

**TEACHING IMPERATIVE SENTENCE THROUGH TOTAL  
PHYSICAL RESPONSE METHOD TO THE EIGHT YEAR  
STUDENTS OF SMP PMDS PUTRI PALOPO**



**A THESIS**

*Submitted to the English Language Studies Program of Si Tarbiyah  
Departement of State College For Islamic Studies of Palopo in  
Partial Fulfillment of Requirement for S.Pd  
Degree in English Educaion*

By,

**MUSFIRAH SYAMHAR**  
**Reg.Num: 09.16.3.0083**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT  
THE STATE COLLEGE FOR ISLAMIC STUDIES  
( STAIN ) PALOPO  
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**IAIN PALOPO** The Writer,

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## ABSTRACT

Musfirah Syamhar, 2013. *Teaching Imperative Sentence through Total Physical Response Method of the Eighth Year Students of SMP PMDS Putri Palopo.*

A thesis, English Study Program of Tarbiyah Department The State College Islamic Studies.

Supervised by (I) Wahibah, (II) Jufriadi,

**Key Words : Teaching, Imperative Sentence, Total Physical Response Method**

This Thesis deals with effectiveness of Total Physical Response method in teaching imperative sentence to the eighth year students of SMP PMDS Putri Palopo. The problem statement of this thesis : “Is Total Physical Response Method effective to teach imperative sentence to the eighth year students of SMP Pesantren Modern Datok Sulaiman Palopo? And how are the students’ responses toward Total Physical Response (TPR) method in learning imperative sentence to the eighth year students of SMP Pesantren Modern Datok Sulaiman Palopo ?”

The researcher used pre-experimental research and the population of this research was the eighth year students of SMP PMDS Putri Palopo where was consisted of 126 students. Thus, the researcher used purposive sampling where the writer took 30 students as the sample in this research. The instrument that were used to collect data were pre-test, post test, and questionnaire.

The result of the research indicated that the significant difference between the result of pre-test mean score was 1,766 and post-test mean score was 8,266. In addition, the result was accepted  $t_{test}$  was bigger than  $t_{table}$ ,  $t_{test} = 33,163$  and  $t_{table}$  with significant  $0,025 = 2,76$  with  $df = 29$ . So that there was significant development of students’ grammar (imperative sentence) ability through Total Physical Response method. And data questionnaire shows that there were good responses from the students toward total physical response method because it can improve their grammar ability especially imperative.



# CHAPTER I

## INTRODUCTION

### *A. Background*

English is an international language that people use all over the world. That is why English has been taught in many levels of school, from elementary school until university. Human and language are two things that cannot be separated, people use language to communicate and share ideas, issue and also get information.

English covers four skills namely speaking, reading, writing, and listening. Besides, there are also three parts of language such as vocabulary, grammar, and pronunciation that should be learnt. Those parts play important role in supporting skills of language in used. In Indonesia, English language is very important to learn in improving knowledge, technology, and culture by using English. Grammar aspect is always considered as the most important thing in language learning. It is difficult to communicate accurately and understandably if we do not have knowledge about the grammatical aspects as well as how to use this knowledge in our actual speech.

Teaching English to the students should be enjoyable, interesting, repetitive, and understandable as efforts to improve their achievement in learning imperative sentence. In doing so, there should be appropriate methods for teaching English to them to get their interest in order to conduct an effective teaching and learning

process. One of the alternative methods that can be applied in the class room is Total Physical Response (TPR) method.

TPR is an English teaching method developed by Dr. James J Asher, a professor of psychology at a San Jose State University, California. Dr. Asher began experimenting with TPR in the 1960. The method has been developed from developmental psychology, learning theory and language learning procedures. He has been invited to present his successful total physical response approach in the USA and England and the other parts of the world.<sup>1</sup> TPR considers that one learns best when they are actively involved and grasp what they hear.

Exercise by using command (imperative drill) is one of the main activities which teacher can do in the classroom through TPR method. This exercise is essential to demonstrate body movement and activity from students. It is hoped that when students are demonstrating the responses by acting out they will absorb and comprehend the meaningful sentences or utterances.

Reviewed at the statement above, the researcher assumed that the use of Total Physical Response method would be one of good and effective ways to teach and to motivate students as young learners to study English imperative sentences. Therefore, the writer focused in applying TPR in teaching imperative sentences especially for command because they are so close to each other

Based on interviewing English teacher of SMP PMDS Putri Palopo, the students faced difficulty in English learning process. They need an appropriate method in helping

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<sup>1</sup> Bambang Setiyadi, *Teaching English As a Foreign Language*, (Jakarta, Graha Ilmu, 1998), p. 125.

them to solve their problem. Therefore, the researcher used Total physical response method to teach imperative sentence.

Based on the explanation above, the researcher conducted a research entitled **“Teaching Imperative Sentence Through Total Physical Response Method To The Eighth Year Students Of SMP PMDS Putri Palopo”**.

### ***B. Problem Statement***

Based on the background above the researcher formulates this research question as follow:

1. Is the total physical response method effective to teach imperative sentence to the eighth year students of SMP PMDS Putri Palopo?
2. How are the students' responses toward Total Physical Response (TPR) method in learning imperative sentence to the eighth year students of SMP PMDS Putri Palopo?

### ***C. Objective of Research***

Relating to the problem statement above this research is to find out:

1. The effectiveness of total physical response method to teach imperative sentence at the eighth year students of SMP PMDS Putri Palopo.
2. The students' responses toward total physical response method in teaching imperative sentence at the eighth year students of SMP PMDS Putri Palopo.

#### ***D. Significance of the Research***

The result of this research was expected to be useful information and reference for teaching imperative sentence by using total physical response method to the students and for researcher in designing the method of teaching in the future.

#### ***E. Scope of the Research***

The scope of the research is to examine the effectiveness of Total Physical Response method in teaching imperative sentence in experimental class to improve the students' grammar.

This study conducted at the eighth year students of SMP PMDS Putri Palopo. The students' English grammar examined in this study is imperative sentences.

#### ***F. Definition of Terms***

Based on the title is " Teaching Imperative Sentence Through Total Physical Response Method To The Eighth Year Students Of Smp Pmds Putri Palopo." The researcher gives definition as follow :

1. Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.<sup>2</sup>.

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<sup>2</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (Fifth Edition, United States of America, Pearson, Longman, 2006), p.8.

2. Imperative sentence is sentence that request the person we are speaking to do or not to do something.<sup>3</sup>

3. Total physical response (TPR) is a language teaching method built around the coordinate of speech and action. It attempts to teach language through physical (motor) activity.<sup>4</sup>



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<sup>3</sup><http://ugicsugiantini.blogspot>. Accessed on January, 24<sup>th</sup> 2013

<sup>4</sup>[http://www2.vobs.at/ludescher/total\\_physical\\_response.htm](http://www2.vobs.at/ludescher/total_physical_response.htm). Accessed on February, 18<sup>th</sup> 2013

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous Study*

In writing this thesis, the researcher found some researches closely related to this research as follows:

1. The researcher, Nurjannah Z 2007 in her thesis which written under the title “The Effectiveness of Total Physical Response Method in Achieving Instructional Objective of English at SDN 79 Tappong Palopo” based on result, she concluded that total physical response method is effective in achieving instructional objective of english for listening comprehension and speaking skill at the fourth class in SDN 79 Tappong Palopo.<sup>5</sup>

2. David Dickson in his paper Total Physical Response, found that TPR is great for teaching the names of items. He used the real tool to introduce and practice the basic vocabulary. It made the students often know how to use many of the tools, and they're eager to learn the English names for them.<sup>6</sup>

3. Richard Frost in his paper Total Physical Response, found that TPR is really suitable for beginner levels, but TPR also successfully with intermediate and

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<sup>5</sup> Nurjannah Z, *The Effectiveness of Total Physical Response Method in Achieving Instructional Objective of English at the SDN 79 Tappong Palopo*, (STAIN Palopo, 2007), p.59.

