



**A DESCRIPTIVE STUDY OF THE FOURTH YEAR STUDENTS'
LISTENING COMPREHENSION ABILITY USING
TOTAL PHYSICAL RESPONSE AT SDN MOJOSARI 04 PUGER
IN THE 2005/2006 ACADEMIC YEAR**

THESIS

Presented as One of the Requirements to Obtain S-1 Degree
at the English Education Program of the Faculty of Teacher Training and Education
Jember University

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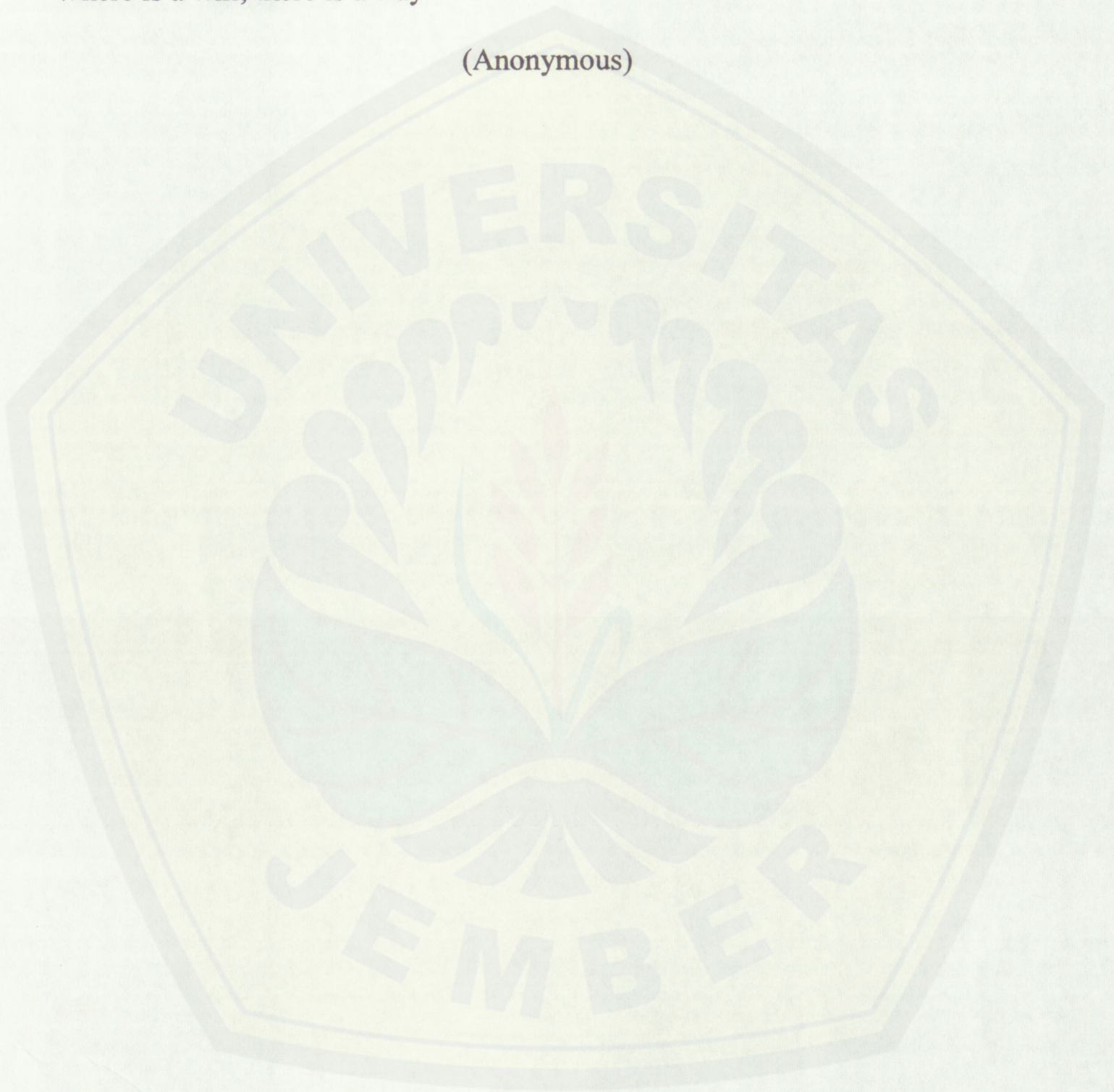
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MOTTO

“Where is a will, there is a way”

(Anonymous)



DEDICATION

This thesis is honorably dedicated to:

1. My beloved father, **Adi Suwodo** and mother, **Tatik Trisnowati** for their support, love and never ending praying for me.
2. My beloved brothers and sisters, **Mas Wijaya, Andik, Mbak Titik** and **Indah** who give me support and love.
3. Someone who I am waiting for, **mas Ilman**, Thanks for your love to me and the beautiful moment we have spent together, I will always pray for you wherever you are.
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8. My almamater.

CONSULTANTS' APPROVAL

**A Descriptive Study of the Fourth Year Students' Listening Comprehension Ability
Using Total Physical Response at SDN Mojosari 04 Puger
in the 2005/2006 Academic Year**

THESIS

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at the English Education Program, the Language Arts Education Department,
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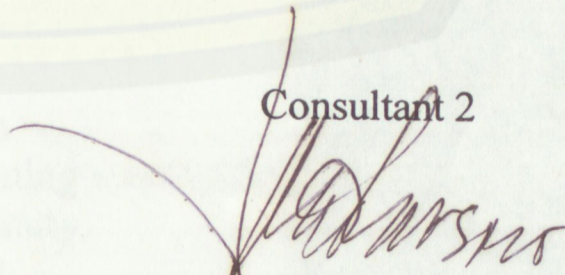
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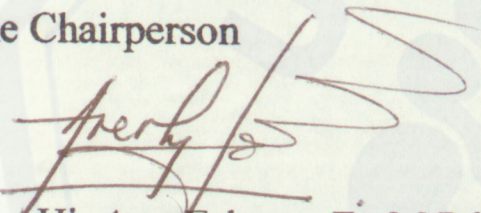
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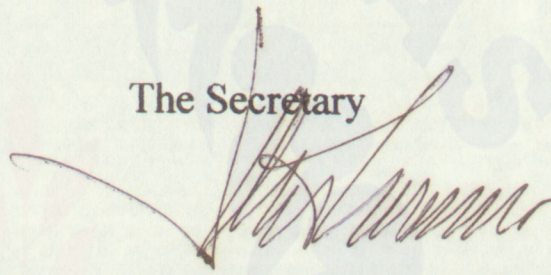
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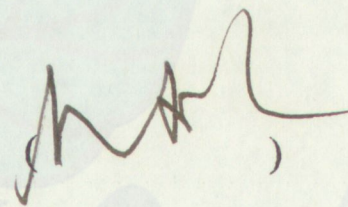
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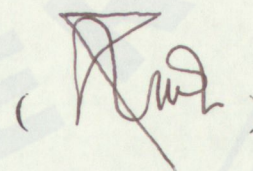
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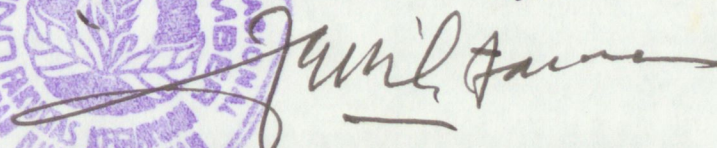
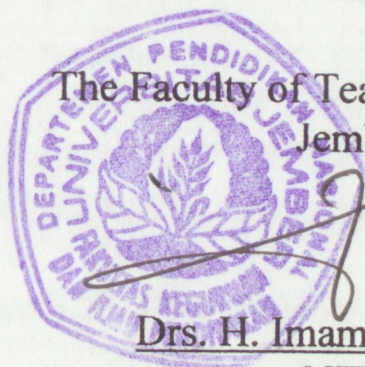


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Jember, June 2006

The writer

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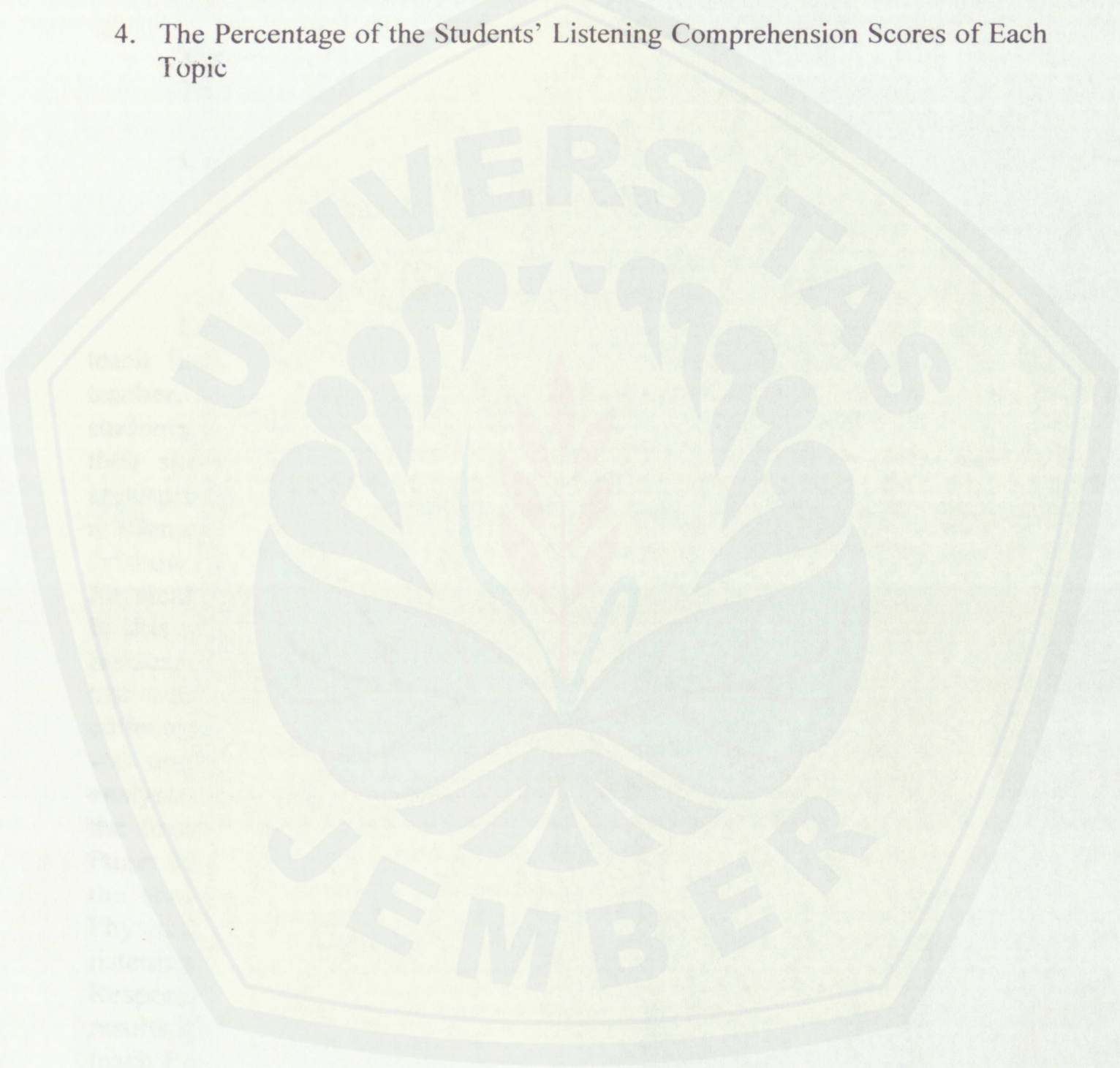
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ABSTRACT

