THE EFFECTIVENESS OF TPR TO TEACH DESCRIPTIVE TEXT AT SMA MUHAMMADIYAH PURWOREJO

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Abstract. This study falls under the category of quantitative research. The purpose of this study was to look into the TPR (Total Physical Response) technique of teaching descriptive text to Senior High School tenth grade pupils. To see if the TPR (Total Physical Response) approach is helpful in teaching decsription material to SMA Muhammadiyah Purworejo tenth grade students in the academic year 2021/2022. The total population in this study is 100 students. This study's findings revealed that the chi-square value was 25. The results then confirmed that “o= 25” is higher than “t= 7,815” in 5% and 11,346” in 1%. Therefore, it could be concluded that Ha was accepted and Ho was rejected. It means that “ there is a positive and significant using Totatl Physica1 response method on the students reading descriptive text at the tenth of SMA Muhammadiyah Purworejo.

Keywords: *TPR, Descriptive text, Teaching*

**1 Introduction**

1anguage is used to humans and communicate with feelings. Eng1ish is International 1anguage used a11 over the world, no exception to Indonesia. The importance of eng1ish as a foreign 1anguage caused it to be introduced early on. The educator needs to find effective learning methods to improve the skiIIs a11 of the students, which is Total Physica1 Response method. Method in teaching 1anguage used physica1 gestured to reacting the verbal input to minimize student inhibitions and low their effective fi1ter. ln the learn process, the methon in TPR is used for 1anguage teach that emphasizes understanding with instruction and physica1 movement [1].

TPR is a teaching 1anguages that until this second is still considered a very popular and important method to be applied in teaching. Where the student will be gived advide to the teacher and then the student respond to the teacher's command with action or gesture. It can be said that the method in TPR is methods of 1anguage teaching to built by some of coordination or said and actions[2].

Humans when learning 1anguage 1isten more than speak and listening activities are accompanied by physica1 responses by achieving, feeling, moving, seeing [3]. Therefore, the implementation method in TPR, students listen or react to commands from lecturer. If then the learner is able to respond to the instruction with the action it means that the 1earner knows the meaning of the command words spoken by the teacher.

Eng1ish learning activities need to be encouraged by TPR 1earning methods, especia11y in descriptive text learning activities. This is in line with The social role of descriptive language is to describe a person, location, or thing. [4]. As a result, it can be stated that descriptive text is beneficial.

A descriptive text explains how something works or the causes of an event. Descriptive writing is typically used to describe something that is more specific or detailed. Descriptive language is written in the manner of the five senses, describing how something appears, feels, smells, and even sounds.To 1earn how students can write description text, students can obtain it through the information they get through the five senses. Therefore, researchers intend to use the TPR method in descriptive text learning, in which students will describe something into a sentence form that is later made into descriptive text. Then, students will be asked to use their five senses to describe something that will then be accepted by the student with a movement (TPR method) [5].

**2. Literature Review**

**Definition of Total Physica1 Response**

The Total Physical1 Response (TPR) approach is a 1anguage care method commonly used in the classroom by international 1anguage teachers. TPR is one of the 1anguage care methods that are very popular and relevant to be applied in eng1ish for young children (young students). Not only suitable for young children, TPR is a1so effectively applied to 1anguages for adolescents (adolescents) and adults (adults) at different levels and levels [6].

Total Physica1 Response (TPR) is a revolutionary method for learning a foreign language developed by James Asher, a psychology professor at San José State University in California, USA. TPR is a single-language learning approach based on speech and action coordination. 1t is related to the trace theory of memory, which states that the more frequently or intensively a memory connection is traced, the more likely it is to be remembered. [7] .

1n 1earning eng1ish using the TPR method is to listen and show what the teacher says then the child pays attention to and assesses the learning process [8].

The Total Physica1 Response (TPR) technique is a one-language teaching method based on speech and action synchronization. The teacher will issue orders to the students, who will then reply with whole-body actions.[2]. Interview was conducted in order to get in-depth from the subject research [9].

