

THE EFFECT OF USING TOTAL PHYSICAL RESPONSE ON STUDENT'S LISTENING COMPREHENSION

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Abstract

The purpose of research is to find the effect of using Total Physical Response on student's listening comprehension at MTs Negeri 4 Banyuwangi. The design of this research is using quasi experimental research. The subject of this study was 60 students of seventh grade at MTs. Negeri 4 Banyuwangi where 30 students of VII A and 30 students of VII B. VII A was chosen as the experiment group which taught using Total Physical Response and VII B was as control group which taught by using Three-phase technique.

The researcher gave pre-test to both experiment and control group. The total of test was 40 items. After giving the treatment in both of groups researcher gave post-test. The hypothesis was tested using independent sample t-test. It used SPSS to compute.

Using Total Physical Response could improve the students on listening. It was proved in the result of post-test. Students in experiment group achieved the target. On processing to count the result researcher used SPSS, and the result of experiment group in pre-test the mean is 52,67 and in post-test the mean is 79. And the result of control group in pre-test is 51,33 and in post-test the mean is 71,17. Based on the result, it can be concluded that there is a significant effect of using Total Physical Response on student's listening comprehension.

Key words: Key Word: Listening comprehension, Total Physical Response

Introduction

On mastering second language skill, the students should be able to catch what the speaker means. Understanding on target language student is capable on listening. Because listening is the ability to identify and understand what opponent says or speaks. Listening could help the students on expert in second language skill. It is an important skill that developed learning a new language that provides learners important linguistic input; it has an important role in human communication and given the fact that listening is significant not only to understand the language but also to learn the language (Rost, 2002).

According to Nadig (2013) listening comprehension is as the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences (as

cited in Pourhosein Gilakjani & Sabouri, 2016).

Listening comprehension is now generally acknowledged as an important facet of language learning; nevertheless, much work remains to be done in both theory and practice (Morley, 2001). In a study about listening comprehension by Suryanti (2002), it was indicated that listening was a difficult subject for student to learn. Osada (2004) explains, listening is in fact vital for the language learning but at the same time a complex process. Thus the teacher has to appropriate a good strategy to solve the complex process.

Teaching English in listening, teacher should use strategy or technique which could less stressful, enjoyable, but it has long-term effect for them. It also closely related the way to get first language acquisition. Total Physical Response (TPR) may an alternative way to improve the student's on listening comprehension, because the process is similar to acquiring first language.

TPR is a method which is built around the coordination of speech and action. In other words, it is to teach language through activity (Richards and Rodgers, 2001). The method adopted from how the way children learn language, namely by listening to the command.

Method

A type of the research is a quasi-experiment research. According to Ary (2010 p. 26) experimental research is a study of the effect in systematic manipulation of one variable on another variable. A quasi experimental research was used in this research because it was quite impossible to conduct a true experimental research design (Ary et al., 2010, p.316).

Fraenkel et al (2012, p.270) state that this design uses two already existing groups. Two classes were taken as the research samples, one class becomes the experimental group (E) and the other class the control group (C). The class which is

selected to be experimental group given the treatment (X).

The collected data from the listening comprehension test (post test), as the primary data, were analyzed by using t-test formula with SPSS computing system to know whether or not there was a significant effect of using Total Physical Response as a method on listening comprehension. SPSS (Statistical Package for Social Sciences) is a computing system that is used to make the statistical analysis easier, more effective and more accurate rather than analyzing the data by using the T-test formula manually.

Result and Discussion

Pre-test is used to know earlier knowledge of the students' listening comprehension before the researcher gave the treatment. The result of pre-test is follows :

Table 4.2 The result of pre-test score in experimental and control group

Statistic	Experimental	Control
Mean	52.67	51.33
Variance	66.782	105.057
Minimum	35	30
Maximum	65	70
Range	30	40

Table 4.2 shows the mean score of experimental group's pre-test is 52.67. The mean score of control group's pre-test is 51.33.

The result of pre-test score in experimental and control group have the same score of the test. Post-test is used to know earlier knowledge of the students' on reading comprehension after the reseacher gave the treatment. The result of post-test is follows :

Table 4.4 The result of post-test score in experimental and control group

Statistic	Experiment	Control
Mean	79.00	71.17
Variance	62.759	113.247

Minimum	60	50
Maximum	90	90
Range	30	40

Therefore of the table above, shows that the mean score of post test in experimental group is 79.00 and for the mean score of post test in control group is 71.17.

If significance value in the (sig 2-tailed) $> 0,05$ level significance, the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. Meanwhile, if the significance value in the (sig 2-tailed) is $< 0,05$ level significance, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

And the test criterion is if the significant (sig 2-tailed) $< \alpha (0,05)$, it means there is effect. The result of *t-test* posttest as follows:

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.989	.164	3.234	58	.002	7.833	2.422	2.985	12.682
hasil ujian Equal variances not assumed			3.234	53.590	.002	7.833	2.422	2.976	12.690

The Independent Sample T-test, the Sig. (2- tailed) is 0,002. The data had a significant less than $< \alpha (0,05)$. The null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted which mean there is significant effect on listening comprehension who are taught by using Total Physical Response and those who are not using Total Physical Response.

Conclusion

This research found there is significance effect between experimental and control group based on the result on post-test. The result of this research, the post-test in experimental and control group is less than ($<$) 0.05. The score of post-test from experimental group is 79.00, while

the control group is 71.17. It can be concluded that experimental group had better achievement by using Total Physical Response than control group on the seventh grade students listening comprehension.

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