

**THE EFFECT OF TOTAL PHYSICAL RESPONSE ON  
STUDENTS' IMPERATIVE SENTENCE MASTERY  
AT THE GRADE VIII MTs HUBBUL WATHAN  
TABUYUNG**



**A Thesis**

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad  
Addary Padangsidempuan as a Partial Fulfillment of the Requirement  
for the Degree of Educational (S.Pd) in English Educational  
Department*

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SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2023**

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## LETTER OF AGREEMENT

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To:

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in –

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Assalamualaikum Warahmatullahi Wabarakatuh,

After reading, studying and giving advice for necessary revise on thesis belongs to WILDA ARIANNUR, entitled *The Effect of Total Physical Response on Students' Imperative Sentence Mastery at the Grade VIII MTs Hubbul Wathan Tabuyung*, so we argue that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Educational Scholar (S.Pd.) in English Department, Tarbiyah and Teaching Training Teaching Faculty in University of Syekh Ali Hasan Admad Addary Padangsidempuan.

Thus we convey, hopefully understandable and thank you for your attention.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh.*

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I hereby declare that I have prepared this thesis without asking for unauthorized assistance from other parties, except for team directions supervisor and does not commit plagiarism in accordance with the Student Affairs Code of Ethics IAIN Padangsidimpuan Article 14 Paragraph 4 of 2014.

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## **APPROVAL STATEMENT FOR PUBLICATION**

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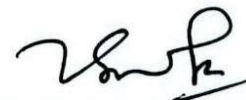


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**LEGALIZATION**

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Students' Imperative Sentence Mastery at the  
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## ABSTRACT

Name : Wilda Ariannur  
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Title of Thesis : The Effect of Total Physical Response Method on Students' Imperative Sentence Mastery at the Grade VIII MTs Hubbul Wathan Tabuyung.

This research discussed about the effect of Total Physical Response on students' imperative sentence mastery at the grade VIII MTs Hubbul Wathan Tabuyung. There are some difficulties or problems on students' imperative sentence at the grade VIII MTs Hubbul Wathan Tabuyung, such as 1) students still have limited vocabularies, 2) students difficult to make a sentence, 3) students forgot a new vocabularies easily, 4) students were still confuse in distinguishing between verbs and 5) students get bored, not interesting in learning. The formulation of this research were 1) How is students' imperative sentence mastery before learning by using Total Physical Response method? 2) How is students' imperative sentence mastery after learning by using Total Physical Response method? and 3) is there any significant effect of using Total Physical Response method on the students' imperative sentence mastery at the grade VIII MTs Hubbul Wathan Tabuyung?. The purposes of this research were to know the students' imperative sentence mastery before learning by using Total Physical Response method, to know the students imperative sentence mastery after learning by using Total Physical Response method, and to examine any significant effect of Total Physical Response method on the students' imperative sentence mastery. This research was quantitative with experimental method with pretest-posttest control group design. The population were all of the students in this school (67 students). The samples taken by random sampling technique where class VIII A (22 students) as experimental class and VIII C (22 students) as control class. The data were collected through pre-test, treatment and post-test and analysed by using T-test formula. The result of this research showed that the mean score of experimental class was higher than the mean score of control class after learning by using Total Physical Response method. In addition, after doing T-test, this study found that  $t_{count} > t_{table}$ . Therefore, alternative hypothesis ( $H_a$ ) of this study was accepted, null hypothesis ( $H_0$ ) was rejected. It can be concluded that there was significant effect of using Total Physical Response method on students' imperative sentence mastery at the grade VIII MTs Hubbul Wathan Tabuyung.

**Key words:** *Total Physical Response, Students Imperative Sentence Mastery*

## ABSTRAK

Nama : Wilda Ariannur  
NIM : 1920300069  
Judul Skripsi : Pengaruh Metode Respons Fisik Total Terhadap Penguasaan Kalimat Imperatif Siswa di Kelas VIII MTs Hubbul Wathan Tabuyung.

Penelitian ini membahas tentang pengaruh respons total fisik terhadap penguasaan kalimat imperative siswa di kelas VIII sekolah MTs Hubbul Wathan Tabuyung. Ada beberapa kesulitan yang mempengaruhi siswa dalam belajar kalimat imperative, seperti 1) siswa masih memiliki kosa kata yang terbatas, 2) kesulitan dalam membuat kalimat, 3) siswa mudah lupa dengan kosa kata baru, 4) siswa masih bingung dalam membedakan kata kerja, 5) siswa bosan dan tidak tertarik dalam pembelajaran. Rumusan penelitian ini adalah 1) bagaimana penguasaan kalimat imperative siswa sebelum belajar menggunakan respons fisik total? 2) bagaimana penguasaan kalimat imperative siswa setelah belajar menggunakan metode Respons Fisik Total? Dan 3) apakah ada beberapa pengaruh yg signifikan dalam menggunakan metode Respons Fisik Total terhadap penguasaan kalimat imperative siswa di kelas VIII MTs Hubbul Wathan Tabuyung?. Tujuan dari penelitian ini adalah untuk mengetahui penguasaan kalimat imperative siswa sebelum belajar menggunakan metode Respons Fisik Total, untuk mengetahui penguasaan kalimat imperative siswa setelah belajar menggunakan metode Respons Fisik Total dan untuk memeriksa pengaruh metode Respons Fisik Total terhadap penguasaan kalimat imperative siswa. Penelitian ini adalah kuantitatif dengan metode eksperimental dengan desain pre-test, treatment dan post-test. Populasinya adalah seluruh siswa kelas VIII MTs Hubbul Wathan Tabuyung sebanyak 67 siswa. Sampel diambil dengan teknik random sampling, dimana kelas VIII A terdiri dari 22 siswa sebagai kelas eksperimen dan kelas VIII C terdiri dari 22 siswa sebagai kelas kontrol. Data dikumpulkan melalui pre-test, treatment dan post-test dan dianalisis dengan menggunakan rumus T-test. Hasil penelitian ini menunjukkan bahwa rata-rata skor kelas eksperimen lebih tinggi daripada rata-rata skor kelas kontrol setelah pembelajaran dengan menggunakan metode Respons Fisik Total. Selain itu, setelah dilakukan uji-t, penelitian ini menemukan bahwa  $t_{hitung} > t_{table}$ . Oleh karena itu, hipotesis alternative ( $H_a$ ) penelitian ini diterima, hipotesis null ( $H_0$ ) ditolak. Dapat disimpulkan bahwa ada pengaruh metode Respons Fisik Total terhadap penguasaan kalimat imperative siswa di kelas VIII MTs Hubbul Wathan Tabuyung.

**Kata Kunci:** Metode Respons Fisik Total, Penguasaan Kalimat Imperative Siswa

## خلاصة

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نيم: ١٩٢٠٣٠٠٠٦٩

عنوان الرسالة: تأثير طريقة الاستجابة البدنية الكلية على إتقان الطلاب للجمل الإلزامية في الصف الثامن  
MTs Hubbul Wathan Tabuyung

تناقش هذه الدراسة تأثير الاستجابة الجسدية الكلية على إتقان الطلاب لجمل الأمر في الفصل الثامن من MTs Hubbul Wathan Tabuyung. هناك العديد من الصعوبات التي تؤثر على الطلاب في تعلم الجمل الحتمية ، مثل (١) لا يزال لدى الطلاب مفردات محدودة ، (٢) صعوبات في تكوين الجمل ، (٣) ينسى الطلاب بسهولة المفردات الجديدة ، (٤) لا يزال الطلاب مرتبكين في تمييز الأفعال ، (٥) يشعر الطلاب بالملل ولا يهتمون بالتعلم. صياغة هذا البحث هي (١) كيف يتم إتقان الطلاب لجمل الأمر قبل تعلم استخدام الاستجابة الجسدية الكلية؟ (٢) كيف يتم إتقان الطلاب لجمل الأمر بعد تعلم استخدام طريقة الاستجابة البدنية الكلية؟ و (٣) هل هناك أي آثار مهمة لاستخدام طريقة الاستجابة الفيزيائية الكلية على إتقان الطلاب لجمل الأمر في الصف الثامن MTs Hubbul Wathan Tabuyung؟. كان الغرض من هذه الدراسة هو تحديد إتقان الطلاب لجمل الأمر قبل تعلم استخدام طريقة الاستجابة البدنية الكلية ، لتحديد إتقان الطلاب للجمل الحتمية بعد تعلم استخدام طريقة الاستجابة البدنية الكلية وفحص تأثير المجموع الفيزيائي. طريقة الرد على إتقان الطلاب لجمل الأمر. هذا البحث هو أسلوب تجريبي كمي مع تصميمات الاختبار الأولي والمعالجة والاختبار البعدي. السكان جميعهم من طلاب الفصل الثامن MTs Hubbul Wathan Tabuyung يصل عددهم إلى ٦٧ طالبًا. تم أخذ العينات بطريقة أخذ العينات العشوائية ، حيث تألف الصف الثامن أ من ٢٢ طالبًا كالفصل التجريبي والفصل الثامن ج يتكون من ٢٢ طالبًا كفئة تحكم. تم جمع البيانات من خلال الاختبار القبلي والمعالجة والاختبار اللاحق وتحليلها باستخدام صيغة T-test. تشير نتائج هذه الدراسة إلى أن متوسط درجات الفصل التجريبي أعلى من متوسط درجة فئة الضبط بعد التعلم باستخدام طريقة الاستجابة البدنية الكلية. بالإضافة إلى ذلك ، بعد إجراء اختبار t ، وجدت هذه الدراسة أن  $t_{table} < t_{count}$ . لذلك تم قبول الفرضية البديلة ( $H_a$ ) لهذه الدراسة ورفضت الفرضية الصفرية ( $H_0$ ). يمكن الاستنتاج أن هناك تأثيرًا لطريقة الاستجابة البدنية الكلية على إتقان الطلاب لجمل الأمر في الفصل الثامن MTs Hubbul Wathan Tabuyung

الكلمات المفتاحية: طريقة الاستجابة البدنية الكلية ، التمكن من الجمل الحتمية للطلاب



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In the name of Allah, the beneficent and the merciful

Praise to Allah the Almighty for giving me healthy, opportunity, and ability to complete this thesis with the title “The Effect of Total Physical Response on Students’ Imperative Sentence Mastery at the Grade VIII MTs Hubbul Wathan Tabuyung. Peace and Salutation to our beloved prophet Muhammad SAW who has guided us to have good life.

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4. Mrs. Fitri Rayani Siregar, M.Hum, as the lecturer and the chief of English Education Department.
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Padangsidimpuan, June 2023  
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# CHAPTER I

## INTRODUCTION

### A. The Background of the Problem

Sentence is a set words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses. According to Smith and Curtis that sentence is an expression in natural language, and often defined to indicate a grammatical unit consisting of one or more words that generally bear minimal syntactic relation to the words that precede or follow it. A sentence can include words grouped meaningfully to express a statement, question, exclamation, request or command.<sup>1</sup> So, a sentence is a group of words that contains a subject and a verb and express a complete thought.

Sentence need to be learned from junior high school until university. It is essential to learn sentence because it helps learners understand the English language better. Grammar also enables them to understand how sentence are formed. It also allows them to make good sentences that can be understood by people who do not know much about grammar.

There are some kinds of sentence should be mastered by the eleventh students in junior high school. There are Declarative sentence, Interrogative sentence, Imperative sentence and exclamatory sentence. The condition of

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<sup>1</sup> Angel Smith and Kay Curtis, *Grammar: Part II of the Sentence* (Academic English: The National literacy Secretariat of Human Resources Development Canada, 2009), p.29.

students' sentence in MTs Hubbul wathan wathan Tabuyung is still low, especially in imperative sentence mastery at the grade VIII. So, imperative sentence will be a basic material in this research.

As mention above that students' imperative sentence mastery at the grade VIII students MTs Hubbul Wathan Tabuyung is still low. It is known from the interview to English teacher, the teacher said that many students have some problems in using imperative sentences such as the students still have limited vocabularies, so they felt difficult to make a sentence when they asked someone to do something, and they forgot a new vocabularies easily even though the teacher has just been given them. The students are still confused in distinguishing between verbs which are used after "no and don't "in making prohibition, when they make a command they still use verb-ing in the first sentence. And the last the students get bored and they do not seem to enjoy the lesson<sup>2</sup>. Its means that students' imperative sentence mastery have not reached the target.

The researcher also interviewed some students at grade VIII of MTs Hubbul Wathan Tabuyung. She said that make her felt borred in this learning.<sup>3</sup> And another students said that she still confuse and does not understand material, she cannot make sentence about imperative sentence well even though the teacher already explained the whiteboard about the imperative

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<sup>2</sup> Hayati, *English Teacher at Grade VIII of MTs Hubbul Wathan Tabuyung*, Private Interview (MTs Hubbul Wathan Tabuyung: November 5-2022 at 13:42 Wib)

<sup>3</sup> Adiatsyah, *Interview*, Saturday 5 November 2022, 16.20 pm

sentence.<sup>4</sup>It means that my method or strategy in learning students' imperative sentence mastery is very important.

There are some efforts that have been done by government to improve the quality of education. Not only government, but also school and university make some efforts to increase students' ability. Schools have prepared some tools to support the learning activities in the class. Besides that, the teacher is the important one in teaching learning process, because teacher gives the motivation and also knowledge for students to achieve success in learning. Teacher needs to use the strategy or method in order to take students' attention made the learning process more fun.

From this, the researcher is interested to make solution about that. And the researcher wants to offer a method for learning students' imperative sentence mastery, the researcher wants to see whether this method has an effect or not on students' imperative sentence mastery in the school. The method is Total Physical Response.

Total physical response is a language-teaching method built around coordination of speech and action; it attempts to teach language through physical (motor) activity. According to Asher in Richards and Rodgers' book, Total Physical Response is built to coordination action by movement, it base on arrangement, imperative, given by teacher to include clear physic. This method attempts to center attention to encouraging learners to listen and respond spoken target language commands of their teachers. He states that

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<sup>4</sup> Maya Sulistiana, *Interview*, Saturday 5 November 2022, 17.10 pm

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. He views the verb, and particularly the verb in the imperative as the central linguistic motif around which language use and learning are organized.<sup>5</sup> Thus, Total Physical Response is one of the methods that can be used in lessons about imperative verbs.

So, from the definitions and explanations of Total Physical Response according to Richards and Rodgers' book above, we can know that Total Physical Response is one of the methods in learning created around the coordination of speech and action. And based on the explanation above, we also know that Total Physical Response can be used in learning imperative sentences, because Total Physical Response is the method about speech and action, and also Total Physical Response for command language, like Asher said that Total Physical Response is used in learning verbs especially imperative verbs.

Imperative sentences are a sentence type that is used to make commands, warnings, instructions, advice, and requests. The general characteristic of written imperative sentences is that they end in an exclamation mark (!) or contain the word please. And these use imperative verbs in sentences. It means that the imperative sentence is the material of lessons that study about verbs. And Total Physical Response is the method that we can use in learning verbs according to the explanation above.

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<sup>5</sup> Jack C Richards and Theodore S Rodgers, *Approach and Methods in Language Teaching* (Cambridge: Cambridge University, 2014), p.278



Based on explanations above, the researcher interested to make the research about total physical response in imperative sentence mastery. This research is essential to a research entitled “The Effect of Total Physical Response on Students’ Imperative Sentence Mastery at the Grade VIII Students MTs Hubbul Wathan Tabuyung”

### **B. The Identification of the Problem**

Based on the background of problems above there are some problems in learning imperative sentence at the grade VIII students MTs Hubbul Wathan Tabuyung. Those are can know from the interview with the English teacher and some students. The problems are:

Students still have limited vocabularies, so they felt difficult to make a sentence when they asked someone to do something, Students forgot a new vocabularies easily even though the teacher has just been given them. And the students are still confused in distinguishing between verbs which are used “*no and don’t*” in making prohibition, when they make a command they still use *verb ing* in sentence. And the last this teaching way make the students get bored, not interesting in learning. And they do not seem to enjoy and understand the lesson.

### **C. The Limitation of the Problem**

As mentioned on identification of the problems above, there are some problems in students’ English learning, such as: Students still have limited vocabularies, students felt difficult to make a sentence when they asked someone to do something, students forgot a new vocabularies easily even

though the teacher has just been given them, students are still confused in distinguishing between verbs .And the last the students get bored, not interesting in learning.

But in this research the researcher only focuses on students' sentence mastery, it is imperative sentence. There are some kinds of imperative sentence mastery, they are: Give orders and command, direction and instruction, advice and warning, suggestion and request imperative sentence. There are many methods that can be used in teaching sentence to encourage students' mastery in sentence. But in this research the researcher only focus on Total Physical Response as a method.

#### **D. The Formulation of the Problems**

Based on the background of the problem, the formulation of the problem in this research as follow:

1. How is the students' imperative sentence mastery before learning by using Total Physical Response method?
2. How is the students' imperative sentence mastery after learning by using Total Physical Response method?
3. Is there any significant effect of using Total Physical Response method on the students' imperative sentence mastery at the grade VIII students of MTs Hubbul Wathan Tabuyung?

