# INCREASING STUDENTS' SPEAKING IN IMPERATIVE SENTENCES BY USING TOTAL PHYSICAL RESPONSE (TPR)

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# THESIS

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Banda Aceh, Desember 21th, 2017

The writer

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul *"Increasing Students' Speaking In Imperative Sentences By Using Total Physical Response (TPR)"* adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, seluruhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Aceh Besar, 21 Desember 2017
Saya yang membuat pernyataan,

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(Mulia Sari)

# ABSTRACT

Total Physical Response (TPR) is an approach to teach Imperatives sentences. TPR was developed by James Asher, a professor of psychology at San Jose State University, California. TPR is a language teaching method built around the coordination of speech and action and it attempts to teach language through physical (motor) activity. This approach makes learners feel fun and less stressful. This study investigated the effect of Total Physical Response (TPR) in Imperative Sentence at student of second grade junior high school. This study adopted pre-test, post-test and questionnaires. The population of this research was the students of second grade MTsS Darul Ulum YPUI Banda Aceh. The number of population was 107 students and the number of sample was 60 students. The study collected the data through pre-test, post-test and questionnaires. A statistical analysis was applied in this study and through questionnaires to identify students' responses. The data analysis showed that $t_{score}$ was higher than $t_{table}$, 2.64 > 1.69 and 9.99 > 1.69  and the data showed that alternative hypothesis ($H_a$) was accepted. This study showed that TPR increased students's speaking in imperative sentence.

*Keyword: Total Physical Response, Imperatives Sentences, Teaching Method.*

**CHAPTER I**

**INTRODUCTION**


## 1. Background of Study

Nowadays, English language becomes a primary necessity in all aspects in the world especially in education. In education, English greatly help students in understanding the translation of books from abroad as a source of knowledge also guides students how to communicate well in society even when we settled abroad for work or continue their education there. Therefore the language, mainly English language becomes a necessity that must be mastered by the public, especially students majoring in English language. Besides, English is as one of either as a second language (ESL) or a foreign language (EFL).

Teaching speaking is one of the four language skill that is important to teach for student. Speaking is one of the central elements of communication. According to Rivers (1983) language is a vehicle of meaning that we do not even realize we are using; in order words, a vehicle that is transporting a person's message somewhere but it is not itself the object of the trip.

Actually speaking skill is needed in our global society because the process of interaction will work when we speak. According to Rivers (1983) interaction has always been the most neglected part of the language activities in which we engage in the classroom. We can understand what people talk and we can respond well if we understand the information.

The mastery of speaking skill in English is necessary because student often evaluate their progress of English language for speaking and also to see the improvement of their speaking.

According to Burns (2012:4), "There are four key features to make student successfully in speaking English. First learning must be active, strategic, and constructive process. Second, it follows developmental trajectories. Third, it is guided by learner's introspective awareness and control their mental process. Fourth, it is facilitated by social, collaborative settings that value self-directed student dialogue."

According to Luoma (2004), "To speak in a foreign language learners must master the sound system of language, have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation and they must also understand what is being said to them, and be able to respond appropriately to maintain amicable relations or to achieve their communicative goals." She claimed that speaking is done in real-time, learners abilities to plan, process and produce the foreign language are taxed greatly. So the structure of speech is different with written language where in written language learner have time to plan, edit and correct what they produce.

Most of students claim that speaking English is difficult. They are afraid of speaking because they think that they are not enough competent to speak. Beside their perception about speaking that is horrible, they also feel not antusiasm in teaching learning process in the class. It means that lack of confident and a lack of motivation become a seriously problem in speaking English. In addition students can read and write well in English but they are poor at speaking especially the way how to use Imperative sentence.

Imperatives sentences are used to give commands, make polite requests, and give reactions. Based on the definition above it can be assumed that Imperative sentences that request that person we are speaking to do or not to do something, or Imperatives sentences used by someone to give commands, request, directions etc to other people for doing something. According to Leech (2001: 211), "Imperatives sentences are for giving orders or commands, and also for making offers, suggestion, invitations, giving direction, etc.

a. Offers : ***Try*** one of these chocolates

: ***Help yourself*** to more coffee

b. Invitations : ***Come*** in and ***sit*** down

c. Instructions: ***Take*** two tablets with a glass of water

d. Suggestions: ***Enjoy*** yourself.

: ***Relax***.

: ***Have*** fun

Imperative sentence is a sentence which is in the form of a command (Weber: 1985). To make a request a little more polite, add ***please*** at the beginning or end of the sentence of command: (Do not add ***please*** to offers, invitations or instructions).

Example : ***Please*** wait a moment

: ***Turn*** off the television, ***please***

There are some factors that can influence students ability in speaking for example psychological factors where students feel ashamed and afraid of speaking English in the class besides cognitive factors as the insufficient of English grammar and the lack of practice.

Based on previous study done by Netta (2013), to make the students master communicative competence, teachers have to use the various techniques using communicative activities. According to Jaffe (1995) to help the student become competent in the speaking skill there should be invention, disposition, style, memory and delivery

So, to solve the problem in speaking, the researcher applied Total Physical Response (TPR). This method is suitable to teach speaking especially about Imperative sentence. Total Physical Response (TPR) is an approach to teach imperative sentence to learners of foreign language. It was developed by James Asher in 1965.

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 (Richards, Jack C: Approaches and Methods Language Teaching: 2001). Total Physical Response (TPR) is method that the students in listen to the teacher using the target language communicative activities prevail throughtout the course. The teacher helps students to understand by using pictures and occasional words into student native language and by being as expressive as possible (Dianne Larsen: Techniques and Principles in Language Teaching: 1986).

Total Physical Response (TPR) is method that makes students feel fun and comfortable in learning English. An important condition for successful language learning is the absence of stress (Richard, Jack C: Approaches and Methods Language Teaching: 2001). Then, he said that for absolute beginners, lesson may not require the use of materials, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities. Later, the teacher may use common classroom objects, such as books, pens, cups, furniture and the teacher will need to make or collect supporting materials to support teaching points.

So, based on the theory above, I am interested in the research and I take the issue under title "Increasing Students speaking in Imperatives Sentences By Using Total Physical Response (TPR)."

## 2. Research Question

Based on the theme raised in the thesis, there are two research problems that the researcher put forward, namely:

1. Does the use of Total Physical Response (TPR) increase students' speaking ability in Imperative Sentence?

2. What are the students' responses toward the implementation of Total Physical Responses (TPR) in improving students' speaking in Imperative Sentences?

### 3. Research Aim

To find out that using Total Physical Response (TPR) increase the students' speaking in imperative sentence or not and also to identify of students' responses toward the implementation of Total Physical Response (TPR).

### 4. Hypothesis

The researcher proposes a hypothesis, namely: Total Physical Response (TPR) increase speaking of the second grade students of MTsS Darul Ulum YPUI Banda Aceh.

### 5. Significance of study

The significant of this research is hopefully to give the information and suggestion to the writer and students to realize that speaking is very important skill in studying English language.

Thus, English is also an important language in getting information and knowledge. Based on this research we may search which one the best method that we apply to increase students speaking in imperatives sentences.

### 6. Terminology

To make the research clear, the writer described some key words of this research as follows:

1. Imperatives Sentence

Imperatives sentences are used to give commands, make polite requests, and give reactions. Based on the definition above it can be assumed that imperative sentences that request that person we are speaking to do or not to do

something, or imperatives sentences that used by someone to give commands, request, directions etc to other people for doing something. According to Leech (2001:211), "Imperatives sentences are for giving orders or commands, and also for making offers, suggestion, invitations, giving direction, etc.

    a. Offers     : **Try** one of these chocolates

                : **Help yourself** to more coffee

    b. Invitations  : **Come** in and **sit** down

    c. Instructions : **Take** two tablets with a glass of water

    d. Suggestions: **Enjoy** yourself.

                : **Relax**.

                : **Have** fun

Imperative sentence is a sentence which is in the form of a command (Weber: 1985). To make a request a little more polite, add *please* at the beginning or end of the sentence of command: (Do not add *please* to offers, invitations or instructions).

Example      : **Please** wait a moment

              : **Turn** off the television, **please**

    2. Total Physical Response (TPR)

Total Physical Response (TPR) is an approach to teach imperative sentence to learners of foreign language which was developed by James Asher in 1965. 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 (Richards, Jack C : Approaches and Methods Language Teaching : 2001). Total Physical Response (TPR) is method that the students in listen to the teacher using the target language communicative activities prevail throughtout the course. The teacher helps students to understand by using pictures and occasional words into student native language and by being as expressive as possible (Dianne Larsen: Techniques and Principles in Language Teaching: 1986).

Total Physical Response (TPR) is method that makes students feel fun and comfortable in learning English. Learners in total physical responses have the primary roles of listener and performer. They listen attentively and response physically from the commands are given by teacher. The teacher plays an active and direct role in Total Physical Response (Richards, Jack C: Approaches and Methods Language Teaching: 2001).

## CHAPTER II
## REVIEW OF LITERATURE

### A. Definition of Imperative Sentences

Imperative sentence is giving orders or commands or instructions to one person or a group of people, you use the base form of the verb. This use of the verb is called the Imperative. Seaton (2007) stated that Imperatives are a very direct way of telling people to do something.

### B. Types of Imperative Sentences

According to Leech (2001: 211) Imperatives sentences are for giving orders or commands, and also for making offers, suggestion, invitations, giving direction, etc.

    a.  Offers     : *Try* one of these chocolates

                    : *Help yourself* to more coffee

    b. Invitations   : *Come* in and *sit* down

    c. Instructions : *Take* two tablets with a glass of water

    d. Suggestions: *Enjoy* yourself

                    : *Relax*

                  : *Have* fun

Imperative sentence is a sentence which is in the form of a command (Weber: 1985). To make a request a little more polite, add *please* at the beginning

or end of the sentence of command: (Do not add *please* to offers, invitations or instructions).

Example        : *Please* wait a moment

: *Turn* off the television, *please*

According to Gratton (2004) an Imperative sentences is a sentence in which the main verb is expressed in the Imperative mood. As the term "Imperative" suggest, one common use of such sentences is to express commands or orders such as "close the window!" or "dress up that line!   however, Imperative sentences are not merely used to express commands.

### C.  Definition of Total Physical Response (TPR)

Total Physical Responses (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity (Richard: 1986, 87). Total Physical Responses is developed by James Asher, a professor of psychology at San Jose State University, California. Total physical Responses (TPR) become popular in 1970s and 1980s. Here Asher sees successful adult of second language learning as a parallel process to child first language acquisition. Asher said that speech directed to young children consist primarily of command, which children respond to physically before they begin to produce verbal responses. The method that is easy to understand in terms of linguistics production and that involves game time movements reduces learner stress.

