

**THE EFFECT OF USING TOTAL PHYSICAL RESPONSE WITH  
REAL OBJECTS IN TEACHING PREPOSITIONS ON THE  
PREPOSITIONS ACHIEVEMENT OF  
THE THIRD GRADE STUDENTS OF ELEMENTARY SCHOOL**

**A THESIS**

**As a Partial Fulfillment of the Requirements  
for the Sarjana Pendidikan Degree in  
English Language Teaching Faculty**



**BY:**

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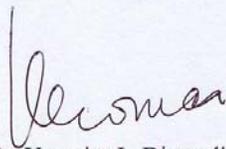
**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA  
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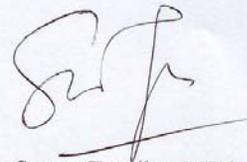
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This thesis entitled *The Effect of Using Total Physical Response with Real Objects in Teaching Prepositions on the Grammar Achievement of the Third Grade of Elementary School Students* which is prepared and submitted by *Velly Dewi Tjiaranata* has been approved and accepted as a partial fulfillment of the requirement for the Sarjana Pendidikan Degree in English Language Teaching Faculty by the following advisors:



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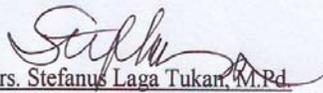
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This Thesis has been examined by the committee of an Oral Examination  
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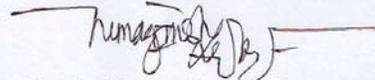
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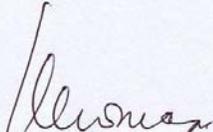
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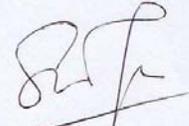
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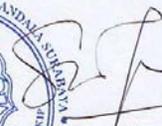
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The Writer

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## ABSTRACT

Tjiaranata, Velly Dewi. 2008. *The Effect of Using Total Physical Response with Real Objects in Teaching Prepositions on the Prepositions Achievement of the Third Grade Students of Elementary School*. S-1 Thesis. English Department. Faculty of Teacher Training of Widya Mandala Catholic University Surabaya.

Keywords: Teaching English, Teaching Prepositions, Prepositions Achievement, Elementary School, Total Physical Response.

English is mostly learned in all levels of education in Indonesia that begins to be taught from the lowest level of education (kindergarten) in Indonesia. Prepositions as a part of grammatical pattern, are difficult to be learned. Teachers usually provide the translation of certain prepositions to the students; it makes the students feel bored and lazy.

Realizing that using the translation of word list in teaching prepositions does not show satisfying result, the writer was thinking to propose a new method of teaching which involves students to learn a certain lesson in more fun and enjoyable atmosphere. Total Physical Response, famously known as TPR, is one method that uses actions to learn the material. Doing actions a lot is one of the characteristics of elementary school students.

Based on this fact, the writer did a research to know the effectiveness of this method in teaching prepositions especially prepositions of location at SDK St. Vincentius especially to the students of the 3<sup>rd</sup> grade that were divided into 3 classes. The writer assigned the 3 classes randomly as pilot group, control group and experimental group. The pilot group was given a try-out test only without having chance to get any treatments. The other two groups, experimental and control groups were given different treatments by the writer. The way of teaching using TPR with the real objects was given to the experimental group while the control group was taught by using translated word list of prepositions.

Based on the analysis of the pre test and post test scores, the writer found the gain difference between the two groups. The result showed that the t-observation (2,25) was greater than the t-table (1,67). As the  $H_0$  is rejected, it means that there is significant difference between the experimental group and control group. Students of the Experimental Group who are taught using TPR with real objects show better performance in the Prepositions Achievement rather than students of the Control Group who are taught using Translation of Word List. By the end of the research, the writer can conclude that TPR is one possible and effective teaching method in introducing prepositions especially prepositions which deal with place or position to the elementary school students.