<sup>6</sup> Dickson, David, *Total Physical Response*, 2007, p. 1, <http://www.tpr-world.com>, 2007, Accessed on February 18<sup>th</sup> 20113

advanced levels. Total Physical Response was successfully in teaching because it was a lot of fun, very memorable, good for kinesthetic, and it can be used in large and small classes.<sup>7</sup>

### ***B. Teaching English as a Foreign Language***

In general, language is the system of communication in speech and writing that is used by people of a particular country or area.<sup>8</sup> According to Douglas, “teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”.<sup>9</sup>

Teaching as an art that delivered of science and skill to the students. Because of art the variation of method or teaching technique is depend on art skill in every teachers’ own, the quality of art skill can increase and develop. So the teaching targets the more effective and efficient.

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<sup>7</sup> Richard Frost, *Total Physical Response*, 2006, p.2. <http://www.tpr-world.com>. Accessed on 18<sup>th</sup> February 2013.

<sup>8</sup> A. S Hornby, *Oxford Advanced Learner’s Dictionary of Current English*. (Sevent Edition, New York oxford university press, 2006), p. 829

<sup>9</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (Fifth Edition, United States of America, Pearson, Longman, 2006), p.8.

### C. Sentence

#### 1. Definition of Sentence

The sentence is a group of words that expresses a statement, command, question or exclamation.<sup>10</sup> In other words, A sentence is a full predication containing a subject plus a predicate. Its arrangement may be symbolized by such formulas as S V O (subject + verb + object).<sup>11</sup>

The sentence is essentially a grammatical unit, indeed it is the function of syntax to describe the structure of the sentence and thereby to define it. English sentences will consist minimally of a subject noun phrase and a verb phrase as its predicate or complement.<sup>12</sup>

**Table 1. Basic patterns and elements in sentence**

Subject	Pronouns, nouns / noun group, verb + ing (gerund), to infinitive, wh-to infinitive, and sub-clause object
Predicate	Verb I (+s/es), verb II, auxiliary verb (am, is, are, was, were, will, can, may, must, have/had)

<sup>10</sup> Michael Swan, *Practical English Usage*, (Third Edition, New York, oxford university press, 2005),p. page xxiv.

<sup>11</sup> Marcella Frank, *Modern English*, (New Jersey; Prentice-Hall, 1972),p. 220.

<sup>12</sup> Erna, *Teaching Verbal Sentence Through Flash Card at The Eighth Year Students of MTs Satu Atap Datok Sulaiman Palopo*, (STAIN Palopo, 2011), p. 12.



Object	Just like the subject
Complement	Adjectives, preposition, and other group like the subject
Adverb	Adverbs, preposition, group. <sup>13</sup>

## 2. Type of Sentences

### a. Simple Sentence

Simple sentence has only one full predication in the form of an independent clause. An independent clause is one of a group of words in which there were already a subject and a verb and have enough to express a complete thought, which the it sharpened the clarity of the information conveyed by using information.

Example: The man stole the jewelry.

### b. A Compound Sentence

A compound sentence is essentially form of sentence in which there are two independent clauses, which are combined by using the coordinating conjunction such as and, but, or, and conjunction adverb such as besides, furthermore, moreover, also. However, nevertheless, otherwise, accordingly, consequently, hence, therefore, thus, and by using a semicolon.

Example: The man stole the jewelry and he hid it in his home.

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<sup>13</sup> Anne Juwita, *1 Hari Tuntas Menguasai Grammar (Hi-Fest Publishing, 2008)*, p.15.

### c. Complex Sentence

Complex sentence has two or more full predications. One of these is an independent clause that is similar to the form of the simple sentence, and one or more of these are dependent clause. Dependent clause is a clause which usually begins with the use of sub-ordinations conjunctions, while, if, that, who, which, although, because.

Example: The man who stole the jewelry hid it in his home.

### d. Compound Complex Sentence

Compound complex sentence is a combination of compound and complex sentence, in other words the complex compound is the combining of two or more independent clauses with one or more dependent clause.

Example: The man stole the jewelry and he hid it in his home until he could safely get out of town.<sup>14</sup>

## 3. Kinds of Sentences

### a. Declarative Sentences (Statements)

In a declarative sentence the subject and predicate have normal word order. The sentence ends with a period (full stop) in writing and a drop in pitch in speech

Example: The child ate his dinner.

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<sup>14</sup> Marcella Frank, *Op.Cit.*, p. 222-223.

b. Interrogative Sentences (Questions)

In an interrogative sentence the subject and auxiliary are often reversed. The sentence ends with a question mark in writing. In the spoken language, most yes-no questions end with a rise in pitch, most interrogative word questions end with a fall in pitch.

Example: Did the child eat his dinner ?

c. Imperative Sentences (Commands, Requests)

In an imperative sentence, only the predicate is expressed. The simple form of the verb is used, regardless of person or tense. The imperative sentence ends with a period in writing and a drop in pitch in speech.

Example: Eat your dinner.

d. Exclamatory Sentences (Exclamations)

Such sentence begins with an exclamatory phrase consisting of what or how plus a part of the predicate. The exclamatory phrase is followed by the subject and the balance of the predicate.

Example: What a good dinner that was!<sup>15</sup>

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<sup>15</sup> *Ibid*, p. 221.

#### ***D. Concept of Imperative Sentence***

Imperative sentences are sentences that request the person we are speaking to do or not to do something.<sup>16</sup> Based on the intonation used, imperative sentences can be divided into commands, requests, invitations and warning.

Sentence in order to merge into some kinds of

1. Sentence regular order in the form by not giving at an exclamation mark (!) at the end of the sentence.

Example: That the pencil on the table.

2. Sentence is generally strict instruction in writing by using exclamation mark (!) at the end of the sentence.

Example: Go up!

3. Sentence that aims to prohibit restrictions on the form by adding to “do” at the beginning of the sentence and with an exclamation mark (!)

Example: Do not do it!

4. Sentence order or prohibition smooth and spontaneous can be in shape by adding the word “please” at the beginning or end of a sentence and with an exclamation mark (!)

Example: Sit down please!

Stand up please!

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<sup>16</sup><http://ugicsugiantini.blogspot>. Accessed on January, 24<sup>th</sup> 2013

5. Sentence orders. That the sentence in generally tend to be in demand in the form by using the “will ... please “or” would you ... please”

Example: Will form you open the window please?

6. The sentence is an invitation is in an order of this invitation in the form by adding the word “Let “or” ‘let’s “at the beginning of the sentence.

Example: Let’s go now!

Do not let me alone!

### Types of Imperative Sentence

#### 1. Positive Imperative Sentence

Positive imperative sentence can be expressed in various ways, the verbs command, invite, request, giving advice to the addressed.<sup>17</sup> Commonly in imperative sentence, it is unnecessary to indicate the subject because the second person of the address is directly understood. For example

- a. Come here
- b. Go way
- c. Be careful

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<sup>17</sup> Hornby, *Oxford Advanced Learner’s Dictionary Of Current English*, (London: Oxford University Press, 1974), p. 193

## 2. Negative Imperative Sentence

Negative Imperative Sentence is an imperative sentence provides a request or suggestion not to do something on prohibition by the speaker to addressee. It is always signaled by the markers don't or don't be before an imperative sentence.<sup>18</sup> For example:

- a. Don't make a noise
- b. Don't be a lazy
- c. Don't open the window.

### ***E. English Teaching Method***

Method is a way of doing something or organized system method is an overall plan for systematic presentation of language based on a selected approach, it followed that techniques were specific classroom activities consistent with a method and therefore in harmony with an approach as well.<sup>19</sup> While Richards and Rodgers state that "method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural."<sup>20</sup> Within one approach, there can be many methods Anthony says in Richard "A technique is implementation which actually takes place in a classroom. It is a particular trick, stratagem or contrivance

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<sup>18</sup> Gordon Drummand, *English Sentence Practice*, (New York: Longman, 1972), p. 23

<sup>19</sup> Martin Manser, *Oxford Learner's Dictionary*, (London: Oxford University Press, 1991), p. 262.