Psychologists developed the trace theory of learning in which it was claimed that memory is increased if it is stimulated, or "traced", through association with motor activity (Brown: 2001).

Asher (1977) claimed that children in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reading, grabbing, moving, looking and so forth).

According to Brown (2001:30), TPR heavily utilized the imperative mood, even into more advanced proficiency level. Commands were an easy way to get learners to move about and to loosen up : open the window, close the door, stand up, sit down, pick up the book, give it to John, and so on. Asher said that most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor.

Then, according to Larsen and Diane, TPR or "*the comprehension approach*" is the method in foreign language that is using the instruction or the command. Total Physical Responses (TPR) reflects to grammar-based view of language. In addition, Teacher or instructor in TPR is more active when implement this method in the class. According to Asher, the instructor is the director of a stage play in which the students are the actors". Teacher will give the topic that they will discusses, who will take the role play and represent in the class. The student listen the command or instruction by the teacher and then respond physically individually or group.

**D. The activity of Total Physical Response (TPR) in Learning**

In learning activity of TPR might contain instructions such as "walk the door". The students are required to carry out the instructions by physically performing the activity. Given a supportive classroom environment, there is a little doubt that such activities can be both motivating and fun.

The teacher or student can do the activity as in the following:

a.  Try out by using imperative drill, as a first activity in TPR. This exercise is useful for student physical.

b.  Make dialog in the class (conversational dialogues)

c.  Divide student into role play. Make the class feel like in daily activity such as in the school, in the market, in the zoo and so forth.

d.  Present the material by using OHP or LCD.

e.  Create reading culture or writing culture to improve student vocabularies and also to try student be aware with grammatical structure or tenses.

**E. The Role of Total Physical Response**

Learners in total physical responses have the primary roles of listener and performer. They listen attentively and response physically to commands given by teacher. The teacher plays an active and direct role in Total Physical Response (Richards, Jack C: Approaches and Methods Language Teaching: 2001).

**F. Theory of Total Physical Responses (TPR)**

Asher has elaborated an account of what he feels facilitates or inhibits foreign language learning. He creates 3 hypothesis or theory of influential learning

1. There exists a specific innate bio-program for language learning, which defines an optimal path for first and second language development

2. Brain lateralization defines different learning functions in the left-and right-brain hemisphere

3. Stress (an affective filter) intervenes between the act of learning and what is to be learned; the lower the stress, the greater the learning. An important condition for successful language learning is the absence of stress.

**G. The Objective and The Syllabus of Total Physical Response**

TPR aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker.

The type of syllabus Asher uses can be inferred from an analysis of the exercise types employed in TPR classes. This analysis reveals the use of sentence-based syllabus, with grammatical and lexical criteria being primary in selecting teaching items.

**H. Principle of Total Physical Response**

According to Rohayati (2011) who conducted research on the title "Improving students' ability in using imperative sentences trough Total Physical Response", there are some principles in total physical response that have to known by the teacher as the following:

a. Having fun makes language learners interested in learning foreign language. The principle that learning foreign language will be more effective if language learning is fun

b. The students understanding of the target language should be developed before speaking

c. The students can initially learn one part of the language rapidly by moving their bodies

d. The imperative is a powerful linguistic device through which the teacher can direct student behavior

e. Student can learn through observing action as well as by performing the action themselves

f. Student should not be made to memorize fixed routines

g. Spoken language should be emphasized over written language

h. Student will begin to speak when they are ready

i. Students are expected to make errors when they first begin speaking

**I.** **Advantages and Disadvantages of Total Physical Response (TPR)**

In teaching Imperatives Sentences by using Total Physical Responses (TPR), the teachers and the students may find the benefits and difficulties. According to Widodo (2005) who conduct the research on title" Teaching Children Using a Total Physical Response (TPR) Method" points out the advantages of Total Physical Responses (TPR) as in the following:

1. Total Physical Responses (TPR) is a lot of fun as learners and enjoy it and it can lifts the pace of a lesson and the mood

2. Total Physical Responses (TPR) is a memorable activity as it assist students to recognize phrases or words

3. It is good for kinesthetic learners who are required to be active in class

4. It can be used both in a large class or in a small class because as long as the teacher takes the lead, the learners will follow

5. It works well with mixed-ability classes because the physical actions get across the meaning effectively so that all learners are able to comprehend and apply the target language

6. There is no requirements of preparing a lot of preparation or materials. The most important part is being competent of what you want to practice

7. It is very effective with teenagers and young learners

8. Total Physical Response (TPR) involves both left and right-brained learning

Hence, According to Brown (2001), TPR seemed to be especially effective in the beginning levels of language proficiency, but it lost its distinctiveness as

learners advanced in their competence. Then in a TPR classroom after students face the fear of speaking out, classroom conversation and other activities proceeded as in almost any other communicative language classroom. In addition, in TPR reading and writing activities, students are limited to spinning off from the oral work in the classroom.

Based on article written by Tim Bowen, TPR also have some potential weakness. Firstly, from a purely practical point of view, it is highly unlikely that even the most skilled and inventive teacher could sustain a lesson stage involving commands and physical responses for more than a few minutes before the activity became repetitious for the learner, although the use of situational role-play could provide a range of contexts for practicing a wider range of lexis.

Secondly, it is fairly difficult to give instructions without using imperatives, so the language input is basically restricted to this single form. Thirdly it is quite difficult to see how this approach could extend beyond beginner level. Fourthly, the relevance of some of the language used in TPR activities to real-word learners needs is questionable. Finally, moving from the listening and responding stage to oral production might be workable in a small group of learners but it would appear to be problematic when applied to a class of 30 students.

# CHAPTER III
# RESEARCH PROCEDURE

This chapter gives a brief description about research design, population, sample, the process of collecting data and brief description of research location. The detailed information of each part is provided below

## 1. Population and sample

According to Sukardi (2003), "Population is the subject that is taken in the research." The population of this research is students of second grade MTsS Darul Ulum YPUI Banda Aceh. The number of population is 107 students.

According to Prasetyo (2008), "Sample is part of the population that will be researched." The number of sample is 60 students and the researcher used purposive sampling for data collection. Latham (2007) states that "Purposive sampling is selecting a sample on the basis of your own knowledge of the population, its elements, and the nature of your research aims". Furthermore, the sample of this research is the students of class VIII-1 (as control group) and VIII-2 (as experimental test) of MTsS Darul Ulum YPUI Banda Aceh in academic year 2017/2018. The control group were the female students while the experimental test were the male students.

**2. Technique of Data Collection**

To obtain the results, the researcher implemented several techniques in collecting the data. By the techniques were :

a. Observation

Observation worked to find a general description about the situation and the condition of MTsS Darul Ulum YPUI Banda Aceh consisted of facilities of school, quantity of teacher and student. Then, from observation, the researcher wanted to see the process of learning teaching when using Total Physical Response (TPR) in the class.

b. Test

Test was intended to know students speaking ability in imperative sentences and students improvement in imperatives sentences after using Total Physical Response (TPR).To gain the data, the researcher conducted an experimental teaching at MTsS Darul Ulum YPUI Banda Aceh by applying Total Physical Response for three meetings. The researcher provided pre-test and post-test

a. Pre-Test

Pre-test is implemented in order to gain the data of the students' prior knowledge before the treatments. The researcher gave 10 multiple choice questions to the students as the pre-test.

b. Post-test

Post-test is required to see the differences or the students' improvements in mastering speaking. Post-test was given after the researcher had

finished teaching the students by using Total Physical response. The reseracher gave the different questions.

c. Questionnaire

Questionnaires are a number of written questions that are used to obtain information from the respondent. Here, the respondent answer the question based on instruction above the answer sheet. The researcher gave questionnaire in the experimental test after teached students by used Total Physical Responses (TPR). The researcher gave questionnaire in the last meeting. The researcher adopted questionnaire from Tati Rohayati (2011) that thesis entitled ''Improving Students' Ability in Using Imperative Sentences Trought Total Physical Response.

3. **Technique of Data Analysis**

After collecting data, the researcher analyze it as follows:

a. Test

After getting the result of pre-test and post-test, the researcher analyzed and compared the result of both classes. According to Dimitrov and Rumrill argued that pre-test and post-test primarily for the purpose of comparing groups and/or measuring change resulting from experimental treatments. To analyze the result of the data, the researcher analyzed it statically by using statistic calculation of the t-test formula with the significance degree of 5 %. The procedures of calculation are as follow:

1.1 Post-test score of control class

In analyzing the data which were collected by giving test, the researcher calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using statistical formula, which are:

a. Range

Range is the difference of the highest score with the lowest score. To find the result, the researcher used the following formula:

$$R= H\text{-}L$$

b. Class Number

Class number is the number of score that has been grouped based on the expected interval, and the formula is:

$$CN= 1+3.3 \log n \text{ (total sample)}$$

c. Interval

Interval is amount of class and to find the score, the researcher used the following formula:

$$I = \frac{R}{CN}$$

d. Table of frequency, the mean isidentified by using the formula below;

$$Mean = \frac{\sum f_i \, x_i}{\sum f_i}$$

1.2 Pre-test score of experimental class

In analyzing the data which was collected by giving test, the researcher calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using statistical formula, which are:

a. Range is the difference of the highest score with the lowest score. To find the result, the researcher used the following formula:

$$R= H-L$$

Notes:

R : Range of the score

H : Highest score

L : Lowest score

b. Class Number is the number of score that has been grouped based on the expected interval, and the formula is:

$$CN= 1+3.3 \log n \text{ (total sample)}$$

c. Interval is amount of class and to find the score, the researcher used the following formula:

$$I = \frac{R}{CN}$$

Remarks:

I= interval

R= range

CN= class number

d.  Table of frequency, the mean isidentified by using the formula below;

$$Mean = \frac{\sum f_i x_i}{\sum f_i}$$

2.  Questionnaire

In this study, the questionnaire was constructed and distributed to the experimental class students to obtain additional information about students' responses toward the implementation of Total Physical Response (TPR) in teaching speaking. The percentages of the answer of the question will be counted by using the formula suggested by Sudjana (2008),

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

Notes:

P   = Percentage          N = Number of Sample

F   = Frequency          100%  = Constant Value

# CHAPTER IV

# DATA ANALYSIS AND DISCUSSION

In this chapter, the researcher discuss the analysis of data obtained from the control class and the experimental teaching, pre-test, post-test, and questionnaires. This part analyzes to what extent Total Physical Response (TPR) increase the students' speaking by using statistical analysis. Besides, it also provides the analysis of questionnaires based on the students' responses.