TPR is a 1anguage teaching method that establishes a link between speech and action, which is a core modality of 1anguage. In this situation, the mode of instruction for 1anguage is a motor activity. [7]. TPR is a technique to 1anguage that is based on grammar. TPR was first introduced by James Asher, an American psychology professor, in the 1960s. “The instructor's skilful use of the imperative can teach you most of the grammatical structures of the target language, as well as hundreds of vocabulary items,” he asserts. Two crucial concepts are the concept of Total Physical Response involvement and the importance of the right hemisphere of the brain in learning a second language through action.

**Total Physica1 Response Design**

Objectives 1anguage

Main of TPR is to teach reading or speaking skiII for the beginner level. A TPR course aims to improve learner’s communication skiII that will be inteIIigible to a native speaker[11]

The SyIIabus

An examination of the exercise types in TPR lessons yielded the syIIabus. The analysis demonstrates the use of a syIIabus-based sentence. TPR places a greater emphasis on the meaning of goods than on their appearance. Grammar is thus taught inductively.[12].

c. 1earner and teacher ro1es

The learners and the teacher perform various roles in the TPR method of teaching and learning.

1) The ro1e of the The fundamental roles of listeners and performers are shared by TPR students. They pay close attention to what is being said and answer individually and collectively. They have limited control over the topic of learning because the content is chosen by the teacher, who must adhere to the lesson's imperative form.[11]. The students mimic the teacher's nonverbal behavior. Individual pupils will direct the teacher and the other students in a role reversal. Learners in TPR keep track of and evaluate their own progress. They are encouraged to speak when they are ready, that is, when they have internalized a solid foundation in the language.[13].

2) The teacher takes an active and direct role in the teaching-learning process when employing the TPR approach. A11 students' behaviour are directed by the teacher[13]. The instructor is the director of a theatrical play in which the students are the principal characters [11]. It means that the teacher is in charge of deciding what to teach, modeling and presenting new content, and selecting supporting materials for use in the classroom. The teacher should be well-prepared and planned so that the lesson runs smoothly and predictably.

d. Activity

The most enticing characteristic of this strategy is its simplicity. The teacher issues commands, and the students are responsible for carrying them out.

There are four basic types of TPR that can be seen:

1) Imperative drills are utilized to stimulate physical action and activity from the students.

2) The presentation slides serve as a visual center for the teacher's narration, which is followed by commands and questions to the pupils.

3) In everyday circumstances, ro1e takes center stage.

4) The sequence of events.Furthermore, typical TPR made extensive use of the imperative mood, even at higher levels of skill.

Commands are a simple method to get students moving and 1oosen up. It is not required to respond verbally. In the imperative, more complicated grammar can be used. Humor is simple to incorporate. Interrogatives are simple to handle.

**Total Physica1 Response Method Principles**

Before using the TPR method to teach a foreign language, in this case English, a teacher must first comprehend its principles in order to correctly implement it in the teaching-learning process. As the creator of TPR, Asher elucidates the principles of this method[14], which are as follows:

1. Second 1anguage learning differs from first 1anguage learning in that it should follow the same naturalistic approach.

2. Listening should come before speaking. 3. Children physically respond to spoken language, and adult learners learn more well if they do as well.

4. Once a person's listening comprehension has been developed, natural and effortless speech emerges.

5. Delaying speech lessens tension.

Furthermore, using TPR, outline various concepts in the teaching learning process on which the teacher's behaviors are founded.

**TPR Methodology**

Total Physica1 Response Method [11]:

a. Review: This was a fast-paced warm-up in which pupils were moved around by orders.

b. These verbs were given new commands.

c. ro1e reversal readily agreed to provide directives that controlled the instructor's and other students' behavior.

d. Reading and writing are two of the most important aspects of a student's education. Each new vocabulary item and a sentence to exemplify it were written on the chalkboard by the instructor. Then they read each item aloud and enacted the sentence. As she read the text, the students listened intently. In their notes, some people duplicated the importation.