<sup>20</sup> Jack C. Richards and Willi A. Renandya, *Methodology in Language Teaching*, (USA: Cambridge University Press, 2002), p.15.

used to accomplish and immediate objective. Techniques must be consistent with a method or harmony with an approach as well.<sup>21</sup>

Method put into practice and which choice is made about the particular skills to be taught the content and the order in which choice is made about the particular skills to be taught the content and the order in which the content will be presented.

The method by which students are taught must have some effect on their motivation. If they find it deadly boring they will probably become demotivated. Whereas if they have confidence in the method they will find it motivating.<sup>22</sup> Utilization a method where is not connect to the teaching purposes. There are many materials of teaching only waste the method.

Teaching method is necessary for every teacher in learning teaching process, because method of teaching can influence the student's successful in learning. In this case, teacher should pay attention to the best method in learning-teaching process in order the learner /students can understand well what the teachers teach.

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<sup>21</sup> *Ibid.*

<sup>22</sup> Jeremy Harmer, *The Practice of English Language Teaching*,(New York: Longman, 1991), p.5.

## ***F. Introduction of the Total Physical Response Method***

### **a. The Meaning of Total Physical Response Method**

The total physical response method is a language teaching method built around the coordinate of speech and action. It attempts to teach language through physical (motor) activity.<sup>23</sup>

This method was developed by James Asher. This method is based on the premise that the human brain has a biological program for acquiring any language. Based on the development psychology, the proponents of TPR claim that memory is increased if it is stimulated through association with motor activity and the process of learning a foreign language is a parallel process to learning the first language.<sup>24</sup> Total physical response, consist basically of a baying commands given by the instructor that involve an overt physical response.<sup>25</sup>

Children do a lot of listening before they earn to speak and they do a lot of physical activities an learning their first language. In having children learn the first language commands from the adult dominate the communication and children respond physically before they begin to produce verbal responses.<sup>26</sup> Based on their first language acquisition, TPr emphasizes on comprehension and delays the

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<sup>23</sup> Jack C. Richards and Theodore S Rodgers, *Approaches and Methods in Language Teaching: A Descriptive*, (Cambridge University Press, 1986), p.15.

<sup>24</sup> Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice-Hall, 1987), p. 163).

<sup>25</sup> Allan C, Orstein, *An Introduction of the Foundations of Education*, (Boston : Houghton Mifflin Company, 1984, p. 522.

<sup>26</sup> Jack C. Richards and Theodore S Rodgers, *Op.Cit.*, p. 87.



production of language. This process is the one by which children acquire their first language.

Total physical response has connection with “Trace theory”, psychologists developed. It was claimed that memory is increasing if it is stimulated or “traced”, through association with motor activity.<sup>27</sup> According to Brown, total physical response which is a series of simple actions associated with language will be easily retained by learners.<sup>28</sup> Total Physical Response Method is one of in which the principle of the comprehension approach are put into practice.<sup>29</sup>

Asher noted 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. The idea if this method based on how children learn his mother language. In Larsen, Total physical response method is one of ways, which the principles of the comprehension approach are put into practice.<sup>30</sup>

Total physical response is a language teaching method based on coordination between utterance and action. This method teaches language through motor activity.<sup>31</sup>

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<sup>27</sup> H. Douglas Brown, *Principle of Language Learning and Teaching*, (New York : Princitce-Hall International, 1989), p.163.

<sup>28</sup> *Ibid.*

<sup>29</sup> Diane Larsen, *Techniques and Principle in Language Teaching*, (London : Oxford University Press, 1983),p. 110.

<sup>30</sup> *Ibid.*

<sup>31</sup> Henry Guntur Tarigan, *Metodologi Pengajaran Bahasa*, (Jakarta : Depdikbud, 1989), p. 184.

Total Physical response as a comprehension approach, it is called like this, because of importance it gives to listening comprehension. This method believed that listening comprehension through action or gesture will make the learner be easy to remain or memorize what the teacher has given.

Gesture or action is reinforcing to raise spirit of learners, so learning process could enjoy and relax. Then this indicates that there is an interaction both of teacher and learner along with teaching purposes. And that is also direct with concept of effectiveness.

#### b. The Principles of Total Physical Response

The advocates of TPR believe that language learners should understand the target language before speaking. Language learners can learn through observing actions as well as by performing the action themselves.<sup>32</sup> By observing actions and performing, they will understand the language they are learning.

As a method based on the idea focusing at listening comprehension during early foreign language instruction comes from observing how children acquire their mother tongue. A baby spends many months listening to the people around it long, before it ever says a word. The child has the time to try to make sense out of the sounds it hears. No one tells the baby that it must speak. The child chooses to speak when it is ready.<sup>33</sup>

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<sup>32</sup> Diane Larsen, *Op. Cit.*, p. 114

<sup>33</sup> *Ibid.*, p. 109

Total physical response method has three principle which has correlation opinion above, they are:

- a. Delay speech from students until understanding of spoken language “has been extensively internalized”
- b. Achieve understanding of spoken language through utterances by the instructor in the imperative.
- c. Expect that, at some point in the understanding of spoken language, students will indicate a “readiness to talk”.<sup>34</sup>

The way to do this method, Asher believes, is to base foreign language learning upon the way children learn their native language.

- c. Three Concepts Provided the Basis For Total Physical Response.
  - a. Spoken comprehension improved in “speak”
  - b. Gesture is a means of communication to get comprehension.
  - c. Students can not talk because of necessity before they “ready”.<sup>35</sup>

Initially, the teacher is the director all of students behavior. The students are imitators of their mom verbal model. At some points (usually after ten to twenty hours of instruction) some students will be role reversal with individual students directing the teacher and the other students.

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<sup>34</sup> Stephen D. Krashen, Principle and Practice in Second Language Acquisition, (New York : Prentice-Hall Internasional, 1987), p. 140.

<sup>35</sup> *Ibid.*, 141

d. Procedures and Techniques of TPR

The teacher in TPR should foster an atmosphere of general euphoria. It is important to ease as much as possible the tension of performing the commands in front of their peers. Collective participation should be encouraged from the beginning. Also, in keeping with the target language, a name in the target language is assigned to each student. Each student places a name card on desk so it can be read easily even though it is an optional thing to do.

There are several techniques utilized in teaching the target language through TPR. Garcia divides the techniques into introductory techniques and working techniques. The introductory techniques refer to many ways in which a new item or command can be presented for the first time to the students. Working techniques refer to the ways in which the commands and supporting vocabulary already presented to the students can be combined and explained in order to advance in the target language.<sup>36</sup> It is believed that each of the techniques has two activities that make the two hemispheres of the brain, the left and right hemisphere.

Motor activity, which as a right-brain function, should precede the language processing of the left brain. The commands introduced by teacher activate the right hemisphere and the activities of the students activate the left hemisphere of the brain.<sup>37</sup>

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<sup>36</sup> Ramiro Garcia, *Instructor's Notebook: How to Apply TPR for Best Result*, (fourth edition. Los Gatos, CA: Sky Oaks Productions, 1996), p.134.

<sup>37</sup> Bambang Setiyadi, *Op., Cit*, 133.

Some characteristics of the teaching / learning process.

The first phase of a lesson is one of modeling. The instructor issues commands to a few students, then performs the action with them. In the second phase, these same students demonstrate that they can understand to command by performing them alone. The observers also have an opportunity to demonstrate their understanding.

The teacher next recombines elements of the commands to have students develop flexibility in understanding unfamiliar utterances of these commands, which students perform, are often humorous.

After learning to respond to same oral commands, the students learn to read and write them. When students are ready to speak, they become the ones who issue the commands. After students begin speaking, activities expand to include skits and games. The first few months (45 hours in this case) would consist of 70 % listening comprehension (obeying commands), 20 % speaking, and 10 % reading and writing.<sup>38</sup>

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

a. The teacher gives a commands in the target language and performs it with the students.