## A. The Analysis of Tests

In analyzing the data, the researcher used statistical calculation to the tests given for this study. There were two types of the test in the study; pre-test and post-test. The tests were given in the control class and the experimental class. The following table is the result of the pre-test and post-test.

1.1 The result of pre-test and post-test in control class

The table below is the score of pre-test and post-test in control class from 30 students.

**Table 4.1**
**The Scores of Pre-test and Post-test of Control Class**

| No | Name | Control Class | |
| --- | --- | --- | --- |
| | | Pre-test | Post-test |
| 1 | SW | 60 | 100 |
| 2 | JY | 70 | 100 |
| 3 | KH | 90 | 50 |
| 4 | YM | 80 | 90 |
| 5 | MJ | 80 | 100 |
| 6 | SR | 70 | 100 |
| 7 | DN | 60 | 70 |
| 8 | MI | 60 | 90 |
| 9 | RM | 50 | 60 |
| 10 | MA | 70 | 60 |
| 11 | AS | 70 | 100 |
| 12 | AP | 80 | 70 |
| 13 | NS | 80 | 90 |
| 14 | KM | 40 | 70 |
| 15 | SA | 50 | 70 |
| 16 | ME | 70 | 80 |
| 17 | RF | 70 | 100 |
| 18 | Mf | 70 | 100 |
| 19 | Fz | 70 | 70 |
| 20 | AF | 80 | 90 |
| 21 | NK | 70 | 90 |
| 22 | MT | 80 | 90 |
| 23 | SO | 70 | 50 |
| 24 | EM | 60 | 100 |
| 25 | IZ | 80 | 80 |
| 26 | LL | 50 | 80 |
| 27 | KA | 80 | 70 |
| 28 | ZN | 90 | 30 |
| 29 | FI | 70 | 90 |
| 30 | SS | 60 | 70 |

1.1.1   Pre-test score of the control class

In analyzing the data which was collected by giving test, the researcher calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using statistical formula, which are:

a. Range is the difference of the highest score with the lowest score. To find the result, the researcher used the following formula:

$$R= H-L$$

Notes:

R : Range of the score

H : Highest score

L : Lowest score

Based on table 4.1, it can be seen that the highest score is 90 and the lowest score is 40. Thus, the range is:

R　= H-L

　　= 90-40

　　= 50

b. Class Number is the number of score that has been grouped based on the expected interval, and the formula is:

$$CN= 1+3.3 \log n \text{ (total sample)}$$

CN　= 1+ (3.3) log 30

　　　= 1+ (3.3) (1.477)

　　　= 1+ 4.8741

　　　= 5.8741 (it can be taken 6)

c. Interval is amount of class and to find the score, the researcher used the following formula:

$$I = \frac{R}{CN}$$

Remarks:

I= interval

R= range

CN= class number

I $\qquad = \dfrac{50}{5.8}$

I $\qquad = 8.6$ (it can be taken 9)

d. Table of frequency

The frequency distribution can be calculated as the following table:

**Table 4.1.1**
**The frequency's table of pre-testin control class**

| Interval Class | *Fi* | *Xi* | *Fixi* |
|---|---|---|---|
| 40-48 | 1 | 44 | 44 |
| 49-57 | 3 | 53 | 159 |
| 58-66 | 5 | 62 | 310 |
| 67-75 | 11 | 71 | 781 |
| 76-84 | 8 | 80 | 640 |
| 85-93 | 2 | 89 | 178 |
| **Total** | **30** | **399** | **2112** |

Note:

Xi = refers to the middle score of interval class

Fi = refers to frequency

FiXi = refers to the amount of multiplication between frequency

and middle class

Based on the table 4.1.1, the mean isidentified by using the formula below;

$$Mean = \frac{\sum f_i \, x_i}{\sum fi}$$

$$= \frac{2112}{30}$$

$$= 70.4$$

$$= 70$$

### 1.1.2 Post-test score of the control class

In analyzing the data which was collected by giving test, the researcher calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using statistical formula, which are:

a. Range is the difference of the highest score with the lowest score. To find the result, the researcher used the following formula:

$$R= H\text{-}L$$

Based on table 4.1, it can be seen that the highest score is 100 and the lowest score is 30. Thus, the range is:

R   = H-L

    = 100-30

    = 70

b. Class Number is the number of score that has been grouped based on the expected interval, and the formula is:

$$CN= 1+3.3 \log n \text{ (total sample)}$$

CN     = 1+ (3.3) log 30

       = 1+ (3.3) (1.477)

       = 1+ 4.8741

       = 5.8741 (it can be taken 6)

c.  Interval is amount of class and to find the score, the researcher used the following formula:

$$I = \frac{R}{CN}$$

I $= \frac{70}{5.8}$

I $= 12.06$ (it can be taken 12)

d.  Table of frequency

The frequency distribution can be calculated as the following table:

**Table 4.1.2**
**The frequency's table of pre-test in control class**

| Interval Class | Fi | Xi | Fixi |
|---|---|---|---|
| 30-41 | 1 | 35.5 | 35.5 |
| 42-53 | 2 | 47.5 | 95 |
| 54-65 | 2 | 59.5 | 119 |
| 66-77 | 7 | 71.5 | 500.5 |
| 78-89 | 3 | 83.5 | 250.5 |
| 90-101 | 15 | 95.5 | 1432.5 |
| **Total** | 30 | 393 | 2433 |

Based on the table 4.1.2, the mean isidentified by using the formula below;

$$Mean = \frac{\sum f_i x_i}{\sum fi}$$

$$= \frac{2433}{30}$$

$$= 81.1$$

$$= 81$$

1.2 The result of score pre-test and post-test in experimental class

The table below is the score of pre-test and post-test in experimental class from 30 students.

**Table 4.2**
**The Scores of Pre-test and Post-test of Experimental Class**

| No | Name | Experimental Class | |
|---|---|---|---|
| | | Pre-test | Post-test |
| 1 | TJ | 70 | 90 |
| 2 | RA | 50 | 100 |
| 3 | AM | 50 | 100 |
| 4 | MK | 60 | 100 |
| 5 | AA | 60 | 100 |
| 6 | AM | 70 | 100 |
| 7 | DA | 80 | 90 |
| 8 | MF | 50 | 100 |
| 9 | MI | 60 | 100 |
| 10 | MA | 70 | 100 |
| 11 | Mas | 70 | 100 |
| 12 | Mad | 80 | 100 |
| 13 | AF | 60 | 100 |
| 14 | MH | 70 | 100 |
| 15 | ML | 70 | 100 |
| 16 | Fra | 80 | 100 |
| 17 | Fri | 80 | 100 |
| 18 | ZL | 70 | 90 |
| 19 | HF | 10 | 100 |
| 20 | AF | 60 | 100 |
| 21 | SS | 70 | 100 |
| 22 | MF | 90 | 100 |
| 23 | Nf | 40 | 100 |
| 24 | Mar | 40 | 100 |
| 25 | KK | 90 | 100 |
| 26 | MR | 90 | 100 |
| 27 | RR | 20 | 100 |
| 28 | AS | 40 | 100 |
| 29 | TR | 50 | 100 |
| 30 | Man | 70 | 100 |

1.2.1 Pre-test score of the experimental class

In analyzing the data which was collected by giving test, the researcher calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using statistical formula, which are:

a. Range is the difference of the highest score with the lowest score. To find the result, the researcher used the following formula:

$$R= H-L$$

Notes:

R : Range of the score

H : Highest score

L : Lowest score

Based on table 4.2, it can be seen that the highest score is 90 and the lowest score is 10. Thus, the range is:

R = H-L

  = 90-10

  = 80

b. Class Number is the number of score that has been grouped based on the expected interval, and the formula is:

$$CN= 1+3.3 \log n \text{ (total sample)}$$

CN = 1+ (3.3) log 30

  = 1+ (3.3) (1.477)

  = 1+ 4.8741

  = 5.8741 (it can be taken 6)

c. Interval is amount of class and to find the score, the researcher used the following formula:

$$I = \frac{R}{CN}$$

Remarks:

I= interval

R= range

CN= class number

I $\qquad =\dfrac{80}{5.8}$

I $\qquad = 13.7$ (it can be taken 14)

d. Table of frequency

The frequency distribution can be calculated as the following table:

**Table 4.2.1**
**The frequency's table of pre-test in experimental class**

| Interval Class | *Fi* | *Xi* | *Fixi* |
|---|---|---|---|
| 10-23 | 2 | 16.5 | 33 |
| 23-37 | - | 30.5 | - |
| 38-51 | 7 | 44.5 | 311.5 |
| 52-65 | 5 | 58.5 | 292.5 |
| 66-79 | 9 | 72.5 | 652.5 |
| 80-93 | 7 | 86.5 | 605.5 |
| **Total** | **30** | 309 | 1895 |

Note:

$Xi$ = refers to the middle score of interval class

$Fi$ = refers to frequency

$FiXi$= refers to the amount of multiplication between frequency and

middle class

Based on the table 4.2.1, the mean is identified by using the formula

below;

$$Mean = \frac{\sum f_i \, x_i}{\sum fi}$$

$$= \frac{1895}{30}$$

$$= 63.16$$

$$= 63$$

1.2.2 Post-test score of the experimental class

In analyzing the data which was collected by giving test, the researcher calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using statistical formula, which are:

a. Range is the difference of the highest score with the lowest score. To find the result, the researcher used the following formula:

**R= H-L**

Based on table 4.2, it can be seen that the highest score is 100 and the lowest score is 90. Thus, the range is:

R  = H-L

= 100-90

= 10

b. Class Number is the number of score that has been grouped based on the expected interval, and the formula is:

**CN= 1+3.3 log n (total sample)**

CN  = 1+ (3.3) log 30

= 1+ (3.3) (1.477)

= 1+ 4.8741

$$= 5.8741 \text{ (it can be taken 6)}$$

c. Interval is amount of class and to find the score, the researcher used the following formula:

$$I = \frac{R}{CN}$$

$$I \quad = \frac{10}{5.8}$$

$$I \quad = 1.72 \text{ (it can be taken 2)}$$

d. Table of frequency

The frequency distribution can be calculated as the following table:

**Table 4.2.2**
**The frequency's table of pre-test in experimental class**

| Interval Class | Fi | Xi | Fixi |
|---|---|---|---|
| 90-91 | 3 | 90.5 | 271.5 |
| 92-93 | - | 92.5 | - |
| 94-95 | - | 94.5 | - |
| 96-97 | - | 96.5 | - |
| 98-99 | - | 98.5 | - |
| 100-101 | 27 | 100.5 | 2713.5 |
| **Total** | **30** | **573** | **2985** |

Based on the table 4.2.2, the mean is identified by using the formula below;

$$Mean = \frac{\sum f_i \, x_i}{\sum f_i}$$

$$= \frac{2985}{30}$$

$$= 99.5$$

$$= 100$$

Based on the analysis of test, the result indicates that the lowest score of pre-test in control class is 40 and the highest score is 90. Therefore, the range is 50 and the interval is 9. In post-test, the lowest score is 30 and the highest score is 100. As a result, the range is 70 and the interval is 12. Meanwhile, the lowest score of pre-test in experimental class is 10 and the highest score is 90. The range and interval of pre-test in experimental class are 80 and 14. In post-test, the lowest score is 90 and the highest score is 100. Consequently, the range is 10 and the interval is 2.

