

THE USE OF TOTAL PHYSICAL RESPONSE IN TEACHING IMPERATIVE SENTENCES AT SMP N 6 KOTA TERNATE

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ABSTRACT

The objective of this research is to discuss the effectiveness of the Total Physical Response (TPR) method in teaching imperative sentences for grade 7 students of SMP Negeri 6 Kota Ternate. This research was experimental research. The design of this research used a pre-experiment and the population in this research were students of class 7A SMP N 6 Kota Ternate with a total population of 186 students. Therefore, the researcher used convenience sampling where the authors 30 students as a sample in this research. The instruments used to collect data were pre-test, post-test, and questionnaire. The results of the average pre-test score of 17.66 and the average post-test score of 82.66. In addition, the results of the t-test received are greater than the t-table, where the t-test is 33.163 and the t-table are significantly 0.05 = 1.699 with $df = 29$ so there is a significant development of students' vocabulary (imperative sentence) and the ability to use the Total Physical Response method because it can improve grammar and vocabulary skills, especially imperative sentence.

Keywords: *Total Physical Response, Imperative sentence, Vocabulary*

ABSTRAK

Tujuan penelitian ini adalah untuk membahas keefektifan metode Total Physical Response (TPR) dalam pengajaran kalimat perintah pada siswa kelas 7 SMP Negeri 6 Kota Ternate. Penelitian ini merupakan penelitian eksperimen. Desain penelitian ini menggunakan pra-eksperimen dan populasi dalam penelitian ini adalah siswa kelas 7A SMP N 6 Kota Ternate dengan jumlah populasi sebanyak 186 siswa. Oleh karena itu, peneliti menggunakan convenience sampling dimana penulis berjumlah 30 siswa sebagai sampel dalam penelitian ini. Instrumen yang digunakan untuk mengumpulkan data adalah pre-test, post-test, dan angket. Hasil rata-rata skor pre-test sebesar 17,66 dan rata-rata skor post-test sebesar 82,66. Selain itu hasil uji t yang diterima lebih besar dibandingkan dengan t-tabel dimana t-uji sebesar 33,163 dan t-tabel signifikan 0,05 = 1,699 dengan $df = 29$ sehingga terdapat perkembangan yang signifikan. kosakata siswa (kalimat imperatif) dan kemampuan menggunakan metode Total Physical Response karena dapat meningkatkan keterampilan tata bahasa dan kosa kata khususnya kalimat imperatif.

Kata Kunci: *Total Physical Response, Kalimat imperatif, Kosa kata*

INTRODUCTION

Method is a way of doing something or organized system method that is an overall plan for systematic presentation of language based on a selected approach, it followed that techniques were specific classroom activities consistent with a method and therefore in harmony with an approach as well. Teaching English students should be fun and interesting in stages so that easy to understand as an effort to improve their achievement in learning imperative sentences. In doing so, there must be the right method so that learning English can interest them so that the teaching and learning process becomes more effective. One of the alternative methods that can be applied in the classroom is the Total Physical Response (TPR) method.

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity." According to (Richard and Rodgers, 1992). One of the main reasons Total Physical Response (TPR) was developed was to reduce the stress people feel when studying a foreign language, one of the primary ways this is accomplished is to allow learners to speak when they are ready. Forcing them to speak before then will

only create anxiety. Also, when students begin to speak, perfection should not be expected (Larsen, 2000).

According to Brown (1989), Total physical response has a connection with the “Trace theory”, psychologists developed. It was claimed that memory is increasing if it is stimulated or “traced”, through association with motor activity. Total physical response (TPR) is a language teaching method based on coordination between utterance and action. This method teaches language through motor activity (Tarigan, 1999). Total Physical Response is an understanding approach, why is that? because of the importance of providing listening comprehension. This method believes that listening comprehension through action or movement will make the learner easy keep or memorize what the teacher has given. Movements or actions are reinforcing to arouse the enthusiasm of students, as well as the learning process can enjoy and relax. So, this shows that there is interaction between the two teachers and students so that learning together by making effectiveness a teaching goal.

1. The Principles of Total Physical Response

The advocates of TPR believe that language learners should understand the target language before speaking. Language learners can learn by observing actions as well as by acting themselves, (Larsen, p.144). A method based on the idea that focusing on listening comprehension during early foreign language teaching comes from observing how children acquire their mother tongue. A child spends months listening to those around him before he utters a word. The child has time to try to understand the sounds he hears. There is nothing to tell the child who should speak. Children choose to speak when they are ready.

