

# English Didactic

Vol. 1 | No. 1

---

## **Improving Students' Understanding of Imperative Sentences by Using Total Physical Response Method**

**Ius Yusniah**

STKIP La Tansa Mashiro, Rangkasbitung

<b>Article Info</b>	<b>Abstract</b>
<p><i>Keywords:</i> <i>Imperative sentence; Total Physical Response (TPR) method, and Classroom Action Research</i></p>	<p>This research is aimed at knowing whether students' understanding of imperative sentence can be improved by using Total Physical Response (TPR) method. This research uses Classroom Action Research (CAR). The CAR design that is used in this research is Kurt Lewin's Design; it consists of two cycles. Every cycle consists of four phases: planning, acting, observing, and reflecting. The subject of this research is the students of VII-D class of SMPN 1 Cimarga academic year 2010/2011. In collecting the data, this research uses observation, interview and test. The findings of the study are: first, related to the test result, using TPR method help students understand the imperative sentence and the students were able to answer the question about imperative sentence. It was proved by the pretest and the posttest in cycle 1 and cycle2. Second, related to the observation result it showed that the students were more active and interested in learning grammar especially imperative sentence in the classroom. Third, related to the interview result, it could be known that with using Total Physical Response method, the students' understanding on imperative sentence has improved and also helped the teacher find the appropriate strategy in teaching imperative sentence.</p>

## Introduction

English is an International language spoken in most countries in the world as a tool of communication that is used in all aspect of national relationship with other countries. English also functions as the first, second and foreign language in different countries. In Indonesia, English is considered as a foreign language. As a foreign language, English is not normally used as a medium of instruction but English is used in study practiced in formal setting, such as school and university (Hartoyo, 2006, p.3). It means that in Indonesia English is not used in daily activities but English is learned by Indonesian people as one of the subject in school.

Learning English, learners need to be master four language skills. Those skills are: listening, speaking, reading and writing. Beside mastering those four skills, students also should master English sub skills such as grammar, pronunciation and vocabulary. If students understand grammar properly, it could help them to master skills in language. Therefore, as a subject, grammar should not be taught separately. Ideally, as one of language components, grammar should be taught integrated with all language skill. For example, when teacher taught how to write in a good sentence, the teacher also teach grammar integrated with the writing material.

Understanding grammar is crucial, because it is needed by students to help them understand sentence in English. One of English sentence that should be learned by the students is simple sentence. One of simple sentences type that will be discussed in this study is imperative sentence. Imperative sentence are used to give commands, make polite request and give directions (Azar, 2003, p.213).

Basically, the first year students of Junior High School should learn and master kinds of simple sentences including imperative sentences. In curriculum, learning imperative is included in speaking skill. Imperative is learned in 7<sup>th</sup> grade and also repeated as reinforcement in 8<sup>th</sup> and 9<sup>th</sup> grade. However, most of the students at 7<sup>th</sup> grade of SMPN 1 Cimarga seemed still hard to comprehend the imperative sentence. This problem was based on the unstructured interview between the researcher and the teacher. In addition, based on the result of previous test that had been done by the teacher, it was required that the students test result of English subject was still under the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) that is 57.56. It could be understood that most of the students were still difficult to achieve the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) for English subject, which was determined by school that is 60 (sixty).

From the information of the teacher, there were some difficulties probably faced by students in studying imperative sentences such as: students did not know well how to construct the imperative sentence grammatically, when the teacher was giving a command to the students, they didnot respond the teacher's command properly and then, the students were hardly to focus to the teacher explanation of imperative sentence in the class. Next, based on the observation, the writer found the teaching learning process of imperative was monotonous. That situation made students did not pay attention to the lesson.

Based on those problem appeared, it seemd that one of the problems was the students did not pay attention to the teacher's explanation of imperative sentence properly, maybe because the way of the teacher in teaching imperative sentence was not interesting enough for them. Based on that, the writer believes that the teacher should improve the way of his teaching with suitable and interesting methods to make students understand and master the imperative sentence.

Therefore, it is necessary to find an alternative method in teaching imperative sentence so it can influence to the students' understanding in imperative sentences. Hence, the wrtier decided to use TPR (Total Physical Response) method in teaching learning activity to improve students' understanding in imperative sentence. Total Physical Response was chosen because this method uses physical activities when studying the lesson in the classroom. The researcher

assumed that if student move their body they will enjoy the lesson and they will interest to study English. This is in line with the meaning of Total Physical Response itself that is Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity (Richards, & Rodgers, 1986, p. 87).