According to the calculation, the average pre-test score of control class is 70. Meanwhile, the average score of the post-test is 81. Further, in pre-test of experimental class, the average score is 63. Whereas, the average post-test score of experimental class is 100. The result difference indicates that Total Physical Response (TPR) increases speaking of the second grade students of MTsn Darul 'Ulum YPUI Banda Aceh.

The finding is relevant to thesis that is conducted by Tati Rohayati (2011) which is based on pre test and post test 2 there was a good achievement that was achieved by the students, then the writer concluded that the total physical response (TPR) could increase students' speaking in Imperative sentences.

## B. Examining Hypothesis

In examining hypothesis, the researcher used "t" test ($t_0$) to determine the significant difference in examining the students' pre-test and post-test scores of both control and experimental class. Firstly, the hypothesis was examined as Total

Physical Response (TPR) increases speaking of the second grade students of MTsDarul 'Ulum YPUI Banda Aceh. Secondly, the researcher listed the pre-test and the post-test scores in order to find up the difference score among the tests.

2.1 List of score Pre-test and post-test of control class

**Table 4.3**
**The difference score of pre-test and post-test of control class**

| No | Name | Control Class | | X-Y (D) | $D^2$ |
|---|---|---|---|---|---|
| | | Pre-test (Y) | Post-test (X) | | |
| 1 | SW | 60 | 100 | 40 | 1600 |
| 2 | JY | 70 | 100 | 30 | 900 |
| 3 | KH | 90 | 50 | -40 | 1600 |
| 4 | YM | 80 | 90 | 10 | 100 |
| 5 | MJ | 80 | 100 | 20 | 400 |
| 6 | SR | 70 | 100 | 30 | 900 |
| 7 | DN | 60 | 70 | 10 | 100 |
| 8 | MI | 60 | 90 | 30 | 900 |
| 9 | RM | 50 | 60 | 10 | 100 |
| 10 | MA | 70 | 60 | -10 | 100 |
| 11 | AS | 70 | 100 | 30 | 900 |
| 12 | AP | 80 | 70 | -10 | 100 |
| 13 | NS | 80 | 90 | 10 | 100 |
| 14 | KM | 40 | 70 | 30 | 900 |
| 15 | SA | 50 | 70 | 20 | 400 |
| 16 | ME | 70 | 80 | 10 | 100 |
| 17 | RF | 70 | 100 | 30 | 900 |
| 18 | Mf | 70 | 100 | 30 | 900 |
| 19 | Fz | 70 | 70 | 0 | 0 |
| 20 | AF | 80 | 90 | 10 | 100 |
| 21 | NK | 70 | 90 | 20 | 400 |
| 22 | MT | 80 | 90 | 10 | 100 |
| 23 | SO | 70 | 50 | -20 | 400 |
| 24 | EM | 60 | 100 | 40 | 1600 |
| 25 | IZ | 80 | 80 | 0 | 0 |
| 26 | LL | 50 | 80 | 30 | 900 |
| 27 | KA | 80 | 70 | -10 | 100 |
| 28 | ZN | 90 | 30 | -60 | 3600 |

| 29 | FI | 70 | 90 | 20 | 400 |
|----|----|----|----|----|-----|
| 30 | SS | 60 | 70 | 10 | 100 |
| | N= 30 | | | $\sum$330 | $\sum$18700 |

After finding the difference score of pre-test and post-testin control class, the researcher has to find Standard Deviation of two variables, X and Y by using the following formula:

$$SD = \sqrt{\frac{\sum D2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{18700}{30} - \left(\frac{330}{30}\right)^2}$$

$$SD = \sqrt{623.33 - (11)^2}$$

$$SD = \sqrt{623.33 - 121}$$

$$SD = \sqrt{502.33} = 22.41$$

Therefore, the Mean of Difference ($M_D$) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{330}{30}$$

$$M_D = 11$$

After getting the score of Standard Deviation Difference, the researcher calculated the Standard Error of Mean difference ($SEM_D$) between two variables: X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{22.41}{\sqrt{30-1}}$$

$$SEM_D = \frac{22.41}{\sqrt{29}}$$

$$SEM_D = \frac{22.41}{5.38}$$

$$SEM_D = 4.16$$

Then, the score of $t_0$ could be calculated with this formula:

$$t_0 = \frac{MD}{SEMD}$$

$$t_0 = \frac{11}{4.16}$$

$$t_0 = 2.64$$

The last step was to examine the $t_0$ by determining degree of freedom (df) by using the following formula:

Df = N-1

= 30-1

= 29

2.2 List of Pre-test and post-test of experimental class

**Table 4.4**
**The difference score of pre-test and post-test of experimental class**

| No | Name | Experimental Class | | X-Y (D) | $D^2$ |
| --- | --- | --- | --- | --- | --- |
| | | Score | | | |
| | | Pre-test (Y) | Post-test (X) | | |
| 1 | TJ | 70 | 90 | 20 | 400 |
| 2 | RA | 50 | 100 | 50 | 2500 |
| 3 | AM | 50 | 100 | 50 | 2500 |
| 4 | MK | 60 | 100 | 40 | 1600 |
| 5 | AA | 60 | 100 | 40 | 1600 |
| 6 | AM | 70 | 100 | 30 | 900 |
| 7 | DA | 80 | 90 | 10 | 100 |
| 8 | MF | 50 | 100 | 50 | 2500 |
| 9 | MI | 60 | 100 | 40 | 1600 |

| 10 | MA | 70 | 100 | 30 | 900 |
|----|-----|----|-----|----|-----|
| 11 | MAs | 70 | 100 | 30 | 900 |
| 12 | MAd | 80 | 100 | 20 | 400 |
| 13 | AF | 60 | 100 | 40 | 1600 |
| 14 | MH | 70 | 100 | 30 | 900 |
| 15 | ML | 70 | 100 | 30 | 900 |
| 16 | FRa | 80 | 100 | 20 | 400 |
| 17 | FRi | 80 | 100 | 20 | 400 |
| 18 | ZL | 70 | 90 | 20 | 400 |
| 19 | HF | 10 | 100 | 90 | 8100 |
| 20 | AF | 60 | 100 | 40 | 1600 |
| 21 | SS | 70 | 100 | 30 | 900 |
| 22 | MF | 90 | 100 | 10 | 100 |
| 23 | Nf | 40 | 100 | 60 | 3600 |
| 24 | MAr | 40 | 100 | 60 | 3600 |
| 25 | KK | 90 | 100 | 10 | 100 |
| 26 | MR | 90 | 100 | 10 | 100 |
| 27 | RR | 20 | 100 | 80 | 6400 |
| 28 | AS | 40 | 100 | 60 | 3600 |
| 29 | TR | 50 | 100 | 50 | 2500 |
| 30 | MAn | 70 | 100 | 30 | 900 |
| | N= 30 | | | $\sum 1100$ | $\sum 52000$ |

After finding the difference score of pre-test and post-test in experimental class, the researcher has to find Standard Deviation of two variables, X and Y by using the following formula:

$$SD = \sqrt{\frac{\sum D2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{52000}{30} - \left(\frac{1100}{30}\right)^2}$$

$$SD = \sqrt{1733.33 - (36.66)^2}$$

$$SD = \sqrt{1733.33 - 1343.95}$$

$$SD = \sqrt{389.38} = 19.73$$

Therefore, the Mean of Difference ($M_D$) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{1100}{30}$$

$$M_D = 36.66$$

After getting the score of Standard Deviation Difference, the researcher calculated the Standard Error of Mean difference ($SEM_D$) between two variables: X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{19.73}{\sqrt{30-1}}$$

$$SEM_D = \frac{19.73}{\sqrt{29}}$$

$$SEM_D = \frac{19.73}{5.38}$$

$$SEM_D = 3.67$$

Then, the score of $t_0$ could be calculated with this formula:

$$t_0 = \frac{MD}{SEMD}$$

$$t_0 = \frac{36.66}{3.67}$$

$$t_0 = 9.99$$

The last step was to examine the $t_0$ by determining degree of freedom (df) by using the following formula:

Df = N-1

= 30-1

= 29

### C. The Analysis of Questionnaire

In order to get the real data of the students' perception toward using Total Physical Response to increase speaking skill. The researcher distributed the questionnaires to 30 students. It consisted of eight questions in a closed form. The researcher used the following formula:

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

Note:

P = Percentage                    N = Number of sample

F = Frequency of respondents       100% = Constant value

Furthermore, the result of questionnaire will be elaborated in the following table and description:

**Table 4.1 I felt happy when I learned Imperative Sentences by using Total Physical Response method.**

| Answer | Students | Percentage |
|---|---|---|
| Strongly Agree | 21 | 70% |
| Agree | 9 | 30% |
| Disagree | 0 | 0% |
| Strongly Disagree | 0 | 0% |
| Total | 30 | 100% |

Based on the table above, it shows that student felt happy when they learned about imperative sentences by using Total Physical Response method. For all students which can be seen that 21 students (70%) strongly agree and 9 students (30%) agree while none of them disagree or strongly agree with the

statement. So, all of student agree that they felt happy when they learned about imperative sentences by using Total Physical Response method.

**Table 4.2 I like learning Imperative Sentence by using Total Physical Response method**

| Answer | Students | Percentage |
|---|---|---|
| Strongly Agree | 18 | 60% |
| Agree | 10 | 33.33% |
| Disagree | 2 | 6.67% |
| Strongly Disagree | 0 | 0% |
| **Total** | 30 | 100% |

Based on the table above, it shows that the student like learning Imperative Sentence by using Total Physical Response method. For all student, which can be seen that 18 students (60%) strongly agree and 10 students (33.33%) agree. Thus, 2 students (6.67%) disagree while none of the strongly disagree. It can be concluded that 28 students agree that they like learning Imperative Sentence by using Total Physical Response method.