### **E. The Objectives of the Research**

According to the formulation above, the purpose of this research as follow:

1. To know the students' imperative sentence mastery before learning by using Total Physical Response method.
2. To know the students' writing imperative sentence mastery after learning by using Total Physical Response method.
3. To examine any significant effect between before and after learning by using Total Physical Response method on students' imperative sentence mastery.

### **F. The Significances of the Research**

Based on the title. The effect of total physical response on students' imperative sentence mastery, the research intended to be useful for:

1. Teacher

The result of this research is expected to enrich the teachers' knowledge in terms of the teaching English in using TPR method in teaching imperative sentences.

2. The Students

This research expected encourages the students mastering the English lesson and improve their knowledge about imperative sentence, so the students can use imperative sentence in the communication.

### 3. Readers

This research will be useful for readers as an additional references for teaching imperative sentence in the future and as a comparison for using strategy in teaching English.

## **G. The Definition of Operational Variables**

To avoid misunderstanding, this research is consisted of two variables, the key terms of this research are Total Physical Response and Students' Imperative Sentence Mastery. The explanations of these variables as follow:

### 1. Total Physical Response

Total Physical Response is one of the method in learning method in created around the coordination of speech and action. It attempts to teach language through Physical activity. Total Physical Response method is a suitable method for the teacher in teaching imperative sentence. And it hope give solution for learning students' imperative sentence

### 2. Students' Imperative Sentence Mastery

Students' imperative sentence mastery is students' mastery in learning imperative sentence. Students know how to write, speak and use the imperative sentence with good structure and grammar.

## **H. Outline of Thesis**

In this research, the researcher organized the systematic of the research into 5 chapters. Each chapter includes of sub chapters which designated as follow: in chapter1, it consists of the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the objectives of the research, the significances of the research, the definition of operational variables and outline of thesis.

In chapter 2, it consists of theoritical description of Total Physical Response method, description about imperative sentence, teaching imperative sentence by using Total Physical Response method and by using teacher's method, review of related findings, conceptual framework and research hypothesis.

In chapter 3, it consists of research method, which consists of the time and place of the research, the research design, the population and sample, the instrument of the research, the validity and reability instrument, procedures of Collecting data and technique of analyzing data.

In chapter IV, it is result of the research, this chapter is talking about the description of the data, hypothesis, discussion and threats of the research.

Lastly, in chapter 5, consists of conclusion that is giving conclusion about the result of the research and suggestion that given suggestion to readers, teachers and next researcher.



## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Total Physical Response

###### a. Definition of Total Physical Response

According to Richards and Rodgers, Total Physical Response is a learning method created around the coordination of speech and action.<sup>6</sup> Then According to Harmer, Total Physical Response is harmony the human biological program because uses body movements before and after speech appears and it does not require the learner to speak before he is ready, when the students call respond to command correctly, one of them can start giving instruction to other classmates.<sup>7</sup> In others book, according to Machova who said “ The Total Physical Response is a successful method achieving very good results in teaching English in vocabulary to young pupils; it makes long term recall of vocabulary easier.<sup>8</sup> Thus, Total Physical Response is a good method in learning English.

From the definition above, it can be concluded that physical response is great method in created around the coordination of speech

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<sup>6</sup> Jack C Richards and Theodore S Rodgers, *Approach and Methods...*, p.278

<sup>7</sup> Jeremy Harmer, *English Language Teaching* (Andinburg Gate: Person Education Limited, 2011), p.90.

<sup>8</sup> Jeanne Machova, *Early Childhood Experience in Language Art Early Literacy* (Washington Graphic World, 2007), p.37.

and action. Total Physical Response is a language teaching method built around coordination of speech and action. It attempts to teach language through physical activity.

#### **b. Purpose of Total Physical Response**

Total Physical Response is a language learning method based on the coordination of speech and action that is conclude in the type of total physical response or physical body movement that can be used in the development of vocabulary. Besides that, total physical response method also have some purpose in learning process. They are:

- 1) To teach oral proficiency at beginning level. Grammatical structures and vocabulary are emphasised embedded with imperatives.
- 2) To teach basic speaking skills ( based upon the way children learn their native language
- 3) To reduce the stress people feel when studying a foreign language.
- 4) The teacher is director of student behavior, the students are imitators.<sup>9</sup>

Based on explanation above, the grammatical structural and vocabulary are considered the main purpose of vocabulary in imperative since the idea of vocabulary are able the listeners.

#### **c. Procedure of Total Physical Response**

The teacher in Total Physical Response method 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. According to Asher, some procedure of Total Physical Response are:

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<sup>9</sup> Jack Richard and Theodore S. Rodgers, *Approaches and Methods...*, p.283.

Using hand signals, motion four students to come up to the front of the classroom

- 1) Then gesture for two students to sit on either side of you facing the class.
- 2) Other students in the class are often seated in semi-circle so that there is a rather large space for the action.
- 3) Then teacher say “stand up” and immediately stand up as you motion the students seated on either side of you to stand up.
- 4) Next say “sit down” and immediately sit down along with the four students. If any student tries to repeat what you have said, signal silence by touching lips with your index finger.
- 5) Then say “stand up” and the group, including the instructor, should stand up, and then “sit down” each followed by the appropriate action all respond confidently, without hesitation.<sup>10</sup>

So, as mention above there are six procedures of Total Physical Response in teaching and learning according to Asher. Then, according to Freeman and Anderson, the procedures of Total Physical Response method are as follow:

1. Using command to Direct Behavior. The teacher gives a command in the target language and performs the action with the students. The commands are given to get students to perform an action; the action makes the meaning of the command clear.
2. Role Reversal. Students command their teacher and classmates to perform some action.
3. Action Sequence. At one point we saw the teacher give three connected commands. For example, the teacher told the students to point the door, walk to the door, and touch the door. As the students learn more of the target language, a longer series of connected commands can be given, which together comprise a whole procedure.<sup>11</sup>

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<sup>10</sup> James Asher, *Learning Another Guide-Book* (Los Gatos, Calif: Sky Oaks Production,2008)

<sup>11</sup> Diane Larsen-Freeman and Marti Anderson, *Techniques & Principles in Language Teaching Third Edition* (Oxford: Oxford University Press, 2011), p. 147.

So, from two procedures above the researcher used the second procedure. It was according to Freeman and Anderson, there were: Using command and direct behavior, role reversal and action sequence. The researcher used this procedures because this procedure more simple and enjoy to applicate in this class.

**d. Advantages of Total Physical Respons**

Total Physical Response can help to make students speak fluently and listen to respond instructor command. Students can get across the meaning of word, therefore it can be help student understand the words of the target language and use the words for communication. Asher believes that Total Physical Response is suitable for all levels of age and also believes that Total Physical Response is beneficial to build student confident.

According to Asher, some advantages in Total Physical Response are:

- 1) It is fun and easy. Students can enjoy getting out of their chairs and moving around.
- 2) Simple Total Physical Response activities do not require a great deal of preparation on the part of the teacher. However, some other more complex application might.
- 3) It is good for kinesthetic learners who need to be active in the class.
- 4) It is good tool for building vocabulary
- 5) Class size need not be a problem.
- 6) Total Physical Response seems to work effectively for children and adults.<sup>12</sup>

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<sup>12</sup> James Asher, *Learning Another Guide-book...*, p.25

From the advantages above, it can be concluded that use of Total Physical Response method in teaching learning process has good effect to activate understanding and make student easy to memorize the materials.

**e. Disadvantages of Total Physical Response**

Disadvantages of Total Physical Response is students are not generally given opportunity to express their own thoughts in creative way. As the result, it can be challenge for shy students in teaching English vocabulary because use body movement.

According to Freeman said that there are some disadvantages of Total Physical Response are:

- 1) It is mainly in the imperative mode, generally excluding the rest of the target language.
- 2) It is often focused on phrases or single vocabulary words.
- 3) It foster only passive language skills.
- 4) It takes a long time.
- 5) TPR method seems to be especially effective in the beginning level of language proficiency.<sup>13</sup>

From some advantages above, there are five disadvantages of Total Physical Response method. It conclude that Total Physical Response method are takes a long time in teaching in the classroom. Because Total Physical Response is one of method that uses the body language method, so it uses a lot of activities in the classroom. That's

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<sup>13</sup> Diane Larsen-Freeman and Marti Anderson, *Techniques & Principles...*, p. 148



why Total Physical Response is a method that takes a long time in the teaching and learning process.

## 2. The Nature of Imperative Sentence

### a. Definition of Imperative Sentence

Imperatives are the language forms that use to tell people to do things. In other explanation, imperative sentence is a language form that people used to command something, people can use the imperative sentence in a gap of conversation to instruct someone to do thing by command ways. Imperatives sentence is often used in order giving command or direction, but it is use also in giving advice, and making request, or entreaty.<sup>14</sup> Thus, imperative sentence is a sentence which contains about the instruction or order.

In other explanation, imperative sentence is a sentence to inform about command or prohibition.<sup>15</sup> Imperative sentence is a sentence which gives someone about what should do. It means imperative sentence is a speaker authority to addressee to do what the speakers mean, it can be prohibition or command. Imperative sentence is primarily a directive which means that they a mostly used to instruct somebody. It is a range from strong commands and suggestions, but it is also using for giving advice, and making request. Additionally,

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<sup>14</sup> Lilian G Kimball, *English Grammar* (New York: American Book Company, 2010), p.41.

<sup>15</sup> Tommy Hanafi, *Cepat Menghafal Grammar Lewat Humor* (Yogyakarta: Javalitera, 2010), p.170

imperative sentence is types of sentence which function to give a command or prohibition based on speaker authority.

Based on the explanations of imperative sentence above, imperative sentence is a sentence which mostly uses to instruct somebody to do something. The imperative sentence can be command imperative sentence, request imperative sentence, invitation imperative sentence, offering imperative sentence, and advising imperative sentence.

The negative form of imperative sentence is used to tell people not to do something and prohibiting. The negative form of imperative sentences using “do not or don’t” as the negative form. In other explanation, the forms of negative imperative “don’t” which placed before a subject.<sup>16</sup> Thus the negative form of imperative sentences is the way to prohibit or warning not to do thing by form “do not”.

Additionally, in other explanation the imperative sentence is instruction of speaker to addressee by giving prohibition. The speaker may instructs or prohibit someone not to do something. It means the speaker give a warning or prohibition to addressee, the prohibition of the speaker absolutely using “do not/don’t” to give a prohibition or warning in imperative case. For example:

- 1) Don’t come home!
- 2) Don’t anybody leave!

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<sup>16</sup>Angela Downing and Philip Locke, *English Grammar* (New York: Routledge, 2006),p.195

From the examples, the negative imperative sentence means speaker makes a prohibition to the addressee. The imperative sentence as prohibition means the speaker gives a prohibition or warning not to do the act. The imperative sentence in negative imperative sentence forms by “do not/ don’t” to prohibit the addressee.

### **b. Kinds of Imperative Sentence**

There are five kinds of imperative sentence, they are:

#### 1) Give Orders and Command

Imperative can be used for giving order and command, it can be shown in examples (a), (b), (c), and the speaker expects the persons addressed to do what he or she has said. If the person addressed do not do what the speaker says, they can expect that some kind of retaliation may be taken against them. For example, the person to whom the command in (a) is addressed may expect to be pushed aside if he does not comply. The imperative in (d) is highly stylized command that used only in opening ceremonies.<sup>17</sup>

Examples:

- a) Do your homework!
- b) Read the Qur’an!
- c) Keep of the grass!
- d) Let the praying begin!

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<sup>17</sup> Rown Cown, *the Teacher’s Grammar of English: a Course Book and Reference Guide*, (Cambridge: Cambridge University, 2008), p. 115.

The imperative has the same forms as the infinitive without to. For example:

Sit down please!

Open the window.

And in negative commands we can use “Don’t “

Walk : **Don’t run!**

Listen : **Don’t talk!**

Open the book : **Don’t open the book!**

Close the door : **Don’t close the door!**

## 2) Direction and Instruction

In giving direction and instruction, speaker usually give the steps how to do something.

For examples

Give instruction how to ...

Make a cup of coffee!

Make a fried rice!

## 3) Advice and Warning

The speaker is directing the attention of the person addressed to do something that is for his or her benefit, not the speakers’. It is up to the person who receives the advice, recommendation, or warning to decide whether to follow it.<sup>18</sup>

*a. Keep your health!*

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<sup>18</sup> Rown Cown, *the Teacher’s Grammar of English ...*, p.116.

b. Remember, always pray about yourself!

#### 4) Suggestion

A suggestion that the speaker and the hearer go together, and so in meaning is very like French 1<sup>st</sup> imperative. Use *why don't you* and the best form to give advice to another person. And put a question mark at the end of sentences with *why don't we* and *why don't you*.

Examples:

Why don't we go to my house?

Why don't you look on the internet?

Use let's or let's not and the base form for suggestion that include you and other.<sup>19</sup>

Examples:

Let's go!

Let's no stay!

#### 5) Request

A command in imperative sentence if we add please into commands it is not used as a command but that imperative sentences are used to make polite request.<sup>20</sup> It means that a command changes into polite request if put *please* into command.

The difference *between* a command and request lies in the speakers'

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<sup>19</sup> Ron Cown, *the Teacher's Grammar of English ...*, p.125.

<sup>20</sup> Betty Schramfer Azar and Stacy A. Hagen, *Basic English Grammar: Third Edition*, (New York: Pearson Education, 2010), p. 395.

tone of voice and the use of *please*. The word *please* not only in the first sentence, but also in the end of the sentence.

Examples:

Close the door! (Command)

*Please* close the door! (Request)

Close the door *please*! (Request)

*Will you* and *would you*, either without *please*, can be also introduced polite request.

Examples:

Will you come to my school?

Would you turn on the lamp?

*Can* and *could* are often used to offer to do things for people, and to ask other people to do things. *Could* is more 'hesitant', less definite, than *can*, and it used when someone wants to make an offers or a request seem more polite and respectful.

Examples:

Can you come here a minute, *please*?

Could you help me with this letter?

### c. The Material of Imperative Sentence

Nowdays, most of school in Indonesia include elementary school, junior school, and senior high school have changed their curriculum of education from KTSP into 2013 curriculum or named k'13. Means that, in k'13 curriculum students more active than teacher. In 2013

curriculum, ethics, logic and aesthetics are combine to become a whole unit.

There are three ways of communication applied in implementation of 2013 curriculum, they are: student-teacher, teacher-students, and student-student. Here, students should be able to observe, asking question, think out, experiment and communicate by doing discussion with their group. In second semester unit 2 no.7, the students at grade VIII in MTs Hubbul Wathan Tabuyung study about "Grammar Pit Stop: Imperative Sentence". The material of Imperative sentence are:

**7. GRAMMAR PIT STOP: IMPERATIVE SENTENCES**

**A. Look and learn.**

We can use an imperative to give an instruction or make a prohibition. We use an *infinitive without "to"* when we want to make imperative sentences. See the examples below.

- Stand up.
- Don't smoke.

A negative sentence uses **don't**. We use *"please"* to make an imperative more polite.

- Don't wait here, *please*.
- Don't be late, *please*.

**B. Practice.** Look at the pictures and fill in the blank spaces with the correct verb.

shut      open      cheat      read      be      sit

(1) \_\_\_\_\_ down, please.

Don't (2) \_\_\_\_\_ noisy. The baby's sleeping

Students, (3) \_\_\_\_\_ your books.

(4) \_\_\_\_\_ comics during the lesson.

(5) \_\_\_\_\_ the window, please.

Don't (6) \_\_\_\_\_.

Unit 2 Going to School 39

*Handwritten notes:*  
Where do you go to school?  
and located?

This picture above is the material from the students' text book in chapter 7<sup>21</sup>. It is the material for teaching in this research. In this material there are point A and point B. In point A it is about Instruction and Prohibition use an infinitive without to and An negative sentence uses "don't". And in point B there are some pictures with incomplete sentences, in this point students trained for match the verbs above the pictures with incomplete sentences. In this point is to practice students' imperative mastery.