RINA WIDYA LESTARI (010210401223). 2006. **A Descriptive Study of the Fourth Year Students' Listening Comprehension Ability Using Total Physical Response at SDN Mojosari 04 Puger in the 2005/2006 Academic Year.**

Thesis, English Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University

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Listening is the first language skill acquired by the children. However, to teach listening comprehension to young learner is not an easy work for the teacher. One of the reasons is because teaching English to Elementary School students is obviously different from the higher level students. The children have their specific characteristics. Therefore, the teacher must be able to select an appropriate method to teach English, including teaching listening comprehension at Elementary School. Related with that case, this descriptive study was intended to know how the fourth year students' listening comprehension ability using Total Physical Response is at SDN Mojosari 04 Puger in the 2005/2006 academic year. In this research, population was chosen as the respondent determination method because the number of the respondents was 47 students. In addition, achievement test was used to collect the primary data, whereas, the supporting data were collected by interview and documentation. After the primary data was collected, it was analyzed by using the percentage formula, and then, the result of the data analysis was described to answer the research problem. The finding showed that the fourth year students' listening comprehension ability at SDN Mojosari 04 Puger in the 2005/2006 academic year was *good*. More specifically it showed that the students' listening comprehension ability to follow instruction using Total Physical Response with *Parts of the Body* as the topic was *good* and the students' listening comprehension ability to follow instruction using Total Physical Response with *The Things around us* as the topic was also *good*. Related to the results above, it shows that Total Physical Response is an appropriate method to teach English, especially to teach listening comprehension at Elementary School.

Key words : Listening comprehension ability, Total Physical Response



I. INTRODUCTION

1.1 Background of the Research

English is the first foreign language learnt in Indonesia from junior high school up to university. Nowadays, English is also taught at elementary schools as a local content subject which has been begun in 1995. For that reason, the teaching of English at elementary school becomes the basis for the higher levels. In addition the success of the English teaching at Elementary School may affect the result of the English teaching at higher school level.

In English teaching, there are four language skills, namely listening, speaking, reading and writing. All these language skills are interrelated (Davies, 1996:111). In addition, Scott and Ytreberg (1999:21) claim that listening is the skill that children acquire first, especially if they have not yet learnt to read. Further, Jalongo (1992:62) states that listening is the earliest language ability to emerge. Those ideas show that listening is an important skill that may affect the other skills.

In fact, listening still becomes a problematic issue for both the teacher and the students, especially at elementary schools. According to Pahin and Powel in Kasbolah (1999:4), teaching English to Elementary school students is obviously different from the one to the higher-level students, because young learners have specific characteristics. Some characteristics of young learners are: they learn by doing; they can talk about what they have done or heard; they can argue for something; they understand situation more quickly; they have very short attention and concentration span; they are often happy, they can play and work alone; they are able to work with adult; they learn English by using it; and they learn best when they are motivated by being involved in activities which are relevant to them. In addition, Phillips (1994:7) states that younger learners respond to language according to what it does or what they can do with it, rather than treating it as an intellectual game or abstract system. By knowing those characteristics, the

teaching methods for elementary school students including for teaching listening comprehension should be carefully selected. It must be suitable with the young learners' characteristics and psychological development.

To motivate the young learner's positive mood to learn English, including listening comprehension, the teacher should be able to select teaching-learning methods as interesting as possible. Asher in Richards and Rodgers (2000:87) believes that a method that is undemanding in terms of linguistic production and that involves game-like movements reduces learner's stress and it may create a positive mood of the learner to learn English. It means that teaching method with undemanding of linguistic production and game-like movements may affect the learners become less stress to learn English.

In addition, Total Physical Response is one of the language teaching methods that requires learners to give response physically rather than to produce sentences. This idea is supported by Larsen and Freeman (1986:110) statement, that in Total Physical Response Method, students listen and respond to the spoken target language commands/instructions of their teacher physically. Furthermore, teaching English using Total Physical Response has been applied at SDN Mojosari 04 Puger since 1998. That is why the research entitled "A Descriptive Study of the Fourth Year Students' Listening Ability Using Total Physical Response at SDN Mojosari 04 Puger in the 2005/2006 Academic Year" was conducted.

1.2 Problem Formulation

Based on the background above, the problems in this research were formulated as follows:

1.2.1 General Problem

"How is the fourth year students' listening comprehension ability using Total Physical Response at SDN Mojosari 04 Puger in the 2005/2006 academic year?"

1.2.2 Specific Problems

- a) How is the fourth year students' listening comprehension ability to follow instruction by using Total Physical Response with *Parts of the Body* as the topic at SDN Mojosari 04 Puger in the 2005/2006 academic year?
- b) How is the fourth year students' listening comprehension ability to follow instruction by using Total Physical Response with *The Things around us* as the topic at SDN Mojosari 04 Puger in the 2005/2006 academic year?

1.3 Operational Definition of the Terms

In this research the terms necessary to be defined operationally were: (1) Total Physical Response and (2) listening comprehension ability using Total Physical Response.

1.3.1 Total Physical Response

According to Richards and Rodgers (2000:87), Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. In this research, Total Physical Response referred to listening teaching method by applying physical activity. In other words, the instructional process was conducted orally by the teacher and the students performed the action physically as a response to the instruction given.

1.3.2 Listening Comprehension Ability Using Total Physical Response

In this research, listening ability using Total Physical Response refers to the students' ability to follow instruction given by the teacher orally and the students respond it by performing physically. The students' ability is shown by the scores of listening test using Total Physical Response with *Parts of the Body* and *The Things around us* as the topics.

1.4 Objective of the Research

Based on the research problem, the objectives of this research were as follows:

1.4.1 General Objective of the Research

The general objective of this research was to describe the fourth year students' listening comprehension ability using Total Physical Response at SDN Mojosari 04 Puger in the 2005/2006 academic year.

1.4.2 Specific Objectives of the Research

The specific objectives of this research were:

- a) To describe the fourth year students' listening comprehension ability to follow instruction by using Total Physical Response with *Parts of the Body* as the topic at SDN Mojosari 04 Puger in the 2005/2006 academic year.
- b) To describe the fourth year students' listening comprehension ability to follow instruction by using Total Physical Response with *The Things around us* as the topic at SDN Mojosari 04 Puger in the 2005/2006 academic year.

1.5 The Significance of the Research

1. For Elementary English Teachers

The result was expected to give some information to elementary English teachers about the applying of Total Physical Response method in teaching listening comprehension and its benefits.

2. For Other Researchers

The result was expected to give some information to other researchers who want to conduct other research with the same topic but different design. For example: applying Total Physical Response method to improve students' vocabulary ability.



II. RELATED LITERATURE REVIEW

2.1 Total Physical Response

The discussion about Total Physical Response in this research deals with the concept of Total Physical Response, the principles of Total Physical Response, the learner's and the teacher's roles in Total Physical Response, and the instructional material roles in Total Physical Response.

2.1.1 The Concept of Total Physical Response

Total Physical Response is a language teaching method, which is developed by James Asher (in Larsen and Freeman, 1986:110), a professor of psychology at San Jose University, California. Asher develops this method based on the process how children acquire their first language. He claims that speech directed to young children consists primarily of commands, which children respond physically before they begin to produce verbal responses (as quoted by Richards and Rodgers, 2000:87). From those statements above, it can be concluded that there is an important connection between speech (command) and physical movement.

As stated previously Richards and Rodgers (2000:87) state that Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. This teaching method is directed to teach language at an introductory level by emphasizing students' comprehension through imperative or command. By combining both verbal rehearsal and accompanied by motor activity, it will increase the probability of successful recall and reduce learners' stress. Kasbolah (1993:39) states that the goal of the Total Physical Response is to provide an enjoyable learning experience, having minimum of the stress that typically accompanies learning a foreign language. In sum, in this method, there is no compulsion for the learner to produce the target language (English) orally, but it emphasizes on listening and comprehension by the belief that the learner will speak when they are ready to speak.

2.1.2 The Principles of Total Physical Response

Total Physical Response method emphasizes on developing comprehension skills before the learners are taught to speak. That idea was supported by Nababan (1993:83) who says that as there is an emphasis on listening comprehension at the beginning phase of Total Physical Response, Total Physical Response Method can be concluded at a comprehension approach.