Regarding to the issue above, the researcher will maintain the improvement of students' understanding in imperative sentence after being implemented Total Physical Response method in the classroom.

## Research Method

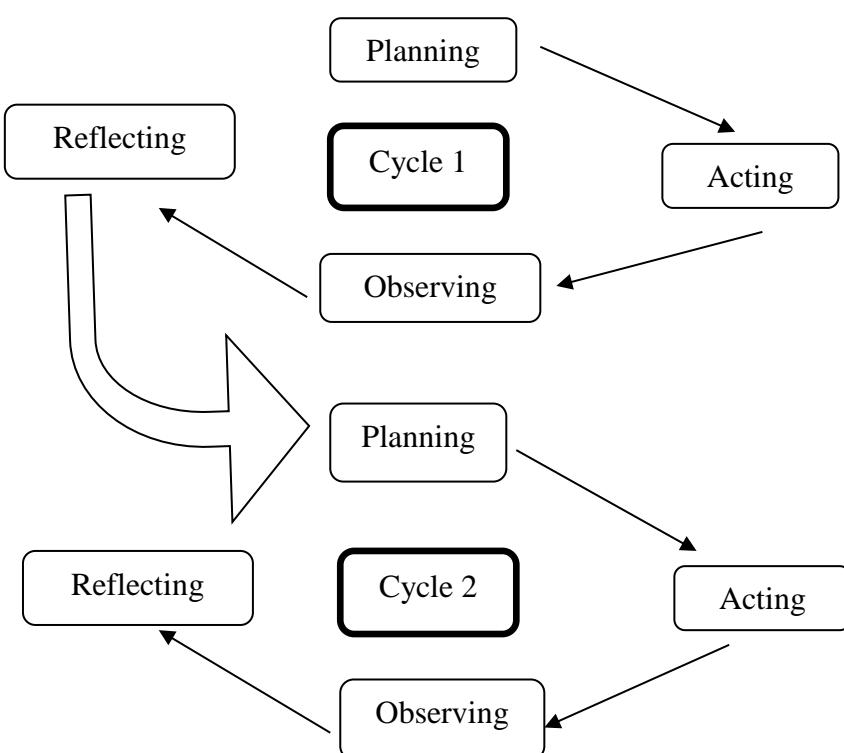
This research was conducted in SMP Negeri 1 Cimarga and the subject of this research were VII-D class that consists of 38 students. This class was chosen based on the suggestion from the teacher because of this class was lack in grammar.

In this study, the researcher uses Classroom Action Research (CAR) method. According to Mills, he defined action research as follows:

"Action research is any systematic inquiry conducted by teacher, researchers, principals, school counselors, or other stakeholder in the teaching/learning environment to gather information about how their particular school operate, how they teach, and how well their students learn. This information gathered with the goals of gaining insight, developing reflective practice, effective positive changes in the school environment, and improving student outcomes and the lives of those involved." (Mills, 2003, p.5)