**d. Teaching Writing Imperative Sentences by Using Total Physical Response Method**

The use of Total Physical Response Method in teaching imperative sentence to help the teacher and the students and the learning process. There are some activities in teaching imperative sentence with total physical response which can be applied in the classroom. Activities of for using total physical response, they are:

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<sup>21</sup>Mukarto and Sujatmiko, *Buku Bahasa Inggris Untuk Siswa SMP-MTs Kelas VIII Kurikulum 2013 Unit 2 n o.7* (Jakarta: Erlangga,2013),p.39



**Table II.1**  
**Teaching Imperative Sentence by Using Total Physical Response**

Learning Activities	Teacher's Activities	Procedures	Students' Activities
Pre-teaching	<ol style="list-style-type: none"> <li>1. Teacher and students greet each other</li> <li>2. Read the prayer before starting to study and then check the attendance list</li> <li>3. The teacher asks the students to stand up to warm up.</li> <li>4. Teacher prepare the method in learning process.</li> </ol>	<b>Opening</b>	<ol style="list-style-type: none"> <li>1. Students sit on the chair.</li> <li>2. Pray together.</li> <li>3. Listen and pay attention.</li> <li>4. Students full attention and action</li> </ol>
While-teaching	<ol style="list-style-type: none"> <li>1. The teacher told the students to listen and watch. Typically, Total Physical Response heavily utilize the imperative mood even into more advanced proficiency levels. In this way the teacher gave the students some commands.</li> </ol>	<b>Using Command to Direct Behavior</b>	<ol style="list-style-type: none"> <li>1. The students pay attention to the teacher.</li> <li>2. The students make good position or in order can be looked the total physical response.</li> </ol>
	<ol style="list-style-type: none"> <li>2. The teacher said "Stand up". As teacher stand and teacher asked them to stand up and they all stand up. "Sit down", teacher said and they all sit. The teacher gave the chance to students and the students asked the teacher and classmates to perform some action. This way made the class active and funny, because not only teachers who are active, but students too according to the teacher's command.</li> </ol>	<b>Role Reversal</b>	<ol style="list-style-type: none"> <li>1. The students listen the teacher.</li> <li>2. The students do what teacher say.</li> </ol>
	<ol style="list-style-type: none"> <li>3. The teacher introduced some kinds of imperative sentence. Teacher started to make them in sentence. In this way teacher models some action the students. As the</li> </ol>	<b>Action Sequence</b>	<ol style="list-style-type: none"> <li>1. Students listen teacher's explanation.</li> <li>2. The students do what teacher ask to them.</li> </ol>

Learning Activities	Teacher's Activities	Procedures	Students's Activities
	<p>teacher acts, teacher walked to the door and signals for the volunteers to rise with teacher. Teacher says and they all sit. "Sit down please!" Stand up please!" even though they have not done the action before, the students are able to perform according to the teacher's command and statements. And then the teacher makes statement about prohibition, like the rules above, but it make it "Don't/Do not"</p>		<p>3. The students do the action what teacher command.</p>
<p>Post-Teaching</p>	<ol style="list-style-type: none"> <li>1. The teacher gives feedback.</li> <li>2. Teacher give the homework.</li> <li>3. Teacher informs the next material and the teacher close the class.</li> </ol>	<p><b>Closing</b></p>	<ol style="list-style-type: none"> <li>.1. Students listen to the teacher.</li> <li>2. Students response to the teacher command.</li> <li>3. The students do their homework in their home.</li> <li>4. Students listen to the teacher.</li> <li>5. Students discuss the next material in outclass with their friends.</li> <li>6. Students appropriate action all respond confidently.</li> </ol>

### e. Teaching Imperative Sentence by Using Teachers' Method

In teaching imperative sentence at grade VIII MTs Hubbul Wathan Tabuyung, the teacher used teacher's method or conventional teaching method.

#### 1) Definition of Teacher's Method

Teachers' method is a teaching method used by the teachers. In this school the teacher use conventional teaching method. Conventional teaching is usually use by the teachers to teach imperative sentence to the students.<sup>22</sup> Conventional teaching or traditional teaching "refers to a teaching method involve the instruction and the students interact in face to face manner in the classroom". These instructors initiate discussion in the classroom and focus exclusively on knowing content in text book or notes. Students receive the information memorized in the exam.

Teaching conventional is a traditional method used by the teachers based on mutual agreement in a school. According to Hudson that "Conventional method is a method that used by the teachers based on mutual agreement in a school."<sup>23</sup>

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<sup>22</sup> Yap Wei Li, " Transformating Conventional Teaching Classroom to Learner-Centred Teaching Classroom Using Multimedia-Mediated Learning Module", *International Journal of Information and Education Technology*, vol. 6 no 3, 2016,p. 105-106, (<http://www.Ijiet.org/show-63-746-1.htm>)

<sup>23</sup> Hudson ( Outline),( <http://www.conventional-strategy/topic/54372-strategy>) ,retrieved on 29 November 2022

So, conventional teaching include the use of lecturer and discussion while and also limiting the room for more creative thinking and then seldom considering individual differences.

## 2) The Principle of Teachers' Method

Conventional teaching is traditional teaching that used by the teacher. Conventional teaching has some principles and it can be applied in teaching process. According to Adnan, there are some principles of traditional teaching, they are:

- 1) There is no coherently formulated theory that discusses learning activities in traditional system.
- 2) Motivation is based of punishment, reward of prize and competition.
- 3) Study with memorizing and save the information without help notes emphasized in traditional education.
- 4) The behavioral psychology has the clear significant.
- 5) The cognitive psychology does not give the significant.
- 6) In general, the learning process in traditional education system is not generated by the certain particular theory.
- 7) The dominant mode of teaching is the teacher as the speaker.<sup>24</sup>

From explanation above, can conclude that conventional teaching is the method that is used by the teachers in teaching-learning process that has some principles that can applied in teaching. The step of conventional method is fewer than the step of the Total Physical Response method. Where the steps of conventional method are:

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<sup>24</sup> Freire Adnan, "Pendidikan Traditional" (<https://pdfcoffee.com/download/pendidikan-traditional-pdf-free-html> Accessed on 29 November 2022)

- a) Teacher explains the material.
- b) Identify the vocabularies that difficult to understand.
- c) Students translate to target language.
- d) Students have to memorize it

So, it can conclude teaching by using conventional method can make students bored and not interest in teaching. So that the teacher have to use another method or strategy to teach students. Total Physical Response method can be used for teaching in order to make students interesting in learning and not bored when studying. Then, the students also will be more active in learning process.

### 3) Procedure of Teachers' Method

#### **Pre-teaching**

- 1. Teacher comes to the class.
- 2. Teacher asks the students to pray together.
- 3. Teacher checks students' attendance.

#### **While-teaching**

- a) Teacher writes the material in whiteboard.
- b) The teacher asks students to write the material to notebook.
- c) The teacher asks the students to memorize the vocabulary about imperative that have learned in the dictionary.

- d) Then the teacher gives question to students and then translates.

### **Post-teaching**

1. Teacher gives feedback.
2. Teacher give students a homework.
3. Teacher informs the next material.
4. Teacher close the class.

## **B. Review of Related Findings**

Previous related finding is used to support argument in this research. Besides, it is also used as reference and comparison the research with the other research. There have been some finding related to this study. Some of them are:

Firstly, the thesis of Wahyuni who said that the use of Total Physical Response (TPR) could improve students' imperative sentence. The improvement of students' imperative sentence mastery could be seen from the improvement of the mean score of pre-test, it was 23.8 while the average score in post-test was 86.5.<sup>25</sup> Thus researcher suggested that TPR could be used as a method to help students in learning especially in imperative sentence.

Secondly, the thesis of Sari. She concluded that there was a significant increase of students' imperative sentence after being taught Total Physical Response Method. This could be seen from 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

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<sup>25</sup> Sri Wahyuni, "Improving Students' Ability in Understanding Imperative Sentence by Using Total Physical Response Method" 2018, <https://repository.ung.ac.id/skripsi/show/321411067.pdf>.

accepted.<sup>26</sup> This study showed that TPR increased students, imperative sentence.

The third research was conducted by Delly and Muhiddin. They told that TPR can be used in teaching grammar in order that students can increase their memory, interest and motivation in learning English grammar, especially imperative sentence. The use of Total Physical Response significantly improved translation ability on imperative sentences. It was proved by the value of t-table ( $3.301 > 2.048$ ).<sup>27</sup> It is suggested that the English teachers at the school use Total Physical Response in teaching imperative sentences to improve the students' ability on translation, especially on imperative sentence.

The fourth research was conducted by Rohayati. The result of her research showed that Total Physical Response can improve teaching imperative sentence at the grade VII SMP Islam Ruhama Cireundeu Ciputat Timur. It can show in the following points: Based on test result, the average score of students in the pre-test before carrying out the first cycle was 48.10. The average score of students in the first cycle post-test was 71.08 or 70.27% of students achieved the Minimum Completeness Criteria (KKM) and the average score in the second cycle post-test was 74.70 or 86% of students achieved the Minimum

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<sup>26</sup> Mulia Sari, "Increasing Students' Speaking in Imperative Sentences by Using Total Physical Resonse" 2018, <https://scholar.google.com/scholar/1670148247793&u.pdf>

<sup>27</sup> Ade Novita Delly and LA Muhiddin, "Total Physical Response to Improve the translation ability on imperative sentences ", *Journal Pendidikan dan pembelajaran*, vol.5 no.2,2020 ( <https://.geogle.com/scholar?hl=id&as=al+response+in+teaching+imperative+sentence=167014927001.pdf> accessed at December 4,2022 retrived on 17:34 pm).

Completeness Criteria (KKM).<sup>28</sup> Based on the results of observation, it showed that students were more active and relaxed in learning imperative sentence. So, the total physical response can improve students' imperative sentence.

The fifth research was conducted by Rosdiana who said that using Total Physical Response in teaching imperative sentence is recommended for English teacher. It can be seen from the result of mean score of the class in pre-test who passed Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) (65) IS 12 students or 50%, next in cycle 2, the result of mean score of the class in post-test 2 who passed the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM) (65) is 21 students or 87%, it showed that learning imperative sentence through Total Physical Response (TPR) was successful.<sup>29</sup> Thus, this method can improve students' imperative sentence mastery. After the review of journals above, the researcher got interested to prove this method, whether this method (Total Physical Response) has an effect or not to student's imperative sentence mastery.

### C. Conceptual Framework

There are some problems in students' English learning, such as: Students still have limited vocabularies, students felt difficult to make a sentence when they asked someone to do something, students forgot a new

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<sup>28</sup> Tati Rohayati, "Improving Students Ability in Using Imperative Sentence Through Total Physical Response" 2011 <https://scholar.google.com/scholar?hl=id&as-total+physical+response=167015117334&u.pdf>

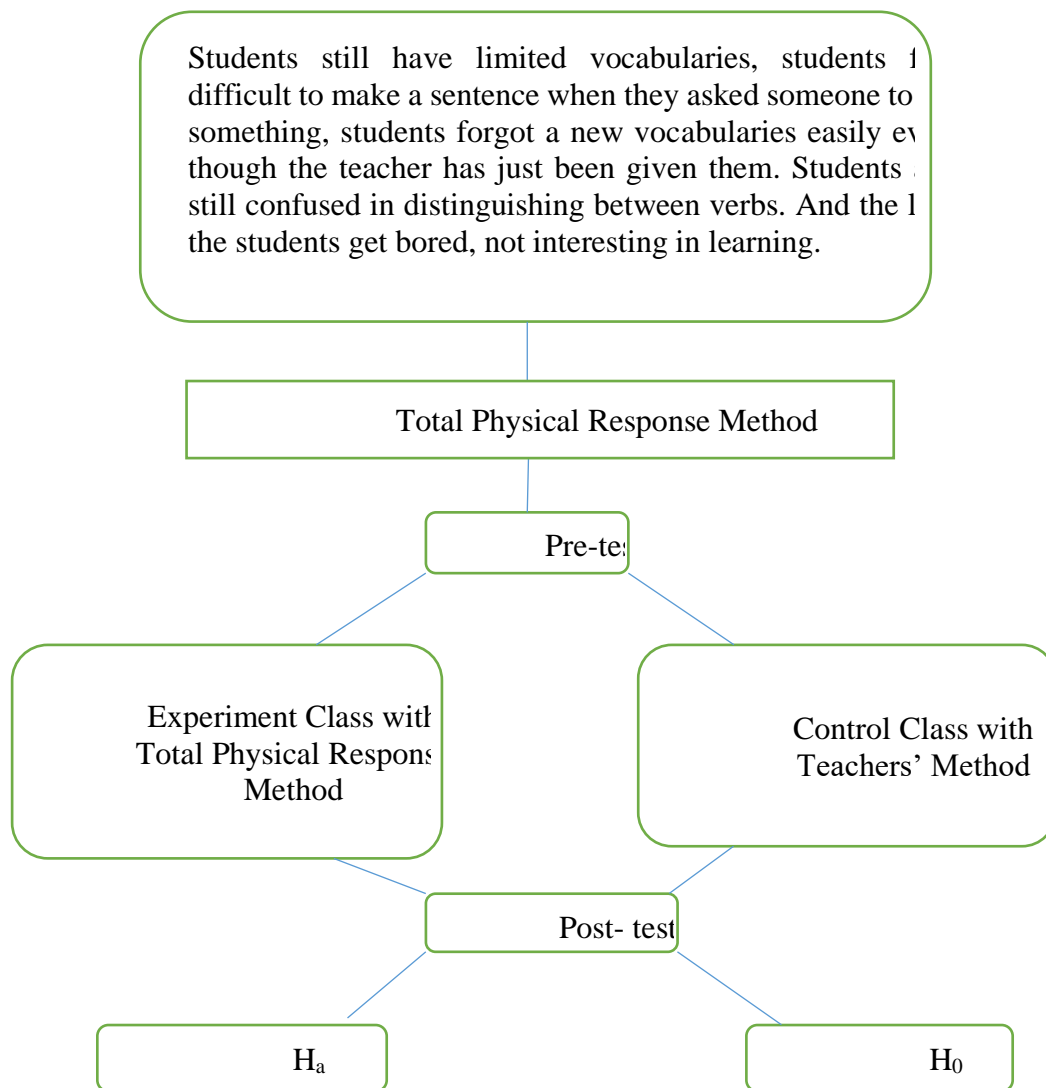
<sup>29</sup> Rosdiana, "Developing Students' Ability in Using Imperative Sentences Through Total Physical Response (TPR), 2011 <https://scholar.google.com/scholar?hl=id&as-sdt=0%2C5&q+developing+students+in+using+imperative+sentence+through+total+Physical+response=1670156854182&u.pdf>



vocabularies easily even though the teacher has just been given them, students are still confused in distinguishing between verbs .And the last the students get bored, not interesting in learning.

But in this research the researcher interested to use Total Physical Response as a method to teach imperative sentence. In this research, the research will prove whether this method has an effect or not on students' imperative sentence mastery. The researcher used test in this research to prove this method. In experimental class the researcher taught imperative sentence using total physical response method, while in control class used teachers' method. So that in post-test it known whether this method has an effect or not on students' imperative sentence mastery.

Based on the above, conceptual framework can be seen from the figure below:



**Figure II.1: Conceptual Framework of Total Physical Response method**

#### **D. Research Hypothesis**

This study formulates the hypothesis of the research stated:

1. Alternative hypothesis ( $H_a$ ): There is a significant effect of Total Physical Response Method on Students' Imperative Sentence Mastery at the Grade VIII MTs Hubbul Wathan Tabuyung.
2. Null hypothesis ( $H_0$ ): There is no a significant effect of Total Physical Response Method on Students' Imperative Sentence Mastery at Grade VIII MTs Hubbul Wathan Tabuyung.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Place and Time of the Research

The research has done in MTs Hubbul Wathan Tabuyung. It is located at JL. Pantai Barat Tabuyung, Natal, Kec.Muara Batang Gadis, Kab .Mandailing Natal, North Sumatera. This research began on october 2022 up to June 2023.

#### B. The Research Design

The kinds of this research is quantitative research with experimental method. This research used two classes, which were experimental class and a control class. The experimental class taught with Total Physical Response method as a treatment and control class with a teachers' method. This research used experimental design with pretest-posttest Control Group Design. That means there are two classes have been selected, then gave pre-test to know the basic condition of the two classes. Next, the both of class gave post -test. The result of the test compared to know the different effect of treatment to experimental class.

**Table III.1**  
**Experimental Class and Control Class**

<b>Class</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
Experimental Class	√	√	√
Control Class	√	×	√

## C. The Population and Sample

### 1. Population

Population is the total number of unit individual that the characteristic or subject of research. The population of this research is all of students at grade VIII of MTs Hubbul Wathan Tabuyung. They consists of 67 students in 3 classes. It can be see table as follow.

**Table III.2**  
**The Population of VIII Grade Students**

No.	Grade	Total
1.	VIII A	22
2.	VIII B	23
3.	VIII C	22
Total		67

### 2. Sample

The researcher used a random sampling technique. In this research, took the sample by using lottery. First, prepare 3 small papers and write the name of the grades. Then, the lottery will put into a box and shaken randomly. After that, the paper that will be taken was two papers. So, the sample that taken by randomly are VIII A and VIII C. The students of VIII A that consist of 22 students is namely experimental class and then the students of VIII C that consist of 22 students is namely control class. So, the total sample in this research are 44students.It can be seen from the table follow:

**Table III.3**  
**The Sample of the Research**

No.	Grade	Number
1.	Experimental Class VIII A	22
2.	Control Class VIII C	22
Total		44

#### **D. The Instrument of the Research**

The researcher used test as instrumentation. The instrument in this research was multiple choice test. The test consist of 50 questions, where 25 questions for pre-test, and 25 for post-test. This test gave to both classes, experiment and control class. To find out the scores of the students' answer, the researcher gave 4 score for each item. Thus, the maximum score of test is 100.