“Oleh karena ada penekanan pada menyimak dan pemahaman dalam fase permulaan Responsi Fisik Total, kita dapat menganggap metode Responsi Fisik Total sebagai suatu metode yang termasuk dalam apa yang disebut pendekatan pemahaman”.

It means that in the beginning phase of Total Physical Response, listening comprehension is involved. That is why it can be considered that Total Physical Response is a method using comprehension approach. Asher, as quoted by Richards and Rodgers (2000:87) states five basic believes of Total Physical Response method. They are as follows: (1) comprehension abilities precede productive skills in learning a language; (2) the teaching of speaking should be delayed until comprehension skills are established; (3) skills acquired through listening transfer to other skills; (4) teaching should emphasize meaning rather than form; (5) teaching should minimize learner's stress.

By knowing the principles of Total Physical Response and the characteristics of the children, it is expected that the English teacher understands about the importance of applying Total Physical Response method to develop their listening comprehension at beginner level.

2.1.3 Learner's and teacher's Role in Total Physical Response

According to Richards and Rodgers (2000:93) learners in Total Physical Response have the primary roles as listener and performer, while the teacher plays as an active and a direct role in Total Physical Response. It means that the teacher is as a director who gives instruction to the students. The teacher also takes parts to decide what to teach, gives models and presents the new materials and selects supporting material for classroom use.

In this method, the teacher should get the lesson well prepared and well organized, so that the teaching learning process could run smoothly. Asher (in Richards and Rodgers, 2000:93) suggests the teacher to make a detail lesson plan in teaching English by using Total Physical Response method. He says, "It is wise to write out exact utterances you will be using and especially the novel commands because the action is so fast-moving and there is usually not time for you to create spontaneously".

From those ideas above, it shows that in Total Physical Response method, learners listen attentively and respond physically to the instruction given by the teacher. In addition, the teacher should prepare the lesson well.

2.1.4 The Instructional Materials Role of Total Physical Response

In Total Physical Response, there is no basic text book. Tarigan (1991:176) states that, "Pada umumnya tidak terdapat buku teks dasar pada kelas Respon Fisik Total" (generally, there is no basic text book in Total Physical Response class). It means that the teachers' voice, actions and gestures will take an important role for the activities in Total Physical Response class. The real objects in the classroom such as a black board, pencils, books and furniture are necessarily to be used. The teacher also needs to create supporting materials such as pictures, slides, real-objects, and word charts to support teaching point and later, the games also can be included.

The materials given in accordance with Total Physical Response method in this research is based on the English Course Outline (GBPP Kurikulum Pendidikan dasar 1994).

2.2 Listening Activity Process

As stated previously, listening is the first language skill for the children to emerge. Without the capability of listening, the children will have difficulties to speak, read and write. However, listening is not a passive skill, because listening demands active involvement from the listener. According to Littlewood (1995:66) in order to reconstruct the message that the speaker intends, the hearer must

actively contribute knowledge from both linguistic and non-linguistic sources. In addition, Lundsteen (in Jangolo, 1992:67) defines listening as a process by which spoken language is converted to meaning in the mind. He also states that listening involves three things as follows:

1. Hearing-it deals with physiological process that includes auditory acuity (the ability to hear) and auditory perception (the ability to discriminate among sounds, to blend sound together and to hold sequences of sound in memory)
2. Listening-an act of perception, which includes focusing, becomes aware, and selecting cues from the environment.
3. Auding-an act of comprehension that begins with hearing and listening. It includes getting meaning from what is heard, associating sounds to something already known, organizing, imagining, and appreciating what is heard.

Dealing with the explanation above, it can be concluded that listening is an active skill and to be a good listener, these three things in listening process must be mastered well.

2.2.1 Steps in the Listening Activity Process

There are some steps involved in listening activity process. Greene and Petty (1971:153) identify four steps in listening activity process. They are hearing, understanding, evaluating and responding.

1. Hearing – it deals with a series of sounds that involves with the words and sentences.
2. Understanding – it means that the meanings of those words and sentences are understood.
3. Evaluating – it means that the meaning gained is evaluated and the total communication is accepted or rejected.
4. Responding – a response is made to what was heard by further thought, bodily movement, facial expression, or audible reaction.

From those four steps in listening, responding takes role in the highest step, because by responding, it indicates that the listener comprehends what the speaker intends.

2.2.2 The Factors Influencing Listening Activity Process

According to Jalongo (1992:67), the listening activity process is affected by three factors; they are listener's characteristics, situational factors and speaker's characteristics.

1. The listener's characteristics

The characteristics involve the learner's motivation, experiences, and the ability to use self-monitoring. The learner's motivation deals with the student's interest to be active, to interact and to participate. The learner's experiences deal with the student's daily activities such as seeing, listening and doing in their environment. The ability to use self-monitoring refers to the ability in associating new information with prior knowledge.

2. Situational factors

They involve the quality of the message, the amount of distraction, and the use of concrete objects. It means that the message must be interesting, clear, and well organized. The distraction should be avoided because it can affect the listening process breakdown. And it is necessary to use concrete object to encourage the explanation of messages. For example: using pictures or real object as teaching media.

3. The speaker characteristics

They cover the speaker's pronunciation, eye contact, nonverbal communication which is consistent with the message, and the absence of distracting habits. The pronunciation of the speaker must be clear, so the listener will be easy to get the information. Eye contact deals with the speaker's attention to the listener. Mimes, gestures and body movements can show nonverbal communication. The speaker's distract habits should be avoided, so that the message can be transferred well. It deals with how the speaker presents the language to be understandable, volume of the voice should not be too low, or many other interruptions of voice must be avoided.

Based on the factors affected listening activity process, it showed that among those three factors must be supported one others. In addition, it is expected that the teacher will select the most appropriate and interesting methods and prepare the material well so that the goal of the teaching listening will be achieved effectively.

2.3 Listening Comprehension

Listening comprehension is taught to construct how to integrate the information from spoken text with the students' background knowledge. Fisher and Terry (1977:126) say that to listen, we must comprehend what we are hearing; listening requires us to think about what we are hearing. According to Littlewood (1995:67), the nature of listening comprehension means that the learner should be encouraged to engage in active process of listening for meaning, to use not only the linguistic cues but also his non-linguistic knowledge. In addition Hennings (1997:149) states that listeners are generally most successful when they listen with purpose in mind. Therefore, by listen with a certain purpose in mind, the listeners will motivated to comprehend their listening. Thus, the goal of listening comprehension class can be reached when the students listen with a certain purpose in their mind.

2.3.1 Listening Comprehension Skill

Related with sub skills, it just similar to the other language skills, listening also has its sub skills. Hughes (1996:156) divides listening comprehension skills into two kinds: micro and macro skills. Micro skill deals with the interpretation of intonation, recognition the function of structure and interpretation of phonetic code. In addition, the macro skill is related to the purpose of listening activity, which includes: listening for detail, obtaining gist of what is being said, following direction and following instruction.

Pratt (in Fisher and Terry, 1977:130) suggests that there are some skills involved in listening comprehension. The skills are noting details, following direction, organizing into main and subordinate ideas, selecting information

pertinent to a specific topic and detecting clues that show the speakers' trend of thought. Furthermore, Greene and Petty (1971:156) state that listening skills depend upon the purpose of the activity. It means that the purpose of the listening comprehension activity will influence the listening comprehension skills. Based on the ideas above, the listening comprehension skill in this research focuses on listening for following instruction/command.

2.3.2 Listening for Following Instruction

Following instruction is a very important skill that must be mastered by the students well. This is supported by Fisher's and Terry's (1977:128) who say that instruction can improve children's listening skill. Pratt (in Fisher and Terry, 1977:128) found in his experimental research, that listening instruction can be effective by developing specific listening skills. In this research, listening for following instruction is based on the instruction/command given by the teacher and the students give the response by physical movement.

2.4 Teaching Listening Comprehension at Elementary School

English has been offered as a local content course at Elementary School in Indonesia since 1995/1996 because English is an important language communication in the world. Moreover, there are many books of knowledge and technology that are written in English, so it is necessary for the students to start learning English in their early ages.

As a local content at Elementary School, English does not have national curriculum. It depends on the student's need of English in their areas, the availability of qualified teaching staff and supporting facilities. Therefore, the 1994 curriculum allows every province to develop its own curriculum. East Java Provincial Curriculum designer has developed the Basic Course Outline of English for Elementary School. This Basic Course Outline is based on the decree of the Provincial Department of Education of East Java No. 1702/ 104/ 94 SK.

Based on the 1994 Elementary School Curriculum, local content is necessity to improve knowledge, skill and the foundations of attitude and behavior

for the students so that they are able to comprehend what is needed in their environment. Furthermore, the goal of teaching English at Elementary School is to give motivation to the students to learn English. It means that the teacher should select interesting method and material to get the student's motivation and to create happy feeling without any stress to learn English.

According to Basic Course Outline of English for Elementary School, the aim of teaching English at Elementary school is to enable the students to master the four language skills; listening, speaking, reading and writing with vocabulary level in the range of 150 words. All of the English skills are taught integratively. In listening, the students are expected to be able to respond to the teacher's instruction and/or question orally; in speaking, they are required to be able to pronounce the words/sentences given and demonstrate short dialogs. In reading, the students are expected to be able to read simple text and interpret the words/phrases fixed in the context. Whereas, in writing, they are expected to be able to copy short sentences of a paragraph and complete the unfinished sentences with the help of pictures. In this research the focus of listening was on gaining the listening objective; the students are able to respond to the teacher's instruction and/or question orally.

In fact the teaching English especially the teaching of listening comprehension skill to the Elementary School students is not easy. So the teacher must be creative to select the teaching methods as interesting as possible based on the children development and characteristics. Phillips (1994:7) informs that there are many kinds of activities that can be applied to maintain a high degree of motivation and to make the English class enjoyable, stimulating experience for the children. He suggests that one of the activities is Total Physical Response. By applying Total Physical Response, the students will be motivated to enjoy the learning process of listening comprehension activity.

