

IMPROVING PRESENT CONTINUOUS TENSE IN WRITING BY USING TOTAL PHYSICAL RESPONSE METHOD OF THE FIFTH YEARS STUDENTS AT SD NEGERI 75 PETAN

Evi Purnama Sari, Puspa Gundary, Mohd. Rafi riyawi
puspagundary.mpd87@gmail.com, rafiriyawi@gmail.com
Sekolah Tinggi Agama Islam Hubbulwathan Duri

Abstract: The objectives of this study are to improving present continuous tense in writing to the fifth year students of Elementary School using the Total Physical Response (TPR) method and to identify the advantages of using the TPR method in teaching foreign language. To achieve the objectives of the study, the writer conducted an action research. This classroom action research was held at SD Negeri 75 Petani. The subject of the study was the grade V. The action consisted of two cycles. The difference between these cycles was on topic of material used. Each cycle consisted of teaching and learning process and a test. The questionnaire was meant to answer the problems of the study. The analysis of the data showed that there was a significant difference of the students' achievement in each cycle. The students' achievement in the cycle II (79 %) was higher than that of cycle I (60,5 %). The relative frequency showed that the mastery level of present continuous tense in the second cycle is better than that on the first cycle. The main factor affecting this improvement was the students' interest in teaching learning process through Total Physical Response. Based on this data, the writer concluded that teaching present continuous tense through TPR is very beneficial for the students in order to facilitate them in learning present continuous tense. It is suggested that TPR in teaching present continuous tense is recommended for the English teacher.

Keywords : present continuous tense, students' improvement, Total Physical Response

Abstrak: Tujuan dari penelitian ini adalah untuk meningkatkan present continuous tense dalam menulis kepada siswa kelas V Sekolah Dasar dengan menggunakan metode Total Physical Response (TPR) dan untuk mengetahui keuntungan penggunaan metode TPR dalam pembelajaran bahasa asing. Dalam penelitian tersebut penulis melakukan penelitian tindakan. Penelitian tindakan kelas ini dilaksanakan di SD Negeri 75 Petani. Subjek penelitian adalah siswa kelas V. Tindakan terdiri dari dua siklus. Perbedaan siklus tersebut terletak pada topik materi yang digunakan. Setiap siklus terdiri dari proses belajar mengajar dan tes. Kuesioner dimaksudkan untuk menjawab permasalahan penelitian. Analisis data menunjukkan bahwa terdapat perbedaan yang signifikan antara hasil belajar siswa pada setiap siklus. Prestasi belajar siswa pada siklus II (79%) lebih tinggi dibandingkan pada siklus I (60,5%). Frekuensi relatif menunjukkan bahwa tingkat

penguasaan present continuous tense pada siklus II lebih baik dari pada siklus I. Faktor utama yang mempengaruhi peningkatan ini adalah minat siswa dalam proses belajar mengajar melalui Total Physical Response. Berdasarkan data tersebut, penulis menyimpulkan bahwa pengajaran present continuous tense melalui TPR sangat bermanfaat bagi siswa agar dapat memudahkan mereka dalam pembelajaran present continuous tense. Disarankan agar TPR dalam pengajaran present continuous tense direkomendasikan untuk guru bahasa Inggris.

Kata kunci: present continuous tense, peningkatan siswa, Total Physical Response

INTRODUCTION

English has been taught in Indonesia at Elementary school as one of the local content subjects. It is hoped that the students will learn and comprehend English as early as possible and can practice simple conversation.

To reach goal of teaching is influent by many factors. Teaching English at elementary school as a local content subject, for instance, here the learners are expected to recognize English and have strong English basics. Furthermore, the role of teacher extremely demanded as a motivator, facilitator, educator etc, is most important thing to apply the effective ways to teaching and various methods suitable for learners. In other word, those should be done to stimulate and facilitate student to learn a foreign language so that they do not think the process of learning English is very difficult thing.

Tense is one of the most important parts in English. Tense is needed to speak in English correctly and fluently. It can be said that tenses can change in a different time or situation. But, the writer thinks there are many English students who are worried too much about tense. Is it so? In the writer's opinion, problem in tenses is to decide which tense to use in a given situation. In order to choose tenses correctly and easily, the students should understand the meaning of the tense itself. It is about the 'time picture' which is given in a situation, or condition. The students should know what kind of activities and states can be described by certain verbs. If the students have already known about the tense, so they would make a sentence easily and correctly. Talking about tense, the writer insists to focus her paper on discussing the simple present continuous tense in writing.