**Table III.4**  
**Indicators of Imperative Sentence for Pre-test and Post-test**

No	Indicators	Topic	Number of Items	Total Item	Score	Total Score
1	The students are able to mastery in command imperative sentence	Give orders and Command imperative sentence	1,2,6,7,10	5	4	20
2	The students are able to mastery in direction and instruction imperative sentence	Direction and Instruction imperative sentence	13,22,23,24,25	5	4	20
3	The students are able to mastery in advising imperative sentence	Advice and Warning imperative sentence	9,11,16,20,21	5	4	20
4	The students are able to mastery in offering imperative sentence	Suggestion imperative sentence	3,8,12,14,15	5	4	20
5	The students are able to in requesting imperative sentence	Request imperative sentence	4,5,17,18,19	5	4	20
Total Score						100

## **E. The Validity and Reability Instrument**

### **1. Test of Validity**

Every test should have valid, in other to prove it good or bad test. The researcher needs to know the test is valid or not. The researcher used construct validity in this research. In this research the test is validated by teacher by considering it according to the indicators that apply in the students' imperative sentence lesson at the grade VIII MTs Hubbul Wathan Tabuyung, which has 5 indicators, they were: Give orders and command, direction and instruction, Advice and warning, suggestion and request.

### **2. Reliability**

The reliability test means that the test result shows similarity. It makes the result in the measurement consistent. In this study, the researcher used interrater reliability to measure the reliability of multiple choice test. To do this, the researcher asked the teacher to correct. So that, the researcher concluded that the instrument that applied in this research was reliable and can be used to test the students at MTs Hubbul Wathan Tabuyung.

## **F. Procedures of Collecting Data**

In this research, the researcher gave pre-test, treatment and post-test to collect the data.

### **1. Pre-test**

The pre-test is conducted to find out the homogeneity of the sample. The function of the pre-test is to find the mean scores of the Total Physical Response group and conventional group before the researcher give treatment



to the experimental group. In this case, the researcher uses some steps. They are:

1. The researcher prepared the test 25 items.
2. The researcher distributed the paper of the test to students of experimental class and control class.
3. The researcher explained what students to do.
4. The researcher Gave the time to students to answer the questions.
5. The students answered the question.
6. The students collected their paper test to the researcher.
7. The researcher checked the answer of students and fine the mean score of experimental and control class.

## 2. Treatment

- a. The researcher prepared the material.
- b. The researcher gave the material to experiment class.
- c. The researcher taught the material about imperative sentence.
- d. The researcher taught the material about imperative sentence by using Total Physical Response method.

## 3. Post-test

After giving treatment, the researcher conducts a post-test which the different test with the pre-test, and has not been conducted in the previous of the research. This post-test is the final test in the research, especially measuring, whether is an effect or not. The researcher has some procedure. There are:

1. The researcher prepared the test 25 items
2. The researcher distributed the paper of the test to students of experimental and control class
3. The researcher explained what students do
4. The researcher gave the time to students to answer the question
5. The students answered the question
6. The students collected their paper test to researcher
7. The researcher checked the answer of students and finds the mean score of control and experimental class. .

#### **G. Technique of Analyzing Data**

After doing tests, data should be collected. To analyze the data, the researcher used independent sample t-test with using SPSS 24. There are two tests must be done before analyzing the data. There are normality test and homogeneity test.

##### **1. Normality Test**

The normality test is a way of determining whether the search data is normal or not. Normality test performed in this study with Non Parametric Test, One Sample K-S with SPSS.<sup>30</sup> It is Statistical Program for Social Science that used to analyze statistic data with computer application. It is a way to see the differences between the data being tested normal and raw data. The hypothesis for normality test are formulated as follows:

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<sup>30</sup> Ahmad Nizar Rangkuti, Statistik Untuk Pnelitian Pendidikan, ed. Mara Sarmin Lubis (Medan: Perdana Publishing,2015),p.77

$H_0$ = The data have normal distribution

$H_1$ = The data do not have normal distribution

While the criteria of acceptance and rejection of normality test are:

$H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_1$  is accepted if  $\text{sig} < \alpha = 0.05$

**Table III.5**  
**Test of Normality**

Class	Df	Sig.
Pre-Test Experiment	22	<b>0.57</b>
Post-Test Experiment	22	<b>0.624</b>
Pre-Test Control	22	<b>0.228</b>
Post-Test Control	22	<b>0.347</b>

**Table III.6**  
**One-Sample Kolmogorov-Smirnov Test Experiment Class**

		Pre-test Experiment	Post-Test Experiment
N		22	22
Normal Parameters <sup>a,b</sup>	Mean	31.64	72.73
	Std. Deviation	11.104	9.372
Most Extreme Differences	Absolute	.209	.125
	Positive	.209	.122
	Negative	-.109	-.125
Test Statistic		.209	.125
Asymp. Sig. (2-tailed)		<b>.014<sup>c,d</sup></b>	<b>.200<sup>c,d</sup></b>

- a. Test distribution is Normal
- b. Calculated from Data
- c. Lilliefors Significance Correction

**Table III.7**  
**One-Sample Kolmogorov-Smirnov Test Control Class**

		Pre-test Control	Post-Test Control
N		22	22
Normal Parameters <sup>a,b</sup>	Mean	32.55	40.00
	Std. Deviation	9.743	14.396
Most Extreme Differences	Absolute	.180	.136
	Positive	.180	.136
	Negative	-.107	-.111
Test Statistic		.180	.136
Asymp. Sig. (2-tailed)		<b>.063<sup>c,d</sup></b>	<b>.200<sup>c,d</sup></b>

- a. Test distribution is Normal
- b. Calculated from Data
- c. Lilliefors Significance Correction

From table test of normality above, can we seen that the significances  $> 0.05$ . It means  $H_0$  is accepted and  $H_1$  is rejected. The data is normal.

## 2. Homogeneity Test

Homogeneity test is used to see the data from two classes would be same or different in variant case. Homogeneity test means to know whether the control class and the experimental class have the same variant or not. The researcher used Test of Homogeneity of Variences with using SPSS (Statistical Program for the Social Sciences). It used ANOVA to compare the mean score and see the variance whether homogenous or not homogenous.

The criteria of acceptance and rejection of homogeneity test are:

$H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_1$  is accepted if  $\text{sig} < \alpha = 0.05$

$H_0$  = The variances of data are homogenous

$H_1$  = The variances of data are not homogenous

The Variance of data can be seen in the tables below.

**Table III.8**  
**Homogeneity Pre-Test**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.091	1	9.091	.083	<b>.774</b>
Within Groups	4582.545	42			
Total	4591.636	43			

From the table above, it showed that variance between group in pre-test has significance 0.774. It means  $\text{sig} > 0.05$ , ( $0.774 > 0.05$ ).  $H_0$  is accepted and  $H_1$  is rejected. The data in pre-test is homogenous.

**Table III.9**  
**Homogeneity Post-Test**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11781.818	1	11781.818	79.859	<b>.000</b>
Within Groups	6196.364	42	6196.364		
Total	17978.182	43			

The table above give the information that variance between group in post-test has significance 0.00. It means  $\text{sig} < 0.05$ , ( $0.00 < 0.05$ ). The data in post-test is not homogenous.

### 3. Hypothesis

The researcher used T-test to investigate the hypothesis. The researcher used Independent Sample T-test with using SPSS 24. The result can be seen from the mean of score. The mean score would be show whether there is the difference between mean score of control class and mean score of experimental class that means the method useful or not. The researcher should make the hypothesis from the data that have been analyzed by looking at the  $t_{\text{count}}$  and compare it to  $t_{\text{table}}$ . If  $t_{\text{count}} > t_{\text{table}}$  means the alternative hypothesis is accepted, null hypothesis is rejected (there is significant effect), meanwhile if  $t_{\text{count}} < t_{\text{table}}$  means alternative hypothesis is rejected, null hypothesis is accepted (there is no significant effect).

## **CHAPTER IV**

### **RESEARCH RESULT**

In this chapter, the researcher discussed the outcome of the effect of the Total Physical Response on students' imperative sentence mastery at the grade VIII MTs Hubbul Wathan Tabuyung. The researcher calculated the data through pre-test and post-test. The researcher conducted the research with a pre-test to know the students' imperative sentence mastery before given the treatment and a post-test to know the students' imperative sentence mastery after given the treatment that was performed through the use of the Total Physical Response method. Using quantitative research, the researcher use the independent t-test formulation using SPSS version 24 application to test the hypothesis. Here the researcher would like to describe the result based on the examined data as follows:

#### **A. Description of Data**

##### **1. The Description of Students' Imperative Sentence Data before Using Total Physical Response Method.**

###### **a. Score of Pre-Test in Experimental Class**

In the role of experimental class, VIII A was chosen. The researcher calculated the students' answer about imperative sentence mastery. After finishing, the researcher checked the answer sheet and assigned them score.

After the students received the results of the experimental pre-test, the researcher calculated the overall score. After that, the researcher assessed or calculated the data by using formula based on statistic

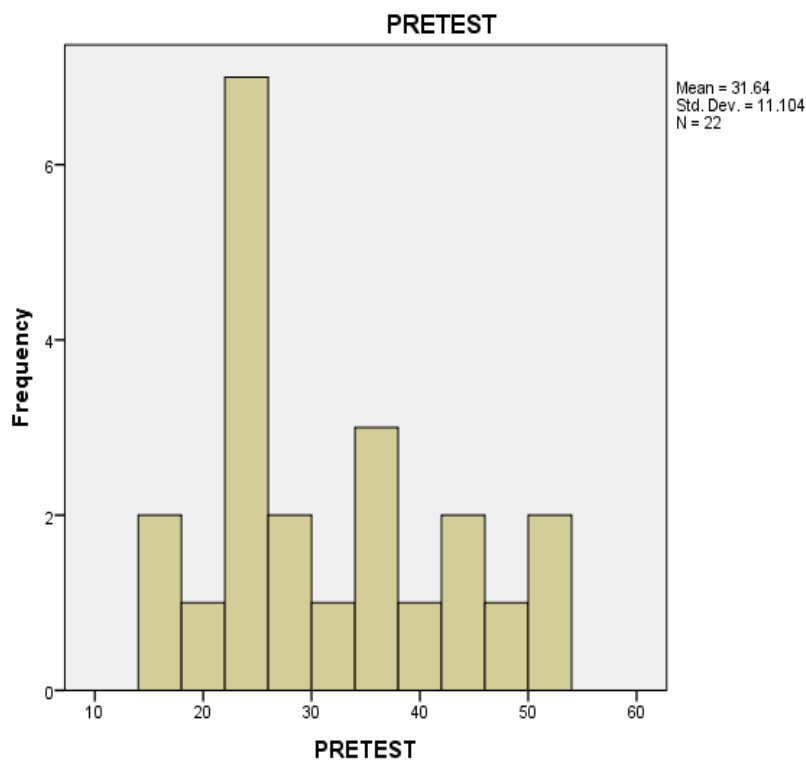
formula to describe students' score. The researcher has got the mean score, median, mode, range, minimum, maximum, variance, and standard deviation. They would be illustrated in this table below.

**Table IV.1**  
**Statistics**  
Pre-test Experimental

No.	N	Valid	22
		Missing	0
1.		Mean	31.64
2.		Median	28.00
3.		Mode	24
4.		Std. Deviation	11.104
5.		Variance	123.290
6.		Range	36
7.		Minimum	16
8.		Maximum	52
9.		Sum	696

The sum (total score) of the experimental class in the previous test was 696, the mean was 31.64, the median was 28.00, the mode was 24, the range was 36, the minimum score was 16 and the maximum score was 52. The result can also be seen in this histogram below.





**Figure IV.1: Data Description of Students' Imperative Sentence in Experimental Class (Pre-test)**

Everyone can see from the histogram we can know that students' score was different. The X-axis showed the score obtained by students, while Y-axis showed the number of students who got those scores. There were 2 students who got score 16, a student got score 20, 7 students got score 24, 2 students got score 28, a student got score 32, 3 students got score 36, a student get score 40, 2 students get score 44, a student got score 48 and 2 students got score 52.

### b. Score of Pre-Test in Control Class

In the role of the control class, VIII C was taken. Based on students' answer in pre-test, the result was calculated by the researcher. The researcher gave them multiple choice test about imperative sentence. Then the researcher checked the answer sheet and gave the score.

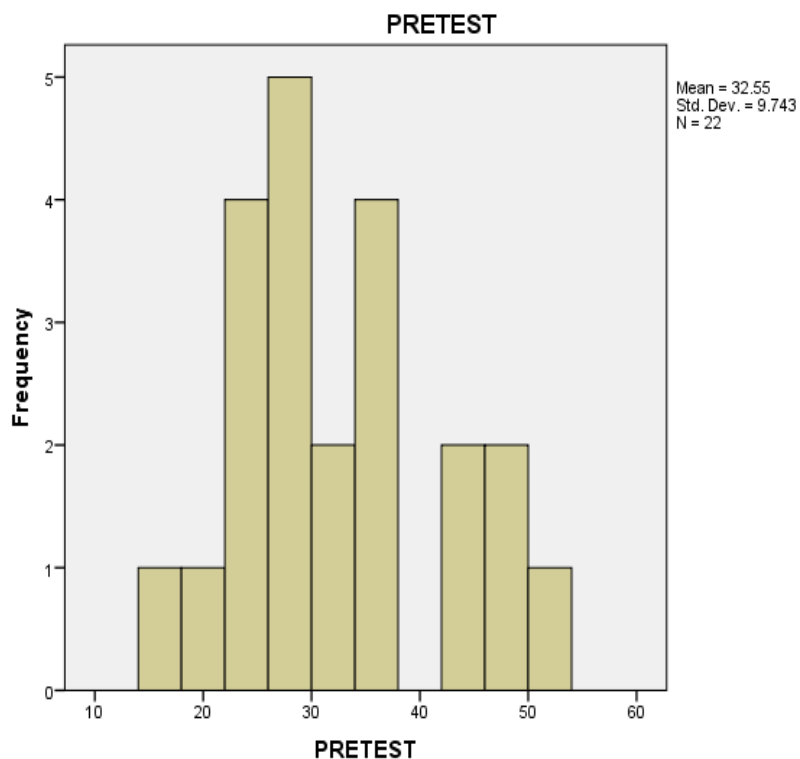
After the students received the results of the pre-test, the researcher found the total score. After that the researcher calculated the data by using formula based on statistic formula to describe students' score. The researcher has got the mean score, median, mode, range, minimum and maximum, variance, and standard deviation. The data would be seen in this table below.

**Table IV.2**  
**Statistics**  
Pre-test Control

No.	N Valid	22
	Missing	0
1.	Mean	32.55
2.	Median	30.00
3.	Mode	28
4.	Std. Deviation	9.743
5.	Variance	94.926
6.	Range	36
7.	Minimum	16
8.	Maximum	52
9.	Sum	716

Control group pre-test total score was 716, mean was 32.55, median was 30.00, mode was 28, range was 36, minimum score was 16,

and maximum score was 52. To increase the score obtained from the control class in a histogram that can be seen below.



**Figure IV.2: Data Description of Students' Imperative Sentence in Control Class (Pre-test)**

Everyone can see from the histogram we can know that students' score was different. The X-axis showed the score obtained by students, while Y-axis showed the number of students who got those scores. There was a student who got score 16, a student got score 20, 4 students got score 24, 5 students got score 28, 2 students got score 32, 4 students got score 36, 2 students got score 44, 2 students get score 48 and a student get score 52.

## 2. The Description of Students' Imperative Sentence Data after Using Total Physical Response Method

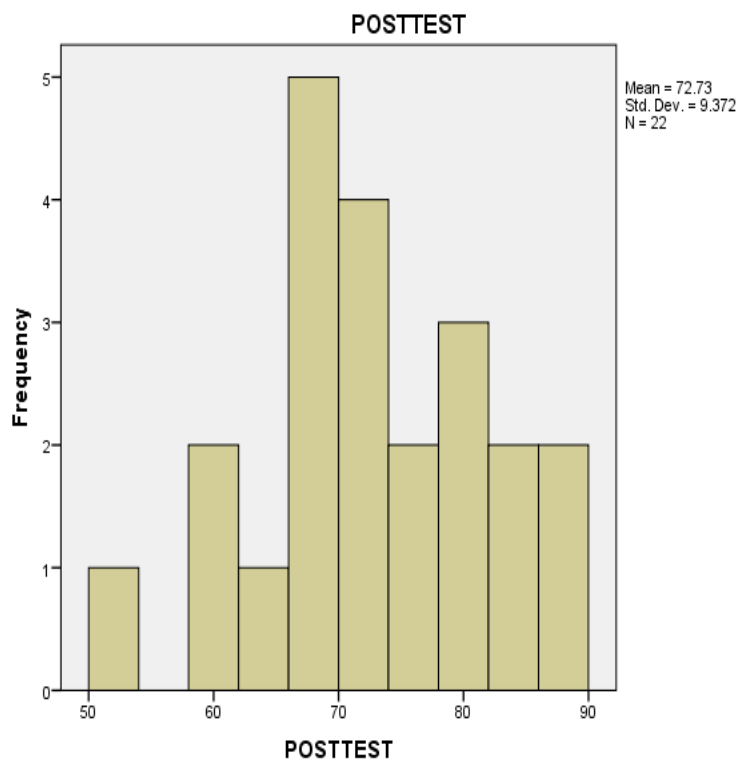
### a. Score of Post-Test in Experimental Class

After the test result in the experimental class, the researcher assessed the result obtained from the multiple choice test answered by the students. The student scores were calculated by the researcher and can be found in appendix VII .The score of the experimental class after the test can be presented in the following table below.

