deviation score in control class

N_1 = Number of students of experiment class

N_2 = Number of students of control class

2 = Constant number

df = Degree of freedom (df= $N_1 + N_2 - 2$)

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Data

In this chapter, the writer would like to present the description of the data obtained. As the writer stated at the previous chapter that the population of the study was the second grade of TK RA Mathla'ul Anwar in academic year 2018/2019, the writer took 62 Young learners from the second grade as samples for the research: they are Young learners in class B2 as control class which consist of 31 Young learners and they were taught without treatment. While Young learners in class B1 as experimental class that consist of 31 Young learners. The goal of the research is intended to prove the accurate data in accordance with the research title. To prove it, the writer provided the research of data obtained as followed:

1. The score of pre-test and post-test of Experiment class

The Young learners in class B1 obtained mean score 46,2 for pre-test and 64,5 for post test. The score of pre-test and post-test will be described in the following table :

Table 4.1

The pre-test score of Experiment class

NO	INITIAL NAME	CRITERIA		SCORE
		THE ACCURACY OF CHOOSING AN IMAGE	THE ACCURACY OF WRITING	
1.	APA	20	10	60
2.	ARB	10	10	40

3.	A	20	10	60
4.	A	0	10	20
5.	CMJ	10	10	40
6.	CK	30	10	80
7.	ISZ	20	10	60
8.	KDN	20	10	60
9.	KL	10	10	40
10.	MD	10	10	40
11.	MEE	10	10	40
12.	MPJ	20	10	60
13.	MTQ	10	10	40
14.	NA	30	10	80
15.	NR	20	10	60
16.	OS	10	10	40
17.	RDP	10	10	40
18.	RKO	0	10	20
19.	SAN	20	10	60
20.	SMG	10	10	40
21.	SDL	20	10	60
22.	SFA	20	10	60

23.	TQ	10	10	40
24.	TPU	10	10	40
25.	TA	20	10	60
26.	UU	10	10	40
27.	VIM	0	10	20
28.	WK	10	10	40
29.	YMI	30	10	80
30.	ZK	10	10	40
31.	ZM	10	10	40
Total				1430
Mean				46,2

Based on the table above, it shows that the pre-test lowest score is 20 and the highest score is 80. The average of the pre-test result is 46,2.

Table 4.2

The post-test score of Experiment class

NO	INITIAL NAME	CRITERIA		SCORE
		THE ACCURACY OF CHOOSING AN IMAGE	THE ACCURACY OF WRITING	
1.	APA	20	10	60

2.	ARB	20	10	60
3.	A	30	10	80
4.	A	10	10	40
5.	CMJ	30	10	80
6.	CK	40	10	100
7.	ISZ	20	10	60
8.	KDN	30	10	80
9.	KL	10	10	40
10.	MD	20	10	60
11.	MEE	10	10	40
12.	MPJ	20	10	60
13.	MTQ	20	10	60
14.	NA	40	10	100
15.	NR	40	10	100
16.	OS	10	10	40
17.	RDP	20	10	60
18.	RKO	10	10	40
19.	SAN	20	10	60
20.	SMG	0	10	20
21.	SDL	20	10	60

22.	SFA	30	10	80
23.	TQ	20	10	60
24.	TPU	20	10	60
25.	TA	20	10	60
26.	UU	30	10	80
27.	VIM	20	10	60
28.	WK	30	10	80
29.	YMI	40	10	100
30.	ZK	30	10	80
31.	ZM	20	10	60
Total				2000
Mean				64,5

Based on the table above, it shows that the post-test lowest score is 20 and the highest score is 100. The average of the post-test result is 64,5.