In relation with the explanation above, SDN Mojosari 04 Puger is one of the Elementary Schools that have included English as one of the local content subjects. The teaching of English had been given from the fourth to the sixth grades since 1998 to 2004 before. In 2005, it was taught from the second to the

sixth grade. The teaching of listening in this school was given integratively with the other English language skills, for example with the teaching of speaking skill.

2.5 Teaching Listening Comprehension Using Total Physical Response

According to Emmeret (in Maxwell and Meiser, 1997:26) listening is an active process by which students receive, construct meaning from, and respond to the spoken and or nonverbal messages. In addition, Franklin Ernst as quoted by Hennings, (1997:146) explains:

“Listening is an activity evidenced by movement of the part of not now-talking person. It is manifested in the behavior by the physical visible motion of the learner’s body. To listen is to move, to be in motion for the words of the talker”.

It means that the motion covers changes in position or movement that reflected physically.

Larsen and Freeman (1986:110) say that in Total Physical Response Method, students listen and respond to the spoken target language commands/instructions of their teacher. Moreover as stated previously, Asher (in Richards and Rodgers, 2000:87) believes, that a method that is undemanding in terms of linguistic production and that involves game-like movements reduce learner’s stress and creates positive mood of the learner resulting to facilitate learning. It means that the coordination between language cognition and physical movement is an effective way to motivate the beginner level to learn English.

Related to the idea above, it shows that there is an important relationship between listening and physical response. By using physical movement, the students are more interested in learning listening comprehension. So it is expected that the students are able to increase their listening comprehension by using Total Physical Response Method.



III. RESEARCH METHOD

3.1 Research Design

The research design in this study was descriptive because the research was intended to describe the fourth year students' listening comprehension ability using Total Physical Response at SDN Mojosari 04 Puger in the 2005/2006 academic year. Arikunto (1993:291) states that the characteristics of a descriptive research are: (1) it does not need an administration of controlling the treatment; (2) it does not need to prove the hypothesis, but it describes everything occurred in the real condition; and (3) the research works of the problem systematically for describing the content of the problem.

The procedures of this research design were as follows:

1. Finding and determining the problem.
2. Doing an informal interview.
3. Determining the research area and the respondents of the research.
4. Determining the data needed and the resources.
5. Constructing research instrument.
6. Doing the try-out test
7. Collecting the primary data.
8. Collecting the supporting data through interview and documentation.
9. Analyzing the collected data.
10. Concluding the research results.

3.2 Area Determination Method

In this research, purposive method was used to determine the research area. According to Arikunto (1993:117) purposive method is employed by the researcher to decide the research area because of a certain purpose. In addition, Ali (1993:57), states that in purposive method, the researcher has to be sure and understand the information of population. It means that, in purposive method, the

researcher has to be sure that the population chosen was suitable with his/her purposes conducted the research.

In this research, SDN Mojosari 04 was selected as the research area because this school has been applying Total Physical Response for teaching listening comprehension since 1998.

3.3 Respondent Determination Method

In this research, the writer took population method as the respondent determination method. It is according to Arikunto (2002:112) who states that if the number of respondents is less than a hundred it will be better to take all the subjects. On the other hand, if the number of respondents is more than a hundred it is necessary to take 10%-15% or 20%-25% or more as the research sample. Dealing with this idea, population research was chosen in this research because the number of the respondents was 47 students.

3.4 Data Collection Method

The data of this research consisted of primary data and supporting data. The primary data were taken from listening comprehension test, whereas, the supporting data were collected from interview and documentation.

3.4.1 Test

Test is a set of questions, exercises or the means of equipment to measure skill, knowledge, intelligent, ability or talent of individual or groups (Arikunto, 2002:127). It means that test is an instrument kind that is used to know the students' ability or competence in a particular skill. In this research, achievement test was used because before giving the test, the students had learnt listening comprehension through Total Physical Response with the topics of *Parts of the Body* and *The Things around us*.

Before the test was given to the respondents, the try-out had been administered to the fourth year students from different school to make sure whether the instructions were understandable or not, the allocated time was

enough or not, and to know the difficulty level of the test items and the reliability of the test.

Since Total physical Response had been applied in the teaching learning process, therefore, the test required the students to respond physically on the instruction given by the teacher orally. The test was given twice, the first had a topic of *Parts of the Body* and the second one was about *The Things around us*. There were 15 items for each topic. The allocation time was 10 minutes for each student. Each correct response could get 1 point. For each wrong response, get 0 point. If the respondents were able to respond all items correctly, they could get 15 points.

The procedures of the test were, firstly the researcher gave the instruction orally and gave an example to the whole class how to respond or to act physically based on the instruction given. Secondly, the researcher asked to all of the respondents went out of the classroom. And thirdly, the researcher called the name of the respondents one by one and they were invited to come into the classroom. The test item or the instruction was given orally by the researcher and the respondent responded physically. The correct and the wrong responses were noted on a student's response checklist with giving check in column C if the response was correct or column W if the response was wrong based the name of the students as the respondents.

Dealing with test validity, content validity was established. So, its validity must be related to East Java Provincial Curriculum of the fourth year Elementary School students. In addition, it was consulted to the English teacher.

3.4.2 Interview

According to Morgan (1988) in Bogdan and Biklen (1992:96) an interview is a purposeful conversation, usually between two people but sometimes involving more. In addition, Arikunto (2002:132) states that interview is a dialogue done by an interviewer to get some information from the interviewee.

In this research, interview was conducted with the English teacher twice. The first was informal interview. It was conducted to get supporting data to get

research background. The interview was about the length of the teacher has been teaching English at the Elementary School, and how long he has been applying Total Physical method to the teaching of listening comprehension. The second was formal interview. It was conducted with the English teacher after the researcher had collected the primary data. The data gathered from this interview were used as supporting data needed in the discussion. The guide of the interview could be seen on Appendix 2.

Semi structured interview was used in this research as there was a list of questions used as a guide to perform the interview to the English teacher.

3.4.3 Documentation

In this research, documentation was used to get the data about the list and the names of the respondents, and the school facilities of SDN Mojosari 04 Puger in the 2005/2006 academic year.

3.5 Data Analysis

In this research, the descriptive statistical method was used to analyze the data about the student's listening comprehension ability using Total Physical Response.

The formula used was as follow:

$$E = \frac{n}{N} \times 100 \%$$

Where:

E = persentase nilai yang diperoleh (percentage of score obtained)

n = nilai yang diperoleh (the scores obtained)

N = jumlah seluruh nilai (the total scores of the test items)

(Adapted from Ali, 1997:184)

After analyzing the scores obtained by using the formula above, the scores were classified based on the score level by using the following score classification table.

Table 1: The Classification of the Score Level.

Percentage (%)	Indonesian Terms	Category
91 - 100	Sempurna	Excellent
75 - 90	Baik	Good
60 - 74	Cukup	Moderate
40 - 59	Kurang	Poor
< 40	Sangat kurang	Very poor

(Adapted from Depdikbud, 1999:10)

IV. RESEARCH RESULTS AND DATA ANALYSIS

4.1 Results of Supporting Data

The supporting data were obtained from interview and documentation. These kinds of supporting data would complete and support the primary data.

4.1.1 Results of Interview

The interview was conducted with the English teacher twice to obtain the supporting data about the students' listening ability using Total Physical Response. The first was informal interview which was conducted to get data for setting the research background. The interview was about the length of the teacher had been teaching English at the Elementary School, and how long he has been applying Total Physical method to the teaching of listening comprehension. The results of the interview were as follows.

Firstly, the English teacher had been teaching English at the Elementary School since 1998. Secondly, in teaching listening comprehension, the teacher had been applying Total Physical Response method since the first year he taught English at SDN Mojosari 04 Puger.

The second interview was conducted with the English teacher after the primary data were collected. It was done on April, 19th, 2006. The results of the interview were as follows:

Firstly, the problem he had in teaching listening comprehension using Total Physical Response was that the number of students was big (47 students). So it was not easy for him to manage the class. In addition the students were so enthusiastic to respond the instruction given by the teacher. However, when a student gave wrong response, the other students gave comments and the class was very noisy.

Secondly, the teacher applied Total Physical Response to teach listening comprehension integratedly with other language skills. The students were very excited and happy during the teaching learning process. Therefore, the teacher believed that, this teaching method could help the students learn listening easily.

Thirdly, in the teaching of listening comprehension using Total Physical Response the teacher made a lesson plan, so that the class could run smoothly. In the application, the teaching of listening comprehension using Total Physical Response was taught integratedly with writing, reading and speaking. Therefore, its lesson plan was written integratedly with the other skills.

Fourthly, in the teaching of listening comprehension using Total physical response the teacher applied some procedures as follows:

1. Set Induction

In this stage, the teacher gave some leading questions based on the theme to get students' attention.

2. Main Activities

The first phase was modeling. The teacher asked four students to come forward to the class lined up with him faced of the other students as volunteers. Then, the teacher gave instruction/command and acted it as the model, the volunteers followed after him, while the other students just listened and observed. In the second phase, the teacher gave instruction/command and the volunteers demonstrated it themselves without him. Finally, the teacher asked the other students who had been observing him and the volunteers to respond according to the instructions/commands given as the evaluation to know their understanding.

3. Closure

After learning to respond some oral instructions/commands, the teacher wrote the new instructions/commands on the blackboard, and then acted it out, while the students copied and learnt to read them. After that, the teacher asked to a volunteer to come forward in front of the class to give commands/instructions, while the other students acted it out altogether:

4.1.2 Results of Documentation

Documentation was used to get the data about the list and the names of respondents, and the school facilities of SDN Mojosari 04 Puger. The results of the documentation showed that the respondents of this research were 47 students. The detail information about the respondents is enclosed on appendix 4. In addition, the school facilities of SDN Mojosari 04 Puger that support the teaching learning process consist of 6 classrooms, a headmaster's room, a teachers' room, a library, a remedial-teaching room, a science laboratory, sport aids, art tools, a mosque and 2 toilets.