**Table IV.3**  
**Statistics**  
Post-test Experimental

No.	N Valid	22
	Missing	0
1.	Mean	72.73
2.	Median	72.00
3.	Mode	68
4.	Std. Deviation	9.372
5.	Variance	87.827
6.	Range	36
7.	Minimum	52
8.	Maximum	88
9.	Sum	1600

From the table above, the total score of post-test in experimental group was 1600, mean was 72.73, median was 72.00, mode was 68, standard deviation was 9.372, range was 36, minimum was 52, and maximum was 88. Here is the following histogram to see the description data clearly.



**Figure IV.3: Data Description of Students' Imperative Sentence in Experimental Class (Post-test)**

Based on the histogram above, we can know that students' score was different. The X-axis showed the score obtained by students, while Y-axis showed the number of students who got those scores. There were a student who got score 52, 2 students got score 60, a student got score 64, 5 students got score 68, 4 students got score 72, 2 students got score 76, 3 students got score 80, a student got score 84 and there were 3 students got score 88.

### b. Score of Post-Test in Control Class

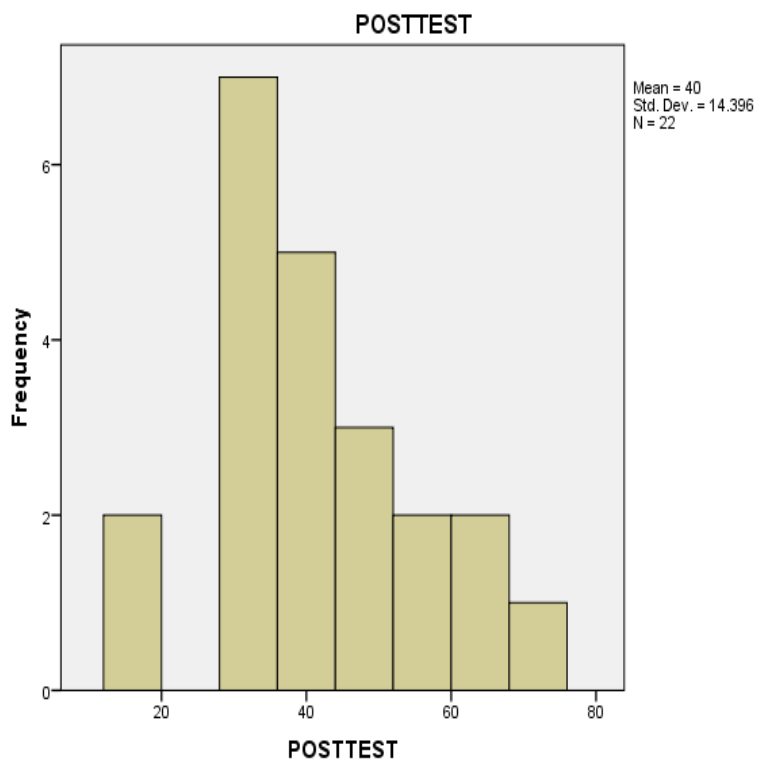
After the test result in the control class, the researcher assessed the result obtained from the multiple choice test answered by the students. The researcher assessed the students' scores, which can be seen in Appendix VII. The post-test score in the control class can be presented in the following table below.

**Table IV.4**  
**Statistics**

Post-test Control

No.	N	Valid	22
		Missing	0
1.		Mean	40.00
2.		Median	38.00
3.		Mode	32
4.		Std. Deviation	14.396
5.		Variance	207.238
6.		Range	52
7.		Minimum	16
8.		Maximum	68
9.		Sum	880

Based on the table above, the total score of post-test in control class was 880, mean was 38.55, median was 40.00, mode was 32, standard deviation was 14.396, range was 52, minimum was 16 and maximum was 68. The data description also can be seen in this histogram below.

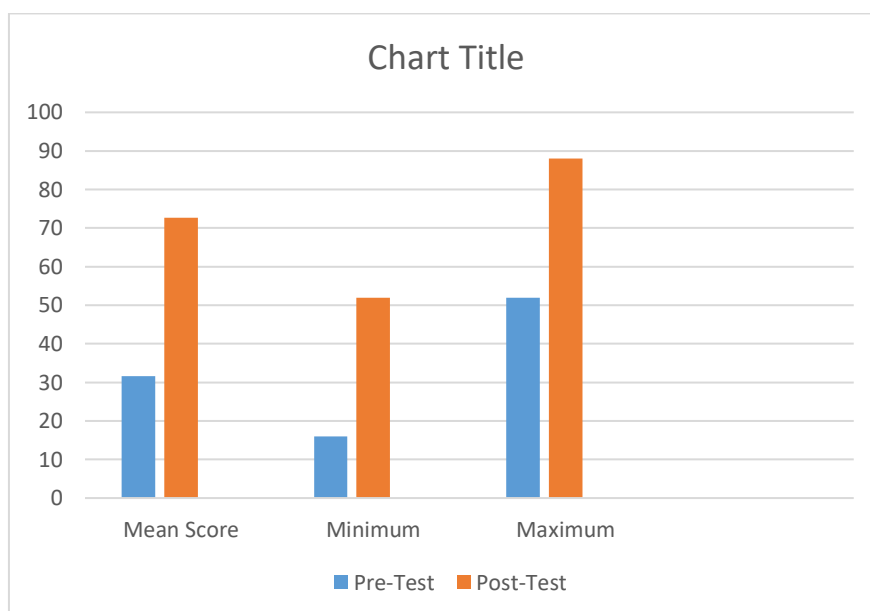


**Figure IV.4: Data Description of Students' Imperative Sentence in Control Class (Post-test)**

Everyone can see from the histogram we can know that students' score was different. The X-axis showed the score obtained by students, while Y-axis showed the number of students who got those scores. There were 2 students who got score 16, 3 students got score 28, 4 students got score 32, 2 students got score 36, 3 students got score 40, a student got score 44, 2 students got score 48, a student got score 52, a student got score 56, 2 students got score 64 and a student got score 68.

### 3. Description of Score Comparison in Pre-test and Post-test for Experimental Class

Score in experimental group before using Total Physical Response method and after Total Physical Response have a significant contrast. The researcher presents the score in the histogram below.



**Figure IY.5: The comparison Pre-test and Post-test in Experimental Class**

From the histogram above we can know that the pre-test and post-test are very different. The blue means for pre-test then the red means for post-test. In the pre-test the mean score is 31.64, however in post-test is 72.73. The minimum score is (lowest score) in pre-test is 16 and post-test is 52. Next the maximum score (highest score) in pre-test is 52 meanwhile in post-test the highest score is 88. The differences can be seen in the histogram clearly.



## B. Hypothesis Test

The researcher have known the data normal or not, homogeneous or not. It means the researcher have to choose the next formula to look the hypothesis. If the data is normal and homogeneous, so the researcher have to use the parametric statistics to analyze the hypothesis parametric statistic such as independent sample t- test, Paired sample t-test and One-way Annova. The researcher used T-test to examine the hypothesis. The researcher used Independent Sample T-test with using SPSS. The result can be seen from the mean of score.

Before using the method (Pre-test) for experimental class mean score is 31.64 and after using the method (post-test) mean score is 72.73. To see the effect on students' imperative sentence mastery, the researcher would present the data analyze in the table below.

**Table IV.5**  
**Statistics**

	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Post-Test	Experimental	22	72.73	9.371	1.998
	Control	22	40.00	14.395	3.069

Table above shows that both sample has 22 participants. The last test in experimental group is higher than the score in control class. The score can be seen from the mean. The score in experimental class is 72.73 and the score in control class is 40.00. It means there is a different point on students'

imperative sentence mastery after using Total Physical Response method.

For significant (2-tailed) can be seen in the table below.

**Table IV.6**  
**Independent Sample Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal Variances assumed	3.150	0.83	8.936	42	.000	32.727	3.662	25.337	40.118
Equal Variances not assumed			8.936	36.089	.000	32.727	3.662	25.337	40.154

From the table above, everyone can see that  $t_{\text{count}} > t_{\text{table}}$  is 8.936.

After looking at  $t_{\text{table}}$  which is 2.018. It means  $t_{\text{count}} > t_{\text{table}}$  (8.936 > 2.018)

that means  $H_a$  is accepted and  $H_0$  is rejected. It means "there is a significant effect of Total Physical Response Method on Students' Imperative Sentence Mastery at the Grade VIII MTs Hubbul Wathan Tabuyung"

### C. Discussion

Based on the result of the data analysis, the researcher analyzed the result of this research on the effect of the Total Physical Response method on students' imperative sentence mastery. Result of this research proved Asher's theory in Richards and Rodgers's book that Total Physical Response is built to coordination action by movement, it base on arrangement, imperative, given by teacher to include clear physic. This method attempts to center attention to encouraging learners to listen and respond spoken target language commands of their teachers. He states that most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use the imperative by the instructor. He views the verb, and particularly the verb in the imperative as the central linguistic motif around which language use and learning are organized.<sup>31</sup> Thus, Total Physical Response is one of method can use in lesson about imperative verb.

The mean score of the experimental class after using the Total Physical Response method is 72.73 and the mean score of the control class using teacher's method is 40.00. From this, it can be concluded that there was effect of Total Physical Response on Students' Imperative Sentence Mastery. So, Total Physical Response method is very useful for imperative

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<sup>31</sup> Jack C Richards and Theodore S Rodgers, *Approach and Methods in Language Teaching* (Cambridge: Cambridge University, 2014).p.278

sentence mastery. It can make the lesson easy to understand and interesting in learning.

Total Physical Response method has been discussed with the same method design research by the thesis of Tianingsih. She has found that there was effect of Total Physical Response (TPR) toward the students' imperative sentence mastery. It could be seen from  $t_{count}$  and  $t_{table}$ ,  $t_{count}$  is 4.25,  $df=38$  and  $t_{table}$  was 2.02. It means that  $t_{table} > t_{count}$ .<sup>32</sup> Thus researcher suggested that TPR could be used as a method to help students in learning especially in imperative sentence.

The third research was conducted by Delly and Muhiddin. They told that TPR can be used in teaching grammar in order that students can increase their memory, interest and motivation in learning English grammar, especially imperative sentence. The use of Total Physical Response significantly improved translation ability on imperative sentences. It was proved by the value of  $t$ -table ( $3.301 > 2.048$ ).<sup>33</sup> It is suggested that the English teachers at the school use Total Physical Response in teaching

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<sup>32</sup> Yulis Tianingsih, "The Effect of Total Physical Response toward the Students' Imperative Sentence Mastery at SMPN 2 Tangse" 2017, <https://scholar.google.com/scholar=the+effect+of+total+physical+response+on+students'+imperative+sentence&btnG=16848948409.pdf>.

<sup>33</sup> Ade Novita Delly and LA Muhiddin, "Total Physical Response to Improve the translation ability on imperative sentences", *Journal Pendidikan dan pembelajaran*, vol.5 no.2,2020 (<https://.geogle.com/scholar?hl=id&as=al+response+in+teaching+imperative+sentence=167014927001.pdf> accessed at December 4,2022 retrived on 17:34 pm).

imperative sentences to improve the students' ability on translation, especially on imperative sentence.

The forth research was conducted by Rosdiana. Who said that using Total Physical Response in teaching imperative sentence is recommended for English teacher. It can be seen from the result of mean score of the class in pre-test who passed Minimum Mastery Criterion –Kriteria Ketuntasan Minimal (KKM) (65) IS 12 students or 50%, next in cycle 2, the result of mean score of the class in post-test 2 who passed the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM) (65) is 21 students or 87%, it showed that learning imperative sentence through Total Physical Response (TPR) was successful.<sup>34</sup> Thus, this method can improve students' imperative sentence mastery. After the review of journals above, the researcher get interested to prove this method, whether this method (Total Physical Response) has an effect or not to student's imperative sentence mastery.

#### **D. Threats of the Research**

The researcher has found threats in this research as follows:

1. Time is limited, the students needed much more time to answer the test.

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<sup>34</sup> Rosdiana, "Developing Students' Ability in Using Imperative Sentences Through Total Physical Response (TPR), 2011 [https://scholar.gegle.com/scholar?hl=id&as\\_sdt=0%2C5&q+developing+students+in+using+imperative+sentence+through+total+Physical+response=1670156854182&u.pdf](https://scholar.gegle.com/scholar?hl=id&as_sdt=0%2C5&q+developing+students+in+using+imperative+sentence+through+total+Physical+response=1670156854182&u.pdf)

2. Some of students were not serious in answering pre-test and post-test.

Although they looked like not serious.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research, the research can be concluded:

1. The students' imperative sentence mastery before learning by using Total Physical Response method at the grade VIII MTs Hubbul Wathan Tabuyung is 31.64. It can be classified to less category.
2. The students' imperative sentence mastery after learning by using Total Physical Response method at the grade VIII MTs Hubbul Wathan Tabuyung is 72.73. It can be categorized to good category.
3. There is a significant effect of Total Physical Response method on students' imperative sentence mastery at the grade VIII MTs Hubbul Wathan Tabuyung. The result found that  $t_{count} > t_{table}$  ( $8.936 > 2.018$ ) It means  $H_a$  is accepted and  $H_0$  is rejected.

#### B. Research Implications

Based on research conducted on "The Effect of Total Physical Response on Students' Imperative Sentence Mastery at the Grade VIII MTs Hubbul Wathan Tabuyung". Then some of the implications obtained from the results of the study include:

1. Total Physical Response can be used as an alternative in creating a fun learning method for students because this method uses physical movement, so students are more active in the class and more interesting and fun. So students don't get bored in participating in learning.

2. Based on the analysis of the experimental class and the control class, it can be seen that the scores obtained in the experimental class during the post-test were higher, this indicates that students are interested and easier to understand imperative sentence lessons using this method.
3. This research can be used as input for English teachers in junior high schools. Using this method, which can increase learning activity, and is easy to understand, and there needs to be an appropriate time setting in using this method.

### **C. Suggestion**

After completing this research, the researcher gathered a lot of information and experience in learning English. The researcher wants to make suggestions, such as:

1. For the next researcher, make a different topic in the post-test to cope with the cheating between the students and use this technique if the time is enough.
2. For English teacher, this method can be used to teach the students how to make the lesson being interesting and easy to understand.



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## CURRICULUM VITAE



### I. Personal Identity

1. Name : Wilda Ariannur
2. Reg. Number : 19 203 00069
3. Gender : Female
4. Place/Date of Birth : Tabuyung, 19 July 2001
5. Child : 6<sup>th</sup> child
6. Nationality : Indonesia
7. Status : Single
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10. No hp : 0853-5876-0650
11. E- Mail : [wildaariannur1919@gmail.com](mailto:wildaariannur1919@gmail.com)

### II. Parents

1. Father
  - a. Name : Witran Syah
  - b. Job : Enterpriser
  - c. Address : Tabuyung, Kecamatan Muara Batang Gadis,  
Kabupaten Mandailing Natal.
  - d. Telp/hp : 082274535479
2. Mother
  - a. Name : Pauzan Nur
  - b. Job : House Wife
  - c. Address : Tabuyung, Kecamatan Muara Batang Gadis,  
Kabupaten Mandailing Natal.
  - d. Telp/hp : 082274535479

### III. Educational background

- Elementary School : SD Negeri 381 Tabuyung graduated in 2013  
Junior High School : MTs Hubbul Wathan Tabuyung graduated in 2016  
Senior High School : MAN 2 Model Padangsidimpuan graduated in  
2019  
College/Institute : UIN Syekh Ali Hasan Ahmad Addary  
Padangsidimpuan graduated in 2023

### IV. Organization : -

## **APPENDIX I**

### **Experimental Class**

#### **Rencana Pelaksanaan Pembelajaran**

##### **(RPP)**

Nama Sekolah	: MTs Hubbul Wathan Tabuyung
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ (Genap)
Alokasi Waktu	: 2 x 40 Menit

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#### **A. Standar Kompetensi**

Memahami tentang imperative sentence dalam konteks kalimat perintah dan larangan,serta mengerti dalam menggunakan verb yang harus digunakan dalam kaliai imperative. Seta bisa mengaplikasikannya dalam kehidupan sehari hari.

#### **B. Kompetensi Dasar**

Mampu dalam menucapkan dan menuliskan kalimat imperative (Imperative Sentence)

#### **C. Indikator Pencapaian**

Siswa mampu:

1. Mengungkapkan kalimat perintah imperative sentence dalam bentuk command dan prohibition.
2. Membuat contoh kalimat perintah imperative sentence dalam bentuk command dan prohibition.

3. Mempraktikkan kalimat perintah imperative sentence dalam bentuk command and prohibition.
4. Melengkapi kalimat dengan kata kerja yang sesuai.

#### **D. Tujuan Pembelajaran**

Siswa mampu menuliskan, mengucapkan serta mampu mengerti cara penggunaan imperative sentence.

#### **E. Materi Pembelajaran**

Imperative Sentence with Topic:

Give orders and Command: Stand up please, sit down please, open the window, please. Clean the white board please, Don't look to the whiteboard,

Direction and Instruction: Turn left and then straight!

Advice and Warning: Keep your health, Don't cheat

Suggestion: Let's go home

Request: Can you give me a sheet of paper?