Teaching English by using Total Physical Response method creates positive thinking which facilitates the student to involve in learning process, so it can develop not only motivation but also the aim of students in learning. Besides that this method is very easy and the usage of language contains of action games, that's why it can help student to learn fast and effectively. Besides that it is also able to avoid the problem which students usually meet during the process of learning especially when they study foreign language.

Teaching grammar to children by using Total Physical Response method is very useful for children because children like to give response by using physical response

first better than using verbal response. It is very suitable when the process of learning is emphasized on physical response in the students' response. Children also not only like to response and act out something new but also intend to know more and more about language by responding the action toward the given command.

By using the Total Physical Response Method, it is hoped that the teacher will be able to motivate them to learn and pay attention to the material presented by the teacher, and finally, they are able to master English well. From the explanation above, it is obvious that the teacher is very responsible for providing learning in order that the learners will feel well motivated and comfortable in learning English and it will then effect students learning who are relaxed and happy are more responsive to learning and more easily to acquire confidence.

Based the information from the English teacher of the fifth years students of state elementary school 75 Petani, it can clearly be seen of the following phenomena:

1. Some of students are not able to communication using English.
2. Some of students are not able to memorizing pattern of tenses.
3. Some of students are not interest to studying English.
4. Some of students get difficulties to understanding about simple conditional tense.

Writing is one of the skills that have to be mastered by the students in learning English. Writing is important to be improved particularly in academic life. When students' writing was improved, students will be able to perform specific writing assignment. More ever good writing skill is useful not only for academic life but also for daily life or social life. Writing is "n act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audiences" (Alderson and Bachman, 2002) . In a similar vein, Sperling notes that "writing like language in general is a meaning making activity that is socially and culturally shape and individually and socially purposeful."

Many educator, however advocate a process approach to writing. This pays attention to the various stages that any piece of writing goes through. By spending time with learners on pre writer phase, editing re-drafting and finally producing a finished version of their work, a process approach aims to get to the heart of the various skills that most writers employ and which are, therefore wroth replicating when writing in a foreign language. The writing process is more complex then this, and the various stages of drafting, reviewing, re-drafting and writing, the steps of the writing process are planning, drafting, editing, and final version. Check language, use (grammar, vocabulary), check punctuation, spelling, in editing process.

In writing some of the students need to have good writing skill, they find it difficult to improve their writing skill because of many reasons. First of all, writing is considered as complex skill because writing deals with the mixture of idea, vocabulary, and also grammar, second, students are lack of vocabularies and interest to write, therefore, students find it difficult to express their ideas in form of writing. When

students are asked to write their experience or rewrite stories they have read, students might have no idea and vocabulary mastery.

Students find it is difficult to writing because they don't understand in arranging the words in order to form a good sentence and creating sentence into a good paragraph. The teacher usually assigns the students to read provide text and to do the task without stimulating students to produce their own text.

Writing skills help the students gain independence, comprehensibility, fluency and creativity in writing. If students have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it. Writing skills are specific abilities which helps students put their thought into words in a meaningful form and to mentally interact with the message.

Here are some writing goals as define :

1. Writers are independent when some they are able to write without much assistance.
2. Writers gain comprehensibility when they can write so that it can be read and understood by themselves and others.
3. Writers are fluent when they are able to write smoothly and easily as well as understandably.
4. Writers gain creativity when they can write their own ideas, not copying what has already been written, so that they can be read and understood.

On daily life, people read magazines, newspapers, and tabloids. Through these media, writing has important role especially in giving further information about what happens in entire world. Writers make a good writing in order to attract readers to read it. The writer adds that there are some reasons why writing is important for the students; first, writing is a tool for discovery. When someone writes, he or she stimulates his or her thought throughout process by the act of writing; writing helps us to "harvest" what we know. Second, writing helps someone to organize his or her ideas. By writing down ideas, we can arrange them in coherent form. Third, writing helps someone to absorb and process information, when he or she write about a topic, he or she learn it better. Fourth, students get much of their knowledge through written materials like books, magazines, and newspaper. Especially in writing their paper or thesis, they must quote some important statements of expert to support their ideas.