**TPR teach range of skills.**[16].

1. Vocabulary relating to acts

2. Continuous aspects and past/present/future tenses

3. 1anguage in the classroom

4. Requirements

5. StoryteIIing

**Advantages of Total Physica1 Response**

Advantages of Total Physica1 Response are[17];

a. Students can be actively involved in teaching and learning because they use their actions to carry out the teacher's instructions. They pay attention to the teacher's instructions and then follow them to the letter.

b. The materials are not difficult for the pupils to learn because they practice them directly through their actions. The experience of those actions can help them remember the word; similarly, the more the student recalls the content, the better he will perform.

c. And, as a result, the pupils will be able to gain speaking skills, which is the goal of language instruction. Because repeating the action or following the teacher's instructions makes the words more understandable. The speaking skill can be obtained if they have automatically comprehended the words.

**Total Physica1 Response Disadvantages**

Disadvantages of TPR is commonly happaned in teaching learning are[17];

a. A teacher's skiII has an impact on the teaching-learning process. Because the teacher is the most important factor in making this method fun. The teacher should be fluent in the language and know what instruction is appropriate for their students. He must be familiar with the kids' vocabularies.

b. This strategy is only suitable for beginners learning a second language. since the goal 1anguage lends itself to such activities, despite the fact that it can be applied successfully at intermediate and advanced levels In this regard, it is critical to adjust the 1anguage appropriately.

c. This method's final flaw is that it is highly reliant on its syIIabus. This strategy can only be utilized for materials that are coordinated with activity.

**Total Physica1 Response Method Implementation**

The basic role of the learner in the TPR method is that of a listener and performer. They pay close attention and physically respond to the teacher's orders. Learners are expected to reply individually as well as collectively. The teacher instructs the students and has them practice utilizing the TPR method. “In a stage play, the instructor is the director, and the students or learners are the actors.” It means that the teacher selects a learner to serve as a model and uses the TPR approach to communicate the materials.

**Text descriptive**

Descriptive Text is a type of text that is used to describe something.

A descriptive text describes the characteristics of a person or an object. Its goal is to reveal and describe a certain person, place, or item. Descriptive writing lays out a lot of information about a person, an item, or a place in great detail[18].It is necessary to understand the prevailing grammatical aspect or language qualities in order to construct descriptive prose. The focus of descriptive text is on specific participants. It is simply about the person or thing that will be described. Attributive and identifying processes are two language aspects of descriptive text. When writing a descriptive prose, adjectives are frequently used since they convey information about the object's characteristics. In a descriptive text, the identifying process is concerned with the information and introduces the object in depth. In the nominal group, descriptive text frequently employs epithets and classifiers. Simple present tense is used. [19]

Aside from having a social role and a general structure, descriptive text also employs substantial linguistic patterns that support the form. They include a concentration on a single person, the use of simple present tense, verbs of being and having, and the use of descriptive adjectives to form extended nominal groups[20].2.

2. Descriptive Text Purpose

Each form of writing serves a certain purpose. Descriptive writing has its own function. Descriptive writing's social objective is to describe a specific thing, animal, person, or phenomenon. Descriptive prose is usually written in a declarative form and includes specific subjects like my favorite teacher, my cat, and my house [21]. The goal of descriptive writing is to describe a specific thing, person, place, animal, or event [21].

3. Kinds of descriptive text

A descriptive text is one that is used to describe people, places, or objects. As a result, it typically takes three forms, which are[22]:

People are unique, and writing about them is unique as well. Because they are frequently questioned, “What is so-and-so?” they are probably already aware of some of the issues. Depending on the situation, they may respond with an identify, an impression, or a character sketch. Let's take a look at each one:

**3. Research Methods**

**Research Design**

This research would conduct based on quantitative. Quantitative research is ‘Explaining phenomena by collecting numerical data that are analysed using mathematica11y based methods (inparticular statistics). This research was intended to investigate whether there was any positive and significant the effectiveness on using Total Physica1 Response method on the students’ reading skiII in learning eng1ish.