Table 4.3

Pre-test and post-test score of Experiment class

No	INITIAL NAME	Pre-test (X2)	Post-test (X1)
1.	APA	60	60
2.	ARB	40	60
3.	A	60	80
4.	A	20	40

5.	CMJ	40	80
6.	CK	80	100
7.	ISZ	60	60
8.	KDN	60	80
9.	KL	40	40
10.	MD	40	60
11.	MEE	40	40
12.	MPJ	60	60
13.	MTQ	40	60
14.	NA	80	100
15.	NR	60	100
16.	OS	40	40
17.	RDP	40	60
18.	RKO	20	40
19.	SAN	60	60
20.	SMG	40	20
21.	SDL	60	60
22.	SFA	60	80
23.	TQ	40	60
24.	TPU	40	60
25.	TA	60	60
26.	UU	40	80
27.	VIM	20	60
28.	WK	40	80
29.	YMI	80	100
30.	ZK	40	80
31.	ZM	40	60
TOTAL		1430	2000

MEAN	46,2	64,5
------	------	------

To know the average of Young learners experiment class score with using Total Physical Response (TPR) Method:

$$M1 = \frac{\sum X1}{N1} = \frac{2000}{31} = 64,5$$

$$M2 = \frac{\sum X2}{N2} = \frac{1430}{31} = 46,2$$

Note :

M1 = Mean of post-test of experiment class

M2 = Mean of pre-test of experiment class

X1 = Young learners score (post-test)

X2 = Young learners score (pre-test)

N = Numbers of Young learners

Based on the calculation in table 1 of pre-test and post-test assessment at experiment class, it shows that the cumulative value of assesment result before using Total Physical Response (TPR) Method is 1430. The average of the pre-test result is 46,2. Meanwhile, the cumulative of assessment result after using Total Physical Response (TPR) Method is 2000. The average of the post-test result is 64,5.

The minimum of experiment class score of post-test is 20, and maximum score of post-test is 100.

Determie mean by Formula :

$$M = M1 - M2$$

$$= 64,5 - 46,2$$

$$= 18,3$$

Note :

M = Mean

M1 = Mean of post-test of experiment class

M2 = Mean of pre-test of experiment class

From the calculation of determine when above, we have known that the average score of pre-test and post-test (at experiment calss) increase in amount of 18,3.

2. The score of pre-test and post-test of control class

The Young learners in class B2 obtained mean score 52,9 for pre-test and 56,2 for post test. The score of pre-test and post-test will be described in the following table :

Table 4.4

The pre-test score of control class

NO	INITIAL NAME	CRITERIA		SCORE
		THE ACCURACY OF CHOOSING AN IMAGE	THE ACCURACY OF WRITING	
1.	AA	10	10	40
2.	AF	20	10	60
3.	AK	10	10	40
4.	AL	20	10	60
5.	AAL	20	10	60
6.	AAY	30	10	80
7.	DF	10	10	40

8.	DP	20	10	60
9.	DR	20	10	60
10.	FM	20	10	60
11.	HH	10	10	40
12.	MF	30	10	80
13.	MH	0	10	20
14.	MR	10	10	20
15.	MD	20	10	60
16.	MRM	30	10	80
17.	MS	10	10	40
18.	NA	10	10	40
19.	NAA	20	10	60
20.	NS	20	10	60
21.	PRS	30	10	80
22.	RA	20	10	60
23.	RJ	20	10	60
24.	RSN	30	10	80
25.	RHT	10	10	40
26.	SMP	0	10	20
27.	SNA	10	10	40

28.	SI	20	10	60
29.	TW	10	10	40
30.	TR	10	10	40
31.	TPR	30	10	80
Total				1640
Mean				52,9

Based on the table above, it shows that the pre-test lowest score is 20 and the highest score is 80. The average of the pre-test result is 52,9.