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<sup>38</sup> *Ibid.*, p. 140

- b. The students say nothing (the students understanding of the target language should be developed before speaking).
- c. The teacher gives the commands quite quickly.
- d. The teacher sits down and issue commands to the volunteers.
- e. The teacher direct students other that the students can learn trough observing actions as well as by performing the action themselves.
- f. The teacher introduces new commands after she is satisfied that the first six have been mastered.
- g. The teacher changes the order.
- h. When the students make an error, the teacher repeats the command the while action it out.
- i. The teacher gives the students commands they have not heard before.
- j. The teacher says, “jump to the desk” everyone laugh (language learning is more effective when it is fun).
- k. The teacher writes the new commands on the white board.
- l. A few days later, a students who has not spoken before gives commands.
- m. A student says, “shake hand with your neighbour (teacher should be tolerant if students make error then they first begin speaking).<sup>39</sup>

e. Requirements For Optimal Input

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<sup>39</sup> Diane Larsen , *Op. Cit.*, p. 114 - 115

Talking about optimal input of total physical response method based on experience above, there are six points. Which four of them we can say as advantages and two of them are weakness.

1. Comprehensible, total physical response required of the students is, in effect, a manifestation of his comprehension of the teacher's utterance. In fact it can, be argued that a total physical response is not necessary for comprehension or progress in second language acquisition, but it merely shows that the input has been understand.

2. Interesting relevant, The novelty and freshness of the TPR technique probably does a great deal to make the class experience interesting. It may be difficult to remain interesting if one holds to the requirement of producing imperatives 100% of the time.

3. Not grammatically sequenced. According to Asher's description, each lesson does have a grammatical focus in TPR. In other words, commands contextualize various points of grammar. As discussed earlier, this can hinder efforts to meet requirement 2 above. There is nothing inherent in the TPR approach that demands a grammatical focus.

4. Quantity. TPR can fill entire class period with comprehensible input in the form of commands. It thus has the potential of meeting this requirement fully.

5. Affective filter level. TPR makes one very important contribution to lowering student anxiety: students are not asked to produce in the second language until they themselves decide they are ready. They are, in other words, allowed a silent period.

Asher does not state explicitly whether error correction on early student output is required in TPR, this may vary from teacher to teacher. It has been pointed out, however that the necessity of producing overt physical responses right away may provoke anxiety in some students.

6. Tools for conversational management. There is no explicit mention of this in Asher's papers.<sup>40</sup>

### ***G. Theoretical Framework***

Grammar is a rule or the way of organizes or arranges word to produce a good sentence. Learning grammar is important to the student in order to student able to convey their ideas well in speech or writing. Teaching grammar should to use method. There are many methods can be used and one of them is use total physical response method.

Based on the statement above, the writer focuses on the effectiveness of Total Physical Response Method in teaching Imperative Sentence. In this research the students have been given pre-test to know their ability in Imperative Sentence before giving treatment. After that they have been given some treatment as a process of teaching Imperative Sentence through Total Physical Response method.

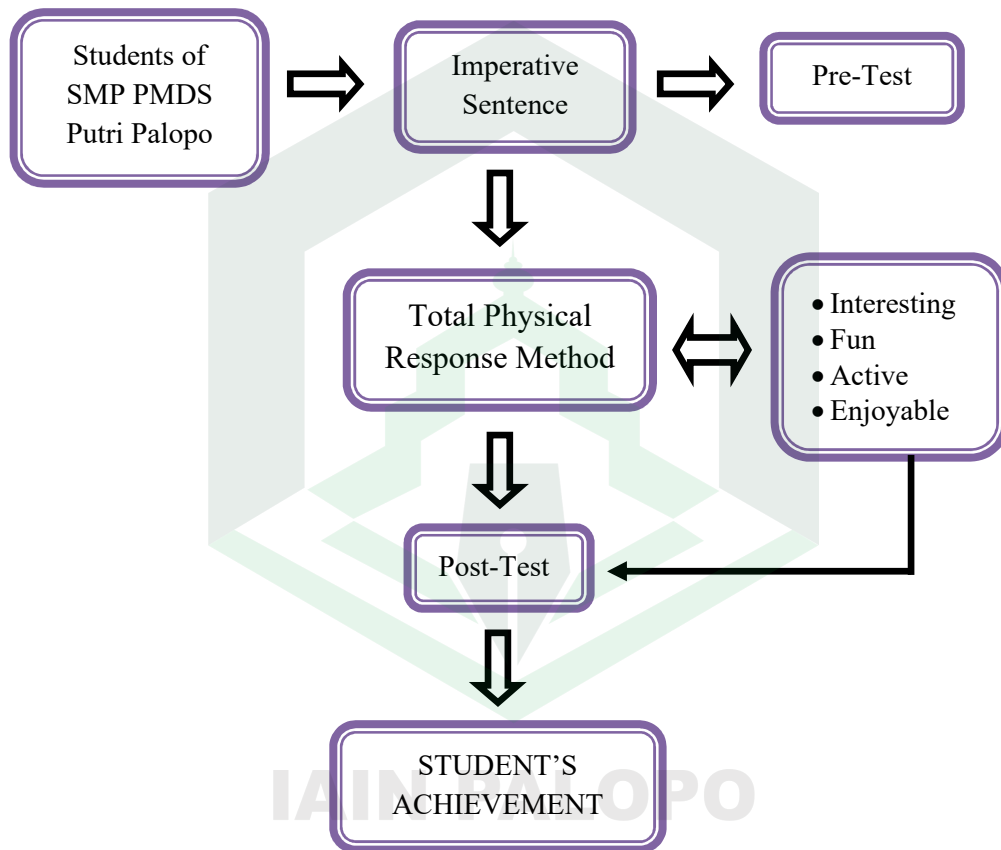
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<sup>40</sup> Stephen D. Krashen, *Ibid.*, p. 140 -141



After concluding both items, the researcher come to the last items namely giving post-test to know whether any signifivance development to the students or the output after giving treatment.

The theoretical framework of this research is shown in the diagram as follows:



### ***H. Hypothesis***

This hypothesis is temporary answer toward the result that be expected. Based on the explanation on the chapter one, that is introduction so, the hypothesis in this research is formulated as follow:

Null hypothesis ( $H_0$ : total physical response method is not effective in teaching imperative sentence).

Alternative hypothesis ( $H_1$ : total physical response method is effective in teaching imperative sentence).



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## CHAPTER III

### RESEARCH METHOD

#### *A. Research Method*

This chapter deals with the method of the research, population and sample, procedure of collecting data and the technique of data analysis.

##### a. Method of the Research

##### a. Method

Method of the research used experimental research. It was used to teach imperative sentence through Total Physical Response Method to the eighth year students of SMP Pesantren Modern Datok Sulaiman Palopo.

##### b. Design

This research involved a group of students with Pre-test and Post Test design. The design this research can be descanted as follow:

**Table 2. Pre-test and Post-test Design**

Pre test	Treatment	Post test
$O_1$	T	$O_2$

Where:

$O_1$  : Pre test

T : Treatment

$O_2$  : Post test

b. Variable and Operational Definition

a. Variable

This research consists of two variables namely:

1). Independent variable is Total Physical Response Method in English teaching

2.) Dependent variable is the students' achievement in Imperative Sentence after teaching by using Total Physical Response Method.

b. Operational Definition

1). Imperative sentence is an expression news sentence, asking, which contains a demand for someone to do or not do a thing.

2). Total Physical Response Method is a language teaching method built around the coordinate of speech and action. It attempts to teach language through physical (motor) activity.

3. Population and Sample

a. Population

Dealing with the aim of this thesis, the population of the research is the eighth year students of SMP PMDS Putri Palopo, which consist of 126 population distributed into four classes.

b. Sample

The sample of this research use purposive sampling. The researcher chose purposive sampling because there are 2 items holding purposive sampling are based

on time given by teacher SMP Pesantren Modern Datok Sulaiman Palopo in researching and understanding the students are still below standard so the researcher chose to use purposive sampling. For that, the researcher chose class A as a sample. There are 30 students took as sample as an ideal teaching learning process.

#### 4. Instrument

In this research the researcher used tests. The test consist of 10 items about imperative sentence and used as pre-test and post-test. In other to know the effectiveness of Total Physical Response Method, the researcher uses questionnaire to the students.