There are several principles in the total physical response method that teachers must know and here are some of the principles:

- a. Having fun makes learning a foreign language more interesting to learn. In principle, learning a foreign language will be more effective if language learning is fun.
- b. Correction is carried out unobtrusive manner (Setiyadi, p. 128).
- c. The students’ understanding of the target language should be grow before speaking.
- d. Students can initially learn a part of the language quickly their bodies.
- e. The imperative is a powerful linguistic device through which teachers can direct student behavior.
- f. Students can learn through observing actions as well as by do the action yourself.
- g. Students should not be made to memorize fixed routines.
- h. Spoken language should be emphasized more than written language.
- i. Students will start speaking when they are ready.
- j. Students are expected to make mistakes when they first start speak. Teachers must be tolerant of them (Larsen, 1983)

2. Procedures and Techniques of Total Physical Response Method

There are several techniques utilized in teaching the target language using TPR. Garcia divides the techniques into introductory techniques and working techniques. The introductory techniques refer to many ways in which a new item or command can be presented for the first time to the students. Working techniques refer to how the commands and supporting vocabulary already presented to the students can be combined and explained to advance in the target language (Garcia, 1996).

Some characteristics of the teaching/learning process. The first phase of the teaching and learning process is the learning model. Instructor problem commands to some students, then they act. The second phase is for students who show that they can already understand and take an action yourself.

The observers also have an opportunity to demonstrate their understanding. The teacher then combines the elements of the command that students have to develop flexibility in understanding the foreign pronunciation of these commandments, which students perform, are often humorous.

After learning to respond to the same oral commands, the students learn to read and write them. When students are ready to speak, they become the ones who issue the commands. After students begin speaking, activities expand to include skits and games. The first few months (45 hours in this case) would consist of 70% listening comprehension (obeying commands), 20% speaking, and 10% reading and writing (*Ibid.*, p. 140).

To get more understanding of the teaching/learning process, the writers will give the experience of the total physical response method being used in class.

- a. The teacher gives a command in the target language and performs it with the students.
- b. The students say nothing (the students' understanding of the target language should be developed before speaking).
- c. The teacher gives the commands quite quickly.
- d. The teacher sits down and issues commands to the volunteers.
- e. The teacher directs one of the students and other students can learn through observing actions as well as by acting themselves.
- f. The teacher introduces new commands after she is satisfied that the first six have been mastered.
- g. The teacher changes the order.
- h. When the students make an error, the teacher repeats the command while acting it out.
- i. The teacher gives the students commands they have not heard before.
- j. The teacher says, "Jump to the desk" everyone laughs (language learning is more effective when it is fun).
- k. The teacher writes the new commands on the whiteboard.
- l. A few days later, a student who has not spoken before will be given command.
- m. A teacher says, "Shake hand with your neighbor (teacher should be tolerant if students make an error, then they first begin speaking) (Larsen, p. 114 – 115).

Exercise using commands (imperative drill) is one of the main activities that can be carried out by the teacher in the classroom through the TPR method. This exercise is important for demonstrating student body movements and activities. It is hoped that when students demonstrate responses by demonstrating them, they will absorb and understand the meaning of the sentence or utterance.

Imperative Sentence (command, request) is when you make a request, offer advice, issue a command, or give an instruction, you use the imperative mood. Sentences that use the imperative mood are known as imperative sentences. To put it bluntly, an imperative sentence is a sentence that tells somebody to do something. That "somebody" doesn't necessarily have to be another person when you use voice commands with virtual assistants such as Alexa and Google Assistant, you're using imperative sentences. Similarly, when you tell your dog to sit, stay, leave it, or come, you're speaking in imperative sentences.

RESEARCH METHOD

The research method is quantitative research which uses pre-experimental research design. The experimental research design consisted of pre-test and post-test. The purpose of this research was to compare the students before and after giving treatment. The population includes all the characteristics possessed by a particular subject or object. So, the population of this study were seventh-grade students of SMP Negeri 6 Kota Ternate, totaling 186 students from six classes. The researchers used convenience sampling which consisted of 30 seventh-grade students at SMP Negeri 6 Kota Ternate.

Convenience sampling is sampling based on the availability of elements and the ease of obtaining them. Samples are taken or selected because the samples are in the right place and time.

1. Instrument of the Research

In this research the researcher used tests. On the imperative sentence test, the researcher used the pre-test and post-test. To know the effectiveness of the Total Physical Response Method, the researchers used the questionnaire to the students.

2. Technique Of Data Collection

In collecting data, the researchers gave an initial test to find out students' initial knowledge of imperative sentences before being given treatment, namely by giving 10 questions as a pre-test, 10 pre-tests, after giving the pre-test, the researcher gave 6 treatments, and the last the researcher carried out the final test, namely the post-test. In the post-test the researcher gave a test like the pre-test, this test was to determine the effectiveness of using the total physical response method in teaching imperative sentences to students after being given treatment. Researchers also created a questionnaire containing ten questions to determine students' perceptions regarding the application of the TPR method.