Table 4.5

The post-test score of control class

NO	INITIAL NAME	CRITERIA		SCORE
		THE ACCURACY OF CHOOSING AN IMAGE	THE ACCURACY OF WRITING	
1.	AA	20	10	60
2.	AF	20	10	60
3.	AK	10	10	40
4.	AL	10	10	40
5.	AAL	10	10	40
6.	AA Y	30	10	80
7.	DF	10	10	40

8.	DP	10	10	40
9.	DR	10	10	40
10.	FM	20	10	60
11.	HH	10	10	40
12.	MF	10	10	40
13.	MH	20	10	60
14.	MR	10	10	40
15.	MD	20	10	60
16.	MRM	20	10	60
17.	MS	30	10	80
18.	NA	20	10	60
19.	NAA	30	10	80
20.	NS	20	10	60
21.	PRS	30	10	80
22.	RA	20	10	60
23.	RJ	30	10	80
24.	RSN	30	10	80
25.	RHT	10	10	40
26.	SMP	10	10	40
27.	SNA	20	10	60

28.	SI	20	10	60
29.	TW	10	10	40
30.	TR	10	10	40
31.	TPR	30	10	80
Total				1740
Mean				56,2

Based on the table above, it shows that the post-test lowest score is 40 and the highest score is 80. The average of the post-test result is 56,2.

Table 4.6

Pre-test and post-test score of control class

No	INITIAL NAME	Pre-test (X2)	Post-test (X1)
1.	AA	40	60
2.	AF	60	60
3.	AK	40	40
4.	AL	60	40
5.	AAL	60	40
6.	AAY	80	80
7.	DF	40	40
8.	DP	60	40
9.	DR	60	40
10.	FM	60	60
11.	HH	40	40
12.	MF	80	40
13.	MH	20	60

14.	MR	20	40
15.	MD	60	60
16.	MRM	80	60
17.	MS	40	80
18.	NA	40	60
19.	NAA	60	80
20.	NS	60	60
21.	PRS	80	80
22.	RA	60	60
23.	RJ	60	80
24.	RSN	80	80
25.	RHT	40	40
26.	SMP	20	40
27.	SNA	40	60
28.	SI	60	60
29.	TW	40	40
30.	TR	40	40
31.	TPR	80	80
TOTAL		1640	1740
MEAN		52,9	56,2

To know the average of Young learners control class score without using Total Physical Response (TPR) Method:

$$M1 = \frac{\sum X1}{N1} = \frac{1740}{56,2} = 78,6$$

$$M2 = \frac{\sum X2}{N2} = \frac{1640}{31} = 52,9$$

Note :

M1 = Mean of post-test of control class

M2 = Mean of pre-test of control class

- X1 = Young learners score (post-test)
 X2 = Young learners score (pre-test)
 N = Numbers of Young learners

Based on the calculation in table of pre-test and post-test assessment at control class, it shows that the cumulative value of assesment result without using Total Physical Response (TPR) Method is 1640. The average of the pre-test result is 52,9. Meanwhile, the cumulative of assessment result without using Total Physical Response (TPR) Method is 1740. The average of the post-test result is 56,2.

The minimum of control class score of post-test is 20, and maximum score of post-test is 80.

Determie mean by Formula :

$$\begin{aligned} M &= M1 - M2 \\ &= 56,2 - 52,9 \\ &= 3,3 \end{aligned}$$

Note :