#### 5. Procedure of Collecting Data

Collecting the data, the researcher follows some steps below:

- a. The researcher distributes pre-test to experimental class. The pre test is applied to know the students prior knowledge of imperative sentence.
- b. The researcher conducted treatment, it was done for four meetings. For the first meeting, The researcher gave explanation about the meeting, the material (sentence and especially imperative sentence) and the role of total physical response method, what the student should do in every meeting. And for the next meeting applied by giving imperative sentences and then applied command that deliver by using the total physical response method.

c. The researcher conducted post-test. In post-test, the researcher gave test as in pre-test. This test is to know the effectiveness of using the total physical response method in teaching imperative sentence for students.

d. The researcher made a questionnaire that contain ten questions to get students perception about the implementation of Total Physical Response method.

#### 6. Technique of Data Analysis

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

a. Score the students correct answer by using the following formula:

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

b. Calculating the means score

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

Where :

M : mean score

$\sum X$  : total of raw score

N : total number of respond

c. Classification the students score based on the following classification.

The score is classified into interpretation score as follows :

- Excelent = 8,5 – 10 is classified as excelent
- Good = 7,0 – 8,4 is classified as good

- Fairly = 5,5 – 6,9 is classified as fairly
- Poor = 4,0 – 5,4 is classified as poor
- Bad = 0,0 – 3,9 is classified as bad<sup>41</sup>

d. Calculating the rate percentage of students score by using the following formula :

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

Where :

P = percentage

F = frequency

N = total sample<sup>42</sup>

e. Calculating the standard deviation by using the following formula :

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

Where :

SD : Standard Deviation

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

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<sup>41</sup> Susanti, *Teaching Noun Phrase Through Comic To The Elevent Year Students Of MA Al-Muhajirien Mangkutana*, (STAIN Palopo, 2011), p.53

<sup>42</sup> Ridwan, *Dasar – Dasar Statistika*, (Jakarta : Rineka Cipta, 2003), p.41.

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

n : total sample<sup>43</sup>

f. Calculating the t – tes to know the difference between the result of pre-test and post-test by using the formula :

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

Where :

t : Test of Significance

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

$\sum D$  : The Man of Different Score

$\sum X^2d$  : Different Deviation and Mean Deviation

n : Total Number of Deviation

I : Constant number

g. To the hypothesis, the value of t-test is compared to the value of t-table at the level of significance  $\alpha = 0.05$  % and degree of freedom (df)= n-1 . The criteria of these as follow:

If  $t_o \geq t_t$  =Reject null hypothesis

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<sup>43</sup> Ridwan, *Belajar Mudah Penelitian Untuk Guru Karyawan dan Peneliti Pemula* (Bandung ALPABETA, 2004),p. 122



If  $t_o \leq t_t$  =Accept null hypothesis

Where:

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

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

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

1. Strongly Agree = 4
2. Agree = 3
3. Disagree = 2
4. Strongly Disagree = 1

$$P = FQ / N \times 100\%$$

Where:

P : Percentage

FQ : Frequency of Items

N : Total sample

**CHAPTER IV**  
**FINDINGS AND DISCUSSIONS**

**1. Findings**

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

1. The analysis of test

a. Looking for the score of the students' correct answer in pre-test

**Table 3. The score of the students' correct answer in pre-test**

<b>Respondent</b>	<b>Correct Answer</b>	<b>Score</b>
<b>R1</b>	2	2
<b>R2</b>	1	1
<b>R3</b>	2	2
<b>R4</b>	3	3
<b>R5</b>	4	4
<b>R6</b>	2	2
<b>R7</b>	-	-
<b>R8</b>	2	2
<b>R9</b>	1	1
<b>R10</b>	-	-

<b>R11</b>	-	-
<b>R12</b>	-	-
<b>R13</b>	-	-
<b>R14</b>	1	1
<b>R15</b>	2	2
<b>R16</b>	2	2
<b>R17</b>	1	1
<b>R18</b>	3	3
<b>R19</b>	1	1
<b>R20</b>	1	1
<b>R21</b>	4	4
<b>R22</b>	2	2
<b>R23</b>	3	3
<b>R24</b>	3	3
<b>R25</b>	3	3
<b>R26</b>	2	2
<b>R27</b>	-	-
<b>R28</b>	3	3
<b>R29</b>	2	2
<b>R30</b>	3	3

The table above shows that there were thirty students' observed and most of students' got unexpected score. The highest score is 4 and the lowest score is 0. Two student got score 4, seven students' got score 3, nine students' got score 2, six students' got core 1, and six students' got score 0.

b. Looking for the score of students' correct answer in post-test

**Table 4. The score of the students' correct answer in the post test**

<b>Respondent</b>	<b>Correct Answer</b>	<b>Score</b>
<b>R1</b>	8	8
<b>R2</b>	8	8
<b>R3</b>	9	9
<b>R4</b>	8	8
<b>R5</b>	10	10
<b>R6</b>	7	7
<b>R7</b>	7	7
<b>R8</b>	8	8
<b>R9</b>	9	9
<b>R10</b>	8	8
<b>R11</b>	7	7
<b>R12</b>	7	7
<b>R13</b>	7	7
<b>R14</b>	10	10

<b>R15</b>	9	9
<b>R16</b>	9	9
<b>R17</b>	9	9
<b>R18</b>	8	8
<b>R19</b>	8	8
<b>R20</b>	7	7
<b>R21</b>	10	10
<b>R22</b>	9	9
<b>R23</b>	9	9
<b>R24</b>	10	10
<b>R25</b>	9	9
<b>R26</b>	8	8
<b>R27</b>	7	7
<b>R28</b>	8	8
<b>R29</b>	8	8
<b>R30</b>	7	7

The table above shows that after teaching Imperative sentence through total physical response method, the students' score was better than before. The highest score was 10, and the lowest score was 7. Four students' got score 10, eight students' got score 9, ten students' got score 8, and eight students' got score 7.

c. Looking for the classification of students' score in pre-test

**Table 5. Classification of students' score in pre-test**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Excellent	8,5-10	-	-
Good	7,0-8,4	-	-
Fairly	5,5-6,9	-	-
Poor	4,0-5,4	2	6,667
Bad	0,0-3,9	28	93,333

In table above indicates that there were 30 students' observed in this experimental research before giving treatment. There were two (6,667 %) student who got poor score, and twenty eight (93,333 %) students' who got bad score. It means that the students' do not understand about imperative sentence.

d. Looking for classification of students' score in post-test

**Table 6. Classification of students' score in post-test**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Excellent	8,5-10	12	40
Good	7,0-8,4	18	60
Fairly	5,5-6,9	-	-

Poor	4,0-5,4	-	-
Bad	0,0-3,9	-	-

The table above showed that there are 30 students observed in experimental research after giving treatment. After giving treatment the students have a very good progress. There were twelve students' (40 %) who got **excellent** score, eighteen students' (60 %) Who got **good** score. It means that the score of students' after doing the treatment process during six meetings was very significance because the students' score was increase from the pre-test to the post test.

- e. The score of the students' ability in using sentence agreement in pre-test and post test.

**Table 7. The students' score, deviation, and gain score of test**

No.	Pre test ( $X_1$ )	$X_1^2$	Post test ( $X_2$ )	$X_2^2$	Deviation $D=X_2 - X_1$	$D^2$
01	2	4	8	64	6	36
02	1	1	8	64	7	49
03	2	4	9	81	7	49
04	3	9	8	64	5	25
05	4	16	10	100	6	36
06	2	4	7	49	5	25
07	0	0	7	49	7	49
08	2	4	8	64	6	36

09	1	1	9	81	8	64
10	0	0	8	64	8	64
11	0	0	7	49	7	49
12	0	0	7	49	7	49
13	0	0	7	49	7	49
14	1	1	10	100	9	81
15	2	4	9	81	7	49
16	2	4	9	81	7	49
17	1	1	9	81	8	64
18	3	9	8	64	5	25
19	1	1	8	64	7	49
20	1	1	7	49	6	36
21	4	16	10	100	6	36
22	2	4	9	81	7	49
23	3	9	9	81	6	36
24	3	9	10	100	7	49
25	3	9	9	81	6	36
26	2	4	8	64	6	36
27	0	0	7	49	7	49
28	3	9	8	64	5	25
29	2	4	8	64	6	36
30	3	9	7	49	4	16
<b>Total</b>	$\sum X_1 = 53$	$\sum X_1^2 = 137$	$\sum X_2 = 248$	$\sum X_2^2 = 2.080$	$\sum D = 195$	$\sum D^2 = 1.301$



f. The students' Mean Score

1). Pre test

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

$$M = \frac{53}{30}$$

$$M = 1,766$$

2). Post test

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

$$M = \frac{248}{30}$$

$$M = 8,266$$

**Table 8. The Students' Mean Score**

<b>Component</b>	<b>Pre test</b>	<b>Post test</b>
<b>Mean</b>	<b>1,766</b>	<b>8,266</b>