#### **F. Metode Pembelajaran**

Approach : Warming up, Observing, Associating, Communicating  
Exploring dan Questioning

Method : TPR (Total Physical Response Method)

Strategies : Praktek dan Diskusi

#### **G. Alat/ Sumber Belajar:**

1. Whiteboard
2. Marker
3. Body Movement

## H. Kegiatan Pembelajaran

Learning Activities	Teacher's Activities	Procedures	Students' Activities
Pre-teaching	<ol style="list-style-type: none"> <li>1. Teacher and students greet each other</li> <li>2. Read the prayer before starting to study and then check the attendance list</li> <li>3. The teacher asks the students to stand up to warm up.</li> <li>4. Teacher prepare the method in learning process.</li> </ol>	<b>Opening</b>	<ol style="list-style-type: none"> <li>1. Students sit on the chair.</li> <li>2. Pray together.</li> <li>3. Listen and pay attention.</li> <li>4. Students full attention and action</li> </ol>
While-teaching	<ol style="list-style-type: none"> <li>1. The teacher told the students to listen and watch. Typically, Total Physical Response heavily utilize the imperative mood even into more advanced proficiency levels. In this way the teacher gave the students some commands.</li> </ol>	<b>Using Command to Direct Behavior</b>	<ol style="list-style-type: none"> <li>1. The students pay attention to the teacher.</li> <li>2. The students make good position or in order can be looked the total physical response.</li> </ol>
	<ol style="list-style-type: none"> <li>2. The teacher said "Stand up". As teacher stand and teacher asked them to stand up and they all stand up. "Sit down", teacher said and they all sit. The teacher gave the chance to students and the students asked the teacher and classmates to perform some action. This way made the class active and funny, because not only teachers who are active, but students too according to the teacher's command.</li> </ol>	<b>Role Reversal</b>	<ol style="list-style-type: none"> <li>1. The students listen the teacher.</li> <li>2. The students do what teacher say.</li> </ol>

Learning Activities	Teacher's Activities	Procedures	Students' Activities
	<p>3. The teacher introduced some kinds of imperative sentence. Teacher started to make them in sentence. In this way teacher models some action the students. As the teacher acts, teacher walked to the door and signals for the volunteers to rise with teacher. Teacher says and they all sit. "Sit down please!" Stand up please!" even though they have not done the action before, the students are able to perform according to the teacher's command and statements. And then the teacher makes statement about prohibition, like the rules above, but it make it "Don't/Do not".</p>	<p><b>Action Sequence</b></p>	<p>1. Students listen teacher's explanation.  2. The students do what teacher ask to them.  3. The students do the action what teacher command.</p>
<p>Post-Teaching</p>	<p>4. The teacher gives feedback.  5. Teacher give the homework.  6. Teacher informs the next material and the teacher close the class.</p>	<p><b>Closing</b></p>	<p>1. Students listen to the teacher.  2. Students response to the teacher command.  3. The students do their homework in their home.  4. Students listen to the teacher.  5. Students discuss the next material in outclass with their friends.  6. Students appropriate action all respond confidently.</p>

**I. Penilaian:** Multiple Choice

**J. Bentuk :** Pilihan Ganda

Tabuyung, 2023

Mengetahui

Validator



**Hayati S.Pd**

NIP. 19810424 201406 2 004

Researcher



**Wilda Ariannur**

NIM. 19 203 00069



## **APPENDIX II**

### **Control Class**

#### **Rencana Pelaksanaan Pembelajaran**

##### **(RPP)**

Nama Sekolah	: MTs Hubbul Wathan Tabuyung
Mata Pelajara	: Bahasa Inggris
Kelas/ Semester	: VIII/ (Genap)
Alokasi Waktu	: 2 x 40 Menit

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#### **A. Standar Kompetensi**

Memahami tentang imperative sentence dalam konteks kalimat perintah dan larangan,serta mengerti dalam menggunakan verb yang harus digunakan dalam kaliai imperative. Seta bisa mengaplikasikannya dalam kehidupan sehari hari.

#### **B. Kompetensi Dasar**

Mampu dalam mengucapkan dan menuliskan kalimat imperative (Imperative Sentence)

#### **C. Indikator Pencapain**

Siswa mampu:

1. Mengungkapkan kalimat perintah imperative sentence dalam bentuk command dan prohibition.
2. Membuat contoh kalimat perintah imperative sentence dalam bentuk command dan prohibition.

3. Mempraktikkan kalimat perintah imperative sentence dalam bentuk command and prohibition.
4. Melengkapi kalimat dengan kata kerja yang sesuai.

#### **D. Tujuan Pembelajaran**

Siswa mampu menuliskan, mengucapkan serta mampu mengerti cara penggunaan imperative sentence.

#### **E. Materi Pembelajaran**

Command imperative sentence –Clean the white board, Do the homework  
And Prohibition Imperative sentence- Don't clean the board, Don't be late, please.

#### **F. Metode Pembelajaran:** Teacher's Method

#### **G. Kegiatan Pembelajaran**

##### **1. Pendahuluan**

- a) Guru datang ke dalam
- b) Guru meminta siswa untuk berdoa bersama
- c) Guru memeriksa kehadiran siswa

##### **2. Kegiatan Inti**

- a) Guru menulis materi di papantulis
- b) Guru meminta siswa untuk mencatat materi kedalam buku catatan siswa.
- c) Guru meminta siswa untuk menghafal vocabulary tentang imperative yang sudah di pelajari di dalam kamus.
- d) Kemudian guru memberikan soal kepada siswa,.

### **3. Penutup**

- a. Guru memberikan feedback tentang materi yang sudah dijelaskan .
- b. Guru memberikan siswa tugas dirumah (PR)
- c. Guru memberitahukan materi selanjutnya
- d. Guru menutup pembelajaran.

### **H. Alat/ Sumber Belajar:**

1. Buku teks yang relevan, gambar-gambar atau benda benda yang berkaitan dengan materi.
2. Papantulis, Spidol, dan penghapus

### **I. Penilain: Multiple Choice**

### **J. Bentuk: Pilihan Ganda**

Tabuyung,        2023  
Mengetahui

Validator



Hayati S.Pd

NIP. 19810424 201406 2 004

Researcher



Wilda Ariannur

NIM. 19 203 00069

### APPENDIX III

#### Instrument for Pre-test

Name :

Class :

Choose the best answer by crossing (X) a, b, c, or d.

1. The classroom is very dirty.  
The teacher said “.....the floor please”.
  - a. Take
  - b. Sweep
  - c. Open
  - d. Stand
2. Today is very hot. The teacher said “.....the door please”.
  - a. Open
  - b. Take
  - c. Lock
  - d. Touch
3. Maryam : I feel hungry and thirsty.  
Aisyah : me too  
Maryam : Let's \_\_\_\_ to the cafeteria  
Nina : ok  
The appropriate verb to complete the dialog above is.....
  - a. Run
  - b. Go
  - c. Eat
  - d. Sit
4. Would you mind \_\_\_\_ the rubbish into the dustbin please!
  - a. Give
  - b. Raise
  - c. Throw
  - d. Sit down
5. Teacher : Please \_\_\_\_ your book page 15, and read it!
  - a. Put
  - b. Write
  - c. Give
  - d. Open
6. Look at the picture



The appropriate command expression is \_\_\_\_\_

- a. Don't throw the rubbish into the dustbin please!
  - b. Throw the rubbish anywhere
  - c. Take your book from the dustbin please!
  - d. Throw the rubbish into the dustbin please!
7. The room is very dark, the mother said "\_\_\_\_\_ the lamp please!"
- a. Turn on
  - b. Open
  - c. Turn of
  - d. Touch
8. Khodijah : Do you find some book?  
Ibrahim : yes, I do  
Khodijah : \_\_\_\_\_ ?  
Ibrahim : ok, let's go
- a. Stand up, please!
  - b. Don't go there
  - c. Sit down
  - d. Why don't we go to the library?
9. ....Your health  
The appropriate verb to complete the utterance above is.....
- a. Keep
  - b. Run
  - c. Cheat
  - d. Look at
10. Umar and Malik come late to the school, the teacher said "Don't be \_\_\_\_\_ again please!"
- a. Lazy
  - b. Late
  - c. Noise
  - d. Sleepy
11. Keep your health and \_\_\_\_\_ smoke!
- a. Let's
  - b. Can
  - c. Don't
  - d. Do
12. Let's go to the cafeteria  
Translet into Indonesia!

- a. Mari kita pergi ke perpustakaan
  - b. Jangan pergi ke kantin
  - c. Mari kita pergi ke kelas
  - d. Mari kita pergi ke kantin
13. Aminah: How to make Instand noodle  
 Khadijah: **Take a noodle and put it on a plate!**  
 What kinds of imperative sentence the conversation above?
- a. Suggestion
  - b. Adiver and warning
  - c. Giving orders and Command
  - d. Direction and instruction
14. Let's go home! Change into negative form!
- a. Don't go home
  - b. Let's not go home
  - c. Let's don't go home
  - d. Let's go not home
15. Arrange into a good sentence  
 Study-classroom-let's-English-the-in
- a. Let's study English in the classroom
  - b. Let's English study the in classroom
  - c. English in the classroom let's study
  - d. Study English let's in the classroom
16. Arrange into a Good sentence  
 Health-your-keep-in-Pandemi-this
- a. Keep health in your pandemic
  - b. Keep your health in this pandemic
  - c. In this health keep your pandemic
  - d. Pandemi in this keep your health
17. I am so hungry. Can I have some.....?
- a. Bread
  - b. Pop ice
  - c. Pen
  - d. Book
18. I ran out of paper. ....two more sheets of paper?
- a. Can I have
  - b. Don't have
  - c. Have
  - d. Let's have
19. I don't understand about imperative sentence.  
 Can you.....me about the lesson?

- a. Study
  - b. Teach
  - c. Taught
  - d. Studied
20. Don't .....on the grass  
The appropriate verb to complete the utterance above is.....
- a. Step
  - b. Run
  - c. Walk
  - d. Open
21. Remember, always \_\_ your homework  
The appropriate verb to complete the utterance above is....
- a. Do
  - b. Done
  - c. Did
  - d. Was did
22. \_\_\_\_ left and then straight!
- a. Turn
  - b. Keep
  - c. Walk
  - d. Run
23. Turn off the lamp then ....
- a. Sleep
  - b. Eat
  - c. Drink
  - d. Stand
24. Aminah: How to make a cup of coffee?  
Aisyah: heat the water then ----the coffee with the sugar.
- a. Cook
  - b. Stir
  - c. Separate
  - d. Drink
25. ....straight until you find a book store.
- a. Walked
  - b. Walks
  - c. Walk
  - d. Walk is

## APPENDIX IV

### Instrument for Post-test

Name :

Class :

Choose the best answer by crossing (X) a, b, c, or d.

1. It's raining outside, you could be sick later.  
Which imperative sentence is suitable for the sentence above?
  - a. Don't go outside
  - b. Go out side
  - c. Please go outside!
  - d. Let's go outside.
2. Miss Khodijah: Hi Salma, What can I do for you?  
Salma : Hello Miss, My friends and I want to borrow a dictionary.  
Miss Khodijah: All right. Here you are. Keep it clean and....it back to me after school!  
Salma : Ok miss, Thank you.
  - a. Come
  - b. Came
  - c. Give
  - d. Gave
3. What shall we do today?  
The suggestion imperative sentence is?
  - a. Let's we go to the library
  - b. Why don't we go to the library?
  - c. Would you go to library?
  - d. Go to library.
4. Khodijah: My veil is wet, \_ \_ \_ your veil?  
Which request imperative sentence is suitable to complete the question above?
  - a. Could I wear
  - b. Let's I wear
  - c. Why don't you wear
  - d. Do I wear
5. The room is very hot.
  - a. Please turn of the lamp!
  - b. Please turn on the fan!
  - c. Please close the door!



- d. Please lock the window!
6. The dishes is very dirty. The mother said “ ----- the dishes please!”
- Wash
  - Throw
  - Save
  - Look
7. Dinda: “I am very tired”.
- Aizah: -----
- Why are you taking a rest for a while?
  - Take a rest for a while!
  - Taking a rest for a while!
  - Don’t taking a rest for a while!
8. Situation: My neighbor is noisy.
- You should.....
- Let them be
  - Tell your neighbor to increase their voice
  - Tell politely to neighbor to be silent.
  - I don’t know, tell me
9. Arrange into good sentence
- Your-memorizing-keep-al Qur’an-everyday!-it-and-read
- Keep al-Qur’an everyday and read it memorizing!
  - Al-Qur’an read every day and keep your memorizing
  - Keep your memorizing al-Qur’an and read it every day!
  - Keeps your memorizing al- Qur’an and read it every day!
10. \_\_\_hard and do the best answer. Tomorrow you will do the examination.
- The appropriate verb to complete the utterance above is
- Study
  - Studied
  - Cheat
  - Cheated
11. Keep your health and ....much water!
- Drink
  - Drinks
  - Drinking
  - Is drink
12. Habibah : I have toothache.
- Salma : -----?
- Don’t go to dentist
  - Let’s go to hospital!
  - Why don’t you go to cafeteria?

d. Why don't you go to dentist?

13. Which imperative sentence is suitable to instruct the picture below?



- a. Make a cup of coffee!
- b. Make a fried rice!
- c. Makes a cup of coffee!
- d. Maked a cup of coffee!

14. Umar : I save my money, but I forget where I put it.

Salman: ----- try to remember and look for it?

- a. Shall us
- b. I'll
- c. Don't you
- d. Why don't you?

15. Aisyah : -----

Sofiyah: I suggest you to go home earlier.

- a. I hate suggestion
- b. I want to go home
- c. I like suggestion
- d. What should I do? It's late already

16. Remember Love yourself! You-----

- a. Shouldn't play games every day
- b. Should play games every day
- c. Play games every day
- d. Should playes game every day

17. I like to take the picture, but I can't do it for myself.

---- a picture?

- a. Can you took me a picture
- b. Could you takes me a picture
- c. Can you take me a picture
- d. Could you taking me

18. Tomorrow is my birthday.

Which request imperative sentence is suitable?

- a. Will you comes to my birthday?
- b. Will you come to my birthday?
- c. Don't you come to my birthday?
- d. Let's come to my house

19. This floor is very dirty, the sister said "-----"

- a. Will you sweep this floor?
  - b. Will you sweep this mirror?
  - c. Would you sweeps this floor?
  - d. Would you swept this mirror?
20. The warning imperative sentence that matches the activity in the picture below is?



- a. Cheat during exam!
  - b. Don't cheat during exam!
  - c. Don't answer the exam!
  - d. Don't cheats during exam!
21. Warning!



- a. Don't smoke!
  - b. Do smoke!
  - c. Don't smoking
  - d. Let's smoking
22. Which imperative sentence is suitable to instruct this picture?

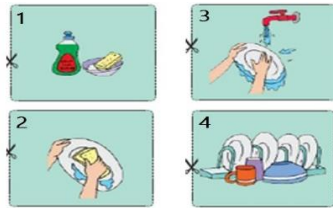


- a. Make an omelette!
  - b. Maked an omelette!
  - c. Makes an omelette!
  - d. Make is an omelette!
23. Which imperative sentence is suitable to instruct the picture below?



- a. Turn left and go straight
- b. Turn right and go straight
- c. Turned left and go straight
- d. Turns right and go straight

24. The activity from the picture above no.3 instruct us to do?



- Rinse dishes with clean water!
- Prepare dish soap and sponge!
- Clean dirty dishes with soap!
- Tide the clean dishes to their place!

25. In this picture, the teacher instructs the students to...



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- Stand up straight and face the blackboard!
- Sit up is straight and face the blackboard!
- Sit and face the blackboard
- Standing up and face the blackboard

Name : ARFIN

Class : VII A

Choose the best answer by crossing (X) a, b, c, or d.

1. The classroom is very dirty.  
The teacher said ".....the floor please".
- a. Take
  - b. Sweep
  - c. Open
  - d. Stand
2. Today is very hot. The teacher said ".....the door please".
- a. Open
  - b. Take
  - c. Lock
  - d. Touch
3. Maryam : I feel hungry and thirsty.  
Aisyah : me too  
Maryam : Let's \_\_\_\_ to the cafeteria  
Nina : ok  
The appropriate verb to complete the dialog above is.....
- a. Run
  - b. Go
  - c. Eat
  - d. Sit
4. Would you mind \_\_\_\_ the rubbish into the dustbin please!
- a. Give
  - b. Raise
  - c. Throw
  - d. Sit down
5. Teacher : Please \_\_\_\_ your book page 15, and read it!
- a. Put
  - b. Write
  - c. Give
  - d. Open
6. Look at the picture



The appropriate command expression is \_\_\_\_\_

- a. Don't throw the rubbish into the dustbin please!
- b. Throw the rubbish anywhere
- c. Take your book from the dustbin please!
- d. Throw the rubbish into the dustbin please!

9. The room is very dark, the mother said "\_\_\_\_\_ the lamp please!"

- a. Turn on
- b. Open
- c. Turn of
- d. Touch

10. Khodijah : Do you find some book?

Ibrahim : yes, I do

Khodijah : \_\_\_\_\_ ?

Ibrahim : ok, let's go

- a. Stand up, please!
- b. Don't go there
- c. Sit down
- d. Why don't we go to the library?