Present continuous is use for indicates action that is in progress or at the time of speaking (Purnomo, 2005). The present progressive form of a verb refers to an action that is continuing in the present. The present continuous is used to talk about present situations which we see as short term or temporary. We use the present simple to talk about present situations which we see as long-term or permanent.

The structure of the present continuous tense is:

- (+) Subject + is / are / am +V1-ing + object +adverb
(-) Subject + is / are / am not +V1-ing + object +adverb

(?) Is / are / am + Subject +V1-ing + object +adverb

IS use as the subject he / she / it

ARE use as the subject they / we / you

AM use as the subject I

Look at these examples:

(+) You are reading this book.

(-) We are not playing football.

(?) Is he watching TV?

Usage of Present Continuous Tense

1. Use it for things that are happening at the moment of speaking.
 - a. I'm working at the moment.
 - b. Please call back as- we are eating dinner now.
 - c. Julie is sleeping.
 - d. You are studying the present continuous.
2. We can also use this tense for temporary situations, when we feel something won't continue for a long time.
 - a. She's staying with her friend for a week.
 - b. I'm living in London for a few months.
 - c. John's working in a bar until he finds a job in his field.
 - d. I'm reading a really great book.
3. We can use the present continuous for habits but they have to be temporary or new habits.
 - a. He's eating a lot these days.
 - b. She's swimming every morning (she didn't use to do this).
 - c. You're smoking too much.
 - d. They're working late every night.
4. Another present continuous use is for annoying habits, when we want to show that something happens too often and we don't like it.
 - a. You're always losing your keys!
 - b. She's constantly missing the train.
 - c. He's always sleeping in.
 - d. They're forever being late.
5. The next use is for definite future arrangements (with a future time word).
 - a. I'm meeting my father tomorrow.
 - b. We're going to the beach at the weekend.
 - c. I'm leaving at three.
 - d. They're coming to the party at the weekend.

TPR is one of the English teaching approaches and methods developed by Dr. James J Asher. It has been applied for almost thirty years. This method attempts to

center attention to encouraging learners to listen and respond to the spoken target language commands of their teachers. In other words, TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

James Asher developer of Total Physical Response (TPR) actually began experimenting with TPR in the 1960's but it was almost a decade before the method was widely discussed in professional circles. Today TPR with simplicity as its most appealing fact, is a household words among language teacher. Asher's Total Physical Response is a "natural method" since Asher views first and second language learning as parallel processes. He argues that second language teaching and learning should reflect the naturalistic processes of first language learning. For this reason, there are such three central processes (Puji, 2005):

- a. Before children develop the ability to speak, they develop listening competence. At the early phases of first language acquisition, they are able to comprehend complex utterances, which they hardly can spontaneously produce or imitate. Asher takes into accounts that a learner may be making a mental blueprint of the language that will make it possible to produce spoken language later during this period of listening;
- b. Children's ability in listening comprehension is acquired because children need to respond physically to spoken language in the form of parental commands; and
- c. When a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

Asher (2000) believes that it is crucial to base foreign language learning upon how children learn their native language. In other words, TPR is designed based upon the way that children learn their mother tongue. In this respect, TPR considers that one learns best when he is actively involved and grasp what he hears.

The first concept deals with the idea of introducing second language by giving action response which has been influenced by the way people acquire their first language. A baby would not memorize a list of words or try to speak immediately. They just listen first to the other family members and then act or do thing in response to their utterances. In the next period he would speak if he was ready to. Nevertheless at first, he would listen and carry out actions or respond physically to him. The second one relates to the brain hemisphere. Our brain is divided into two parts, left and right hemispheres. Scientists had found that the left and the right hemisphere were two independent neurological entities having different functions both account for different responsibilities. TPR is based on the premise that the human brain has a biological program from acquiring any natural language in the world including the sign language of the deaf. The process is visible when we observe how infants internalize their first language.