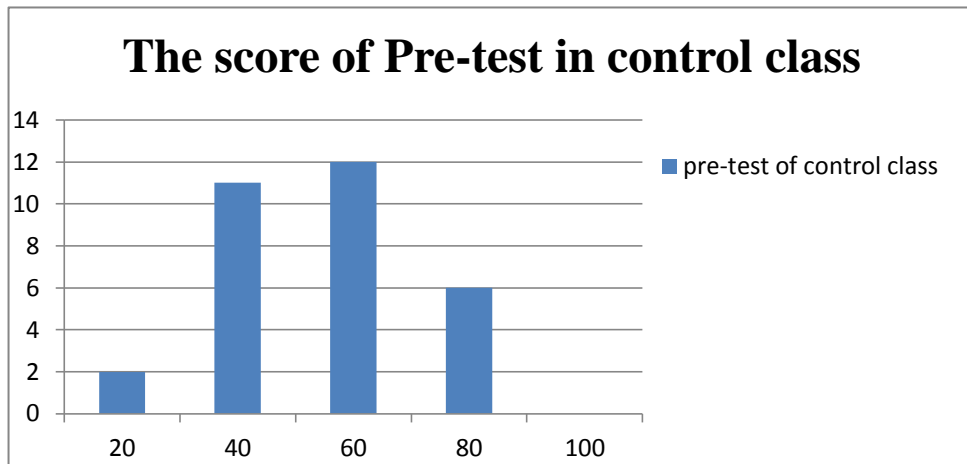
M = Mean

M1 = Mean of post-test of control class

M2 = Mean of pre-test of control class

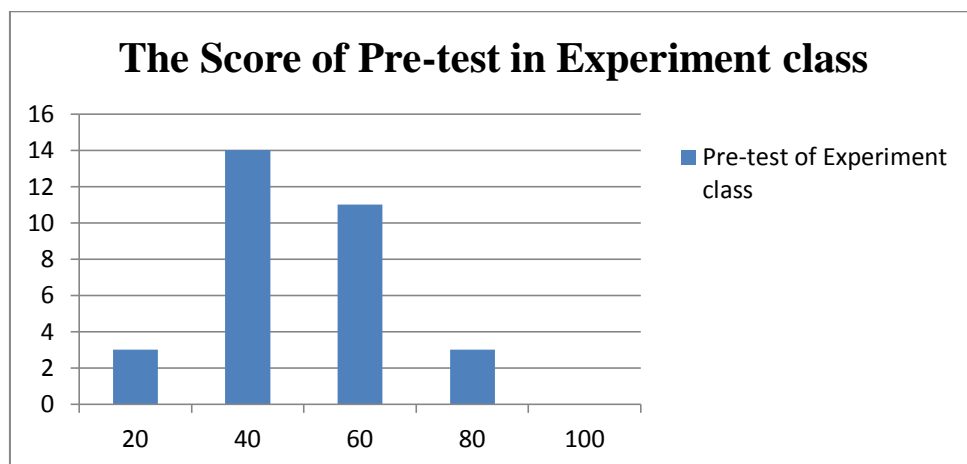
From the calculation of determine when above, we have known that the average score of pre-test and post-test (at control class) increase in amount of 3,3.

Graphic 4.1



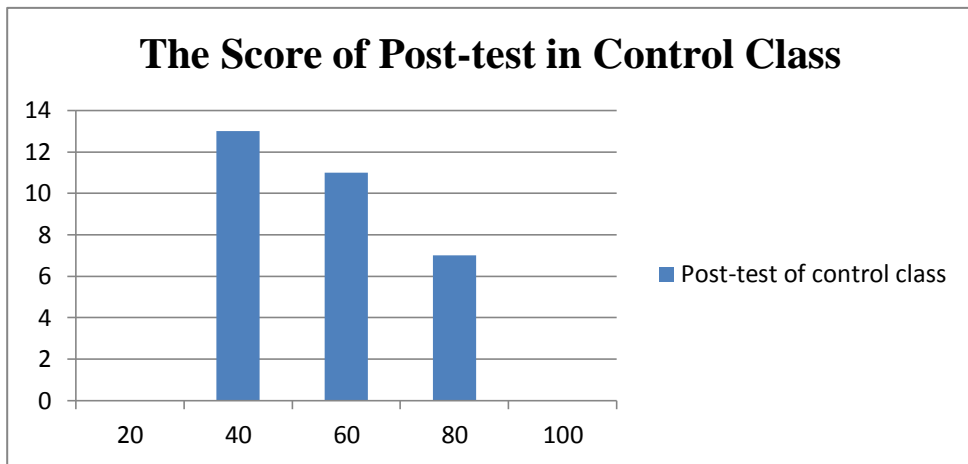
Based on the graphic above the minimum score of pre-test in control class is 20 points and the maximum score of pre-test is 80 points, and other Young learners got 40 and 60 points.