4.2 Results of Try-out

Before testing the respondents, the test instrument had been tried out to the fourth year students from different school. As there was only one class of the fourth year students of SDN Mojosari 04 Puger, the try-out was given to the students of different Elementary School but still on the same level and of course at the school which has been using Total physical Response in the teaching of listening comprehension. Based on those considerations, the researcher chose the students of SDN Mojosari 01 Puger at the fourth grade as the respondents of try-out. The total number of the try out respondents was 30 students. The analysis of students' try-out test scores of listening comprehension test using Total Physical Response is on Appendix 6.

The result of the data analysis of product moment by using Kuder-Richardson formula showed that the value of r_{11} (reliability coefficient of the test) for listening comprehension test using Total Physical Response with *Parts of the Body* as the topic was 0.50 and the value of r_{11} (reliability coefficient of the test) for listening comprehension test using Total Physical Response with *The Things around us* as the topic was 0.52. According to Saukah (1997:120), the reliability coefficient of teacher made test is at least 0.50. Therefore it can be justified that the tests was reliable.

It was stated previously, before the test was given to the respondents, the try-out had been given to the fourth year students from different school to make sure whether the instructions were understandable or not and the allocated time was enough or not. Furthermore, the try out was intended to find the degree of item difficulty. Easy, sufficient and difficult were assigned for analyzing the difficulty of each test item using the following formula:

$$I = \frac{B}{N}$$

Note:

I = Index of difficulty

B = the number of students who answer the test item correctly

N = the number of the students taking the test

Table 2: The Criteria of the Index Difficulty

The Index of Difficulty	Indonesian Terms	Category
0.00 – 0.30	Sulit	Difficult
0.31 – 0.70	Sedang	Sufficient
0.71 – 1.00	Mudah	Easy

(Adapted from Sudjana, 1990:137)

The detailed calculation can be seen on Appendix 7.

From the tried-out results, it could be seen that in the topic of *Parts of the Body* there were 3 items or 20% with the index in the range of 0.00–0.30. It means that the items were categorized as difficult. There were 8 items or 53.33% with the index of difficulty in the range between 0.31–0.70. So, they were categorized as sufficient and there were 4 items or 26.66% with the index of difficulty in the range between 0.70–1.00. It means that the items were categorized as easy. Meanwhile, in the topic of *The Things around us* there were also 3 items or 20% with the index in the range of 0.00–0.30. It means that the items were categorized as difficult. There were 8 items or 53.33% with the index of difficulty in the range between 0.31–0.70. So, they were categorized as sufficient and there were 4 items or 26.66% with the index of difficulty in the range between 0.70–1.00. It means that the items were categorized as easy.

In addition, the instruction was understandable. The students responded the instructions/commands given by the researcher. The time allocated for doing the test was too long (10 minutes) because each student only needed four minutes for each part (topic). Related to the revision, there was only one item revised. The revision was done on the item number 11 part *The Things around us* "Point the map on the wall!" It was revised into "Point the cupboard!", because there was no map in the class. Besides, there were three item numbers in the part of *The Things around us* that were not systematically arranged. In addition the writer needed some rearrangement for those item numbers to make it more systematically.

4.3 Results of the Primary Data

The primary data were obtained from listening comprehension tests using Total physical Response. The listening comprehension test was held at SDN Mojosari 04 Puger as the research area on April 10th, 12th, 15th and 17th, 2006. The time of the test was 4 minutes for each student. The test items covered two topics, Parts of the Body and The Things around Us.

The students' score of the listening comprehension test were analyzed based on the correct responses of the test items. There were 15 items for each topic and each item was one point. So, the total score was 15 points.

4.4 Data Analysis

After collected the primary data, the scores were analyzed to know the students' listening comprehension ability using Total Physical Response. The Percentage formula to analyze the data was as Follow:

$$E = \frac{n}{N} \times 100 \%$$

The following table showed the scores of the students' listening comprehension test using Total Physical Response. It included the students' scores of listening comprehension test to follow instruction by using Total

Physical Response with *Parts of the Body* as the topic and the students' scores of listening comprehension test to follow instruction by using Total Physical Response with *The Things around us* as the topic.

Table 3: The Data of the Students' Listening Comprehension Test Scores Using Total Physical Response of Each Topic

No	Scores of Listening Comprehension Test						
	A			B			
	n	N	$E = \frac{n}{N} \times 100 \%$	n	N	$E = \frac{n}{N} \times 100 \%$	T
1	9	15	60,00	8	15	53,33	56,67
2	12	15	80,00	10	15	66,67	73,33
3	13	15	86,67	13	15	86,67	86,67
4	11	15	73,33	12	15	80,00	76,67
5	13	15	86,67	12	15	80,00	83,33
6	10	15	66,67	9	15	60,00	63,33
7	7	15	46,67	5	15	33,33	40,00
8	12	15	80,00	11	15	73,33	76,67
9	15	15	100,00	14	15	93,33	96,67
10	14	15	93,33	12	15	80,00	86,67
11	9	15	60,00	9	15	60,00	60,00
12	12	15	80,00	13	15	86,67	83,33
13	11	15	73,33	10	15	66,67	70,00
14	12	15	80,00	11	15	73,33	76,67
15	8	15	53,33	7	15	46,67	50,00
16	9	15	60,00	12	15	80,00	70,00
17	13	15	86,67	13	15	86,67	86,67
18	12	15	80,00	11	15	73,33	76,67
19	12	15	80,00	13	15	86,67	83,33
20	15	15	100,00	14	15	93,33	96,67
21	10	15	66,67	8	15	53,33	60,00
22	11	15	73,33	9	15	60,00	66,67
23	12	15	80,00	11	15	73,33	76,67
24	14	15	93,33	15	15	100,00	96,67
25	15	15	100,00	15	15	100,00	100,00
26	13	15	86,67	11	15	73,33	80,00
27	13	15	86,67	15	15	100,00	93,33
28	14	15	93,33	14	15	93,33	93,33
29	13	15	86,67	12	15	80,00	83,33
30	13	15	86,67	11	15	73,33	80,00
31	10	15	66,67	10	15	66,67	66,67
32	12	15	80,00	10	15	66,67	73,33

33	13	15	86,67	12	15	80,00	83,33
34	13	15	86,67	13	15	86,67	86,67
35	10	15	66,67	12	15	80,00	73,33
36	14	15	93,33	13	15	86,67	90,00
37	15	15	100,00	15	15	100,00	100,00
38	12	15	80,00	11	15	73,33	76,67
39	8	15	53,33	10	15	66,67	60,00
40	13	15	86,67	11	15	73,33	80,00
41	11	15	73,33	9	15	60,00	66,67
42	13	15	86,67	4	15	26,67	56,67
43	14	15	93,33	12	15	80,00	86,67
44	12	15	80,00	13	15	86,67	83,33
45	8	15	53,33	9	15	60,00	56,67
46	15	15	100,00	14	15	93,33	96,67
47	15	15	100,00	13	15	86,67	93,33
Σ	565	705		531	705		

Table 4: The Percentage of the Students' Listening Comprehension Scores of Each Topic

	M	Σn	ΣN	(%)
A	12.02	565	705	80.14
B	11.30	531	705	75.32
Σ (%)				77.73

Notes:

- No = the number of respondents
 E = scores' percentage of the students' listening comprehension test using Total Physical Response
 n = the scores obtained by the students on listening test
 N = the total scores of the test items
 T = the students' total scores of listening comprehension test using Total Physical Response
 A = the students' scores of listening comprehension test to follow instruction by using Total Physical Response with *Parts of the Body* as the topic
 B = the students' scores of listening comprehension test to follow instruction by using Total Physical Response with *The Things around us* as the topic
 M = the mean score
 Σ = total score gained by the students

Based on the results of data analysis from Table 3 and Table 4, it was found that:

1. The students' mean score of listening comprehension test to follow instruction by using Total Physical Response with *Parts of the Body* as the topic was 12,02. It means that the students' listening comprehension ability to follow instruction by using Total Physical Response with *Parts of the Body* as the topic was 80,14%.
2. The students' mean score of listening comprehension test to follow instruction by using Total Physical Response with *The Things around us* as the topic was 11,30. It means that the students' listening comprehension ability to follow instruction by using Total Physical Response with *The Things around us* as the topic was 75,32%.
3. The students' mean scores of listening comprehension test using Total Physical Response was 11,66. It means the students listening comprehension ability using Total Physical Response was 77,73%.