3. Technique of Data Analysis

The data analysis technique involved some steps that were elaborated as follows:

- 1) Score the students correct answer by using the following formula:

$$\text{score} = \frac{\text{value of the students correct answer}}{\text{total items}} \times 10$$

- 2) Calculating the means score

$$M = \frac{\sum X}{N}$$

Where:

- M : mean score
 $\sum X$: total of raw score
 N : total number of respond

- 3) Classification the students score based on the following classification. The score is classified into interpretation score as follows:

- Excellent : 85 – 100 is classified as excellent
 Good : 70 – 84 is classified as good
 Fairly : 55 – 69 is classified as fairly
 Poor : 40 – 54 is classified as poor
 Bad : 00 – 39 is classified as bad

- 4) Calculating the rate percentage of students score by using the following formula:

$$P = \frac{F}{N}$$

Where:

- P: percentage
 F: frequency
 N: total sample

(Ridwan 2003:41)

- 5) Calculating the standard deviation by using the following formula:

$$SD = \frac{\sqrt{n(\sum X)^2 - (\sum X)^2}}{n(n - 1)}$$

Where:

SD : Standard Deviation

($\sum X_1$) : the sum of X1 Score

($\sum X_1$)² : the square of X1 Score

N : total sample

(Ridwan, 2004:122)

- 6) Calculating the test to know the difference between the result of pre-test and post-test by using the formula:

$$T = \frac{Md\sqrt{(\sum X)^2}}{n(n - 1)}$$

Where:

T : Test of Significance

Md : Mean Deviation SS between Pre-Test and Post-Test

$\sum D$: The Man of Different Score

$\sum X_{2d}$: Different Deviation and Mean Deviation

N : Total Number of Deviation

I : Constant number

- 7) To the hypothesis, the value of t-test is compared to the value of t-table at the level of significance $\alpha = 0.05\%$ and degree of freedom (df) = n-1.

The criteria of these as follows:

If $t_o \geq t_t =$ Reject null hypothesis.

If $t_o \leq t_t =$ Accept null hypothesis.

Where:

$t_o =$ Test of significance (t-test)

$t_t =$ Level of significance on one-tailed test (t-table)

- 8) To see the students' response in learning Imperative Sentences through Total Physical Response Method, the writer used questionnaire. Each statement in the questionnaire offers four scales, the scales namely:

- | | |
|----------------------|-----|
| 1. Strongly Agree | : 4 |
| 2. Agree | : 3 |
| 3. Disagree | : 2 |
| 4. Strongly Disagree | : 1 |

$$P = \frac{FQ}{N} \times 100\%$$

Where:

P : Percentage

FQ : Frequency of Items

N : Total sample

RESULTS

1. Findings

In the previous description, it is explained that the data analysis in this research used experimental method. The description explained the result of the research. (pre-test and post-test).

Table 1. The students' score, deviation, and gain score of test

No	Pre test (X_1)	X_1^2	Post test (X_2)	X_2^2	Deviation $D = X_2 - X_1$	D^2
SRH						
FRK	20	400	80	6.400	60	3.600
BR	10	100	80	6.400	70	4.900
MAY	20	400	90	8.100	70	4.900
HR	30	900	80	6.400	50	2.500
FI	40	1.600	100	10.000	60	3.500
SRAF	20	400	70	4.900	50	2.500
MTS	0	0	70	4.900	70	4.900
MRD	20	400	80	6.400	60	3.600
FNI	10	100	90	8.100	80	6.400
MP	0	0	80	6.400	80	6.400
ASR	0	0	70	4.900	70	4.900
HTA	0	0	70	4.900	70	4.900
NTH	0	0	70	4.900	70	4.900
MRSB	10	100	100	10.000	90	8.100
FRS	20	400	90	8.100	70	4.900
RRD	20	400	90	8.100	70	4.900
PAA	10	100	90	8.100	80	6.400
ASL	30	900	80	6.400	50	2.500
RT	10	100	80	6.400	70	4.900
JMD	10	100	70	4.900	60	3.600
TPY	40	1.600	100	10.000	60	3.600
MA	20	400	90	8.100	70	4.900
AF	30	900	90	8.100	60	3.600
GMT	30	900	100	10.000	70	4.900
VVA	30	900	90	8.100	60	3.600
VVA	30	900	90	8.100	60	3.600
VVA	20	400	80	6.400	60	3.600
RA	0	0	70	4.900	70	4.900
MB	30	900	80	6.400	50	2.500
FRSI	20	400	80	6.400	60	3.600
RMB	20	400	80	6.400	60	3.600
SRH	30	900	70	4.900	40	1.600
FRK	$\sum X_1 = 530$	$\sum X_1^2 = 13.700$	$\sum X_2 = 2.480$	$\sum X_2^2 = 208.000$	$\sum D = 1.950$	$\sum D^2 = 130.100$

The table above indicates that the mean score of students in the post-test was different from their mean score in the pre-test or post-test > pre-test or 82, 66 > 17,66. It means generally the students' achievement was improved.