Graphic 4.2



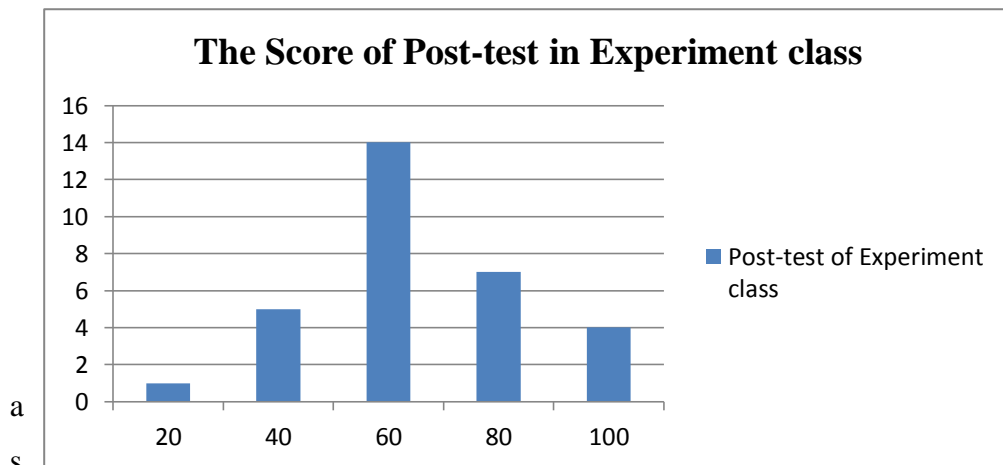
Based on the graphic above the minimum score of pre-test in experiment class is 20 points and the maximum score of pre-test is 80 points, and other Young learners got 40 and 60 points.

Graphic 4.3



Based on the graphic above the minimum score of post-test in control class is 40 points and the maximum score of pre-test is 80 points, and other Young learners got 32, 35, 40 and 49 points.

Graphic 4.4



Based on the graphic above the minimum score of post-test in experiment class is 20 points and the maximum score of pre-test is 100 points, and other Young learners got 40 and 60 points.

Based on the graphic above the writer can see comparative between the result of test in control class and experiment class before and after giving test without treatment. The average score of pre-test for Young learners experiment class 46,2 and after using Total Physical Response (TPR) Method the average score increase, the average score of post-test for Young learners experiment class is 64,5. The average score of pre-test for Young learners control class is 52,9 and the average score of post test is 56,2 without using Total Physical Response method.

From those evidence are conclude that the influence of Total Physical Response (TPR) Method in Listening skill on experiment class is more effective than control class that only usual teaching.

B. Data Analysis

Table 4.7

Standar Deviation

NO	SCORE		X1	Y1	X1 ²	Y1 ²
	X1	Y1				
1.	60	60	-4,5	3,8	20,25	14,44
2.	60	60	-4,5	3,8	20,25	14,44
3.	80	40	15,5	-16,2	240,25	262,44
4.	40	40	-24,5	-16,2	600,25	262,44
5.	80	40	15,5	-16,2	240,25	262,44
6.	100	80	35,5	23,8	1.260,25	566,44
7.	60	40	-4,5	-16,2	20,25	262,44
8.	80	40	15,5	-16,2	240,25	262,44
9.	40	40	-24,5	-16,2	600,25	262,44
10.	60	60	-4,5	3,8	20,25	14,44