**Table 4.3 I could comprehend easily Imperative Sentences by using Total Physical Response.**

| Answer | Students | Percentage |
|---|---|---|
| Strongly Agree | 20 | 66.67% |
| Agree | 10 | 33.33% |
| Disagree | 0 | 0% |
| Strongly Disagree | 0 | 0% |
| **Total** | 30 | 100% |

Based on the table above, it shows that the students could comprehend easily about Imperative Sentence by using TPR. For all students, which can be

seen that 20 students (66.67%) strongly agree and 10 students (33.33%) agree. Thus, none of students disagree and strongly disagree. So, most of student agree that they could comprehend easily about imperatives sentences by using TPR.

**Table 4.4 I prefer to study if the teacher uses Total Physical Response method than other methods in learning Imperative Sentences**.

| Answer | Students | Percentage |
|---|---|---|
| Strongly Agree | 17 | 56.67% |
| Agree | 9 | 30% |
| Disagree | 2 | 6.67% |
| Strongly Disagree | 2 | 6.67% |
| **Total** | 30 | 100% |

Based on the table above, it shows that the student prefer to study if the teacher uses Total Physical Response method than other methods in learning imperative sentences. For all the students, which can be seen that 17 students (56.67%) strongly agree and 9 students (30%) agree. Furthermore, 2 students (6.67%) disagree and 2 students (6.67%) strongly disagree. It can be concluded that 26 students agree that they prefer to study if the teacher uses Total Physical Response method than other methods in learning Imperative Sentences.

**Table 4.5 I was motivated in learning Imperative Sentences by using Total Physical Response method.**

| Answer | Students | Percentage |
|---|---|---|
| Strongly Agree | 17 | 56.67% |
| Agree | 13 | 43.33% |
| Disagree | 0 | 0% |
| Strongly Disagree | 0 | 0% |
| **Total** | 30 | 100% |

Based on the table above, it shows that they was motivated in learning Imperative Sentences by using Total Physical Response method. For all the students, which can be seen that 17 students (56.67%) strongly agree and 13 students (43.33%) agree. Thus, none of them disagree and strongly disagree. So, most of students agree that they were motivated in learning imperative sentences by using TPR.

**Table 4.6 After learning Imperative sentences, I know the kinds of Imperative Sentences in English.**

| Answer | Students | Percentage |
|---|---|---|
| Strongly Agree | 18 | 60% |
| Agree | 11 | 36.67% |
| Disagree | 1 | 3.33% |
| Strongly Disagree | 0 | 0% |
| **Total** | **30** | **100%** |

Based on the table above, it shows that they know the kinds of imperative sentences in English after they learning about imperative sentences. For all students, which can be seen that 18 students (60%) strongly agree and 11 students (36.67%) agree. Thus, 1 student (3.33%) disagree and none of student strongly disagree. It can be concluded that 29 students agree that they know the kinds of imperative sentences in English after they learning about imperative sentences and 1 student disagree.

**Table 4.7 I could practice Imperative Sentences in the classroom.**

| Answer | Students | Percentage |
|---|---|---|
| Strongly Agree | 17 | 56.67% |
| Agree | 12 | 40% |
| Disagree | 0 | 0% |
| Strongly Disagree | 1 | 3.33% |
| **Total** | **30** | 100% |

Based on the table above, it shows that could practice Imperative Sentences in the classroom. For all students, which can be seen that 17 students (56.67%) strongly agree and 12 students (40%) agree. Furthermore, none of student disagree and 1 student (3.33) strongly disagree. So, 29 students agree that they could practice imperative sentences in the classroom and 1 student strongly disagree that he couldn't practice imperative sentence in the classroom.

**Table 4.8 Using Total Physical Response makes me more active than usual**

| Answer | Students | Percentage |
|---|---|---|
| Strongly Agree | 19 | 63.33% |
| Agree | 9 | 30% |
| Disagree | 0 | 0% |
| Strongly Disagree | 2 | 6.67% |
| **Total** | **30** | 100% |

Based on the table above, it shows that using Total Physical Response made them more active than usual. For all students, which can be seen that 19 students (63.33%) strongly agree and 9 students (30%) agree. Furthermore, none of student disagree and 2 students (6.67%) strongly disagree. It can be concluded that 28 students agree that using Total Physical Response made them more active than usual.

### 4. Discussion

There were different result between the control class and the experimental test. In the control class, the researcher didn't use TPR to teach speaking in Imperative Sentence but in the experimental test, the researcher applied TPR to teach speaking in Imperative Sentences and used the role play. After finding the different of pre-test and post-test of both control and experimental class which was consist of 10 questions, the researcher has to find Standard Deviation of two variables. Based on the result of calculation, t score value of control class was 2.64 and t score value of experimental class was 9.99. Hypothesis of this study used $T_{table}$ at significant level of $\alpha = 0.05$. According to $T_{table}$list, the value of distribution table at 29 as degree of freedom was 1.69. However, in this study both of control class and experimental class have $T_{score} > T_{table}$, $2.64 > 1.69$ and $9.99 > 1.69$. Therefore, the study can be concluded that $H_a$ was accepted and $H_0$ was rejected and the result has anwered the first research question which were Total Physical Response increased students' speaking in Imperative Sentences.

T<sub>table</sub>

## t Table

| cum. prob | $t_{.50}$ | $t_{.75}$ | $t_{.80}$ | $t_{.85}$ | $t_{.90}$ | $t_{.95}$ | $t_{.975}$ | $t_{.99}$ | $t_{.995}$ | $t_{.999}$ | $t_{.9995}$ |
|---|---|---|---|---|---|---|---|---|---|---|---|
| one-tail | 0.50 | 0.25 | 0.20 | 0.15 | 0.10 | 0.05 | 0.025 | 0.01 | 0.005 | 0.001 | 0.0005 |
| two-tails | 1.00 | 0.50 | 0.40 | 0.30 | 0.20 | 0.10 | 0.05 | 0.02 | 0.01 | 0.002 | 0.001 |
| df | | | | | | | | | | | |
| 1 | 0.000 | 1.000 | 1.376 | 1.963 | 3.078 | 6.314 | 12.71 | 31.82 | 63.66 | 318.31 | 636.62 |
| 2 | 0.000 | 0.816 | 1.061 | 1.386 | 1.886 | 2.920 | 4.303 | 6.965 | 9.925 | 22.327 | 31.599 |
| 3 | 0.000 | 0.765 | 0.978 | 1.250 | 1.638 | 2.353 | 3.182 | 4.541 | 5.841 | 10.215 | 12.924 |
| 4 | 0.000 | 0.741 | 0.941 | 1.190 | 1.533 | 2.132 | 2.776 | 3.747 | 4.604 | 7.173 | 8.610 |
| 5 | 0.000 | 0.727 | 0.920 | 1.156 | 1.476 | 2.015 | 2.571 | 3.365 | 4.032 | 5.893 | 6.869 |
| 6 | 0.000 | 0.718 | 0.906 | 1.134 | 1.440 | 1.943 | 2.447 | 3.143 | 3.707 | 5.208 | 5.959 |
| 7 | 0.000 | 0.711 | 0.896 | 1.119 | 1.415 | 1.895 | 2.365 | 2.998 | 3.499 | 4.785 | 5.408 |
| 8 | 0.000 | 0.706 | 0.889 | 1.108 | 1.397 | 1.860 | 2.306 | 2.896 | 3.355 | 4.501 | 5.041 |
| 9 | 0.000 | 0.703 | 0.883 | 1.100 | 1.383 | 1.833 | 2.262 | 2.821 | 3.250 | 4.297 | 4.781 |
| 10 | 0.000 | 0.700 | 0.879 | 1.093 | 1.372 | 1.812 | 2.228 | 2.764 | 3.169 | 4.144 | 4.587 |
| 11 | 0.000 | 0.697 | 0.876 | 1.088 | 1.363 | 1.796 | 2.201 | 2.718 | 3.106 | 4.025 | 4.437 |
| 12 | 0.000 | 0.695 | 0.873 | 1.083 | 1.356 | 1.782 | 2.179 | 2.681 | 3.055 | 3.930 | 4.318 |
| 13 | 0.000 | 0.694 | 0.870 | 1.079 | 1.350 | 1.771 | 2.160 | 2.650 | 3.012 | 3.852 | 4.221 |
| 14 | 0.000 | 0.692 | 0.868 | 1.076 | 1.345 | 1.761 | 2.145 | 2.624 | 2.977 | 3.787 | 4.140 |
| 15 | 0.000 | 0.691 | 0.866 | 1.074 | 1.341 | 1.753 | 2.131 | 2.602 | 2.947 | 3.733 | 4.073 |
| 16 | 0.000 | 0.690 | 0.865 | 1.071 | 1.337 | 1.746 | 2.120 | 2.583 | 2.921 | 3.686 | 4.015 |
| 17 | 0.000 | 0.689 | 0.863 | 1.069 | 1.333 | 1.740 | 2.110 | 2.567 | 2.898 | 3.646 | 3.965 |
| 18 | 0.000 | 0.688 | 0.862 | 1.067 | 1.330 | 1.734 | 2.101 | 2.552 | 2.878 | 3.610 | 3.922 |
| 19 | 0.000 | 0.688 | 0.861 | 1.066 | 1.328 | 1.729 | 2.093 | 2.539 | 2.861 | 3.579 | 3.883 |
| 20 | 0.000 | 0.687 | 0.860 | 1.064 | 1.325 | 1.725 | 2.086 | 2.528 | 2.845 | 3.552 | 3.850 |
| 21 | 0.000 | 0.686 | 0.859 | 1.063 | 1.323 | 1.721 | 2.080 | 2.518 | 2.831 | 3.527 | 3.819 |
| 22 | 0.000 | 0.686 | 0.858 | 1.061 | 1.321 | 1.717 | 2.074 | 2.508 | 2.819 | 3.505 | 3.792 |
| 23 | 0.000 | 0.685 | 0.858 | 1.060 | 1.319 | 1.714 | 2.069 | 2.500 | 2.807 | 3.485 | 3.768 |
| 24 | 0.000 | 0.685 | 0.857 | 1.059 | 1.318 | 1.711 | 2.064 | 2.492 | 2.797 | 3.467 | 3.745 |
| 25 | 0.000 | 0.684 | 0.856 | 1.058 | 1.316 | 1.708 | 2.060 | 2.485 | 2.787 | 3.450 | 3.725 |
| 26 | 0.000 | 0.684 | 0.856 | 1.058 | 1.315 | 1.706 | 2.056 | 2.479 | 2.779 | 3.435 | 3.707 |
| 27 | 0.000 | 0.684 | 0.855 | 1.057 | 1.314 | 1.703 | 2.052 | 2.473 | 2.771 | 3.421 | 3.690 |
| 28 | 0.000 | 0.683 | 0.855 | 1.056 | 1.313 | 1.701 | 2.048 | 2.467 | 2.763 | 3.408 | 3.674 |
| 29 | 0.000 | 0.683 | 0.854 | 1.055 | 1.311 | 1.699 | 2.045 | 2.462 | 2.756 | 3.396 | 3.659 |
| 30 | 0.000 | 0.683 | 0.854 | 1.055 | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 | 3.385 | 3.646 |
| 40 | 0.000 | 0.681 | 0.851 | 1.050 | 1.303 | 1.684 | 2.021 | 2.423 | 2.704 | 3.307 | 3.551 |
| 60 | 0.000 | 0.679 | 0.848 | 1.045 | 1.296 | 1.671 | 2.000 | 2.390 | 2.660 | 3.232 | 3.460 |
| 80 | 0.000 | 0.678 | 0.846 | 1.043 | 1.292 | 1.664 | 1.990 | 2.374 | 2.639 | 3.195 | 3.416 |
| 100 | 0.000 | 0.677 | 0.845 | 1.042 | 1.290 | 1.660 | 1.984 | 2.364 | 2.626 | 3.174 | 3.390 |
| 1000 | 0.000 | 0.675 | 0.842 | 1.037 | 1.282 | 1.646 | 1.962 | 2.330 | 2.581 | 3.098 | 3.300 |
| Z | 0.000 | 0.674 | 0.842 | 1.036 | 1.282 | 1.645 | 1.960 | 2.326 | 2.576 | 3.090 | 3.291 |
| | 0% | 50% | 60% | 70% | 80% | 90% | 95% | 98% | 99% | 99.8% | 99.9% |