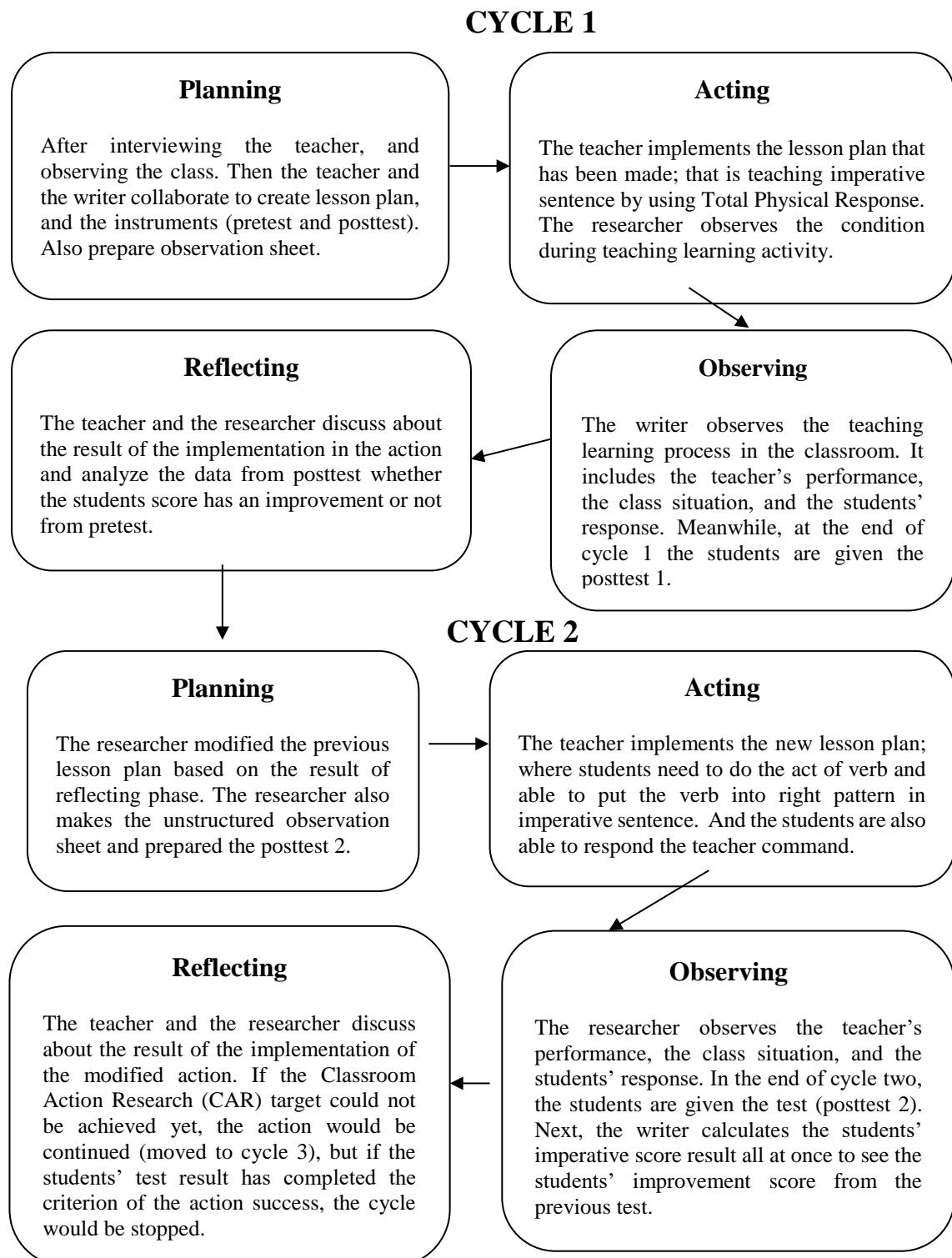
Based on the statement above, it can be assumed that action research is a research to get information about everything that happened in school and try to make a positive change in teaching learning activity and to improve students' outcomes.

Strengthen by Sukidin, Classroom Action Research is a research carried out by teacher to solve the problem that faced when teacher is doing his or her duty, which is managing teaching learning activity. (Sukidin, 2007, p. 10). The CAR design used in the research was Kurt Lewin's action research design which consists of two cycles, in each cycle contains four phases; planning, acting, observing and reflecting.



**Figure 1. Kurt Lewin's Action Research Design (Suharsimi Arikunto, 2009, p. 16)**

Based on the Kurt Lewin's Action Research design above, the researcher would like to describe further concerning the implementation of Classroom Action Research in the cycle 1 and cycle 2 as following:



**Figure 2. The Phases of Classroom Action Research that Modified by the Writer.**

Before doing the Classroom Action Research (CAR) the researcher did interview, observation and test to find the problem that faced by the students.. The researcher uses more than one cycle because after the first cycle is done it seems there is possibility to appear a new problem or the problems that have not been solved. Therefore, it is necessary to do the second cycle with the same concept of first cycle until the goal is reached.

In Planning phase, the researcher and the teacher make a plan to solve the problem from finding the new strategy until creating lesson plan and the instrument that will be implemented in VII-D class at SMPN 1 Cimarga. The instrument is used to assess students' improvement on imperative sentence.

In Acting phase, the researcher and the teacher work collaboratively to implement the planning that has been made in the planning phase. It provided some activities in the classroom that was implementing the TPR method in the classroom in teaching imperative sentence.

In observing phase, the researcher observes all of activities that happened during the teaching learning activity while taking note all of activities in the classroom or unstructured observation sheet to guide the researcher in observing the teaching learning activity. This phase is held since the Classroom Action Research is in progresss.in this phase, the researcher gets the data whether the strategy implemented in acting phase is successful or not. If the observer found problem, the data also can be used to repair in the next cycle. In this phase also collects the data from post-test.