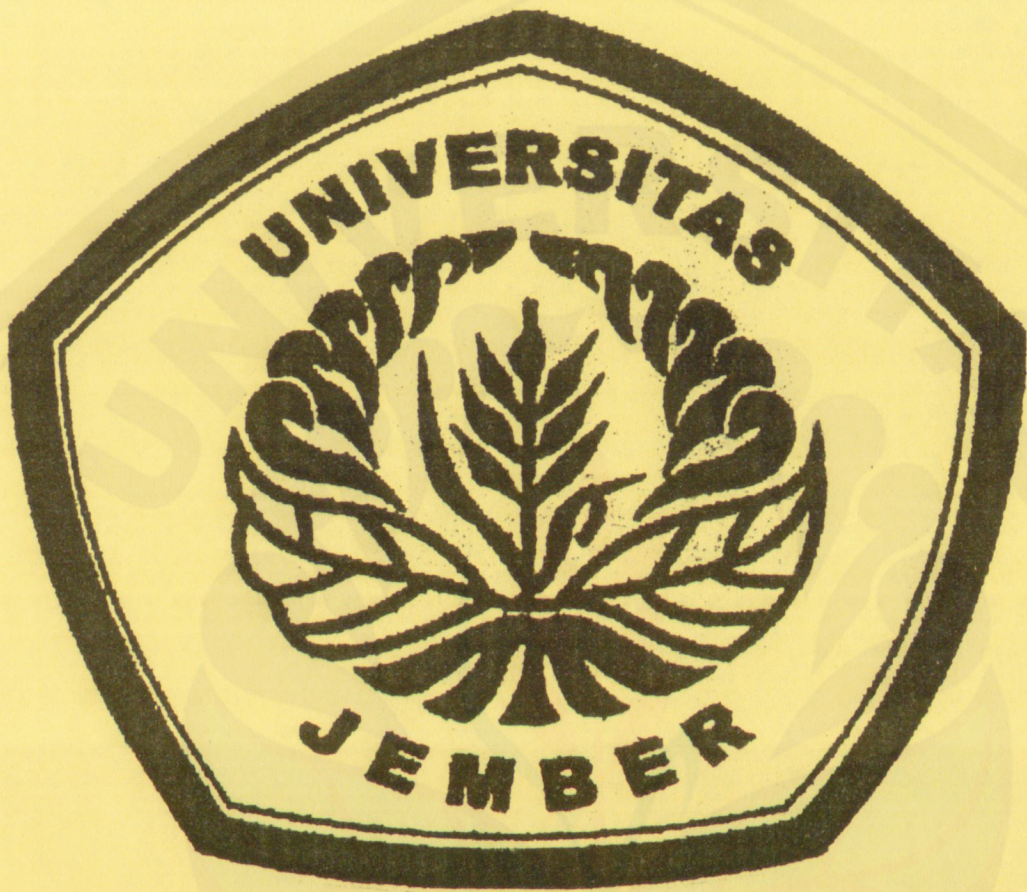
After the scores were analyzed, then the results of the scores percentage of students' listening comprehension ability using Total Physical Response were consulted to the *Table of Scores Level Classification* (Table 1, Pp. 18). From the consultation, the following points were found:

Firstly, the students' listening comprehension ability to follow instruction by using Total Physical Response with the topic of *Parts of the Body* was classified as 'good' (80.14%) because it was in the range of 75%–90%. Secondly, the students' listening comprehension ability to follow instruction by using Total Physical Response with the topic of *The Things around us* was classified as 'good' (75.32%) because it was in the range of 75%–90%. Therefore, the students' listening comprehension ability using Total Physical Response was classified as 'good' (77.73%) because it was in the range of 75 %–90%.

4.5 Discussion

The result of this research showed that the fourth year students' listening comprehension ability using Total Physical Response at SDN Mojosari 04 Puger in the 2005/2006 academic year was good. It might be affected by two reasons. The first reason might be affected by the condition of the teaching learning process with Total Physical Response that made the students got relax and interested in joining listening class (the result of interview). The second reason might be affected by the test items, which were too easy for the respondents to respond. It was because for each topic of the test (1 topic contains of 15 items) in which, there were 4 items or 26.66% with the index of difficulty categorized as easy, 8 items or 53.33% categorized as sufficient, and only 3 items or 20% categorized as difficult. So, it is suggested to the further researchers who want to conduct further research by applying Total Physical Respond with different design on other language skills or language components to make the test items a bit more difficult.

Concerning with the results above, it can be seen that Total Physical Response was an appropriate method for teaching English, especially for teaching listening comprehension at the primary level. The finding supports Phillips (1994:19) who says that Total Physical Response is an extremely useful and adaptable teaching method, especially in primary classes. In addition, the results of the test showed that in general, the students' listening comprehension ability to follow instruction using Total Physical Response was '*good*'. It means that Total Physical Response method was useful and appropriate for the beginner students to improve their listening comprehension ability.



V. CONCLUSSION AND SUGGESTION

5.1 Conclusion

Based on the results of data analysis and discussion, there are two conclusions can be divided, general conclusion and specifics conclusions.

5.1.1 General Conclusion

In general, the fourth year students' listening comprehension ability using Total Physical Response at SDN Mojosari 04 Puger was *good*.

5.1.2 Specific Conclusions

The specific conclusions were:

1. The fourth year students' listening comprehension ability to follow instruction by using Total Physical Response with *Parts of the Body* as the topic at SDN Mojosari 04 Puger was *good*.
2. The fourth year students' listening comprehension ability to follow instruction by using Total Physical Response with *The Things around us* as the topic at SDN Mojosari 04 Puger was *good*.

5.2 Suggestion

Based on the results of this research, some suggestions are proposed to the elementary English teacher and to other researchers.

5.2.1 For Elementary English Teachers

The elementary English teachers are suggested to apply Total Physical Response method for the teaching of listening comprehension because Total Physical Response is a good method for the teaching of listening comprehension at Elementary School.

5.2.2 For Other Researchers

The other researchers are suggested to conduct a further research by applying Total Physical Response with different research design on other language skills or language components, such as a classroom action research on using Total Physical Response to improve the students' vocabulary ability.



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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATOR	DATA RESOURCES	RESEARCH METHOD
A Descriptive Study of the Fourth Year Students' Listening Comprehension Ability Using Total Physical Response at SDN Mojosari 04 Puger In the 2005/2006 Academic Year	<p>General Problem: How is the fourth year students' listening comprehension ability using Total Physical Response at SDN Mojosari 04 Puger In the 2005/2006 Academic Year?</p> <p>Specific Problems: - How is the fourth year students' listening comprehension ability to follow instruction by using Total Physical Response with <i>Parts of the Body</i> as the topic at SDN Mojosari 04 Puger in the 2005/2006 Academic Year?</p> <p>- How is the fourth year students' listening comprehension ability to follow instruction by using Total Physical Response with <i>The Things around us</i> as the topic at SDN Mojosari 04 Puger in the 2005/2006 Academic Year?</p>	Listening comprehension ability using Total Physical Response	Following instructions given by the teacher	<p>1. Respondents: The fourth year students of SDN Mojosari 04 Puger.</p> <p>2. Informants: - The principal - The English teacher - The administration staff</p> <p>3. Documents.</p>	<p>1 Research Design: Descriptive Study</p> <p>2 Research Area : Purposive</p> <p>3 Respondent : Population Research</p> <p>4 Data Collection : - Test - Document - Interview</p> <p>5 Data analysis: Descriptive Statistic</p> <p>$E = \frac{n}{N} \times 100 \%$</p> <p>Where: E = percentage of the students' listening comprehension ability using Total Physical Response n = score obtained N = the total score</p> <p>(Adapted from Ali, 1997:184)</p>

GUIDE OF SUPPORTING DATA INSTRUMENT

I. Guide of the First Interview

No.	The Supporting Data Taken	Data Resource
1	How long have you been teaching English at Elementary School?	English teacher of the fourth year students of SDN Mojosari 04 Puger
2	How long have you been teaching listening comprehension by using Total Physical Response at Elementary School?	

II. Guide of the Second Interview

No.	The Supporting Data Taken	Data Resource
1	What problems do you have in teaching listening comprehension by using Total Physical Response?	English teacher of the fourth year students of SDN Mojosari 04 Puger
2	Do the students enjoy the lesson when you teach them listening comprehension by using Total Physical Response?	
3	What do you prepare to teach listening comprehension by using Total Physical Response?	
4	What are the procedures in teaching listening comprehension by using Total Physical Response?	

III. Guide of Documentation

No.	The Supporting Data Required	Data Resource
1.	The names of the respondents	Document
2.	The school facilities	Document

Appendix 3

LISTENING COMPREHENSION TEST

Subject : English
Class : IV
Time Allocation : 4 minutes for each student
Topic : Part of the Body

Do the actions based on the instruction! (Lakukan gerakan sesuai dengan perintah !)

Example:

- Shut your eyes!
 - Open your eyes!
1. Touch your ear!
 2. Touch your head!
 3. Touch your arm!
 4. Touch your lips!
 5. Point your teeth!
 6. Point your nose!
 7. Point your neck!
 8. Point your elbow!
 9. Show your fingers!
 10. Show your tongue!
 11. Raise your hand!
 12. Touch your hair!
 13. Touch your back!
 14. Touch your shoulder!
 15. Touch your knee!

LISTENING COMPREHENSION TEST

Subject : English
Class : IV
Time Allocation : 4 minutes for each student
Topic : The Things around Us (in the classroom)

Do the actions based on the instruction! (Lakukan gerakan sesuai dengan perintah !)

Example:

- Open the window!
- Close the window!