Confidence Level

# CHAPTER V

# CONCLUSION AND SUGGESTION

Based on the research findings in the previous chapter, the researcher draws some conclusions and suggestions as in the following:

## 1. Conclusion

From the result of the study, it can be concluded that:

1. Total Physical Response (TPR) increases students speaking in imperative sentence. The final resultproved that the scores of the post-test of the experimental class increases (from 63,16 to 99,5). However the scores of the post-testof control class did not show any significant improvement (from 70,4to 81,1). Then, in this study both of control class and experimental class have $T_{score} > T_{table}$, 2.64 > 1.69 and 9.99 > 1.69. It means that TPR increase students speaking in imperative sentence of the second grade students of MTs Darul Ulum YPUI Banda Aceh in academic year 2017/2018.

2. The students give positive responses toward the implementation of Total Physical Response. The result of questionnaires showed that the students in experimental class acknowledge that they were interested in learning imperative sentence by using TPR. From the analysis the researcher found that most of the students (70%) were happy in learning imperative sentence by using TPR. In addition, all of students (56,67%) agreed that using TPR method in learning

imperative sentence is interesting than other method is more interesting. They also felt that the use of TPR made them more active than usualin learning-teaching process (63,33%). Then, they also motivated in learning imperative sentences by using TPR (56,67%).Most of them could comprehend easily imperative sentences by using TPR (66,67) and they could practice imperative sentences in the classroom (56,67%). Furthermore, using TPR after learning imperative sentences, they know the kinds of Imperative Sentences in English(60%).

## 2. Suggestion

After completing this study, the reseracher suggest to English teacher to apply Total Physical Response (TPR) to teach speaking especially in Imperative Sentence because this method is a lot of fun and it can lifts the pace of a lesson and the mood.

This study is still far away from perfection, whether the media, the time, the learning process, the sample and the focus of Total Physical Response. So the researcher expected to the next researchers to be able to cover the limitation of this research.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**
**Nomor : UN.08/FTK/PP.00.9/12253/2016**
**TENTANG**
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**
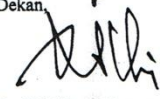**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
  b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
  2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
  3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
  4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
  5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
  6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
  7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
  8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
  9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
  10 Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
  11 Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 2 Desember 2016

**MEMUTUSKAN**

Menetapkan :

PERTAMA : Menunjuk Saudara:
  1. Syamsul Bahri, S.Ag, MA. TESOL — Sebagai Pembimbing Pertama
  2. Mulia. M.Ed — Sebagai Pembimbing Kedua
  Untuk membimbing Skripsi :
  Nama : **Mulia Sari**
  NIM : **231324200**
  Program Studi : **Pendidikan Bahasa Inggris**
  Judul Skripsi : **Increasing Students' Speaking in Imperative Sentence by Using Total Physical Response (TPR)**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 5 Desember 2016
An. Rektor
Dekan,

**Dr. Mujiburrahman, M. Ag**
NIP. 197109082001121001

**Tembusan**
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH**
Jln. Mohd. Jam No.29 Telp. 27959 – 22907 Fax. 22907
BANDA ACEH (Kode Pos 23242)

| | | | |
|---|---|---|---|
| Nomor | : | B-1230 /Kk.01.07/4/TL.00/07/2017 | 10 Juli 2017 |
| Sifat | : | Biasa | |
| Lampiran | : | Nihil | |
| Hal | : | **Rekomendasi Melakukan Penelitian** | |

Yth, Kepala MTSs Darul Ulum
Kota Banda Aceh

*Assalāmu'alaikum Wr. Wb.*

Sehubungan dengan surat Dekan Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh Nomor : B-5795/Un.08 /TU-FTK/TL.00./07/2017 tanggal 11 Juli 2017 , perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan Saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan *Skripsi,* dengan judul **"Increasing Students' Speaking in Imperative Sentence by Using Total Physical Responce (TPR)"** kepada saudara :

| | | |
|---|---|---|
| Nama | : | **Mulia Sari** |
| NIM | : | 231 324 200 |
| Prodi/Jurusan | : | Pendidikan Bahasa Inggris |
| Semester | : | VIII |

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan kepala madrasah yang bersangkutan dan Sepanjang Tidak mengganggu proses belajar mengajar
2. Tidak memberatkan madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Bagi yang bersangkutan supaya menyampaikan foto copy hasil penelitian sebanyak 1 (satu) Eksemplar ke kantor kementerian agama kota banda aceh

Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Kasi Pendidikan Madrasah,

**Aiyub**

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
3. Yang bersangkutan.

**YAYASAN PEMBANGUNAN UMAT ISLAM**
**KEMENTERIAN AGAMA KOTA BANDA ACEH**
**MADRASAH TSANAWIYAH DARUL ULUM BANDA ACEH**
Jl. Syiah Kuala No. 5 Telp. 0651-32578
KOTA BANDA ACEH – 23123

| NSM | 1 | 2 | 1 | 2 | 1 | 1 | 7 | 1 | 0 | 0 | 0 | 4 |
|-----|---|---|---|---|---|---|---|---|---|---|---|---|

## SURAT   KETERANGAN PENELITIAN
### NOMOR : MTs-DU/TL.03/194/2017

Kepala Madrasah Tsanawiyah Swasta Darul Ulum Banda Aceh, menerangkan bahwa :

Nama               :  **Mulia Sari**

NIM                :  231324200

Program Studi      :  Pendidikan Bahasa Inggris

Semester           :  IX (Sembilan)

Benar yang namanya tersebut di atas telah melakukan penelitian/pengumpulan data dalam rangka penyusunan skripsi, di MTsS Darul 'Ulum Banda Aceh dengan   judul *"Increasing Students Speaking in Imperative Sentences by Using Total Physical Response (TPR)".* Terhitung mulai tanggal 17 s.d 19 Agustus  2017.

Demikian surat keterangan penelitian ini dikeluarkan, untuk dapat dipergunakan seperlunya.

Banda Aceh, 8 Nopember 2017
Kepala,

**M a h d i, S.Ag**
Nip. 197203191999051001

**Mini Lesson Plan**

- **In the experimetal test**

First meeting

- Pray before study

- The researcher checks  for attendence list

- The researcher gives  pre-test

- The researcher asks  student about their  prior knowledge about imperative

  sentence

Second meeting

- Pray before study

- The researcher checks  for attendence list

- The researcher explains about imperative : means and kinds of Imperative

  sentence

- The researcher  introduces  student about Total Physical Response (TPR)

  method

Third meeting

- Pray before study

- The researcher checks for attendence list

- The reseacher  *re*explains  about imperative sentence

- The researcher *re*explains about TPR

- The researcher gives post test

- The researcher gives questionnaire

- **In the control class**

First meeting

- Pray before study

- The researcher checks for attendence list

- The researcher gives pre test

- The researcher asks about student prior knowledge about imperative sentence

Second meeting

- Pray before study

- The researcher checks for attendence list

- The researcher explain about imperative sentence

Third meeting

- Pray before study

- The researcher checks for attendence list

- The researcher *re*explains about imperative sentence

- The researcher gives post test

**SPEAKING   RUBRIC   ASSESSMENT**

Name  : …………………………………………                Class/Number : ……../ ……..
KKM   :

| No | Criteria to be assessed | Low performance 7 | Good Performance 8 | Very Good Performance 9 | Score |
|---|---|---|---|---|---|
| 1. | Pronunciation | too many mistakes | with 2 until 5 mistakes | perfect pronunciation | |
| 2. | Intonation | monotonous | begins to vary the intonation | Accurate intonation | |
| 3. | Grammar | too many mistakes | with 2 until 5 mistakes | no mistakes in grammar | |
| 4. | Content | plain/simple | begins to add some information | add more personal information | |
| | Total score | | | | |
| | Final Score = Total score : 4 | | | | |

Nama :

Kelas :

**Choose either a, b, c, or d for the correct answer !**

1. ….. your book in pages  26 !
   a. Open
   b. Close
   c. Move
   d. Throw

2. ….. the door,  please
   a. Shut
   b. Knock
   c. Break
   d. Sit

3. Don't ….. me your story
   a. Tell
   b. Speak
   c. Listen
   d. See

4. ….. I help you ?
   a. Can
   b. Why
   c. Do

d. Does

5. ….. at me
    a. Look
    b. Looks
    c. Looked
    d. Looking

6. Our room is dark, …..
    a. Please turn on the lamp
    b. Please turn off the lamp
    c. Please go away
    d. Please close the door

7. ……The baby is sleeping
    a. Don't be noisy
    b. Be noisy
    c. Be careful
    d. Be patient

8. Mother          : I bought two new dresses for you, dear.
                          : ….. one of these dresses

    Daughter          : with a pleasure, mom

    a. Try
    b. Iron
    c. Clean
    d. Dry

9. The room is dirty. Sweep this room and ….. the rubbish

    a. Throw

    b. Clean

    c. Close

    d. Cook

10. ….. the vegetables  before you cook

    a. Clean

    b. Dry

    c. Cook

    d. Throw

**Good Luck**

Soal Post-Test

Nama :

Kelas :

Semester :

**Choose either a, b, c, or d for the correct answer !**

1. Teacher : Who can answer this question.

   : ….. your hand please !

   a. Raise
   b. Hold
   c. Point
   d. Speak

2. Student : Excuse me, Sir. May I borrow your handphone ?

   Security : Ok, please ….. for a minute. Someone take my phone to text his friend.

a. Wait

b. Speak

c. Hear

d. Sit

3.