11. ....Your health

The appropriate verb to complete the utterance above is.....

- a. Keep
- b. Run
- c. Cheat
- d. Look at

12. Umar and Malik come late to the school, the teacher said "Don't be \_\_\_\_\_ again please!"

- a. Lazy
- b. Late
- c. Noise
- d. Sleepy

13. Keep your health and \_\_\_\_\_ smoke!

- a. Let's
- b. Can
- c. Don't
- d. Do

14. Let's go to the cafeteria  
Translet into Indonesia!

- a. Mari kita pergi ke perpustakaan
- b. Jangan pergi ke kantin
- c. Mari kita pergi ke kelas

d. Mari kita pergi ke kantin

13. Aminah: How to make Instand noodle

~~X~~ Khadijah: **Take a noodle and put it on a plate!**

What kinds of imperative sentence the conversation above?

a. Suggestion

~~A~~ b. Advice and warning

c. Giving orders and Command

~~d~~ d. Direction and instruction

14. Let's go home! Change into negative form!

a. Don't go home

b. Let's not go home

c. Let's don't go home

~~A~~ d. Let's go not home

15. Arrange into a good sentence

~~X~~ Study-classroom-let's-English-the-in

a. Let's study English in the classroom

~~b~~ b. Let's English study the in classroom

c. English in the classroom let's study

~~d~~ d. Study English let's in the classroom

16. Arrange into a Good sentence

Health-your-keep-in-Pandemi-this

~~A~~ a. Keep health in your pandemic

b. Keep your health in this pandemic

c. In this health keep your pandemic

~~d~~ d. Pandemi in this keep your health

17. I am so hungry. Can I have some.....?

a. Bread

b. Pop ice

~~A~~ c. Pen

~~d~~ d. Book

18. I ran out of paper. ....two more sheets of paper?

a. Can I have

~~X~~ b. Don't have

c. Have

d. Let's have

19. I don't understand about imperative sentence.  
Can you.....me about the lesson?

~~X~~ a. Study

b. Teach

c. Taught



d. Studied

20. Don't .....on the grass

The appropriate verb to complete the utterance above is....

~~a.~~ Step

b. Run

c. Walk

d. Open

21. Remember, always \_\_ your homework

The appropriate verb to complete the utterance above is....

~~a.~~ Do

b. Done

c. Did

d. Was did

22. \_\_\_\_\_ left and then straight!

~~a.~~ Turn

b. Keep

c. Walk

d. Run

23. Turn off the lamp then ....

~~a.~~ Sleep

b. Eat

c. Drink

d. Stand

24. Aminah: How to make a cup of coffee?

Aisyah: heat the water then ----the coffee with the sugar.

a. Cook

~~a.~~ Stir

c. Separate

d. Drink

25. ....straight until you find a book store.

~~a.~~ Walked

b. Walks

~~a.~~ Walk

d. Walk is



Name : Wisma Nirwana

Class : VIII A

Choose the best answer by crossing (X) a, b, c, or d.

1. The classroom is very dirty.  
The teacher said ".....the floor please".

- a. Take
- b. Sweep
- c. Open
- d. Stand

2. Today is very hot. The teacher said ".....the door please".

- a. Open
- b. Take
- c. Lock
- d. Touch

3. Maryam : I feel hungry and thirsty.

Aisyah : me too

Maryam : Let's \_\_\_\_ to the cafeteria

Nina : ok

The appropriate verb to complete the dialog above is.....

- a. Run
- b. Go
- c. Eat
- d. Sit

4. Would you mind \_\_\_\_ the rubbish into the dustbin please!

- a. Give
- b. Raise
- c. Throw
- d. Sit down

5. Teacher : Please \_\_\_\_ your book page 15, and read it!

- a. Put
- b. Write
- c. Give
- d. Open

Look at the picture



The appropriate command expression is \_\_\_\_\_

- a. Don't throw the rubbish into the dustbin please!
- b. Throw the rubbish anywhere
- c. Take your book from the dustbin please!
- d. Throw the rubbish into the dustbin please!

7. The room is very dark, the mother said " \_\_\_\_\_ the lamp please!

- a. Turn on
- b. Open
- c. Turn of
- d. Touch

8. Khodijah : Do you find some book?

Ibrahim : yes, I do

Khodijah : \_\_\_\_\_ ?

Ibrahim : ok, let's go

- a. Stand up, please!
- b. Don't go there
- c. Sit down
- d. Why don't we go to the library?

.....Your health

The appropriate verb to complete the utterance above is.....

- a. Keep
- b. Run
- c. Cheat
- d. Look at

10. Umar and Malik come late to the school, the teacher said "Don't be \_\_\_\_\_ again please!

- a. Lazy
- b. Late
- c. Noise
- d. Sleepy

11. Keep your health and \_\_\_\_\_ smoke!

- a. Let's
- b. Can
- c. Don't
- d. Do

12. Let's go to the cafeteria

Translet into Indonesia!

- a. Mari kita pergi ke perpustakaan
- b. Jangan pergi ke kantin
- c. Mari kita pergi ke kelas

- ~~X~~ Mari kita pergi ke kantin
- ~~X~~ Aminah: How to make Instand noodle  
 Khadijah: **Take a noodle and put it on a plate!**  
 What kinds of imperative sentence the conversation above?
- ~~X~~ Suggestion  
 b. Adiva and warning  
 c. Giving orders and Command  
 d. Direction and instruction
- ~~X~~ Let's go home! Change into negative form!  
 a. Don't go home  
 b. Let's not go home  
 c. Let's don't go home  
~~X~~ Let's go not home
- ~~X~~ 15. Arrange into a good sentence  
 Study-classroom-let's-English-the-in  
~~X~~ Let's study English in the classroom  
 b. Let's English study the in classroom  
 c. English in the classroom let's study  
~~X~~ d. Study English let's in the classroom
- ~~X~~ 16. Arrange into a Good sentence  
 Health-your-keep-in-Pandemi-this  
 a. Keep health in your pandemic  
~~X~~ b. Keep your health in this pandemic  
 c. In this health keep your pandemic  
~~X~~ d. Pandemi in this keep your health
- ~~X~~ 17. I am so hungry. Can I have some.....?  
 a. Bread  
 b. Pop ice  
 c. Pen  
~~X~~ d. Book
- ~~X~~ 18. I ran out of paper. ....two more sheets of paper?  
~~X~~ a. Can I have  
 b. Don't have  
 c. Have  
 d. Let's have
- ~~X~~ 19. I don't understand about imperative sentence.  
 Can you.....me about the lesson?  
~~X~~ a. Study  
 b. Teach  
 c. Taught

d. Studied

20. Don't .....on the grass

The appropriate verb to complete the utterance above is.....

~~a.~~ Step

b. Run

c. Walk

d. Open

21. Remember, always \_\_ your homework

The appropriate verb to complete the utterance above is....

~~a.~~ Do

b. Done

c. Did

d. Was did

22. \_\_\_\_\_ left and then straight!

a. Turn

~~b.~~ Keep

c. Walk

~~d.~~ Run

23. Turn off the lamp then ....

~~a.~~ Sleep

b. Eat

c. Drink

d. Stand

24. Aminah: How to make a cup of coffee?

Aisyah: heat the water then ----the coffee with the sugar.

~~a.~~ Cook

b. Stir

c. Separate

d. Drink

25. ....straight until you find a book store.

a. Walked

b. Walks

c. Walk

~~d.~~ Walk is

Name : Mansa Putri  
Class : VIII<sup>A</sup>

Choose the best answer by crossing (X) a, b, c, or d.

1. It's raining outside, you could be sick later.  
Which imperative sentence is suitable for the sentence above?  
 a. Don't go outside  
b. Go out side  
c. Please go outside!  
 d. Let's go outside.
2. Miss Khodijah: Hi Salma, What can I do for you?  
Salma : Hello Miss, My friends and I want to borrow a dictionary.  
Miss Khodijah: All right. Here you are. Keep it clean and....it back to me after school!  
Salma : Ok miss, Thank you.  
a. Come  
b. Came  
 c. Give  
d. Gave
3. What shall we do today?  
The suggestion imperative sentence is?  
a. Let's we go to the library  
 b. Why don't we go to the library?  
c. Would you go to library?  
d. Go to library.
4. Khodijah: My veil is wet, \_\_\_ your veil?  
Which request imperative sentence is suitable to complete the question above?  
 a. Could I wear  
b. Let's I wear  
c. Why don't you wear  
 d. Do I wear
5. The room is very hot.  
a. Please turn of the lamp!  
 b. Please turn on the fan!  
c. Please close the door!  
d. Please lock the window!
6. The dishes is very dirty. The mother said " ---- the dishes please!"  
 a. Wash



- b. Throw
- c. Save
- d. Look

7. Dinda: "I am very tired".

Aizah: -----

- a. Why are you taking a rest for a while?
- b. Take a rest for a while!
- c. Taking a rest for a while!
- d. Don't taking a rest for a while!

8. Situation: My neighbor is noisy.

You should.....

- a. Let them be
- b. Tell your neighbor to increase their voice
- c. Tell politely to neighbor to be silent.
- d. I don't know, tell me

9. Arrange into good sentence

Your-memorizing-keep-al Qur'an-everyday!-it-and-read

- a. Keep al-Qur'an everyday and read it memorizing!
- b. Al-Qur'an read every day and keep your memorizing
- c. Keep your memorizing al-Qur'an and read it every day!
- d. Keeps your memorizing al- Qur'an and read it every day!

10. \_\_\_hard and do the best answer. Tomorrow you will do the examination.

The appropriate verb to complete the utterance above is

- a. Study
- b. Studied
- c. Cheat
- d. Cheated

11. Keep your health and ....much water!

- a. Drink
- b. Drinks
- c. Dringking
- d. Is drink

12. Habibah : I have toothache.

Salma : -----?

- a. Don't go to dentist
- b. Let's go to hospital!
- c. Why don't you go to cafeteria?
- d. Why don't you go to dentist?

13. Which imperative sentence is suitable to instruct the picture below?



- a. Make a cup of coffee!
- b. Make a fried rice!
- c. Makes a cup of coffee!
- d. ~~Maked~~ a cup of coffee!

14. Umar : I save my money, but I forget where I put it.

Salman: ----- try to remember and look for it?

- a. Shall us
- b. I'll
- c. Don't you
- d. Why don't you?

15. Aisyah : -----

Sofiyah: I suggest you to go home earlier.

- a. I hate suggestion
- b. I want to go home
- c. I like suggestion
- d. What should I do? It's late already

16. Remember Love yourself! You-----

- a. Shouldn't play games every day
- b. Should play games every day
- c. Play games every day
- d. Should playes game every day

17. I like to take the picture, but I can't do it for myself.

--- a picture?

- a. Can you took me a picture
- b. Could you takes me a picture
- c. Can you take me a picture
- d. Could you taking me

18. Tomorrow is my birthday.

Which request imperative sentence is suitable?

- a. Will you comes to my birthday?
- b. Will you come to my birthday?
- c. Don't you come to my birthday?
- d. Let's come to my house

19. This floor is very dirty, the sister said "-----"

- a. Will you sweep this floor?
- b. Will you sweep this mirror?

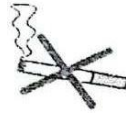
- c. Would you sweeps this floor?
- d. Would you swept this mirror?

X 20. The warning imperative sentence that matches the activity in the picture below is?



- X a. Cheat during exam!
- b. Don't cheat during exam!
- c. Don't answer the exam!
- d. Don't cheats during exam!

21. Warning!



- a. Don't smoke!
- X b. Do smoke!
- c. Don't smoking
- d. Let's smoking

X 22. Which imperative sentence is suitable to instruct this picture?



- a. Make an omelette!
- X b. Maked an omelette!
- c. Makes an omelette!
- d. Make is an omelette!

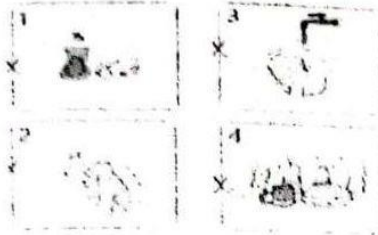
23. Which imperative sentence is suitable to instruct the picture below?



- X a. Turn left and go straight
- b. Turn right and go straight
- c. Turned left and go straight
- d. Turns right and go straight

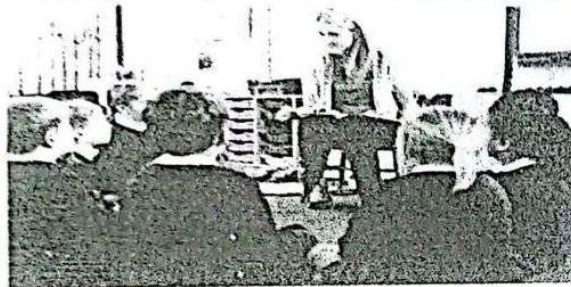
24. The activity from the picture above no.3 instruct us to do?





- a. Rinse dishes with clean water!
- b. Prepare dish soap and sponge!
- c. Clean dirty dishes with soap!
- d. Tidy the clean dishes to their place!

25. In this picture, the teacher instructs the students to...



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- a. Stand up straight and face the blackboard!
- b. Sit up is straight and face the blackboard!
- c. Sit and face the blackboard
- d. Standing up and face the blackboard

Name

: Cantika Putri

Class

V III 7

Choose the best answer by crossing (X) a, b, c, or d.

~~X~~ It's raining outside, you could be sick later.  
Which imperative sentence is suitable for the sentence above?

- a. Don't go outside
- ~~b.~~ Go out side
- c. Please go outside!
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2. Miss Khodijah: Hi Salma, What can I do for you?

Salma : Hello Miss, My friends and I want to borrow a dictionary.

Miss Khodijah: All right. Here you are. Keep it clean and....it back to me after school!

Salma : Ok miss, Thank you.

- a. Come
- b. Came
- ~~c.~~ Give
- d. Gave

3. What shall we do today?

The suggestion imperative sentence is?

- a. Let's we go to the library
- ~~b.~~ Why don't we go to the library?
- c. Would you go to library?
- d. Go to library.

4. Khodijah: My veil is wet, \_\_\_ your veil?

Which request imperative sentence is suitable to complete the question above?

- ~~a.~~ Could I wear
- b. Let's I wear
- c. Why don't you wear
- d. Do I wear

5. The room is very hot.

- a. Please turn of the lamp!
- ~~b.~~ Please turn on the fan!
- c. Please close the door!
- d. Please lock the window!

~~b.~~ The dishes is very dirty. The mother said " ----- the dishes please!"

- ~~c.~~ Wash

- b. Throw
- c. Save
- d. Look

7. Dinda: "I am very tired".  
Aizah: -----

- a. Why are you taking a rest for a while?
- b. Take a rest for a while!
- c. Taking a rest for a while!
- d. Don't taking a rest for a while!

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You should.....

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- b. Tell your neighbor to increase their voice
- c. Tell politely to neighbor to be silent.
- d. I don't know, tell me

9. Arrange into good sentence

Your-memorizing-keep-al Qur'an-everyday!-it-and-read

- a. Keep al-Qur'an everyday and read it memorizing!
- b. Al-Qur'an read every day and keep your memorizing
- c. Keep your memorizing al-Qur'an and read it every day!
- d. Keeps your memorizing al- Qur'an and read it every day!

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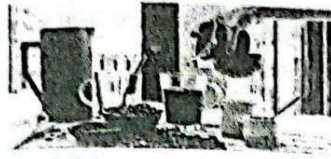
- a. Drink
- b. Drinks
- c. Drinking
- d. Is drink

12. Habibah : I have toothache.

Salma : -----?

- a. Don't go to dentist
- b. Let's go to hospital!
- c. Why don't you go to cafeteria?
- d. Why don't you go to dentist?

13. Which imperative sentence is suitable to instruct the picture below?



- a. Make a cup of coffee!
- b. Make a fried rice!
- c. Makes a cup of coffee!
- d. Maked a cup of coffee!

14. Umar : I save my money, but I forget where I put it.  
Salman: ----- try to remember and look for it?

- a. Shall us
- b. I'll
- c. Don't you
- d. Why don't you?

15. Aisyah : -----

Sofiyah: I suggest you to go home earlier.

- a. I hate suggestion
- b. I want to go home
- c. I like suggestion
- d. What should I do? It's late already

16. Remember Love yourself! You-----

- a. Shouldn't play games every day
- b. Should play games every day
- c. Play games every day
- d. Should playes game every day

17. I like to take the picture, but I can't do it for myself.

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- a. Can you took me a picture
- b. Could you takes me a picture
- c. Can you take me a picture
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18. Tomorrow is my birthday.

Which request imperative sentence is suitable?

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- a. Will you sweep this floor?
- b. Will you sweep this mirror?



- c. Would you sweeps this floor?
- d. Would you swept this mirror?

20. The warning imperative sentence that matches the activity in the picture below is?



- a. Cheat during exam!
- b. Don't cheat during exam!
- c. Don't answer the exam!
- d. Don't cheats during exam!