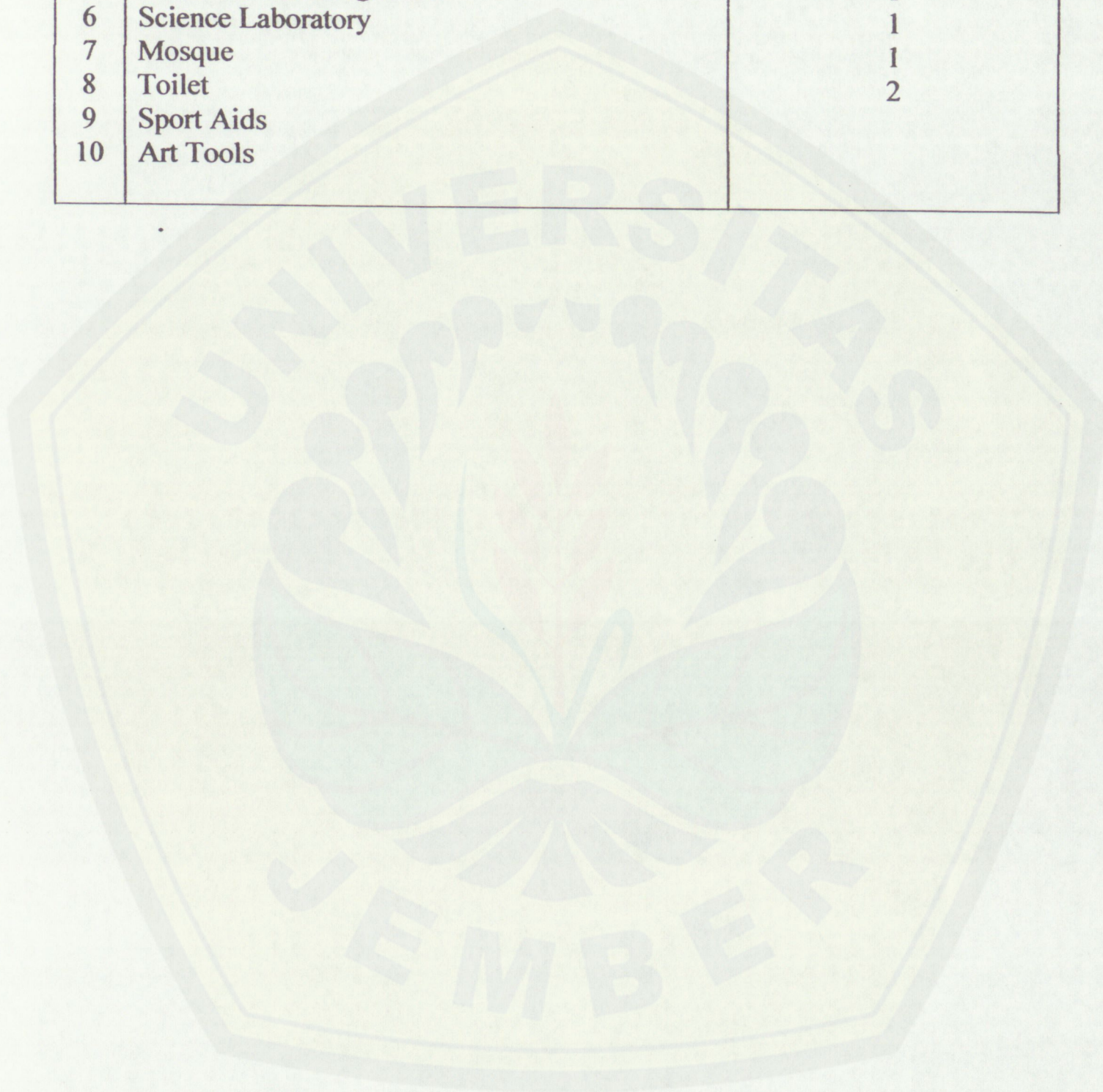
1. Close the door!
2. Open the door!
3. Point your desk!
4. Take your bag!
5. Hold your pencil!
6. Take your ballpoint!
7. Take your note-book!
8. Hold your book in your arm!
9. Put your bag on the table!
10. Point the eraser on the table!
11. Point the map on the wall!
12. Clean the blackboard!
13. Hold the chalk in your hand!
14. Write your name on the blackboard!
15. Draw a circle on the blackboard!

The Names of Respondents

No.	Name	Gender	No.	Name	Gender
1	Bayu Setyo Handoko	Male	25	Hemi Fitria Ningsih	Female
2	Cinami Natari	Female	26	Husnul Mahmudah	Female
3	Diah afebri R.	Female	27	Hotib Supieni	Male
4	Moh. Hafid	Male	28	Holifah H	Male
5	Siti Kholifah	Female	29	Ikhwan hakiki	Male
6	Siti Nurhasanah	Female	30	Inayatur Rofikoh	Female
7	Andri Arianto	Male	31	Irfakotul Laili	Female
8	Abibi Restu H.	Male	32	Joni Puwantoro	Male
9	Adi Feronika	Male	33	Lailatus Syarifah	Female
10	Ahmad Arisandi	Male	34	Soni Prasetyono	Male
11	Abdul Rohman	Male	35	Siti Umaiyyah	Female
12	Andri Dwi Amboro	Male	36	Rosita Defi	Female
13	Bagus Prasetyo	Male	37	Rosediana Maulidi	Female
14	Dasi Susilowati	Female	38	Romatul Islamiyah	Female
15	Eka Surya W	Male	39	Nurholifah	Female
16	Elfiah	Female	40	Moh. Feri	Male
17	Andra Gunawan	Male	41	Uus Suryani	Female
18	Egi Bayu Aji	Male	42	Yuyut Puji Utomo	Male
19	Eli Neneng Sulastri	Female	43	Nia Puspitoningtyas	Female
20	Eprin Yulianto	Male	44	Saiful Rizal	Male
21	Fiko Prio S	Male	45	Ahmad Maalidi	Male
22	Gebi Arisandi	Male	46	Habibatul Jannah	Female
23	Hamsinah	Female	47	Saiful Bahri	Male
24	Fahlul Bakri	Male			

The facilities at SDN Mojosari 04 Puger

No.	The Facilities	Total
1	Classroom	6
2	Head Master's Room	1
3	Teachers' Room	1
4	Library	1
5	Remedial Teaching Room	1
6	Science Laboratory	1
7	Mosque	1
8	Toilet	2
9	Sport Aids	
10	Art Tools	



Try- out Test analysis
"PARTS OF THE BODY"

No.	The Names of Respondents	The Number of Items															x	x ²
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1	Abdul Rohman	1	0	0	0	1	0	1	0	1	1	1	1	0	0	10	100	
2	Agung Gunawan	1	1	0	1	1	0	1	0	1	0	1	1	0	0	10	100	
3	Ahmad Basofi	1	1	1	1	1	1	0	1	0	1	1	1	1	12	144		
4	Angga Wahyudi	1	1	1	1	1	1	1	1	1	1	1	1	1	15	225		
5	Ardhy Setiawan P	0	1	0	1	0	1	0	1	0	0	0	0	0	4	16		
6	Dewi Mauliya	1	1	1	0	1	0	1	1	0	1	1	1	0	9	81		
7	Edi Siswanto	1	1	0	1	0	1	1	1	0	0	1	0	0	7	49		
8	Imam Safii	1	1	1	1	1	1	1	0	0	1	1	1	0	9	81		
9	Intan Dewi	1	1	1	1	1	1	1	1	0	1	1	0	1	11	121		
10	M. Fathur Rozhi	1	0	1	0	1	1	1	1	0	1	1	0	0	9	81		
11	M. Gilang Maulana	1	1	1	1	1	1	0	1	1	1	1	1	1	14	196		
12	Moch. Hadi Setiawan	1	1	1	1	1	1	1	1	1	1	1	1	1	15	225		
13	Moch. Rois	1	1	0	1	1	0	0	0	0	0	0	1	0	7	49		
14	Marita Hidayati	1	1	0	1	1	0	1	1	0	1	1	1	0	11	121		
15	Mofi Angraeni	1	1	1	1	1	1	0	1	1	1	0	0	0	10	100		
16	Mufidah	0	1	1	1	0	1	1	1	1	1	0	1	0	10	100		
17	Nurul Aida	0	0	1	1	0	1	1	1	0	1	1	1	1	9	81		
18	Purwanto	1	1	1	1	1	1	1	1	0	0	1	1	0	11	121		
19	Rangga Yan Bagusta	1	1	1	1	1	1	1	1	0	0	1	1	0	10	100		
20	Reni Anggraeni	1	1	1	1	1	0	1	1	0	0	1	1	0	9	81		
21	Ribut Sugiaro	1	1	0	0	1	1	1	1	0	1	1	0	0	9	81		

$$M = 9.73$$

$$S_t^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$$S_t^2 = \frac{3034 - \left(\frac{292}{30}\right)^2}{30}$$

$$S_t^2 = \frac{3034 - 2842.1}{30}$$

$$S_t^2 = 6.40$$

$$r_{11} = \left(\frac{n}{n-1}\right) \left(1 - \frac{M(n-M)}{nS_t^2}\right)$$

$$r_{11} = \left(\frac{15}{14-1}\right) \left(1 - \frac{9.73(15-9.73)}{15 \times 6.40}\right)$$

$$r_{11} = \left(\frac{15}{14}\right) \left(1 - \frac{51.26}{95.93}\right)$$

$$r_{11} = (1.07)(0.47)$$

$$r_{11} = 0.50$$

Where:

S_t^2 = variants

N = total of respondent numbers

n = total of the items test

r = the test reliability

M = the mean scores of listening comprehension test using Total Physical Response with *Parts of the Body* as the topic

Try - out Test Analysis
 "THE THINGS AROUND US (In the Classroom)"

No.	The Names of Respondents	The Number of Items															X	X ²	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
1	Abdul Rohman	1	0	0	0	1	0	1	0	1	0	1	1	0	1	0	1	8	64
2	Agung Gunawan	1	1	0	1	1	1	0	1	0	1	1	0	1	0	1	1	9	81
3	Ahmad Basofi	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	11	121	
4	Angga Wahyudi	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	14	196	
5	Ardhy Setiawan P	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	3	9	
6	Dewi Mauliya	1	1	1	0	1	1	0	1	0	1	1	1	0	1	0	9	81	
7	Edi Siswanto	1	1	0	1	0	1	0	0	0	1	1	1	1	1	1	8	64	
8	Imam Saifi	1	1	1	1	1	1	0	1	0	1	0	0	0	0	1	8	64	
9	Intan Dewi	1	1	1	1	0	1	1	0	0	1	1	1	0	1	0	10	100	
10	M. Fathur Rozhi	1	0	1	0	1	0	1	0	0	0	0	0	0	1	1	6	36	
11	M. Gilang Maulana	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	13	169	
12	Moch. Hadi Setiawan	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	225	
13	Moch. Rois	1	1	0	0	1	0	1	0	0	1	1	1	0	0	1	7	49	
14	Marita Hidayati	1	1	0	1	0	1	0	1	0	1	1	1	0	1	1	10	100	
15	Mofi Anggraini	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	12	144	
16	Mufidah	0	1	1	1	1	1	1	0	0	1	1	1	0	1	1	12	144	
17	Nurul Aida	0	0	1	1	0	1	1	1	1	1	0	1	0	0	1	8	64	
18	Purwanto	1	1	1	0	1	1	0	1	0	1	1	1	1	1	0	10	100	
19	Rangga Yan Bagusta	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	14	196	
20	Reni Anggraeni	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	10	100	
21	Ribut Sugiarto	1	1	0	1	1	1	0	1	0	1	1	1	0	1	1	10	100	