Asher looks to the way that children combine both verbal and physical aspects. A child responds physically to the speech for the parent. The responses of the child are in turn positively reinforced by the speech of the parent. For many months the child absorbs the language without being able to speak. With TPR the teacher tries to mimic this process in class. TPR is also named the comprehension approach since of the importance given to listening comprehension. In TPR, students listen and respond to the spoken target language commands of their teacher. If they can perform the teacher's instructions it means that they know the meaning of the words. From the explanation above, the writer concludes that TPR places more emphasis on the link between word and action. The activity, where a command is given in the imperative and the learners obey the command, is the main activity of TPR. Therefore, it will be easier for the students to recall the words they have learned if they use their body in learning vocabulary items. The powerful method of TPR is best applied to introduce new vocabulary and new grammatical feature at any level. TPR can be varied in any different activities such as storytelling, dialogue, games, or a pattern drill.

Before applying the TPR method for teaching a foreign language, in this case is English, a teacher should understand its principles well so he will be able to use it properly in the teaching learning process. Asher as the developer of TPR elaborates the principles of this method, they are:

1. The goals are to provide an enjoyable learning experience, having a minimum of the stress that typically accompanies learning a foreign language.
2. The teacher gives commands and students follow them. Once students are ready to speak, they take on directing roles.
3. Lessons begin with commands by the teacher and students demonstrate their understanding by acting these out. Teachers recombine their instructions in novel and often humorous ways, and eventually students follow suit. Activities later include games and skits.
4. The method was developed principally to reduce the stress associated with language learning. Students are not forced to speak before they are ready and learning is made as enjoyable as possible, stimulating feelings of success and low anxiety.
5. Oral modality is primary and culture is the lifestyle of native speakers of the target language.
6. Grammatical structures and vocabulary are emphasized, imbedded in imperatives. Understanding precedes production. Spoken language precedes the written words.
7. Method is introduced in students' native language, but rarely used later in course. Meaning is made clear through actions.
8. Teachers can evaluate students through simple observation of their actions. Formal evaluation is achieved by commanding a student to perform a series of actions.

9. Students are expected to make errors once they begin speaking. Teachers only correct major errors and do this unobtrusively. Fine tuning occurs later.

Moreover, Larsen and Freeman describe several principles in teaching learning process by using TPR upon which the teacher's behaviors is based. The principles of TPR are as follow:

1. Meaning in the target language can often be conveyed through action. Memory is activated through learners' response. The target language should not be presented in chunks; not just word by word.
2. The students' understanding of the target language should be developed before speaking.
3. Students can initially learn one part of the language rapidly by moving their bodies.
4. The imperative is powerful linguistic device through which the teacher can direct student behavior.
5. Students can learn through observing actions as well as by performing the action themselves.
6. Feeling of success and low anxiety facilitate learning.
7. Students should not be made to memorize fixed routines.
8. Correction should be carried out in an unobtrusive manner.
9. Students must not develop flexibility in understanding a novel combination of target language chunks. They need to understand more than the exact sentences used in training.
10. Language learning is more effective when it is fun.
11. Spoken language should be emphasized over written language.
12. Students will begin to speak when they are ready.
13. Students are expected to make errors when they first begin speaking.

Work on the fine details of the language should be postponed until students have become somewhat proficient. According to the principles above, it can be concluded that students will understand the meaning of the vocabulary items easily if they use their bodies while they are learning. In the learning, students should feel successful and they do not feel pessimistic.

A teacher should be careful in correcting the students' mistakes. Correcting the mistakes improperly will make the students feel desperate. Therefore, an English teacher must be able to create flexibility in the class room. Another important thing is that the new vocabulary should be presented in a context not word by word.

The operational concept of this study can be seen in following indicators:

1. The students can make the sentence present continuous tense by using Total Physical Response.
2. The students' capability in present continuous tense by using Total Physical Response.

3. The students can answer the task given by teacher about present continuous tense.
4. The students are motivated to learning English.

METHOD

In this research, the researcher uses the form of action research as Stated by McTherte: "Action Research is organized, investigative activity, aimed toward the study and constructive change of given endeavor by individual or group concerned with change and improvement."(Kumar, 2006) It means that in action research, a researcher not only need the theories which is supports research but also need to practice and to act with the subject of research. Action research is the name given a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching or because they wish to evaluate the success and or suitability of certain activities and procedures (Harmer, 2002).

Action research is often used to investigate specific issues or problems associated with classroom or school life (Atweh & Burton, Atweh, Christensen, & Dornan, Malaguzzi, Stringer). Action research is any systematic inquiry conduct by teacher researcher principals, so the result of this study hopefully will give contribution to the teaching and learning English (Ernest T. Stringer, Lois, & Shelia C. Baldwin, 2010).