**Population and Technique Sampling**

Population

The population is the group that want to generalize in findings. For example, the relationship between self- concept and achievement. The population of being research is the students of the tenth grade at SMA Muhammadiyah Purworejo in the Academic Year of 2020/2021. ln this research, the total populations are 100 students.

Sampling Technique

The samples of the researcher were students of the tenth grade at SMA Muhammadiyah Purworejo in the Academic Year of 2020/2021.

Based on the explanation, writer take 25 students. In this research, the researcher uses the cluster random. The cluster random was taken from two classes, and the writer do a research this technique was done by taking sample from the students of the tenth grade at SMA Muhammadiyah Purworejo.

The Operational Definition of Variables

Variable is The variab1e are those which vary from person to person and can be quantified by employing measuring instrument. The samp1e or group variation can be ascertained in terms of numerica1 values. The characteristic or the trait in the behavioura1 science which can be quantified is termed as variable.

The operation definition of variab1e as follow:

Independent Variable

Independent variab1e of this research is Total Physica1 Response method. Total Physica1 Response is a 1anguage learning method based on the coordination of speech and action.

Dependent Variable

According to Yogesh Kumar Singh, “A dependent variable is the consequent of the independent variable. The functional relationship is analyzed between the two variables. ”

Dependent variable of this research is students’ reading skiII in learning eng1ish. Reading is a productive 1anguage skiII. So, reading is a mental process. This means that it is a psychological process by which a reader puts a mental concept into some grammar and sentences used to convey a message to a reader.

**Technique of Collecting Data**

Every type of writing has a distinct goal in mind. Descriptive writing has its own set of benefits. The purpose of descriptive writing is to describe a specific object, animal, person, or phenomenon in a social context. Descriptive prose is usually written in a declarative form and uses specific subjects like my favorite teacher, my cat, and my house [21]. The purpose of descriptive writing is to describe a specific thing, person, place, animal, or event [21].To get the data for this research, there were few of ways to do it, they were as follows :

1. The researcher asked the permission to conduct the research.

2. The researcher consulted to the teacher from school

3. The researcher gave the descriptive text test to the students.

4. Before treatment the researcher gave pre-test to the students.

5. The researcher conducting treatment to the student (TPR).

6. After conducting the treatment, the researcher gave a post-test to the students.

7. The researcher takes the data.

**Research Instrument**

Instrument as the tool of research was is used method.

Furthemore, the instrument involves:

a. The instrument which would use in observation method is observed the

students activities that can be seen in the appendix.

b. The instrumment would use in documentation method was documentation guidance, as follow:

1) Documentation about the condition eng1ish teacher in

SMA Muhammadiyah Purworejo in Academic Year of 2020/2021.

2) Documentation about the quantity of SMA Muhammadiyah Purworejo in

Academic Year of 2020/2021.

3) Documentation about the organization structure of SMA

Muhammadiyah Purworejo in Academic Year of 2020/2021.

To get the data from independent and dependent variables exactly, so the writer must measure design variable, they were as follows:

1) Pre-test (the reading test without total physica1 response) The writer used the descriptive text.

2) Post-test (the reading test with total physica1 response).

**The Data Analysis**

To investigate whether there were any positive and significant effectiveness of Total Physica1 Response method toward students’ reading skiII in learning eng1ish at the tenth grade of SMA Muhammadiyah Purworejo in the academic year of 2020/2021.