In reflecting phase, the teacher and the researcher reviewed about implementation of the strategy what had been done in acting phase and analyzed the data from the result of post-test. If in this cycle, still finding some problems, so it is necessary to take the next cycle concerning re-planning, re-acting, and re-observing. The problem that found in cycle 1 should be solved in the next cycle.

In this research, techniques of collecting data are using qualitative and quantitative data. Qualitative data included observation during the teaching learning activity in the classroom and interview with the teacher. Meanwhile, quantitative data included a test; kinds of test that used in this research are pre-test and post-test. Criteria of success reached when there is 70% of students could achieve the target score of minimal mastery level criterion (KKM) which was 60 of the imperative sentence test started from the pre-test until the second post-test in cycle two. (Suwandi, 2010, p.61).

In analyzing the quantitative data, the writer uses the statistic technique. First the writer begins with getting the average of students' score before implementing Classroom Action Research and getting the average students' score in each score. It was used to know the students' score as a whole on imperative sentence. It uses the formula: (Sudjana, 2002, p.67)

$$\bar{X} = \frac{\sum x}{n}$$

$\bar{X}$  : mean

x : individual score

n : number of student

Second, the writer tries to get the class percentage which achieved the KKM 60 (sixty). It uses the formula: (Sudijono, 2008, p.43)

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

P : the class percentage

F : total percentage score

N : number of students

The third or the last, after getting mean of students' score each cycle, the writer identifies whether or not there might have students' improvement score on imperative sentence from pre-test until posttest score in cycle 1 and cycle 2. To analyze that, the writer uses the formula: (Meltzer, 2008, p.3)

$$P = \frac{y_1 - y}{y} \times 100 \%$$

P : percentage of students' improvement

y : pre-test result

y1 : post-test

$$P = \frac{y_2 - y}{y} \times 100 \%$$

P : percentage of students' improvement

y : pre-test result

y2 : post-test 2

## Result and Discussion

In this research, the researcher conducted pre Interview, pre observation and pre-test to figure out the condition of the students in the classroom and students' understanding in imperative sentence. From the interview, the researcher knows that most of the students did not know how to construct the imperative sentence grammatically because they did not understand the pattern of imperative sentence. From the observation, the researcher found that the teaching learning process of imperative sentence was monotonous. From the result of pre-test, there were 3 students or 7.89% who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) meanwhile 35 students were below the criterion. The highest score that achieved by the students was 64. Instead, the lowest score that achieved by the students was 20.

To cope with those problems, the researcher conducted two cycles. In every cycle, consist of two action phase. In each cycle, students were provided with material about imperative sentence using TPR method. The researcher and the teacher collaborated during the research.

Furthermore, in analyzing quantitative data the researcher compares the result of pre-test, post-test 1, and post-test 2. The researcher and the teacher noticed the significant improvement among the tests. Here are the students' score results in pre-test, post-test 1, and post-test 2.

**Table 1**  
**The Students' Score Result in Pre-test, Post-test 1, and Post-test 2**

STUDENTS' NUMBER	PRE-TEST	CYCLE 1 POSTTEST	CYCLE 2 POSTTEST
1	64*	72*	80*
2	32	28	60*
3	32	52	72*
4	32	40	80*

5	60*	68*	84*
6	36	48	68*
7	32	52	60*
8	44	64*	64*
9	48	48	72*
10	28	44	60*
11	24	32	44
12	32	48	68*
13	20	28	36
14	20	32	52
15	32	52	84*
16	20	32	40
17	36	36	60*
18	36	52	80*
19	28	32	40
20	28	40	52
21	48	60*	80*
22	44	48	64*
23	48	60*	60*
24	32	24	40
25	44	56	76*
26	32	44	60*
27	44	64*	68*
28	48	60*	76*
29	24	40	48
30	32	40	60*
31	32	52	76*
32	36	60*	68*
33	28	48	60*
34	60*	68*	92*
35	56	60*	76*
36	40	52	80*
37	44	64*	80*
38	28	40	44
<b>Mean:</b> $\bar{X} = \frac{\sum x}{n}$	<b>36.94</b>	<b>48.42</b>	<b>64.84</b>

\*: The students with minimal mastery level criterion KKM score (60)

From the table above, data show that, before implementing the Classroom Action Research or in the pre-test, the mean score of students' score on the imperative sentence test is 36.94. It is the students' score on imperative sentence test before using the Total Physical Response method. And the class percentage of students which achieves the minimal mastery level criterion (KKM) score is 7.89%. It shows that only 3 students in that class could achieve the minimal mastery level criterion (KKM).