The procedure of data collection of this study conducted by making two cycles. Each cycles is consist of two meeting. Every meeting will include four steps .

Table 1
Activity of Action Research

| Cycle | Phase | Activity |
|---------|-------------|--|
| Cycle I | Planning | <ul style="list-style-type: none"> - Design how to comprehend present continuous tense by using TPR method. - Determine topic of study - Make question with 10 items as a test that relate with the topic - Design the observation checklist for the teacher as an observer in classroom. - Preparing the teaching facility. - Develop |
| | | <ul style="list-style-type: none"> - The implementation of planning. - Teacher give command some of activity than the students respond it. - Doing the test with 10 items question. - The students doing the task in individual. |
| | Observation | <ul style="list-style-type: none"> - Use of observation checklist by format observation. - The observations will asses by a teacher who |

| | | |
|-----------------|-------------|--|
| | | directly observe in classroom. |
| | Reflection | <ul style="list-style-type: none"> - Make an evaluation from the data on format observation. - Repair an action that relate with the evaluation result, for use in next cycle. |
| Cycle II | Planning | <ul style="list-style-type: none"> - Identify of problem on cycle I and make alternative problem solving - Develop |
| | Action | - Doing the new program action after learn from mistakes in cycle I. |
| | Observation | - Gather from data from action 2 |
| | Reflection | <ul style="list-style-type: none"> - Make an evaluation from the data on format observation - Make conclusion from cycle I and cycle II data observation format. |

This study was conducted at SD Negeri 75 Petani. To determine how long this research can be held, it is necessary to arrange the time schedule of the research according to the activities that done in this research. The activities were begun by proposing of the research and the research started on March until June 2013, in academic year 2012/2013. The subject of this research to the fifth years students of SD Negeri 75 Petani. The Object of this research is improving present continuous tense in writing by using Total Physical Response method. Population is the entire subject of research. If someone wants examine all the elements that exist within the study area, the research is the study population (Arikunto, 2010). The subject of population in this study are all students in fifth years at SD Negeri 7 Petani in academic year 2012/2013. The Population of this research consists of two classes : class VA and VB The total amounts of population in the two classes were 54 students consisting of VA 30 students and VB 24 students.

A sample is a small selection from a population (Hommit dan Duncan, 2000) Named after the study sample if we intend to generalize the results of the study sample. That the intent is to generalize the conclusions raise as a research applicable to the population. The sample in this study is one class is a V class. The sampling method used is a random sampling. This method is used because of concerns the limitations of the researcher to conduct the randomization of all students in grade V. So that only samples taken at random from the two existing classes, namely V_A class, V_B class. Sample is V_A class totaling 30 students.

Table 2
Sample of Classification

| | | |
|---------|-------|-------|
| Subject | Class | Total |
|---------|-------|-------|

| | | | |
|------------|----------------|----------------|----|
| | V _A | V _B | |
| Population | 30 | 24 | 30 |
| Sample | V _A | | |

In order to get the data which are needed to support this research the writer uses the data from :

a. Observation Result

The research will observe by a teacher as an observer who directly in classroom by using observation checklist as a below :

Table 3
Observations Checklist

| No | Observation Aspect | Alternative Answer | |
|-------------|--|--------------------|----|
| | | Yes | No |
| 1 | Teacher prepare a topic or situation for present continuous tense. | | |
| 2 | Teacher makes brainstorming to motivate the students' interest by asking the students to response the material | | |
| 3 | Teacher explain a topic by using Total Physical Response | | |
| 4 | Teacher ask students' opinion of the media | | |
| 5 | Teacher give command some of activity than the students respond it. | | |
| 6 | The teacher gave chance to the students to ask if there was something that they didn't understanding about procedures of learning. | | |
| 7 | Teacher evaluate the students' understanding present continuous tense by asking the question about present continuous tense | | |
| 8 | Teacher give a homework to the students to understand more detail about present continuous tense. | | |
| Total | | | |
| Percentages | | | |

b. The Test

In addition, Arikunto explains that test is many questions or exercises or other apparatus that is used to measure skill Knowledge, intelligence, ability or attitude of individual or group.¹ In collecting the data, the writer will use writing test as the instrument. The format with multiple choices answer based verb. The time will use for a cycle is 2 x 35 minutes. There are 10 items with material transactional as the concept.