The formula of Chi-Square is:

χ2= ∑ [(𝑓𝑜−𝑓𝑒)2]

𝑓𝑒

Note : χ2 = Value of chi-square

fo= Observed frequency

fe= Expected frequency5

**4. Findings and Discussion**

**Findings**

**Description of Research Data**

Pre-Test Result

The purpose of pre-test was to know the students’skiII in reading skiII before giving the treatment. This pre-test has given on the second meeting on August 24th 2021, after the researcher doing the observation. The students have given a pre-test that must be done in a pair. The researcher gave them a topic, and gave them time to discuss with their pair and make a conversation about the given topic. To measure the students’ speaking skiII, the students have to present the dialogue they had made before in front of the class related to the topic. The result of pre-test the student’s reading skiII can be identified as follows:

Table 3

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Initial Students** | **Pre-test** | **Criteria** |
| **1.** | Ajeng Woro Prasetyaningrum | 56 | Poor |
| **2.** | Epi Agustina | 67 | Fair |
| **3.** | Farhani Insya Putri | 65 | Fair |
| **4.** | Felisia Rengganis | 56 | Poor |
| **5.** | Husni Hitahsari | 76 | Good |
| **6.** | Nabilla Eycillia Octa R | 56 | Poor |
| **7.** | Ninda Ayu Lutfiani S | 41 | Poor |
| **8.** | Rita Ainul Munawaroh | 40 | Poor |
| **9.** | Salsaila Azzahra | 78 | Good |
| **10.** | Akhmad Nawal Naser | 67 | Fair |
| **11.** | Anjar Setya Nugroho | 50 | Poor |
| **12.** | Desta Eka Putra | 76 | Good |
| **13.** | Edgar Praditya | 70 | Fair |
| **14.** | Erfan Dwi Yulianto | 75 | Good |
| **15.** | Husein Ahmad | 67 | Fair |
| **16.** | Khabibina Muzakki | 56 | Poor |
| **17.** | Kharisma Huda | 50 | Poor |
| **18.** | Muhamad Farel Hafizh Aziz | 60 | Fair |
| **19.** | Muslim Dwi Saputro | 40 | Poor |
| **20.** | Raditya Satiyasa Dharma | 41 | Poor |
| **21.** | Rezzelyo Moreno Adika Zaky | 75 | Good |
| **22** | Ridho Syaifudin | 40 | Poor |
| **23** | Rizki Nauval Al Fawas | 41 | poor |
| **24** | Tegar Fajari Arvian | 41 | Poor |
| **25** | Winda Putra Pratama | 65 | Fair |
| Total | | **1449** |  |
| The Highest Score | | **78** |  |
| The Lowest Score | | **40** |  |
| Average | | **57,96** |  |

The pre-test result of students’ of SMA Muhammadiyah Purworejo

Source: Pre-test of the tenth grade of SMA Muhammadiyah Purworejo on Aug 24th 2021

From the table above could infer that the highest score was 78 and the lowest score was 40. Based on the data, the researcher measured the class interval by using the formula:

The Highest Score is 78

The lowest Score is 40

Range (R) = Xmax- Xmin

= 78 – 40

= 38

Number of Classes (b)= 1 + 3,3 Log n

= 1 + (3.3) log 25

= 1 + 3,3 x 1,39

= 1 + 4,58

= 5,58 (6)

The Class Interval (P)= Xmax−Xmin

= Rb

= 386

= 6,333

After knowing the class interval, the data that was taken from interval class above. Then it was put on the table of frequency distribution, as follows:

Table 4

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Class**  **Interval** | **Frequency** | **Percentage** |
| 1 | 24-32 | 0 | 0% |
| 2 | 33-41 | 7 | 28% |
| 3 | 42-50 | 2 | 8% |
| 4 | 51-59 | 4 | 16% |
| 5 | 60-68 | 7 | 28% |
| 6 | 69-78 | 5 | 20% |
| **Total** | | **25** | **100%** |

The frequency distribution of the students’ score in pre-test

Based on the data pre-test above, it can be inferred that from 25 students as the research samples there were 20 students who got the score below the Minimum Mastery Criteria (MMC) were 76. There was only 5 students who got the score 76. lt can be concluded that most of students got low score in readig skiII. It means the score was unsatisfied.

Figure 2

The frequency distribution of students’ score in pre-test

From the result of pre-test above, the researcher found the students’ problems in reading skiII. These problems can be seen by the test that has been given. Many students got score under the MMC in this test.