The table above, indicates that the Mean score of students' in the post test was different with their mean score in the pre test or post test > pre test or 8,266 > 1,766. It means generally the students' achievement was improved.

g. Standard Deviation

1). Pre test

$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_1)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{30(53)^2 - (53)^2}{30(30-1)}}$$

$$SD = \sqrt{\frac{30(2089) - (2089)}{30(29)}}$$

$$SD = \sqrt{\frac{62670 - 2089}{870}}$$

$$SD = \sqrt{\frac{60581}{870}}$$

$$SD = \sqrt{69,633}$$

$$SD = 8,344$$

2). Post-test

$$SD = \sqrt{\frac{n(\sum X_2)^2 - (\sum X_2)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{30(248)^2 - (248)^2}{30(30-1)}}$$

$$SD = \sqrt{\frac{30(61504) - (61504)}{30(29)}}$$

$$SD = \sqrt{\frac{1845120 - 61504}{870}}$$

$$SD = \sqrt{\frac{1783616}{870}}$$

$$SD = \sqrt{2050,133}$$

$$SD = 45,278$$

**Table 9. Standard Deviation**

<b>Component</b>	<b>Pre test</b>	<b>Post test</b>
<b>Standard Deviation</b>	8,344	45,278

Table above shows that standard deviation of pre test was lower than post test, where standard deviation of pre test was 8,344 and post test was 45,278 or  $8,344 < 45,278$ .

#### h. Test of Significance

##### 1). T-test

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

$$\sum x^2 d = \sum d^2 - \frac{(\sum D)^2}{N}$$

$$\sum x^2 d = 1301 - \frac{(195)^2}{30}$$

$$\sum x^2 d = 1301 - \frac{38025}{30}$$

$$= 1301 - 1267,5$$

$$\sum x^2 d = 33,5$$

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

$$= \frac{195}{30}$$

$$Md = 6,5$$

$$t = \frac{6,5}{\sqrt{\frac{33,5}{30(30-1)}}}$$

$$= \frac{6,5}{\sqrt{\frac{33,5}{30(29)}}}$$

$$= \frac{6,5}{\sqrt{\frac{33,5}{870}}}$$

$$= \frac{6,5}{\sqrt{0,038}}$$

$$t = \frac{6,5}{0,196}$$



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$$t_{test} = 33,163$$

2). T-table

Level of significance ( $\alpha$ ) = 0,05 or 5%

Degree of freedom = n-1

$$= 30-1$$

$$= 29$$

T-table = 2,76

**Table 10. T-test and T-table**

Component	T-table	T-test
Standard Deviation	2,76	33,163

The result of t-table was found in the tabulation of the test of signification namely (33,163). It means that the result of t-test (33,163) is greater than t-table ( 2,76 ). Because of  $t_{test} > t_{table}$ , it means that there was significant improvement on students' grammatical (imperative sentence) ability after following the treatments.

It indicates that t-test (33,163) is greater than t-table (2,76). Because of  $t_{test} > t_{table}$ , it means that there was significant improvement on students' grammatical ability after following the treatments.

## 2. The Analysis of Questionnaire

After doing research in SMP PMDS Putri Palopo, the writer found the students' perception about Total Physical Response method. The students' perception is presented as follows:

**Table 11. Students' mood before learning imperative sentence through TPR**

Statement	Category	Frequency	Percentage (%)
Learning about imperative sentence is very boring before using TPR method.	Strongly Agree	27	90
	Agree	3	10
	Disagree	-	-
	Strongly Disagree	-	-
		30	100

The table 11 indicates that there were 27 students (90%) chose strongly agree, and 3 students (10%) chose agree . It means that almost all students very like study imperative sentence through TPR method.

**Table 12. Students' motivation in learning Imperative Sentence through TPR**

Statement	Category	Frequency	Percentage (%)
By using TPR method, the students' motivation is increase to learn imperative sentence	Strongly Agree	25	83,33
	Agree	5	16,67
	Disagree	-	-
	Strongly Disagree	-	-
		30	100

The table 12 indicates that TPR method can increase the students' motivation in learning imperative sentence, because 25 students (83,33%) chose strongly agree and 5 students (16,67%) chose agree.

**Table 13. Students' interest in learning Imperative Sentence through TPR**

Statement	Category	Frequency	Percentage (%)
Learn English with TPR method is enjoyable and interesting	Strongly Agree	28	93,33
	Agree	2	6,67
	Disagree		
	Strongly Disagree		
		30	100

The table 13 indicates that, almost students 28 (93,33 %) chose strongly agree and 2 students (6,67%) chose agree. It means that during the students' follow this research, they were enjoyable and interesting to learning imperative sentence through TPR method

**Table 14. Students' understanding in learning Imperative Sentence through TPR**

Statement	Category	Frequency	Percentage (%)
I understand quickly about the imperative sentence material if the teacher taught it by TPR method	Strongly Agree	26	86,67
	Agree	4	13,33
	Disagree	-	-
	Strongly Disagree		

		30	100
--	--	----	-----

The table 14 indicates that 26 students (86,67 %) chose strongly agree and 4 students (13,33%). It means that students understand quickly about imperative sentence if the teacher teaches by using TPR Method.

**Table 15. Students' superiority in imperative sentence**

Statement	Category	Frequency	Percentage (%)
I am easy to remember the translation of English language that teacher was spoken because teacher always spoke while practiced every words	Strongly Agree	22	73,33
	Agree	8	26,67
	Disagree	-	
	Strongly Disagree	-	
		30	100

The table 15 indicates that, 22 students (73,33 %) chose strongly agree and 8 students (26,67%) chose agree. It means that during the students' follow this research, they can remember the translation of English language that teacher was spoken.

**Table 16. Students' performance in learning imperative sentence**

Statement	Category	Frequency	Percentage (%)
After learning with TPR method, I can do	Strongly Agree	19	63,33
	Agree	11	36,67



every instruction although with English language	Disagree	-	-
	Strongly Disagree	-	-
		30	100

The table 16 indicates that, 19 students (63,33%) chose strongly agree and 11 students (36,67%) . It means that the students understand with the material by using TPR method.

**Table 17. Students' ability in learning imperative sentence through TPR**

Statement	Category	Frequency	Percentage
I can mention English language in every action's my teacher and my friends did in classroom	Strongly Agree	21	70
	Agree	9	30
	Disagree	-	-
	Strongly Disagree	-	-
		30	100

The table 17 indicates that 21 students (70%) chose strongly agree and 9 students (30%) chose agree . It means that TPR method made students understand with the material.

**Table 18. Students' involvement in learning imperative sentence through TPR**

Statement	Category	Frequency	Percentage (%)
I always active all time in learning teaching process with using TPR method	Strongly Agree	27	90
	Agree	3	10
	Disagree	-	-
	Strongly Disagree	-	-

		30	100
--	--	----	-----

The table 18 indicates that, 27 students (90%) chose strongly agree and 3 students (10%) chose agree. It means that TPR method made students active in learning imperative sentence.

**Table 19. Students' knowledge in learning imperative sentence through TPR**

Statement	Category	Frequency	Percentage (%)
Before and after following learning teaching process with TPR method, my knowledge about English is increasing	Strongly Agree	24	80
	Agree	6	20
	Disagree	-	
	Strongly Disagree	-	
		30	100

The table 19 indicates that, there were 24 students (80%) chose strongly agree and 6 students (20%) chose agree. It means that before and after following learning teaching process with TPR method, their knowledge about English is increasing.