This picture tell us about…

a. Don't smoke

b. Don't park

c. Don't open the door

d. Don't write

4. Mother : Dian, ….. two glasses in the table  and put the water for our guess

   Dian    : ok mom

   a. Take

   b. Put

   c. Throw

   d. Clean

5. Don't ….. here. Move your car from this area

   a. Park

   b. Put

   c. Clean

   d. Throw

6. Patient : I feel not good. I am headache for 3 days left.

   Doctor :  you must …. a rest for a while and don't eat fry food

   a. Take

   b. Put

   c. Sleep

   d. Sit

7. Please ….. to my house at 04.00 o'clock.

    a. Come

    b. Visit

    c. Sleep

    d. Travel

8. Don't ….. the rubbish in this area

    a. Throw

    b. Sweep

    c. Plant

    d. Open

9. …… your card before leave the ATM

    a. Check

    b. Put

    c. Throw

    d. Change

10. ….. before drink

    a. Shake

    b. Put

    c. Cook

    d. Clean

**Good Luck**

Nama                    :

Kelas/semester          :


**Choose either a,b,c, or d for the correct answer !**

1. ….. carefully because this song don't repeat twice
   a. Listen              c. watch
   b. Speak               d. speak


2. Student       : Excuse me sir, may I borrow your handphone ?
   Security      : Ok, please….. for a minute
   a. Wait                c. speak
   b. Go                  d. sit


3. Mother       : Dian, ….two glasses in the table and put the water for our
   guess
   Dian          : Yes, mom
   a. Take                c. clean
   b. Put                 d. wash


4. Mirna        : please ……. to my house at 04.00 o'clock
   Ais           : I will be there
   a. Come                c. attend
   b. Join                d. back


5. ……. before drink !
   a. Shake               c. cook

b. Put                 d. clean

6. Don't…… All is well
    a. Cry              c. laugh
    b. Speak          d. scream

7. Andi             : Do you have two pen ?

    Amil              : Yes I have two pen. There are blue pen and yellow pen. Which one do you want ?

    Andi             : …… me the yellow one please
    a. Borrow        c. throw
    b. Buy            d. break

8. Ana             : can you help me Zaskia?
    Zaskia         : Yes Zaskia. What can I help for you ?
    Ana             : I'm forget to bring my towel. Please …… it in my cupboard.
    a. Take           c. throw
    b. Clean         d. iron

9. Don't …… your shoes here !
    a. Put             c. clean
    b. Take          d. move

10. Mother         : please …… my money in my wallet and ……. to your sister.
    Siska           : Ok mom
    a. Take and give
    b. Change and take

c. Clean and wash

d. Close and open

**Questionnaire**

Nama :

Kelas :

Pertanyaan dibawah ini bermaksud untuk menemukan persepsi siswa terhadap penerapan Total Physical Response dalam meningkatkan penguasaan speaking siswa.

**Jawablah pertanyaan berikut dan berilah tanda centang ( ) pada jawaban yang paling benar menurut anda.**

| No | Pernyataan | Sangat setuju | Setuju | Tidak setuju | Sangat Tidak setuju |
|---|---|---|---|---|---|
| 1 | Saya merasa senang mempelajari kalimat perintah (Imperative Sentence) menggunakan metode Total Physical Response | | | | |
| 2 | Saya menyukai belajar kalimat perintah (Total Physical Response) menggunakan metode Total Physical Response | | | | |
| 3 | Saya mudah memahami kalimat perintah (Imperative Sentence) menggunakan metode Total Physical Response | | | | |
| 4 | Saya lebih suka jika guru menggunakan metode Total Physical Response dalam mempelajari kalimat perintah | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | (Imperative Sentence) | | | | |
| 5 | Saya termotivasi dalam mempelajari kalimat perintah (Imperative Sentence) menggunakan metode Total Physical Response. | | | | |
| 6 | Setelah mempelajari kalimat perintah (Imperative Sentence) saya mengetahui macam-macam kalimat perintah dalam bahasa Inggris | | | | |
| 7 | Saya bisa mempraktikan kalimat perintah (Imperative Sentence) didalam kelas | | | | |
| 8 | Menggunakan metode Total Physical Response membuat saya lebih aktif | | | | |

(Adapted from Tati Rohayati, published thesis entitled "Improving Students' Ability in Using Imperative Sentences Trought Total Physical Response", 2011).

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Banda Aceh, December 21th, 2017

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Mulia sari

# INCREASING STUDENTS' SPEAKING IN IMPERATIVE SENTENCES BY USING TOTAL PHYSICAL RESPONSE (TPR)

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**ABSTRACT:** Total Physical Response (TPR) is an approach to teach Imperatives sentences. TPR was developed by James Asher, a professor of psychology at San Jose State University, California. TPR is a language teaching method built around the coordination of speech and action and it attempts to teach language through physical (motor) activity. This approach makes learners feel fun and less stressful. This study investigated the effect of Total Physical Response (TPR) in Imperative Sentence at student of second grade junior high school. This study adopted pre-test, post-test and questionnaires. The population of this research was the students of second grade MTsS Darul Ulum YPUI Banda Aceh. The number of population was 107 students and the number of sample was 60 students. The study collected the data through pre-test, post-test and questionnaires. A statistical analysis was applied in this study and through questionnaires to identify students' responses. The data analysis showed that $t_{score}$ was higher than $t_{table}$, 2.64 > 1.69 and 9.99 > 1.69 and the data showed that alternative hypothesis ($H_a$) was accepted. This study showed that TPR increased students's speaking in imperative sentence.

*Keyword: Total Physical Response, Imperatives Sentences, Teaching Method.*

## ABSTRAK

Total Physical Response (TPR) merupakan sebuah metode untuk mengajari tentang Imperative Sentences. TPR dikembangkan oleh James Asher yaitu seorang profesor psikologi di Universitas Jose State, California. TPR merupakan metode pembelajaran bahasa melalui speech dan aksi dan dalam mengajarkan bahasa melalui aktivitas fisik dan motorik. Metode ini membuat pelajar merasa senang dan tidak stress. Penelitian ini bertujuan untuk melihat efek dari penggunaan TPR terhadap kalimat Imperative Sentence pada siswa kelas dua sekolah Madrasah Tsanawiyah Darul 'Ulum YPUI Banda Aceh. Jumlah populasi adalah 107 siswa dan jumlah sample adalah 60 siswa. Penelitian ini mengumpulkan data melalui pre test, post test dan questioonaires. Analisis statistik digunakan dalam penelitian ini dan juga menggunakan questionnaires untuk mengindentifikasi hasil respon siswa. Analisis data menunjukkan bahwa

ₜscore lebih tinggi daripada ₜtable, 2.64 > 1.69 dan 9.99 > 1.69 dan data menunjukkan bahwa hipotesis (Ha) diterima. Penelitian ini menunjukkan bahwa penggunaan metode TPR meningkatkan kemampuan speaking siswa mengenai imperatives sentence (kalimat perintah).

Keyword: Total Physical Response, Imperatives Sentences, Teaching Method.

# مستخلص البحث

Total Physical Respone (TPR)هي الطريقة لتعليم الجملة Imperative Sentence. طور هذه الطريقة James Asher وهو الأستاذ الدكتور في علم النفس بجامعة Jose State, California. Total Physical Respone (TPR) طريقة تعليم اللغة با عتبار الكلام و تطبيقها بالنفسي و الحركي. هذه الطريقة تأثر الطلبة في زيادة حماستهم على التعلم وتبعد الطلبة عن التسائم. وأما أغراض التأليف هذه الرسالة فهي لتعرف على أثر تطبيق الطريقة Total Physical Respone (TPR) في الجملة Imperative Sentence على الطلبة في المدرسة المتواسطة دار العلوم بندا آشيه. وكان المجتمع في هذا البحث 107 طالبا و عينة البحث 60 طالبا، ولجمع البيانات استخدمت الباحثة ورقة الملاحظة وأسئلة الاختبار القبلي والبعدي والاستبانة وتحليل إحصائي. وأما الاستبانة لتعرف على استجابة الطلبة. وأما النتائج فهي أن تحليل البيانات يدل على أن نتيجة ت الحساب ($t_{test}$) أكبر من نتيجة ت الجدول ($t_{table}$) 2,64 < 9,99و1,69< 1,69 فيكون الفرض الصفري ($H_0$) مردودا والفرض البديل ($H_a$) مقبولا. والحاصل أن تطبيق الطريقة Total Physical Respone (TPR) يكون فعالا لترقية قدرة الطلبة في الكلام عن Imperative Sentence.

## A. Introduction

Actually speaking skill is needed in our global society because the process of interaction will work when we speak. According to Rivers (1983) interaction has always been the most neglected part of the language activities in which we engage in the classroom. We can understand what people talk and we can respond well if we understand the information.

According to Luoma (2004), "To speak in a foreign language learners must master the sound system of language, have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation and they must also understand what is being said to them, and be able to respond appropriately to maintain amicable relations or to achieve their communicative goals." She claimed that speaking is done in real-time, learners abilities to plan, process and produce the foreign language are taxed greatly. So the structure of speech is different with written language where in written language learner have time to plan, edit and correct what they produce. Imperative sentence is giving orders or commands or instructions to one person or a group of people, you use the base form of the verb.

Total Physical Responses (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity (Richard: 1986, 87). Total Physical Responses is developed by James Asher, a professor of psychology at San Jose State

University, California. Total physical Responses (TPR) become popular in 1970s and 1980s.

### 1. Research Question

Based on the theme raised in the thesis, there are two research problems that the researcher put forward, namely:

1. Does the use of Total Physical Response (TPR) increase students' speaking ability in Imperative Sentence?
2. What are the students' responses toward the implementation of Total Physical Responses (TPR) in improving students' speaking in Imperative Sentences?

### B. Method

The population of this research is students of second grade MTsS Darul Ulum YPUI Banda Aceh. The number of population is 107 students. The number of sample is 60 students and the researcher used purposive sampling for data collection. Furthermore, the sample of this research is the students of class VIII-1 (as control group) and VIII-2 (as experimental test) of MTsS Darul Ulum YPUI Banda Aceh in academic year 2017/2018.