2. Post–test Result

Post-test was employed in the last program of this research after giving some treatments and exercises to class in certain period of time. The post-test was done on August 24th 2021. The test was about speaking skiII in the kind of speak up with body 1anguage . The result of students’ post-test can be identified as follows:

Table 5

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Initial Students** | **Post-test** | **Criteria** |
| **1.** | Ajeng Woro Prasetyaningrum | 78 | Good |
| **2.** | Epi Agustina | 77 | Good |
| **3.** | Farhani Insya Putri | 67 | Fair |
| **4.** | Felisia Rengganis | 68 | Fair |
| **5.** | Husni Hitahsari | 75 | Good |
| **6.** | Nabilla Eycillia Octa R | 80 | Good |
| **7.** | Ninda Ayu Lutfiani S | 81 | Good |
| **8.** | Rita Ainul Munawaroh | 65 | Fair |
| **9.** | Salsaila Azzahra | 66 | Fair |
| **10.** | Akhmad Nawal Naser | 67 | Fair |
| **11.** | Anjar Setya Nugroho | 70 | Fair |
| **12.** | Desta Eka Putra | 70 | Fair |
| **13.** | Edgar Praditya | 81 | Good |
| **14.** | Erfan Dwi Yulianto | 65 | Fair |
| **15.** | Husein Ahmad | 66 | Fair |
| **16.** | Khabibina Muzakki | 67 | Fair |
| **17.** | Kharisma Huda | 70 | Fair |
| **18.** | Muhamad Farel Hafizh Aziz | 70 | Fair |
| **19.** | Muslim Dwi Saputro | 67 | Fair |
| **20.** | Raditya Satiyasa Dharma | 68 | Fair |
| **21.** | Rezzelyo Moreno Adika Zaky | 75 | Fair |
| **22** | Ridho Syaifudin | 80 | Good |
| **23** | Rizki Nauval Al Fawas | 81 | Good |
| **24** | Tegar Fajari Arvian | 65 | Fair |
| **25** | Winda Putra Pratama | 66 | Fair |
| Total | | 1785 |  |
| The Highest Score | | 81 |  |
| The Lowest Score | | 65 |  |
| Average | | 71,4 |  |

The post-test result of the students’ grade of SMA Muhammadiyah Purworejo

Source : Post-test of the tenth grade of SMA Muhammadiyah Purworejo on August 24th 2021

From the table above can be inferred that the highest score was 81 and the lowest score was 65. Based on the data the researcher measure the class interval by using the formula:

The Highest Score is 81

The lowest Score is 65

Range (R) = Xmax- Xmin

= 81-65

= 16

Number of Classes (b)= 1 + 3,3 Log n

= 1 + (3.3) log 25

= 1 + 3,3 x 1,39

= 1 + 4,58

= 5,58 (6)

The Class Interval (P)= Xmax−Xmin

= R

= 166

= 2,66 (3)

The total of Class Interval (P) of this research was 3. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 6

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Class**  **Interval** | **Frequency** | **Percentage** |
| 1 | 48-55 | 0 | 0% |
| 2 | 56-63 | 0 | 0% |
| 3 | 64-71 | 16 | 64% |
| 4 | 72-79 | 4 | 16% |
| 5 | 80-87 | 5 | 20% |
| 6 | 88-95 | 0 | 0% |
| **Total** | | **25** | **100%** |

The frequency distribution of the students’ score in post-test

After the researcher given a treatment (Implementation of Total Physica1 Response) it can be described that the frequention of student’s score result (Class interval) were 64-71 it that 16 student’s got the percentage of (64%), class interval 80-87 were 5 students (20%), and class interval 72-79 were 4 student (16%).

From the table above, it can be seen that there was an increasing of the students’ reading descriptive text.

The frequency distribution of students’ score in post-test

Based on the result above, it can be inferred that the post-test was categorized into good category even though some of students were still poor in reading descriptive text, but it was good because they had good effort in reading descriptive text.