**Table 20. Classroom situation in learning imperative through TPR**

Statement	Category	Frequency	Percentage (%)
With TPR method, the classroom became more fun	Strongly Agree	30	100
	Agree	-	-
	Disagree	-	-
	Strongly Disagree	-	-
		<b>30</b>	<b>100</b>

The table 20 indicates that, all students 30 (100%) chose agree. It means that TPR method made classroom became fun in learning imperative sentence.

## 2. *Discussion*

Grammar is the system of rules governing the conventional arrangement and relationship of words in sentence. Technically, grammar refers to sentences level rules only, and not to rules governing the relationship among sentences, which we refer to as discourses rules.<sup>44</sup>

Learning grammar is important to the student in order the students' able to convey their ideas well in speech and writing. Teaching grammar to the students there should be enjoyable, interesting, repetitive, and understandable as efforts to improve their achievement in learning. In doing so, there should be appropriate methods for teaching English to them to get their interest in order to conduct an effective teaching and learning process. One of the alternative methods that can be applied in the class room is Total Physical Response (TPR). So that, the researcher used this method.

Techniques of TPR method is very easy and light in terms of language use and also contains elements of the game so that movement can relieve stress on students because the problems faced in the study, especially when learning English, and can also create a positive mood in the student can facilitate learning so that it can

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<sup>44</sup>Douglas Brown, *Teaching by Principle An Interactive Approach to Langue Pedagogy* (San Fransisco State University, 2001). P. 68

increase student motivation and achievement in these lessons. Meaning or significance of the target language studied during the action.

The body movements' techniques make this a fun method, the students enjoyed it and it could be a driving class atmosphere. Further advantage is easy to remember and can help students remember the phrases and words. This can be used in small and large classes. Then the method is running well in the classroom with heterogeneous student ability, physical movements met with verbal means so that all students are able to understand and use the target language. Additionally it does not require much preparation materials, for teachers who want to clear with what is practiced it will not take long to be ready.<sup>45</sup> TPR very effectively used for students in the beginner classes.

During treatment, the students were very enjoy and active. In treatment, the researcher as a teacher gave explanation about imperative sentence with gave commands to the students commands in the target language and performs it with the students and the students followed what the researcher did. After the students understood what the teacher meant, the teacher changed the command, but when students made an error, the teacher repeated the command while action it out. And the teacher gave the students commands they have not heard before. And all of the commands were written on the white board.

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<sup>45</sup> Bambang Setiyadi, *Op. Cit.*, p. 126

Like other methods, the TPR also deals with error correlation. Correlation is carried out in an unobtrusive manner. When the learners make an error, the teacher repeats the command while acting out.<sup>46</sup> The teacher almost dominates the correlation. Teacher correction seems to be the only way in dealing with correction. The teacher does not delay the correction, the teacher will correct the error as soon as the error is noticed. Although the teacher will finally give a turn to the students to repeat the command, the teacher this only to check whether the students already produces the properly or not.

In this method instructor gives commands to students in the target language, and students respond with whole-body actions.<sup>47</sup> So that, the class became more fun, enjoy and active and when the students made an error, some of them laughed.

Having fun makes language learners interested in learning the foreign language is also a principle of the method. the principle that learning a foreign language will be more effective if language learning have fun also belongs to other methods. The difference is that in TPR fun is provided through physical activities. Physical activities are meant to reduce strees people feel when studying foreign language.<sup>48</sup> Since physical activities are done at the very beginning of language class, language teacher should be very selective in choosing words to teach.

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<sup>46</sup> Larsen-Freeman, *Techniques and Principles in Language Teaching* (Second Edition, New York, Oxford University Press, 2000), p. 115

<sup>47</sup> [http://en.wikipedia.org/wiki/Total\\_physical\\_response](http://en.wikipedia.org/wiki/Total_physical_response). Accessed on February, 18<sup>th</sup> 2013

<sup>48</sup> Larsen-Freeman, Op. Cit., p 117

The advantages of Total Physical Response (TPR) are :

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

Looking at the result of data analysis, the researcher presents the discussion of data given the the students. The students were lack of knowledge in imperative sentence with mean score **1,766** based on the pre-test. After they were taught four times through Total Physical Response Method (TPR), the students achievement increase with mean score **8,266** based on the result of post-test. It means that the total score between the result of pre-test and post-test are significantly different. This different is proved by calculating the difference of both test by using  $t_{\text{test}}$  analysis were the value **33,163** is grater than  $t_{\text{table}}$  value **2,76** for  $\alpha = 0,05$  level of significance.

The result of  $t_{\text{test}} > t_{\text{table}}$ , it indicates that null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is received. It means that there were significant improvements on the students' grammatical ability especially in

imperative sentence to the eighth year students of SMP PMDS Putri Palopo. So, it can be said that total physical response method is effective to improve students' competence in learning imperative sentence, because the students' post-test after giving treatment is higher than the students' pre-test.

The result of data analysis from questionnaire, in relation to the findings of the percentage on the students' response in learning imperative sentence through Total Physical Response method, it could be indicated there were 25 students (83,33%) who got very positive responses in learning imperative sentence through Total Physical Response method and there were 5 students (16,67%) students were positive responses in learning imperative sentence through Total Physical Response method.

Based on the result of questionnaire, it was found that most of students gave very positive responses in learning imperative sentence through Total Physical Response method because it can improve their grammar ability especially imperative sentence.

Based on explanation above the researcher conclude that one of points the teacher must have full attention to teach is the use of method in classroom.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the result of data analysis in the previous chapter, the researcher would like to conclude that.

The use of total physical response method in teaching imperative sentence is effective to improve students' grammar ability especially imperative sentence to the eighth year students of SMP PMDS Putri Palopo.

The result of the research indicated that significance difference between the result of pre-test mean score was 1,766 and post-test mean score was 8,266. In addition, the result was accepted  $t_{test}$  was bigger than  $t_{table}$ ,  $t_{test} = 33,163$  and  $t_{table}$  with significant  $0,025 = 2,76$  with  $df = 29$ . So that there was significant development of students' grammar (imperative sentence) ability through Total Physical Response method.

From the table at the findings, the writer concluded that there were a good responses from the students toward total physical response method because it can improve their grammar ability especially imperative sentence.

#### B. Suggestions

Based on the conclusion above , the writer would like to put forward some suggestion as follows:



a. English teacher especially in junior high school should given an appropriate method to the students which can make them relax, enjoy getting the material and make the classroom situation attractive.

b. To achieve the instuctional objective, the teacher should adapt between material and method that teacher apply in the classroom.

c. The teacher and the students should be active in the classroom, and the students must have chance to repeat what the teacher said while do action because the more students practice what the students said the easier for the students to memorize and remember it.

In this cases an appropriate method to the students in achieving instructional objective in junior high school is total physical response method, this is also can make the students easy to memorize the material because the students have chance to do action as the teacher teaches.



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## LESSON PLAN I

**Course : Teaching Imperative Sentence trough Total Physical Response Method**

**Class / Semester : VIII / 1**

**Time Allotment : 80 minutes**

### LEARNING OBJECTIVES:

By the end of the lesson

- a. The students will be able to comprehend about sentence.
- b. The students will be able to comprehend about imperative sentence.
- c. The students will be able to comprehend about imperative sentence trough total physical response method.

### TEACHING LEARNING ACTIVITIES

NO	Materi/Subject	Activities	Procedure	Time
1.	Introduction	The researcher greets and asks students about their condition and their comprehend about sentence to follow the teaching and	Assalamu 'alaikum. Well, my name in Musfirah Syamhar. You can call me Fira....	15 min

		learning process.		
2.	Teaching imperative sentence through total physical response method	The researcher will explain the course that will use total physical response method to teaching.	Giving explanation about the material of imperative sentence and total physical response method to the students.	20 min
3.	Practice	The researcher gives the students some commands.	The researcher asks the students to do some commands about imperative sentence through total physical response method.	35 min
4.	Closing	The researcher asks the students about difficulties faced by the students.	Giving some suggestions to the students about the course and closing the meeting.	10 min

## LESSON PLAN II

**Course : Teaching Imperative Sentence trough Total Physical Response Method**

**Class / Semester : VIII / 1**

**Time Allotment : 80 minutes**

### LEARNING OBJECTIVES:

By the end of the lesson

- a. The students will be able to comprehend about sentence.
- b. The students will be able to comprehend about imperative sentence.
- c. The students will be able to comprehend about imperative sentence trough total physical response method.