Next, the mean score of the post-test of cycle 1 is 48.42. It shows the students' improvements score from the pre-test that is 11.48 ( $48.42 - 36.94$ ) or 31.07%. Meanwhile, the class percentage of students who achieves the minimal mastery level criterion (KKM) score in post-test 1 is 28.94%. It means that there are 11 students who achieved the minimal mastery level criterion (KKM) score and 27 students who are not achieved the minimal mastery level criterion (KKM) score. Even though there are some improvements from the student. Nevertheless, the improvements are below the target of success Classroom Action Research which is 70% of the students could achieve the minimal mastery level criterion (KKM) score. Hence, it is still needed more improvement to achieve the target of success Classroom Action Research.

Furthermore, the mean score of the post-test of cycle 2 is 64.84. It shows the students improvement score 16.42 ( $64.84 - 48.42$ ) from the mean score of post-test 1 (48.42) or 75.52% students' improvement in the score percentage from the pre-test. The class percentage of students who achieved the minimal mastery level criterion (KKM) is 76.31%. It means that there are 29 students in the cycle 2 who achieve the minimal mastery level criterion or KKM and there are 9 students are below the minimal mastery level criterion or KKM. The class percentage of post-test 2 shows some improvements from the previous test. The improvement is 68.42% from the pre-test (7.89%) or 47.37% ( $76.31 - 28.94$ ) from the class percentage of post-test 1 (28.94%). The result post-test of cycle 2 has fulfilled the target of Classroom Action Research success. It can be seen from class percentage from pre-test to post-test 2. It is above 70% students could achieve the minimal mastery level criterion (KKM). Therefore, the Classroom Action Research can be said success and the next cycle is not continued by the researcher.

### **Analysis**

The use of Total Physical Response (TPR) method has provided the improvement of students' understanding of imperative sentence. The students could do the act of verb, response the teacher command, and also doing the exercise individually without cheating one another.

### **Conclusion**

Based on the research conducted in first grade students class VII-D at SMPN 1 Cimarga in academic year 2010/2011, it can be concluded that the students could improve their understanding of imperative sentence by using Total Physical Response method. Furthermore, based on the students test result of pretest and posttest (cycle 1 and cycle 2), it is gained the result of pretest and posttest (cycle 1 and cycle 2), there were a significant improvement from 3 students who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) in pretest becomes 29 students who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) in posttest in cycle 2. It can be said that using Total Physical Response method can improve students' understanding in imperative sentence.

The use of TPR method helps student in understanding the imperative sentence in a fun way. Furthermore, this method also makes students more active in teaching learning process. When students become active in the classroom, they could improve their interest and their understanding about the material.

The result of this research shows that using Total Physical Response (TPR) is an effective way in improving students' understanding of imperative sentence, so Total Physical Response can be alternative strategy is used by the teacher in order to improve students' understanding of imperative sentence. In teaching imperative sentence the teacher has to make sure that the students did not get stressed when learning the imperative sentence and do the act of verb without translating the verb with dictionary. Hence, the teacher needs to give more pay

attention to the students who get difficulty. The teacher is supposed to have a well preparation before implementation Total Physical Response in the teaching and learning activity. Such as: the verb that will do the act, the time allocations and the students' worksheet.

## References

Azar, Betty Schramper. (2003). *Fundamental of English Grammar: Third Edition*. New York: Pearson Education.

Arikunto, S. (2009). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.

Hartoyo. (2006). *Grammar in the Teaching of EFL in Indonesia*. Semarang: Universitas Negeri Semarang Press.

Meltzer, David E. (2008). *The Relationship between Mathematics Preparation and Conceptual Learning Gain in Physics: A Possible Hidden Variable in a Diagnostic pretest Score*. Iowa: Department of Physics and Astronomy.

Mills, G. E. (2003). *Action Research: A Guide for the Teacher Research*. Ohio: Merril Prentice Hall.

Richard, J. C., & Rodgers, T. S. (2002). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.

Sudijono, A. (2008). *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja Grafindo Persada.

Sudjana. (2002). *Metode Statistik*. Bandung: PT. Tarsito.

Sukidin. (2007). *Manajemen Penelitian Tindakan Kelas*. Jakarta: Insan Cendikia.

Suwandi, S. (2010). *Penelitian Tindakan Kelas (PTK) dan Penulisan Karya Ilmiah*. Surakarta: Yuma Pustaka.