**Hypothesis Testing**

The researcher analyzed the data using chi-square analysis to prove whether there was a significant influence of using TPR Method toward students reading descriptive text at the tenth grade of IPS in SMA Muhammadiyah Purworejo, as follows the hypotheses: (Ha) there was a positive and significant influence of using TPR Method toward students reading descriptive text at the tenth grade of IPS in SMA Muhammadiyah Purworejo, as follows the hypotheses: And (Ho) there was no good or significant effect of adopting the TPR Method on reading descriptive text skiII in SMA Muhammadiyah Purworejo's tenth grade.

1.Putting the data into the formula Chi-Square (χ2)

After the researcher has administered the oral test method, the researcher analyzed the data using of Chi-Square (χ2) with the two variables in order to prove whether there was a positive and significant of using TPR Method toward students reading skiII at the tenth grade of IPS in SMA Muhammadiyah Purworejo as follows:

The formula of Chi-Square is:

χ2= ∑[(𝑓𝑜−𝑓𝑒)2]

𝑓𝑒

Note : χ2 = Value of chi-square fo= Observed frequency fe= Expected frequency

Table 7

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Variables** | **Categories** | | | | **Total** |
| **Bad** | **Poor** | **Fair** | **Good** |
| Pre-test | 0 | 13 | 7 | 5 | Rn = 25 |
| Post-test | 0 | 0 | 17 | 8 | Rn = 25 |
| **Total** | Cn = 0 | Cn = 13 | Cn = 24 | Cn = 13 | N = 50 |

The result of the students’ pre-test and post-test

Figure 4

The result of the students’ in pre-test and post-test

Then the researcher has counted the expected frequency (Fe) based on the observed frequency (Fo) data above. Then the researcher showed the data as follows: the students were included into bad category (0 students), the students were included into poor category (13 students), the students were included into fair category (24 students), the students were included into good category (13 students).

Table 8

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Categories** | | | | | | | | **Total** | |
| **Bad** | | **Poor** | | **Fair** | | **Good** | |
| Fo | Fe =  𝐶𝑛. 𝑅𝑛  𝑁 | Fo | Fe =  𝐶𝑛. 𝑅𝑛  𝑁 | Fo | Fe =  𝐶𝑛. 𝑅𝑛  𝑁 | Fo | Fe =  𝐶𝑛. 𝑅𝑛  𝑁 | Fo | Fe |
|  |  | 0.*25* = |  | 7.*25* = |  | 30.*25*= |  | 11.*25* = |  |  |
| Pre-test | 0 | *50* | 13 | *50* | 7 | *50* | 5 | *50* | 25 | 25 |
|  |  | 0 |  | 3,5 |  | 15 |  | 5,5 |  |  |
|  |  | 0.25= |  | 7.*25* = |  | 30.*25*= |  | 11.*25*= |  |  |
| Post-test | 0 | *50* | 0 | *50* | 17 | *50* | 8 | *50* | 25 | 25 |
|  |  | 0 |  | 3,5 |  | 15 |  | 5,5 |  |  |
| **Total** | 0 | 0 | 13 | 13 | 24 | 24 | 13 | 13 | 50 | 50 |

The contingency table of the expected frequency (Fe) on the result of the students’ in pre-test and post-test

Taken from the source of the data above, the researcher was put the data to determine the valuable of Chi square (χ2) by orientation on the frequency that described above. To make it clear, it could be looked at the work table as bellow:

Table 9

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Fe** | **Fe** | **Fo-Fe** | **(Fo-Fe)2** | (𝒇𝒐 − 𝒇𝒆)𝟐  𝒇𝒆 |
| 0 | 0x25  50 | 0 | 0 | 0 | 0 |
| 13 | 13x25  50 | 6,5 | 6,5 | 42,25 | 6,5 |
| 7 | 7x25  50 | 3,5 | 3,5 | 12,25 | 3,5 |
| 5 | 5x25  50 | 2,5 | 2,5 | 6,25 | 2,5 |
| 0 | 0x25  50 | 0 | 0 | 0 | 0 |
| 0 | 0x25  50 | 0 | 0 | 0 | 0 |
| 17 | 17x25  50 | 8.5 | 8,5 | 72,25 | 8,5 |
| 8 | 8x25  50 | 4 | 4 | 16 | 4 |
| **Total 50** | | **25`** | **25** | **149** | **χ2 = 25** |