11.	40	40	-24,5	-16,2	600,25	262,44
12.	60	40	-4,5	-16,2	20,25	262,44
13.	60	60	-4,5	3,8	20,25	14,44
14.	100	40	35,5	-16,2	1.260,25	262,44
15.	100	60	35,5	3,8	1.260,25	14,44
16.	40	60	-24,5	3,8	600,25	14,44
17.	60	80	-4,5	23,8	20,25	566,44
18.	40	60	-24,5	3,8	600,25	14,44
19.	60	80	-4,5	23,8	20,25	566,44
20.	20	60	-44,5	3,8	1.980,25	14,44
21.	60	80	-4,5	23,8	20,25	566,44
22.	80	60	15,5	3,8	240,25	14,44
23.	60	80	-4,5	23,8	20,25	566,44
24.	60	80	-4,5	23,8	20,25	566,44
25.	60	40	-4,5	-16,2	20,25	262,44
26.	80	40	15,5	-16,2	240,25	262,44
27.	60	60	-4,5	3,8	20,25	14,44
28.	80	60	15,5	3,8	240,25	14,44
29.	100	40	35,5	-16,2	1.260,25	262,44
30.	80	40	15,5	-16,2	240,25	262,44
31.	60	80	-4,5	23,8	20,25	566,44
Σ	2000	1740			11.987,75	7.535,64

Note :

X1 = Score post test (experiment class)

$Y1$ = Score post test (control class)

$X1$ = $X1 - M1$ (Mean of post-test experiment class)

$Y1$ = $X1 - M1$ (Mean of pre-test control class)

$X1^2$ = The Squared Value of $X1$

$Y1^2$ = The squared value of $Y1$

df = $N1 - N2 - 2$

$$= 31 + 31 - 2$$

$$= 60$$

$$\begin{aligned} T0 &= \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}} \\ &= \frac{64,5 - 56,2}{\sqrt{\left(\frac{11.987,75 + 7.535,64}{31 + 31 - 2}\right) \left(\frac{31 + 31}{31 \cdot 31}\right)}} \\ &= \frac{8,3}{\sqrt{\left(\frac{19.523,39}{60}\right) \left(\frac{62}{961}\right)}} \\ &= \frac{8,3}{\sqrt{7,3}} \\ &= \frac{8,3}{2,7} \end{aligned}$$

$$T0 = 3.1$$

In general score of post-test in experiment class was better than post-test in control class, it can be seen from the total amount of the score of post-test in experiment class was 2000 and pre-test was 1430, and average of post-test was 64,5 and pre-test was 46,2.

Based on result of the statistic calculation it is obtained that score of T_o is 3,1 degree of significance is 5% the value of 60 is mentioned in table about 2,00 (as degree of significance).

To prove the hypothesis, the data obtained from the experience is calculated by using t-test formula with assumption as follow:

If $t_{\text{observation}} \geq t_{\text{table}}$ the alternative hypothesis is accepted. It means there is significance effect between learning using Total Physical Response Method.

If $t_{\text{observation}} < t_{\text{table}}$ the alternative hypothesis is rejected. It means there is no significance effect between learning using Total Physical Response (TPR) Method in teaching listening skill.

C. Interpretation of Data

The analysis is aimed to know the influence of Total Physical Response (TPR) Method to improve Young learners listening skill. The influence of Total Physical Response (TPR) Method gives the experience in studying English with different atmosphere. As writer know, listening is very difficult for student, so researcher can use the Total Physical Response (TPR) Method to improve Young learners listening skill. The research has already known that the mean score pre-test of experiment class is 46,2 and score post-test is 64,5. But the mean score pre-test of control class is 52,9 and score post-test is 56,2 seeing calculation above, the experiment class get increase on score 18,3 point. The score of experiment class in using Total Physical Response (TPR) Method is better than the control class without using Total Physical Response (TPR) Method get increase on score 3,3 points.

Before deciding the result of hypothesis, the writer proposes interpretation toward to with procedure as follow:

$H_a = t_{\text{observation}} > t_{\text{table}}$ It means there is significant the influence of Total Physical Response (TPR) Method to improve Young learners listening skill at the second grade of TK RA Mathla'ul Anwar Tangerang. It means that, Young learners who learning speaking is using Total Physical Response (TPR) Method gets more significant increase in average score than Young learners by other method.

$H_o = t_{\text{observation}} > t_{\text{table}}$ It means there is no significant the influence of Total Physical Response (TPR) Method to improve Young learners listening skill at the second grade of TK RA Mathla'ul Anwar Tangerang. It means that, Young learners who learning listening is using Total Physical Response (TPR) Method doesn't get more significant increase in average score than Young learners by other method.