Table 4
The range score and classification

| No | RANGE SCORE | CLASSIFICATION |
|----|-------------|----------------|
| 1 | 90 – 100 | excellent |
| 2 | 80 – 89 | very good |
| 3 | 70 – 79 | good |
| 4 | 60 – 69 | fairly good |
| 5 | ≤ 59 | poor |

FINDINGS AND DISCUSSION

The students' progress during the teaching and learning activity by using Total Physical Response is better. The students' writing in present continuous tense can be improved. It is supported by the result of the cycle I (60,5%) that is lower than the result of the cycle II (79%). The main factors affecting this success are the students' interest in the teaching and learning activities given using TPR, These kinds of activities are very necessary for the students and they expected that the program is given regularly and continuously. After conducting the research, the writer concludes that the advantages of using TPR in teaching English present continuous tense

CONCLUSION

Based on the result of the analysis in the previous chapter, the writer concludes that:

- 1) The students' progress during the teaching and learning activity by using Total Physical Response is better. The students' writing in present continuous tense can be improved. It is supported by the result of the cycle I (60,5%) that is lower than the result of the cycle II (79%).
- 2) The main factors affecting this success are the students' interest in the teaching and learning activities given using TPR,
- 3) These kinds of activities are very necessary for the students and they expected that the program is given regularly and continuously.
- 4) After conducting the research, the writer concludes that the advantages of using TPR in teaching English present continuous tense are:

- TPR motivates the students since it is enjoyable. Students are enjoying getting up out of their chairs and moving around. They do not sit on the chair only.
- In TPR class, the language is directly used in context.
- TPR is memorable. Students' memorization will be stored longer since they use their bodies to acquire the meaning of the words.
- TPR is a good tool for building grammar.

REFERENCES

- Alderson, J. Charles and Bachman, F. Lyle, 2002, *Assesing writing*. New York: Cambridge university press.
- Arikunto, Suharsimi. 2010, *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka cipta.
- Arikunto, Suharsimi et.al. 2008, *Penelitian Tindakan Kelas Jakarta*: PT Bumi Aksara,.
- Asher, James J. Year 2000 update for the Total Physical Response, known worldwide as TPR, 2000. <http://www.tprsource.com/asher.htm>, accessed in March 21, 2013
- Asher, James. Total Physical Response known worldwide as TPR. 1973. Sky Oaks Productions. <http://www.tprworld.com/organizing> March 2013
- Brown, Caroline. Pearson Brown 2010. *English Grammar Secret: from* www.englishgrammarsecrets.com accessed on march 2013
- Brown, H. Douglas. *Principles An Interactive Approach To Language Pedagogy* Second Edition California: Longman
- Chandler, J. The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing. *Journal of Second Language Writing*, 12(3), 267-296, 2003.
- Cohen, Louis, Lawrence Manion and Keith Morrison. 2007, *Methods in Education*. New York: Routledge.
- Ernest T. Stringer, Lois McFadyen Christensen, Shelia C. Baldwin. 2010, *Integrating teaching, learning, and Action Research*. California :SAGE Publications, Inc,
- Flower, Linda and John R. Hayer, 2008, *A Cognitive process theory of writing*. England: National Council of Teachers of English.
- Harmer, Jeremy, 2002, *The Practice Of English Language Testing*, New York: Longman.
- Howitt, Dennis and Cramer, Duncan, 2000, *In Research and Statistics A Pratical Workbook for Psychology Students*. London:Routledge
- Kumar Singh, Yogest. 2006, *Fundamental of Research Methodology and Statistic* New Delhi : new age international
- Larsen, Diane and Freeman, 2000, *Technique and Principles in Language Teaching* Second Edition. New York: Oxford University Press.
- Nana Sudjana, 2005, *Penilaian Hasil Proses Belajar Mengajar*, Bandung: PT. Remaja Roesdakrya,

Urdan, Timothy C. 2005, *Statistics in Plain English*. London : Lawrence Erlbaum Associates, inc,
Widodo, Handoyo Puji, "Teaching Children Using a Total Physical Response (TPR) Method: Rethinking". *Bahasa dan Seni*. Vol. 33 No. 2, 2005.