### 1. Technique of Data Collection

To obtain the results, the researcher implemented several techniques in collecting the data. By the techniques were :

a. Observation

Observation worked to find a general description about the situation and the condition of MTsS Darul Ulum YPUI Banda Aceh consisted of facilities of school, quantity of teacher and student.

b. Test

Test was intended to know students speaking ability in imperative sentences and students improvement in imperatives sentences after using Total Physical Response (TPR).To gain the data, the researcher conducted an experimental teaching at MTsS Darul Ulum YPUI Banda Aceh by applying Total Physical Response for three meetings. The researcher provided pre-test and post-test

c. Questionnaire

Here, the respondent answer the question based on instruction above the answer sheet. The researcher gave questionnaire in the experimental test after teached students by used Total Physical Responses (TPR). The researcher adopted questionnaire from Tati Rohayati (2011) that thesis entitled "Improving Students' Ability in Using Imperative Sentences Trought Total Physical Response.

**C. The Result of The Research**

**1. The analysis of test and examining hypothesis**

In examining hypothesis, the researcher used "t" test ($t_0$) to determine the significant difference in examining the students' pre-test and post-test scores of both control and experimental class. Firstly, the hypothesis was examined as Total Physical Response (TPR) increases speaking of the second grade students of MTsDarul 'Ulum YPUI Banda Aceh. Secondly, the researcher listed the pre-test and the post-test scores in order to find up the difference score among the tests.

2.1 List of score Pre-test and post-test of control class

**Table 4.3**
**The difference score of pre-test and post-test of control class**

| No | Name | Control Class | | X-Y (D) | $D^2$ |
|---|---|---|---|---|---|
| | | Score | | | |
| | | Pre-test (Y) | Post-test (X) | | |
| 1 | SW | 60 | 100 | 40 | 1600 |
| 2 | JY | 70 | 100 | 30 | 900 |
| 3 | KH | 90 | 50 | -40 | 1600 |
| 4 | YM | 80 | 90 | 10 | 100 |
| 5 | MJ | 80 | 100 | 20 | 400 |
| 6 | SR | 70 | 100 | 30 | 900 |
| 7 | DN | 60 | 70 | 10 | 100 |
| 8 | MI | 60 | 90 | 30 | 900 |
| 9 | RM | 50 | 60 | 10 | 100 |
| 10 | MA | 70 | 60 | -10 | 100 |
| 11 | AS | 70 | 100 | 30 | 900 |
| 12 | AP | 80 | 70 | -10 | 100 |
| 13 | NS | 80 | 90 | 10 | 100 |
| 14 | KM | 40 | 70 | 30 | 900 |
| 15 | SA | 50 | 70 | 20 | 400 |
| 16 | ME | 70 | 80 | 10 | 100 |
| 17 | RF | 70 | 100 | 30 | 900 |
| 18 | Mf | 70 | 100 | 30 | 900 |
| 19 | Fz | 70 | 70 | 0 | 0 |
| 20 | AF | 80 | 90 | 10 | 100 |
| 21 | NK | 70 | 90 | 20 | 400 |
| 22 | MT | 80 | 90 | 10 | 100 |
| 23 | SO | 70 | 50 | -20 | 400 |
| 24 | EM | 60 | 100 | 40 | 1600 |
| 25 | IZ | 80 | 80 | 0 | 0 |
| 26 | LL | 50 | 80 | 30 | 900 |
| 27 | KA | 80 | 70 | -10 | 100 |
| 28 | ZN | 90 | 30 | -60 | 3600 |
| 29 | FI | 70 | 90 | 20 | 400 |
| 30 | SS | 60 | 70 | 10 | 100 |
| | N= 30 | | | $\sum$330 | $\sum$18700 |

After finding the difference score of pre-test and post-testin control class, the researcher has to find Standard Deviation of two variables, X and Y by using the following formula:

$$SD = \sqrt{\frac{\Sigma D2}{N} - \left(\frac{\Sigma D}{N}\right)^2}$$

$$SD = \sqrt{\frac{18700}{30} - \left(\frac{330}{30}\right)^2}$$

$$SD = \sqrt{623.33 - (11)^2}$$

$$SD = \sqrt{623.33 - 121}$$

$$SD = \sqrt{502.33} = 22.41$$

Therefore, the Mean of Difference ($M_D$) was counted by using the following formula:

$$M_D = \frac{\Sigma D}{N}$$

$$M_D = \frac{330}{30}$$

$$M_D = 11$$

After getting the score of Standard Deviation Difference, the researcher calculated the Standard Error of Mean difference ($SEM_D$) between two variables: X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{22.41}{\sqrt{30-1}}$$

$$SEM_D = \frac{22.41}{\sqrt{29}}$$

$$SEM_D = \frac{22.41}{5.38}$$

SEM$_D$ = 4.16

Then, the score of t$_0$ could be calculated with this formula:

t$_0 = \dfrac{MD}{SEMD}$

t$_0 = \dfrac{11}{4.16}$

t$_0$ = 2.64

The last step was to examine the t$_0$ by determining degree of freedom (df) by using the following formula:

Df = N-1

= 30-1

= 29

2.2 List of Pre-test and post-test of experimental class

**Table 4.4**
**The difference score of pre-test and post-test of experimental class**

| No | Name | Experimental Class | | X-Y (D) | D$^2$ |
|---|---|---|---|---|---|
| | | Score | | | |
| | | Pre-test (Y) | Post-test (X) | | |
| 1 | TJ | 70 | 90 | 20 | 400 |
| 2 | RA | 50 | 100 | 50 | 2500 |
| 3 | AM | 50 | 100 | 50 | 2500 |
| 4 | MK | 60 | 100 | 40 | 1600 |
| 5 | AA | 60 | 100 | 40 | 1600 |
| 6 | AM | 70 | 100 | 30 | 900 |
| 7 | DA | 80 | 90 | 10 | 100 |
| 8 | MF | 50 | 100 | 50 | 2500 |
| 9 | MI | 60 | 100 | 40 | 1600 |
| 10 | MA | 70 | 100 | 30 | 900 |
| 11 | MAs | 70 | 100 | 30 | 900 |
| 12 | MAd | 80 | 100 | 20 | 400 |
| 13 | AF | 60 | 100 | 40 | 1600 |
| 14 | MH | 70 | 100 | 30 | 900 |

| 15 | ML | 70 | 100 | 30 | 900 |
| 16 | FRa | 80 | 100 | 20 | 400 |
| 17 | FRi | 80 | 100 | 20 | 400 |
| 18 | ZL | 70 | 90 | 20 | 400 |
| 19 | HF | 10 | 100 | 90 | 8100 |
| 20 | AF | 60 | 100 | 40 | 1600 |
| 21 | SS | 70 | 100 | 30 | 900 |
| 22 | MF | 90 | 100 | 10 | 100 |
| 23 | Nf | 40 | 100 | 60 | 3600 |
| 24 | MAr | 40 | 100 | 60 | 3600 |
| 25 | KK | 90 | 100 | 10 | 100 |
| 26 | MR | 90 | 100 | 10 | 100 |
| 27 | RR | 20 | 100 | 80 | 6400 |
| 28 | AS | 40 | 100 | 60 | 3600 |
| 29 | TR | 50 | 100 | 50 | 2500 |
| 30 | MAn | 70 | 100 | 30 | 900 |
| | N= 30 | | | $\sum 1100$ | $\sum 52000$ |

After finding the difference score of pre-test and post-test in experimental class, the researcher has to find Standard Deviation of two variables, X and Y by using the following formula:

$$SD = \sqrt{\frac{\sum D2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{52000}{30} - \left(\frac{1100}{30}\right)^2}$$

$$SD = \sqrt{1733.33 - (36.66)^2}$$

$$SD = \sqrt{1733.33 - 1343.95}$$

$$SD = \sqrt{389.38} = 19.73$$

Therefore, the Mean of Difference ($M_D$) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{1100}{30}$$

$$M_D = 36.66$$

After getting the score of Standard Deviation Difference, the researcher calculated the Standard Error of Mean difference ($SEM_D$) between two variables: X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{19.73}{\sqrt{30-1}}$$

$$SEM_D = \frac{19.73}{\sqrt{29}}$$

$$SEM_D = \frac{19.73}{5.38}$$

$$SEM_D = 3.67$$

Then, the score of $t_0$ could be calculated with this formula:

$$t_0 = \frac{MD}{SEMD}$$

$$t_0 = \frac{36.66}{3.67}$$

$$t_0 = 9.99$$

The last step was to examine the $t_0$ by determining degree of freedom (df) by using the following formula:

Df = N-1

= 30-1

= 29.

## D. The Analysis of Questionnaire

The researcher used the following formula:

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

Note:

P = Percentage                          N = Number of sample

F = Frequency of respondents            100% =  Constant value

| No | Statements | Percentage | | | |
|----|------------|-----------|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 1 | I felt happy when I learned Imperative Sentences by using Total Physical Response method. | 70% | 30% | 0% | 0% |
| 2 | I like learning Imperative Sentence by using Total Physical Response method. | 60% | 33.33% | 6.67% | 0% |
| 3 | I could comprehend easily Imperative Sentences by using Total Physical Response. | 66.67% | 33.33% | 0% | 0% |
| 4 | I prefer to study if the teacher uses Total Physical Response method than other methods in learning Imperative Sentences. | 56.67% | 30% | 6.67% | 6.67% |
| 5 | I was motivated in learning Imperative Sentences by using Total Physical Response method. | 56.67% | 43.33% | 0% | 0% |
| 6 | After learning Imperative sentences, I know the kinds of Imperative Sentences in English. | 60% | 36.67% | 3.33% | 0% |
| 7 | I could practice Imperative Sentences in the classroom. | 56.67% | 40% | 0% | 3.33% |
| 8 | Using Total Physical Response makes me more active than usual | 63.33% | 30% | 0% | 6.67% |

(Adapted from Tati Rohayati, published thesis entitled "Improving Students' Ability in Using Imperative Sentences Throught Total Physical Response", 2011)

## D. Discussion

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Based on the result of calculation, t score value of control class was 2.64 and t score value of experimental class was 9.99. Hypothesis of this study used $T_{table}$ at significant level of $\alpha = 0.05$. According to $T_{table}$list, the value of distribution table at 29 as degree of freedom was 1.69. However, in this study both of control class and experimental class have $T_{score} > T_{table}$, 2.64 > 1.69 and 9.99 > 1.69. Therefore, the study can be concluded that $H_a$ was accepted and $H_0$ was rejected and the result has anwered the first research question which were Total Physical Response increased students' speaking in Imperative Sentences.

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