2. Discussion

Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Technically, grammar refers to sentence-level rules only, and not to rules governing the relationship among sentences, which we refer to as discourse rules, (Brown, 2001). Learning grammar is important to students, in order they can convey their ideas well in speech and writing. Teaching grammar to students should be enjoyable, interesting, repetitive, and understandable to improve their achievement in learning. In doing so, there should be appropriate methods for teaching English to them to get their interest in conducting an effective teaching and learning process. One of the alternative methods that can be applied in the classroom is Total Physical Response (TPR).

So, the researchers used this method. Techniques of TPR method is very easy and light in terms of language use and also contains elements of the game so that movement can relieve stress on students because of the problems faced in the study, especially when learning English, and can also create a positive mood in the student can facilitate learning so that it can increase student motivation and achievement in these lessons. Meaning or significance of the target language studied during the action.

The body movements' techniques make this a fun method, the students enjoyed it and it could be a driving class atmosphere. A further advantage is easy to remember and can help students remember the phrases and words. This can be used in small and large classes. Then the method runs well in the classroom with heterogeneous student abilities, physical movements met with verbal means so that all students can understand and use the target language.

Additionally, it does not require much preparation materials, for teachers who want to be clear with what is practiced it will not take long to be ready, according (Setiyadi, p. 126). TPR is very effectively used for students in the beginner classes. In this method, the instructor gives commands to students in the target language, and students respond with whole-body actions. So, the class became more fun, enjoyable, and active and when the students made an error, some of them laughed. Having fun makes language learners interested in learning a foreign language is also a principle of the method. the principle that learning a foreign language will be more effective if language learning has fun also belongs to other methods. The difference is that in TPR fun is provided through physical activities. Physical activities are meant to reduce the stress people feel when studying a foreign language (Larsen, 2000). Since physical activities are done at the very beginning of language class, language teachers should be very selective in choosing words to teach.

The advantages of Total Physical Response (TPR) are:

1. It is fun and easy. Students will enjoy getting up out of their chairs and moving around.
2. Simple TPR activities do not require a great deal of preparation on the part of the teacher. However, some other more complex applications might.
3. It is a good tool for building vocabulary.
4. It is memorable. Actions help strengthen the connections in the brain.
5. Class size need not be a problem.
6. TPR seems to work effectively for children and adults. There is no age barrier.

Looking at the result of data analysis, the researcher presents the discussion of data given the students. The students were lack of knowledge in imperative sentence with mean score 17.66 based on the pre-test. After they were taught eight times using Total Physical Response Method (TPR), the student's achievement increases with mean score 82.66 based on the result of post-test. It means that the total score between the result of pre-test and post-test are significantly different. This different is proved by calculating the difference of both test by using t-test analysis were the value 33.163 is greater than t-table value 1.699 for $\alpha = 0.05$ level of significance.

The result of t -test $>$ t-table, it indicates that null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is received. It means that there were significant improvements on the students' grammatical ability especially in imperative sentence to the seven-year students of SMPN 6 Kota Ternate. So, it can be said that total physical response method is effective to improve students' competence in learning imperative sentence, because the students' post-test after giving treatment is higher than the students' pre-test.

The result of data analysis from questionnaire, in relation to the findings of the percentage on the students' response in learning imperative sentence using Total Physical Response method, it could be indicated there were 25 students (83.33%) who got very positive responses in learning imperative sentence through Total Physical Response method and there were 5 students (16.67%) students were

positive responses in learning imperative sentence through Total Physical Response method. Based on the result of questionnaire, it was found that most of students gave very positive responses in learning imperative sentence through Total Physical Response method because it can improve their grammar ability especially imperative sentence. Based on explanation above the researcher conclude that one of points the teacher must have full attention to teach is the use of method in classroom.

CONCLUSIONS

Based on the result of data analysis in the previous chapter, the researchers would like to conclude that. The use of total physical response method in teaching imperative sentence is effective to improve students' grammar ability especially imperative sentence to the seven-year students of SMP Negeri 6 Kota Ternate.

The result of the research indicated that significance difference between the result of pre-test mean score was 17.66 and post-test mean score was 82.66. In addition, the result was accepted t-test was bigger than t-table, $t\text{-test} = 33.163$ and $t\text{-table with significant } 0.05 = 1.699$ with $df = 29$. So that there was significant development of students' grammar (imperative sentence) ability using Total Physical Response method.

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