### TEACHING LEARNING ACTIVITIES

NO	Materi/Subject	Activities	Procedure	Time
1.	Teaching imperative sentence through total physical response method	The researcher will explain the course that will use total physical response method to	Giving explanation about the material of imperative sentence and total physical response	25 min



		teaching.	method	
2.	Practice	The researcher gives the students some commands.	The researcher asks the students to do some commands about imperative sentence through total physical response method	45 min
3.	Closing	The researcher asks the students about difficulties faced by the students.	Giving some suggestions to the students about the course and closing the meeting.	10 min

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### LESSON PLAN III

**Course : Teaching Imperative Sentence trough Total Physical Response Method**

**Class / Semester : VIII / 1**

**Time Allotment : 80 minutes**

#### LEARNING OBJECTIVES:

By the end of the lesson

- d. The students will be able to comprehend about sentence.
- e. The students will be able to comprehend about imperative sentence.
- f. The students will be able to comprehend about imperative sentence trough total physical response method.

#### TEACHING LEARNING ACTIVITIES

NO	Materi/Subject	Activities	Procedure	Time
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1.	Teaching imperative sentence through total physical response method	The researcher will explain the course that will use total physical response method to teaching.	Giving explanation about the material of imperative sentence and total physical response method	25 min
2.	Practice	The researcher gives the students some commands.	The researcher asks the students to do some commands about imperative sentence through total physical response method	45 min
3.	Closing	The researcher asks the students about difficulties faced by the students.	Giving some suggestions to the students about the course and closing the meeting.	10 min



**LESSON PLAN IV**

**Course : Teaching Imperative Sentence trough Total Physical Response Method**

**Class / Semester : VIII / 1**

**Time Allotment : 80 minutes**

**LEARNING OBJECTIVES:**

By the end of the lesson

- g. The students will be able to comprehend about sentence.
- h. The students will be able to comprehend about imperative sentence.
- i. The students will be able to comprehend about imperative sentence trough total physical response method.

## TEACHING LEARNING ACTIVITIES

NO	Materi/Subject	Activities	Procedure	Time
1.	Teaching imperative sentence through total physical response method	The researcher will explain the course that will use total physical response method to teaching.	Giving explanation about the material of imperative sentence and total physical response method	25 min
2.	Practice	The researcher gives the students some commands.	The researcher asks the students to do some commands about imperative sentence through total physical response method	45 min
3.	Closing	The researcher asks the students about difficulties faced by the students.	Giving some suggestions to the students about the course and closing the meeting.	10 min

## ANGKET PENELITIAN

### Questionnaire

#### Cara Mengerjakan :

- a. Baca dengan teliti setiap pertanyaan yang ada.
- b. Setiap pertanyaan ada empat pilihan.
- c. Pilihlah salah satu pilihan tersebut dengan memberikan tanda silang (x), dan pilihlah sesuai dengan yang Anda rasakan.
- d. Jangan menirukan jawaban teman.

#### Pertanyaan :

1. Pelajaran kalimat perintah sangat membosankan sebelum guru menggunakan metode total physical response.
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak setuju
2. Dengan menggunakan metode TPR, motivasi belajar saya meningkat.
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak setuju
3. Belajar bahasa Inggris dengan metode total physical response lebih santai dan menyenangkan.
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak setuju
4. Saya lebih cepat mengerti tentang pelajaran kalimat perintah jika guru mengajar dengan metode TPR.
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak setuju
5. Karena sering melihat guru bicara sambil mempraktekkan setiap ucapannya, maka saya lebih mudah mengetahui dan mengingat arti bahasa inggris yang diucapkan.
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak setuju
6. Setelah saya belajar dengan metode total physical response, maka saya bisa melakukan perintah guru meskipun dalam bahasa inggris.

- a. Sangat Setuju                      c. Tidak Setuju  
b. Setuju                                  d. Sangat Tidak setuju
7. Saya bisa menyebutkan bahasa Inggris dari setiap tindakan guru atau teman-teman di dalam kelas.
- a. Sangat Setuju                      c. Tidak Setuju  
b. Setuju                                  d. Sangat Tidak setuju
8. Saya selalu aktif selama belajar dengan menggunakan metode total physical response.
- a. Sangat Setuju                      c. Tidak Setuju  
b. Setuju                                  d. Sangat Tidak setuju
9. Sebelum dan setelah mengikuti pelajaran bahasa Inggris melalui metode total physical response, maka pengetahuan saya dalam bahasa Inggris meningkat.
- a. Sangat Setuju                      c. Tidak Setuju  
b. Setuju                                  d. Sangat Tidak setuju
10. Dengan metode total physical response kelas menjadi lebih menyenangkan.
- a. Sangat Setuju                      c. Tidak Setuju  
b. Setuju                                  d. Sangat Tidak setuju

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## PRE-TEST

**Name** :

**Class** :

**Day/Date** :

### Do the Following Instruction!

1. Tidy your uniform!
2. Rise your right hand!
3. Don't move the table!
4. Clean your table!
5. Don't wear your hat!
6. Clean the whiteboard!
7. Don't close the door!
8. Take your pen!
9. Don't take your book!
10. Save your book on your bag!

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## POST-TEST

**Name** :

**Class** :

**Day/Date** :

### Do the Following Instruction!

1. Don't clean the white board!
2. Touch your head!
3. Say 'hello' to your friends!
4. Take your book!
5. Touch your nose!
6. Wake up!
7. Move your chair
8. Shake your friend's hand!
9. Sit down!
10. Don't touch your check!



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THE STUDENTS RAW RESPONSE SCORE IN THE QUESTIONNAIRE OF  
STUDENTS' RESPONSE

No	RES	1	2	3	4	5	6	7	8	9	10	Dominant Option
1	01	4	4	4	4	4	4	4	4	4	4	SS
2	02	4	4	4	4	4	4	4	4	4	4	SS
3	03	4	4	4	4	4	3	4	4	3	4	SS
4	04	4	4	4	4	4	4	4	4	4	4	SS
5	05	4	3	4	3	3	3	3	3	3	4	S
6	06	4	4	4	4	4	4	4	4	4	4	S
7	07	4	4	4	4	4	3	3	4	4	4	SS
8	08	4	4	4	4	4	4	4	4	4	4	SS
9	09	4	4	4	4	4	4	4	4	4	4	SS
10	10	4	4	4	4	4	4	4	4	4	4	SS
11	11	4	4	4	4	4	4	4	4	4	4	SS
12	12	3	4	3	4	4	4	4	4	4	4	SS
13	13	4	4	4	4	3	3	3	4	3	4	SS
14	14	4	4	4	4	4	4	4	4	4	4	SS
15	15	4	4	4	4	3	3	3	4	3	4	SS
16	16	4	3	4	3	3	4	3	3	3	4	S
17	17	4	4	4	4	4	4	4	4	4	4	SS
18	18	4	4	4	4	4	4	4	4	4	4	SS
19	19	3	4	4	3	3	3	3	4	3	4	S
20	20	4	4	4	4	4	4	4	4	4	4	SS
21	21	4	4	4	4	4	4	4	4	4	4	SS
22	22	4	4	4	4	4	3	3	4	4	4	SS
23	23	4	3	4	3	3	3	3	3	4	4	S
24	24	4	4	4	4	4	3	3	4	4	4	SS
25	25	3	3	4	4	3	4	4	4	4	4	SS
26	26	4	4	4	4	4	4	4	4	4	4	SS
27	27	4	4	4	4	4	4	4	4	4	4	SS
28	28	4	4	4	4	4	4	4	4	4	4	SS
29	29	4	3	3	4	3	3	4	4	4	4	SS
30	30	4	4	4	4	4	4	4	4	4	4	SS

11.



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