According to the data, the value of $t_{\text{observation}}$ is higher than t_{table} - $t_{\text{observation}} = 3,1 > t_{\text{table}} = 2,00$ (5%) of $t_{\text{observation}} = 3,1 > t_{\text{table}} = 2,66$ (1%), so the null hypothesis is rejected and the alternative hypothesis is accepted. It means that there is a significant influence of Total Physical Response to improve young learner's listening skill.

From the result above, the writer gives opinion that influence of Total Physical Response in experiment class is quite influence in teaching listening skill the second grade at TK RA Mathla'ul Anwar Tangerang. It is because most of young learners who learning by using Total Physical Response Method can get better score than young learners' taught by usual method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

According to the result of the study, the researcher concludes that this research question about the effectiveness of Total Physical Response (TPR) to improve young learners' listening skill. These are the conclusions :

1. In general, young learners' listening skill at the second grade of TK RA Mathla'ul Anwar (both experiment and control class) before treatment is less. In pre-test scores of experiment class, the highest score is 80 while the lowest score is 20 with the average 46,2. It can be known that the highest score is enough while the lowest score is low. Then the result of post-test after giving treatment in experiment class, the highest is 100 while the lowest score is also 20 with the average 64,5. Meanwhile, in control class the highest score of pre-test is 80 while the lowest score is 20 with the average 52,9. The highest score is enough while the lowest score is low. Then the highest score of post-test in control class is also 80 while the lowest is 40 with the average 56,2. From pre-test and post-test scores between experiment and control class, the researcher knows that the young learners' listening skill using Total Physical Response (TPR) method get better score and improved than the young learners who taught without using Total Physical Response (TPR) method.
2. Teaching young learners listening skill using Total Physical Response (TPR) method gives positive influence on the young learners' listening skill at the second grade of TK RA Mathla'ul Anwar Tangerang. The application of Total Physical Response (TPR) method is more effective in improving young learners' listening skill than the students who were taught without using Total Physical Response (TPR) method. From this research is concluded that young learners who were taught using Total Physical Response (TPR)

method have higher scores than without Total Physical Response (TPR) method.

3. Based on the analysis of the data, it can be known that the average score of $t_o = 3,1$ is bigger than $t_t = 2.00$ with level significant of 5%. Since the t_o is bigger than t_t , so the writer can summarize that using Total Physical Response (TPR) method has significant influence to improve young learners' listening skill.

B. Suggestions

According to the conclusions, the researcher would like to give some suggestions related to teaching learning process in TK RA Mathla'ul Anwar. The suggestions are for the teacher, the students, and the school.

a. For the teacher

1. The teacher has to know the various methods or techniques in learning and teaching in order to choose the suitable method or technique for suitable materials in classroom.
2. The teacher is expected to be creative person in order to make the learning and teaching process more interesting, effective and comfortable especially for young learners.
3. Both the teacher and students can collaborate well in teaching and learning process. It will make them easier in solving the problems faced in teaching and learning process.
4. TPR is one of English teaching methods to teach imperatives to learners of foreign language.
5. TPR is a method which is built around the coordination of speech and action. In other word it is to teach language through activity.

b. For the students

1. The students should practice a lot of listening English, for example some child songs to more respect about aspect of listening like sound and pronunciation.
 2. TPR give students opportunity to think critically and also requires the students to be active to pick up English listening.
- c. For the school
1. The school should support every teaching and learning process especially in English lesson.
 2. The school should pay more attention to the method or technique that was needed by the young learners to learn with fun in English lesson.
 3. The school should be used TPR as a part of method to used for young learners', because TPR has a good characteristics of young learners' need.

The suggestions above are given based on the research that was done by the researcher. The researcher hopes the suggestions can give positive contribution for improving the teaching learning process in TK RA Mathla'ul Anwar.

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