

**TEACHING ENGLISH PREPOSITION USING TOTAL PHYSICAL
RESPONSE IN THE FIFTH GRADE STUDENTS OF SD N 01
KENDALSARI PETARUKAN PEMALANG
IN 2009/2010 ACADEMIC YEARS**



RESEARCH PAPER

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English as a foreign language to the elementary schools who have not studied English at all is not easy. It is hard, because English is completely new and it is not their mother tongue. The improvement of teaching English is always done to find the way to make Indonesian students better in learning English. The improvement includes the improvement of curriculum, teaching method, and teaching materials. It can support the teaching of English. Introducing English to elementary school is a great chance for them. English subject in elementary school has just been introduced in the last ten years.

Considering the characteristics of young children they need the teacher's body movement or physical movements as a means to ease them catching and memorizing the vocabulary of English. This method is called Total Physical Response (TPR). By using body movement, it is expected that learning English well will be conducted.

TPR activities greatly multiply the amount of language input that can be handled by beginning student. TPR activities tie comprehension with the performance in non threatening, low anxiety, whole-body response. Students became ready to talks quicker when they are under no pressure to do so (Claire, 1988: 28).

The movement of the body seems to be powerful mediator for understanding organization, and storage, but alternative strategies must be developed for fine tuning to macro details (Asher, 1994: 28).

“English preposition is one of the items of English grammar that has differences from Indonesian preposition. So it is possible if the teacher in teaching English preposition faces difficulties. They are caused by the differences between them. English proposition has been called the biggest little words in English” (American Book Company 1986: 288). They have important function in sentences and different preposition can make different meaning for the sentence.

In Elementary school, there are some English teachers that still use traditional method to teach preposition. They just ask students to memorize long list of English material with their equivalents in the student’s native language. It seems that this method is not effective enough and makes the learners get bored. One of the ways to solve this problem is by making an active action during teaching-learning process.

English teaching method is changeable. The method should be interesting to make students are interested in teaching learning process. One of the methods is Total Physical Response method. It seems as an active learning process, because students will learn more through a process of gestures. Nevertheless, individual’s responsibility is still of success of learning English. According to Haskew and Mc. Lendon (1968) in Paalupi (2008: 9) teaching is an action to increase the odds that potential learners will learn. They are

different in nature. Unlike adults, children are easily getting bored when they are learning something, especially for students in SD N 01 Kendalsari Petarukan Pemalang. Children like something interesting because they are like playing. Teaching English to the beginner need suitable technique. Usually students in SD N 01 Kendalsari Petarukan Pemalang always do the mistakes in learning English language. It caused the use of preposition was still wrong.

Based on previous background, the writer has been inspired to describe the implementation of method proposed by Asher (1982: 3) to teach English preposition for the pupils of SD N 01 Kendalsari Petarukan Pemalang. TPR builds around the teacher of speech and action. It attempts to teach language through physical (motor) activities. Since the elementary school children's like to move the TPR will be exiting for them. Then the writer will give the paper entitled **TEACHING ENGLISH PREPOSITION USING TOTAL PHYSICAL RESPONSE IN THE FIFTH GRADE STUDENTS OF SD N 01 KENDALSARI PETARUKAN PEMALANG IN 2009/2010 ACADEMIC YEARS.**

B. Problem of the Study

Based on background of the study, the writer formulates the problem as follows:

1. How is the implementation of the TPR method in teaching English preposition to SD N 01 Kendalsari Petarukan Pemalang in 2009/2010 academic years?
2. What are problem faces by the teacher when he/she teaches English using Total Physical Response?

C. Objectives of the Study

Based on the research problems, the purposes of the study are:

1. To describe the teaching learning process in the classroom, especially how the implementation of the TPR method to teach English preposition to the elementary school.
2. To describe some problems faced by the teacher and the students in teaching-learning process by using TPR method.

D. Benefit of the Study

1. Theoretical benefit

The finding of this research will enrich the theory of teaching English using total Physical Response (TPR). For the other researchers, it can be the references for the further research.

2. Practical benefit

- a. The researcher will give the way to solve the problem in teaching English.
- b. Other teacher can adopt this research when they teach English in elementary school.

E. Research Organization

The writer organizes this research paper in order to make easier to understand. The writer divides this research paper into five chapters.

Chapter I is introduction that presents background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and researcher paper organization.

Chapter II is review of related literature that presents previous study, total physical response, teaching English to children teaching procedure, in teaching learning process, and proposition.

Chapter III is research method that consists of type of research, object of the study, subject of the study, method of collecting data, data and data sources, and technique for analyzing data.

Chapter IV is related to the data analysis that deals with research finding and discussion.

Chapter V is conclusion and suggestion.