

**THE EFFECT OF USING TPR AND GTM IN TEACHING
PRESENT CONTINUOUS TENSE ON THE STUDENTS'
GRAMMAR ACHIEVEMENT OF FOURTH GRADE
ELEMENTARY SCHOOL**

A THESIS

**A Partial Fulfillment of the Requirements of the Sarjana Pendidikan
Degree in the Faculty of Teacher Training and Education**



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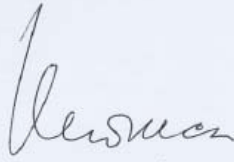


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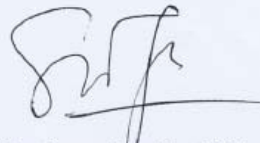
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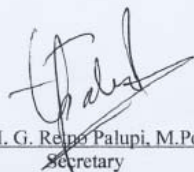
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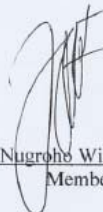
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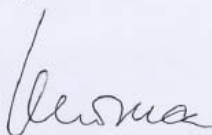
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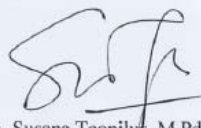
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The writer

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ABSTRACT

Irviyanti, Nunik. *The Effect of Using TPR and GTM in Teaching Present Continuous Tense on the Students' Grammar achievement of Fourth Grade Elementary School.* Thesis: Program Studi Pendidikan Bahasa dan Seni FKIP Universitas Katolik Widya Mandala Surabaya. Advisors: (i) Prof. Dr. Veronica L. Diptoadi, M.Sc (ii) Dra. Susana Teopilus, M.Pd

Key Words: Present Continuous Tense, Total Physical Response, Grammar Translation Method

English is nowadays taught even starting from kindergarten to university. In general Indonesian students learn English formally at elementary school. Teaching and learning English means teaching and learning four language skills and four language components. It is not an easy task to teach and learn English. It is because English is not the Indonesian students' native language, and moreover it is grammatically different. However, English grammar needs to be learnt since grammar is the main foundation for learning and interpreting a language. Many Indonesian students find difficulties in learning English especially the grammar. Moreover, they get confused when their teacher gives them long verbal explanations and examples written on the blackboard. There are many good methods to use which have been created and developed by a lot of English practitioners and teachers.

The focus of this study is on the teaching English grammar namely Present Continuous Tense by using Total Physical Response and Grammar Translation Method. The writer would like to find out the effect of using TPR and GTM, whether the students who are taught by using TPR have better grammar achievement than those who are taught by GTM in teaching PCT to the fourth grade elementary school.

This study is a quantitative study and the subject of the study is the fourth grade students of SDN Sidokumpul I Gresik. The writer used 4A, 4B and 4C class to be a pilot, experimental and control group. To obtain the data, the writer applies post test instruments. The calculation of the data showed different result between the experimental and control group. The null hypothesis (HO) is rejected as there is a significant difference between grammar achievement of the students taught by using TPR and those taught by using GTM.

In summary, teaching PCT through TPR method can give positive effects on the students' grammar achievement. As in the TPR method, the activity requires the students to get involved in the teaching learning process. It will make the teaching learning situation in the classroom more enjoyable and meaningful.