22	Ririn Nur Indah Yani	1	1	0	1	1	0	1	0	1	1	0	1	1	0	1	1	10	100
23	Siti Holifah	0	1	1	1	0	1	1	0	1	1	0	1	0	1	0	0	8	64
24	Siti Mumfarida	1	1	1	0	0	1	0	0	1	1	0	0	1	0	0	1	7	49
25	Siti Sundari	1	1	1	0	0	1	0	0	1	1	0	0	1	0	0	1	7	49
26	Suwastono	0	1	1	0	1	1	0	1	1	1	1	0	1	0	1	10	100	
27	Teguh Ismatat	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	13	169	
28	Yayuk Sri Rahayu	1	1	0	1	0	1	0	0	1	1	0	1	1	0	0	7	49	
29	Yuli Setyowati	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	9	81	
30	Widarianti	1	1	1	1	1	0	1	0	1	1	0	0	0	0	1	9	81	
Scores obtained		25	26	21	20	20	19	21	8	26	26	7	20	24	9	20	287	2949	
p		0.83	0.87	0.7	0.67	0.67	0.63	0.7	0.27	0.87	0.87	0.23	0.67	0.8	0.3	0.67	0.7	0.7	
q		0.17	0.13	0.3	0.33	0.33	0.37	0.3	0.73	0.13	0.13	0.77	0.33	0.2	0.7	0.33	0.3	0.3	

Note:

X = the students' gained score

p = proportion of the students who give the correct response

q = proportion of the students who give the incorrect response

$$M = 9.57$$

$$S_t^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$$S_t^2 = \frac{2949 - 2745.63}{30}$$

$$S_t^2 = \frac{2949 - \frac{(287)^2}{30}}{30}$$

$$S_t^2 = 6.78$$

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{M(n-M)}{nS_t^2} \right)$$

$$r_{11} = \left(\frac{15}{15-1} \right) \left(1 - \frac{9.57(15-9.57)}{15 \times 6.78} \right)$$

$$r_{11} = \left(\frac{15}{14} \right) \left(1 - \frac{51.98}{101.68} \right)$$

$$r_{11} = (1.07)(0.49)$$

$$r_{11} = 0.52$$

Where:

S_t^2 = variants

N = total of respondent numbers

n = total of the items test

r = the test reliability

M = the mean scores of listening comprehension test using Total Physical Response with *The Things around Us* as the topic

Table 3.1: The Analysis of Items Difficulty of Listening Comprehension Test Using Total Physical Response with *Parts of the Body* as the topic

No.	N	B	I	Category
1	30	26	0,87	Easy
2	30	21	0,70	Sufficient
3	30	20	0,67	Sufficient
4	30	26	0,87	Easy
5	30	25	0,83	Easy
6	30	21	0,70	Sufficient
7	30	21	0,70	Sufficient
8	30	20	0,67	Sufficient
9	30	27	0,90	Easy
10	30	8	0,27	Difficult
11	30	21	0,70	Sufficient
12	30	20	0,67	Sufficient
13	30	20	0,67	Sufficient
14	30	7	0,23	Difficult
15	30	9	0,30	Difficult

Table 3.2: The Analysis of Items Difficulty of Listening Comprehension Test Using Total Physical Response with *the Things around Us* as the topik

No.	N	B	I	Category
1	30	25	0,83	Easy
2	30	26	0,87	Easy
3	30	21	0,70	Sufficient
4	30	20	0,67	Sufficient
5	30	20	0,67	Sufficient
6	30	19	0,63	Sufficient
7	30	21	0,70	Sufficient
8	30	8	0,27	Difficult
9	30	26	0,87	Easy
10	30	7	0,23	Difficult
11	30	20	0,67	Sufficient
12	30	24	0,80	Easy
13	30	9	0,30	Difficult
14	30	20	0,67	Sufficient
15	30	21	0,70	Sufficient

Appendix 9

The Students' Listening Comprehension Test Score
"PART OF THE BODY"

No.	The Names of Respondents	The Number of Items															Score Achieved	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1	Bayu Setyo Handoko	0	0	1	0	1	1	0	1	1	0	1	1	1	1	0	1	9
2	Cinami Natari	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	12
3	Diah afebri R.	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	13
4	Moh. Hafid	1	1	0	1	0	1	1	1	1	0	1	1	0	1	1	1	11
5	Siti Kholifah	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	13
6	Siti Nurhasanah	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	10
7	Andri Arianto	0	1	0	1	0	1	0	1	1	1	0	1	0	0	0	0	7
8	Abibi Restu H.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	12
9	Adi Feronika	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	14
10	Ahmad Arisandi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	14
11	Abdul Rohman	1	1	1	1	0	0	0	1	1	0	0	1	1	1	1	1	9
12	Andri Dwi Amboro	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	12
13	Bagus Prasetyo	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	11
14	Dasi Susilowati	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	12
15	Eka Surya W	0	0	1	0	1	0	1	1	1	0	1	0	1	1	1	0	8
16	Elfiah	1	1	0	0	0	1	0	1	1	1	1	1	0	0	1	1	9
17	Andra Gunawan	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13
18	Egi Bayu Aji	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	12
19	Eli Nening Sulastri	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	12
20	Eprin Yulianto	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
21	Fiko Prio S	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	0	10

The Students' Listening Comprehension Test Score
"THE THINGS AROUND US (In the Classroom)"

No.	The Names of Respondents	The Number of Items															Score Achieved
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	Bayu Setyo Handoko	1	1	0	0	1	1	1	0	0	1	1	1	0	1	0	8
2	Cinami Natari	1	1	1	1	1	1	1	1	0	1	0	1	0	0	0	10
3	Diah afebri R.	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	13
4	Moh. Hafid	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	12
5	Siti Kholifah	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	12
6	Siti Nurhasanah	1	1	1	0	1	1	1	0	0	0	1	1	0	0	0	7
7	Andri Arianto	1	0	0	1	1	1	0	0	1	0	0	0	0	0	0	5
8	Abibi Restu H.	1	1	1	0	1	1	1	1	1	0	1	1	0	1	0	11
9	Adi Feronika	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	11
10	Ahmad Arisandi	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	14
11	Abdul Rohman	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	12
12	Andri Dwi Amboro	1	1	0	0	1	1	0	1	1	1	1	1	0	0	0	9
13	Bagus Prasetyo	0	0	1	1	1	1	1	1	1	0	1	1	0	0	1	9
14	Dasi Susilowati	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	10
15	Eka Surya W	1	1	0	1	0	1	0	1	1	0	1	1	1	0	0	11
16	Elfiah	1	0	0	1	1	0	1	0	1	0	1	1	0	0	0	7
17	Andra Gunawan	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	12
18	Egi Bayu Aji	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	13
19	Eli Neneng Sulastrri	1	1	1	0	1	1	1	1	1	0	1	1	0	1	0	11
20	Eprin Yulianto	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	13
21	Fiko Prio S	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	14
22	Gebi Arisandi	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	8
23	Hamsinah	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9
		1	1	1	1	1	1	1	0	0	0	1	1	1	1	0	11



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
AKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./Fux (0331) 334988 Jember 68121

Jember, 15 Maret 2006

Nomor : 0900 /J.25.1.5/PP.5/2006
Lampiran : Proposal
Perihal : Ijin penelitian
Kepada : Yth/Sdr. Kepala
SDN Mojosari 04 Puger
di
Puger.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini:

Nama : Rina Widya Lestari
NIM : 010210401223
Jurusan/Program : Bahasa dan Seni/ Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di lembaga saudara dengan judul:

A DESCRIPTIVE STUDY OF THE FOURTH YEAR STUDENS' LISTENING COMPREHENSION ABILITY USING TOTAL PHYSICAL RESPONSE AT SDN MOJOSARI 04 PUGER IN THE 2005/2006 ACADEMIC YEAR

Sehubungan dengan hal tersebut kami mohon perkenan Saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukan. Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.



Dekan
Pembantu Dekan I

Dra. W. Niek Fkc Bindarti, M.Pd

131 475 844



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SEKOLAH DASAR NEGERI MOJOSARI 04
 Jl. Menampu No. 12 Mojosari Kec. Puger Telp. (0336) 723390

SURAT KETERANGAN
 No. 423/25/436.318.19.32/2006

Saya yang bertanda tangan dibawah ini;

NAMA : ADI SUWODO, S. Pd
 NIP : 130748836
 PANGKAT/GOLONGAN : PEMBINA / IV. a
 JABATAN : KEPALA SEKOLAH



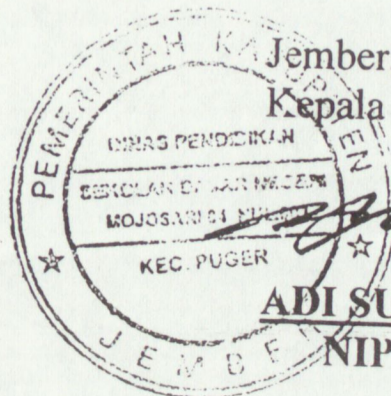
Menerangkan bahwa;

NAMA : RINA WIDYA LESTARI
 NIM : 010210401223
 JURUSAN/PROGRAM : PBS/ BAHASA INGGRIS
 FAKULTAS : KEGURUAN DAN ILMU PENDIDIKAN UNEJ

Benar-benar telah melaksanakan penelitian di SD Negeri Mojosari 04 Puger mulai tanggal 10 d 19 April 2006. Penelitian ini dilaksanakan untuk memenuhi penyelesaian tugas akhir (kripsi) yang berjudul:

"A DESCRIPTIVE STUDY OF THE FOURTH YEAR STUDENTS' LISTENING COMPREHENSION ABILITY USING TOTAL PHYSICAL RESPONSE AT SDN MOJOSARI 04 PUGER IN THE 2005/2006 ACADEMIC YEAR"

Demikian surat keterangan ini saya buat untuk dapat dipergunakan sebagaimana mestinya.



Jember, 19 April 2006
 Kepala SDN Mojosari 04 Puger

(Signature)
ADI SUWODO, S. Pd
 NIP. 130748836