The testing of the data

Note:

χ2 = Value of chi square fo= Observed frequency fe= Expected frequency

χ2= 0 + 42,25+ 12,25+ 6,25 + 0+ 0+ 72,25+ 16

0 6,5 3,5 2,5 0 0 8,5 4

= Expected frequency

χ2 = 0 + 6,5 + 3,5 + 2,5 + 0 + 0+8,5+4

χ2 = 25

Based on the table above, it can be inferred that the valuable of Chi- Square (χ2) was 25. For investigating whether there was a positive and significant effectiveness of using total physica1 response method on the students speaking skiII at the tenth grade of IPS in SMA Muhammadiyah Purworejo, then the researcher has counted the degree of freedom (df). The formulation of df is:

df = (c-1) (r-1)

Note : df = Degree of freedom c = column

r = row

df = (c-1) (r-1)

df = (4-1) (2-1)

= 3

The degrees of freedom is 3. So, the values of ƒt on degrees of freedom are 5% = 7,815 and 1% = 11,345.

From data above shown the comparison of ƒo with ƒt was:

11,345<25> 7,815 in 5% and 1% significance. It means that alternative hypothesis (Ha) which explains “there is positive and significant using Total Physica1 response method on the students reading skiII at the tenth grade of SMA Muhammadiyah Purworejo.

Based on Statical Hypothesis, the writer formulated ƒoto ƒt as follows:

1. If “ƒo> ƒt, , Ha is accepted and Ho is rejected.

2. If “ƒo< ƒt, Ha is rejected and Ho is accepted.

From the data above, the value of chi-square was 25. Then, the data confirmed that “ ƒo= 25 is higher than “ƒt= 7,815 in 5% and 11,346 in 1%. Therefore, it could be concluded that Ha was accepted and Ho was rejected. It means that, there is a positive and significant using Total Physica1 response method on the students reading skiII at the tenth grade of SMA Muhammadiyah Purworejo.

**Discussions**

The researcher hypothesized that employing the TPR Method to teach and learn could aid students in the learning process, particularly in reading descriptive text. Students may be more motivated and engaged in learning English, particularly in reading descriptive literature, if the TPR Method is used. Students would interact with one another, which could aid in improving their reading skills.

The TPR Method had an impact on students' reading skiII outcomes after the researcher implemented the approach in the classroom, according to the test results, especially for students in the tenth grade at SMA Muhammadiyah Purworejo. According to the findings of this study, adopting the TPR Method had a favorable and significant impact on the students' reading skiII results. In fact, it was discovered that the pupils' grades had shifted. Prior to treatment, the majority of students received an MSC score (76). Only two students passed the MSC before treatment, but after treatment, eight students passed the MSC. As a result, it's possible to deduce that the strategy was gave positive to the students reading descriptive text.

**5. Conclusion**

This study's conclusion is based on the research findings and discussion. The study was carried out at SMA Muhammadiyah Purworejo, which is located on Jl. KH Akhmad Dahlan No.8, Purworejo, Kec. Purworejo, Kabupaten Purworejo, Jawa Tengah 57612. In the academic year 2020/2021, the researcher administered the test to 25 students in the tenth grade at SMA Muhammadiyah Purworejo. Students' reading text was poor, according to pre-test statistics. The researcher then employed the TPR Approach in the study to determine the effectiveness of the TPR method in improving students' reading skills.

The chi-square value was 25 as a result of the results. The results then confirmed that “o= 25” is higher than “t= 7,815” in 5% and 11,346” in 1%. As a result, it's possible to deduce that Ha was accepted and Ho was refused. It means that "the Totatl Physica1 response approach has a favorable and significant effect on pupils reading descriptive literature at SMA Muhammadiyah Purworejo's tenth grade."

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