21. Warning!



- a. Don't smoke!
- b. Do smoke!
- c. Don't smoking
- d. Let's smoking

22. Which imperative sentence is suitable to instruct this picture?



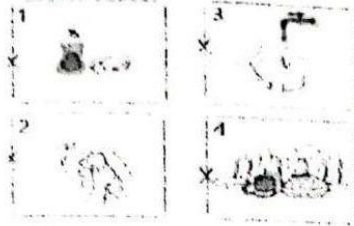
- a. Make an omelette!
- b. Maked an omelette!
- c. Makes an omelette!
- d. Make is an omelette!

23. Which imperative sentence is suitable to instruct the picture below?

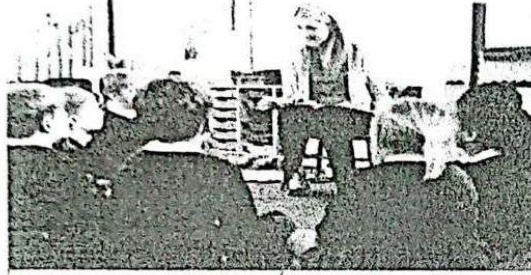


- a. Turn left and go straight
- b. Turn right and go straight
- c. Turned left and go straight
- d. Turns right and go straight

24. The activity from the picture above no.3 instruct us to do?



- a. Rinse dishes with clean water!
- b. Prepare dish soap and sponge!
- c. Clean dirty dishes with soap!
- d. Tidy the clean dishes to their place!
- e. In this picture, the teacher instructs the students to...



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- a. Stand up straight and face the blackboard!
- b. Sit up is straight and face the blackboard!
- c. Sit and face the blackboard
- d. Standing up and face the blackboard

Name : CUT RISKHA NAMIIDA

Class : 8C. VIII C.

Choose the best answer by crossing (X) a, b, c, or d.

- X1. It's raining outside, you could be sick later.  
Which imperative sentence is suitable for the sentence above?
- a. Don't go outside
  - X Go out side
  - c. Please go outside!
  - d. Let's go outside.
- X2. Miss Khodijah: Hi Salma, What can I do for you?  
Salma : Hello Miss, My friends and I want to borrow a dictionary.  
Miss Khodijah: All right. Here you are. Keep it clean and....it back to me after school!  
Salma : Ok miss, Thank you.
- a. Come
  - X Came
  - c. Give
  - d. Gave
- X3. What shall we do today?  
The suggestion imperative sentence is?
- a. Let's we go to the library
  - b. Why don't we go to the library?
  - X Would you go to library?
  - d. Go to library.
- ✓4. Khodijah: My veil is wet, \_\_\_ your veil?  
Which request imperative sentence is suitable to complete the question above?
- X Could I wear
  - b. Let's I wear
  - c. Why don't you wear
  - d. Do I wear
- X5. The room is very hot.
- a. Please turn of the lamp!
  - b. Please turn on the fan!
  - c. Please close the door!
  - X Please lock the window!
- ✓6. The dishes is very dirty. The mother said " ----- the dishes please!"
- X Wash

- b. Throw
- c. Save
- d. Look

~~7.~~ Dinda: "I am very tired".

Aizah: -----

- ~~a.~~ Why are you taking a rest for a while?
- b. Take a rest for a while!
- c. Taking a rest for a while!
- d. Don't taking a rest for a while!

~~8.~~ Situation: My neighbor is noisy.

You should.....

- a. Let them be
- ~~a.~~ Tell your neighbor to increase their voice
- c. Tell politely to neighbor to be silent.
- d. I don't know, tell me

~~9.~~ Arrange into good sentence

Your-memorizing-keep-al Qur'an-everyday!-it-and-read

- a. Keep al-Qur'an everyday and read it memorizing!
- b. Al-Qur'an read every day and keep your memorizing
- ~~c.~~ Keep your memorizing al-Qur'an and read it every day!
- d. Keeps your memorizing al- Qur'an and read it every day!

~~10.~~ \_\_\_hard and do the best answer. Tomorrow you will do the examination.

The appropriate verb to complete the utterance above is

- ~~a.~~ Study
- b. Studied
- c. Cheat
- d. Cheated

~~11.~~ Keep your health and ....much water!

- a. Drink
- b. Drinks
- ~~c.~~ Drinking
- d. Is drink

~~12.~~ Habibah : I have toothache.  
Salma : -----?

- ~~a.~~ Don't go to dentist
- b. Let's go to hospital!
- c. Why don't you go to cafeteria?
- d. Why don't you go to dentist?

~~13.~~ Which imperative sentence is suitable to instruct the picture below?





- ~~A~~ a. Make a cup of coffee!  
~~b~~ b. Make a fried rice!  
c. Makes a cup of coffee!  
d. Maked a cup of coffee!
- ~~X~~ 4. Umar : I save my money, but I forget where I put it.  
Salman: ----- try to remember and look for it?  
a. Shall us  
~~X~~ b. I'll  
c. Don't you  
d. Why don't you?
- ~~X~~ 5. Aisyah : -----  
Sofiyah: I suggest you to go home earlier.  
~~X~~ a. I hate suggestion  
b. I want to go home  
c. I like suggestion  
d. What should I do? It's late already
- ~~X~~ 6. Remember Love yourself! You-----  
a. Shouldn't play games every day  
~~X~~ b. Should play games every day  
c. Play games every day  
d. Should playes game every day
- ~~X~~ 7. I like to take the picture, but I can't do it for myself.  
--- a picture?  
~~X~~ a. Can you took me a picture  
b. Could you takes me a picture  
c. Can you take me a picture  
d. Could you taking me
- ~~X~~ 8. Tomorrow is my birthday.  
Which request imperative sentence is suitable?  
~~X~~ a. Will you comes to my birthday?  
b. Will you come to my birthday?  
c. Don't you come to my birthday?  
d. Let's come to my house
- ~~X~~ 9. This floor is very dirty, the sister said "-----"  
a. Will you sweep this floor?  
~~X~~ b. Will you sweep this mirror?

c. Would you sweeps this floor?

d. Would you swept this mirror?

20. The warning imperative sentence that matches the activity in the picture below is?



a. Cheat during exam!

b. Don't cheat during exam!

c. Don't answer the exam!

d. Don't cheats during exam!

21. Warning!



a. Don't smoke!

b. Do smoke!

c. Don't smoking

d. Let's smoking

22. Which imperative sentence is suitable to instruct this picture?



a. Make an omelette!

b. Maked an omelette!

c. Makes an omelette!

d. Make is an omelette!

23. Which imperative sentence is suitable to instruct the picture below?



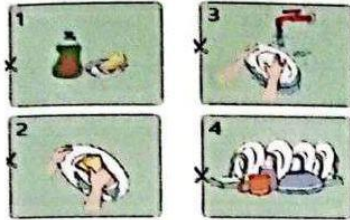
a. Turn left and go straight

b. Turn right and go straight

c. Turned left and go straight

d. Turns right and go straight

24. The activity from the picture above no.3 instruct us to do?



- a. Rinse dishes with clean water!
- ~~b.~~ Prepare dish soap and sponge!
- c. Clean dirty dishes with soap!
- ~~d.~~ Tidy the clean dishes to their place!

25. In this picture, the teacher instructs the students to...



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- ~~a.~~ Stand up straight and face the blackboard!
- b. Sit up is straight and face the blackboard!
- c. Sit and face the blackboard
- d. Standing up and face the blackboard

**SURAT PERNYATAAN VALIDASI INSTRUMENT PENELITIAN  
TUGAS AKHIR SKRIPSI**

Saya yang bertanda tangan dibawah ini:

Nama : Hayati S.Pd  
NIP : 19810424 201406 2 004  
Jurusan : Bahasa Inggris

Menyatakan bahwa instrument penelitian atas nama mahasiswa:

Nama : Wilda Ariannur  
Nim : 1920300069  
Program Studi : Tadris Bahasa Inggris  
Judul Penelitian : The Effect of Total Physical Response on Students'  
Imperative Sentence at the Grade VIII MTs Hubbul Wathan  
Tabuyung.

Setelah dilakukan kajian atas Instrument Penelitian dengan mempertimbangkan beberapa aspek diantaranya topic, soal, jumlah item dan model soal yang bervariasi sesuai dengan indikator nya. Instrument ini layak digunakan untuk penelitian dan dapat diujikan, diantaranya 25 soal untuk pre-test dan 25 soal untuk pos-test.

Demikian agar dapat digunakan sebagaimana mestinya.

Tabuyung, 13 Mei 2023

Validator,

  
Hayati S.Pd

NIP. 19810424 201406 2 004

## **APPENDIX V**

### **Key Answer for Pre-test and Post-test**

#### **Pre-test**

1. B
2. A
3. B
4. C
5. D
6. D
7. A
8. D
9. A
10. B
11. C
12. D
13. D
14. B
15. A
16. B
17. A
18. A
19. B
20. A
21. A
22. A
23. A
24. B
25. C

#### **Post-test**

1. A
2. C
3. B
4. A
5. B
6. A
7. B
8. C
9. C
10. A
11. C
12. D
13. A
14. D
15. D
16. A
17. C
18. B
19. B
20. B
21. B
22. A
23. A
24. C
25. A

## APPENDIX VI

### Score of Experimental Class and Control Class in Pre Test

#### a. Pre-test Score of Experimental Class

No.	Name	Score
1.	FH	24
2.	AN	44
3.	WN	52
4.	RT	36
5.	MZN	40
6.	PL	24
7.	MP	44
8.	CP	24
9.	MP	48
10.	RS	52
11.	SD	24
12.	SM	24
13.	MNS	16
14.	AW	28
15.	UH	24
16.	PI	20
17.	BS	16
18.	AS	36
19.	NC	28
20.	JI	32
21.	AA	24
22.	AJ	36

**b. Pre-test Score of Control Class**

No.	Name	Score
1.	SA	32
2.	APL	28
3.	ASN	28
4.	GM	52
5.	PP	36
6.	AAM	44
7.	CRM	24
8.	CP	28
9.	SAR	36
10.	GMR	36
11.	ZS	28
12.	RBA	20
13.	SM	32
14.	YM	24
15.	KA	24
16.	MR	16
17.	AA	48
18.	AW	28
19.	AA	36
20.	ZA	24
21.	SS	44
22.	AN	48

## APPENDIX VII

### Score of Experiment Class and Control Class Post Test

#### a. Post-test score of Experimental Class

No.	Name	Score
1.	FH	68
2.	AN	72
3.	WN	88
4.	RT	80
5.	MZN	76
6.	PI	72
7.	MP	84
8.	CP	52
9.	MP	84
10.	RS	88
11.	SD	60
12.	SM	72
13.	MNS	68
14.	AW	64
15.	UH	72
16.	PL	68
17.	BS	60
18.	AS	76
19.	NC	68
20.	JI	80
21.	AA	68
22.	AJ	80



**b. Post-test of Control Class**

No.	Name	Score
1.	SA	64
2.	APL	32
3.	ASN	36
4.	GM	64
5.	DP	68
6.	AAM	32
7.	CRM	28
8.	CP	56
9.	SAR	48
10.	GMR	44
11.	ZS	40
12.	RBA	16
13.	SM	36
14.	YM	32
15.	KA	28
16.	MR	16
17.	AA	40
18.	AW	32
19.	AA	52
20.	ZA	28
21.	SS	48
22.	AN	40

## APPENDIX VIII

### RESULT OF NORMALITY TEST IN PRE-TEST

#### A. Experimental Class

##### Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-test Experimental	22	31.64	11.104	16	52

##### One-Sample Kolmogrov-Smirnov Test

		Pre-test Experiment
N		22
Normal Parameters <sup>a,b</sup>	Mean	31.64
	Std. Deviation	11.104
Most Extreme Differences	Absolute	.209
	Positive	.209
	Negative	-.109
Test Statistic		.209
Asymp. Sig. (2-tailed)		.014 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from Data.

c. Lilliefors Significance Correction.

#### B. Control Class

##### Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-test Control	22	32.55	9.743	16	52

##### One-Sample Kolmogrov-Smirnov Test

		Pre-test Control
N		22
Normal Parameters <sup>a,b</sup>	Mean	32.55
	Std. Deviation	9.743
Most Extreme Differences	Absolute	.180
	Positive	.180
	Negative	-.107
Test Statistic		.180
Asymp. Sig. (2-tailed)		.063 <sup>c,d</sup>

- a. Test distribution is Normal.
- b. Calculated from Data.
- c. Lilliefors Significance Correction.

## APPENDIX IX

### RESULT OF NORMALITY TEST IN POST TEST

#### A. Experimental Class

##### Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Post-test Experimental	22	72.73	9.372	52	88

##### One-Sample Kolmogrov-Smirnov Test

		Post-test Experiment
N		22
Normal Parameters <sup>a,b</sup>	Mean	72.73
	Std. Deviation	9.372
Most Extreme Differences	Absolute	.125
	Positive	.122
	Negative	-.125
Test Statistic		.125
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from Data.

c. Lilliefors Significance Correction.

#### B. Control Class

##### Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Post-test Control	22	40.00	14.396	16	68

##### One-Sample Kolmogrov-Smirnov Test

		Post-test Control
N		22
Normal Parameters <sup>a,b</sup>	Mean	40.00
	Std. Deviation	14.396
Most Extreme Differences	Absolute	.136
	Positive	.136
	Negative	-.111
Test Statistic		.138

Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>
------------------------	--	---------------------

- a. Test distribution is Normal.
- b. Calculated from Data.
- c. Lilliefors Significance Correction.

## APPENDIX X

### RESULT OF HOMOGENEITY

#### Test of Homogeneity of Variances

Pre-test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.091	1	9.091	.083	<b>.774</b>
Within Groups	4582.545	42			
Total	4591.636	43			

#### Test of Homogeneity of Variances

Post-test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11781.818	1	11781.818	79.859	<b>.000</b>
Within Groups	6196.364	42	6196.364		
Total	17978.182	43			

**APPENDIX X1**

**HYPOTHESIS**

**Statistics**

	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Post-Test	Experimental	22	72.73	9.371	1.998
	Control	22	40.00	14.395	3.069

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal Variances assumed	3.150	0.83	8.936	42	.000	32.727	3.662	25.337	40.118
Equal Variances not assumed			8.936	36.089	.000	32.727	3.662	25.337	40.154

**APPENDIX XII**

**RESEARCH DOCUMENTATION**

**Pre-test Experiment Class**



**Pre-Test Control Class**





## Treatment Experimental Class



## Post-Test Experiment Class



## Post-Test Control Class



**APPENDIX XIII****Percentage Points of the t Distribution**

Pr df	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615



37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680



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Hal : Izin Riset  
Penyelesaian Skripsi

Yth. Kepala Sekolah MTs.Swasta Hubbul Wathan Tabuyung.

Dengan hormat, bersama ini kami sampaikan bahwa:

Nama : Wilda Arrianur  
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Fakultas : Tarbiyah dan Ilmu Keguruan.

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Total Physical Response On Students Imperative Sentence Mastery at the Grade VIII Students MTs Hubbul Wathan Tabuyung".

Sehubungan dengan itu, kami mohon bantuan Bapak / Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Padangsidempuan, 11 April 2023  
a.n Dekan  
Wakil Dekan Bidang Akademik



Dr. Lis Yulianti Syafrida Siregar, S.Psi., MA  
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21 December 2022

Lamp :-

Perihal : **Pengesahan Judul dan Penunjukan Pembimbing Skripsi**

Yth.

1. Rayendriani Fahmei Lubis, M.Ag.

(Pembimbing I)

2. Sri Rahmadhani Siregar, M.Pd.

(Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Wilda Ariannur

NIM : 19 203 00069

Program Studi : Tadris Bahasa Inggris


Judul Skripsi : The Effect of Total Physical Response on Students' Imperative Sentence Mastery at the Grade VIII Students MTs Hubbul Wathan Tabuyung

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui  
an. Dekan  
Wakil Dekan Bidang Akademik

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**YAYASAN HAJI ANIF (YHA)**  
**MADRASAH TSANAWIYAH HUBBUL WATHAN TABUYUNG**  
**KEC. MUARA BATANG GADIS KAB. MANDAILING NATAL**  
Alamat : Jl. Lintas Pantai Barat No.      Contact Person :

Nomor  
Empiran  
rihal

: 096/MTs-HBW/TBY/V/2023  
:-  
: Balasan

Tabuyung, 13 Mei 2023

Kepada YTh,

Dekan Fakultas Tarbuyah dan Ilmu Keguruan  
Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padang Sidempuan  
di-  
Tempat

alamualaikum WR.Wb

ubungan dengan Surat Nomor : B17II/Un.28/E.1/TL.00/04/2023, Hal Izin Riset Skripsi. Maka dengan  
kami memberikan izin kepada Mahasiswa yang namanya tercantum di bawah ini sebagai berikut :

ma : WILDA ARIANNUR  
M : 1920300069  
ogram Study : Tadris/Pendidikan Bahasa Inggris  
kultas : Tarbiyah dan Ilmu Keguruan

uk melaksanakan Riset Skripsi Dengan judul “ THE EFFECT OF TOTAL PHYSICAL RESPONSE  
STUDENTS IMPERATIVE SENTENCE MASTERY AT THE GRADE VIII STUDENT MTs  
BBUL WATHAN TABUYUNG”.

nikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Tabuyung, 13 April 2023

Kepala Madrasah

ASDI WARDANA, S.Pd