IMPROVING STUDENTS’ UNDERSTANDING OF IMPERATIVE
SENTENCES BY USING TOTAL PHYSICAL RESPONSE METHOD

(A Classroom Action Research in the First year of SMP Negeri 1 Cimarga)

A “Skripsi”
Presented to the Faculty of Tarbiya and Teachers Training
In a Partial Fulfillment of the Requirements
For the Degree of S.Pd (Bachelor of Arts) in English Language Education

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DEPARTMENT OF ENGLISH EDUCATION
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SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
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1432 H/2011 M
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In the name of Allah, The Beneficent, The Merciful

All praise be to Allah SWT, who bestowed upon the writer in completing this skripsi. Peace and blessing be upon to our prophet Muhammad SAW, his family, his companions, and his faithful followers.

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Jakarta, 17 February 2011

The Writer
ABSTRACT

Ius Yusniah, 2011. Improving Students’ Understanding of Imperative Sentences by Using Total Physical Response Method (A Classroom Action Research in the First Year of SMPN 1 Cimarga). Skripsi, Department of English Education, Faculty of Tarbiya and Teachers Training, Syarif Hidayatullah State Islamic University, Jakarta.

Advisor: Nida Husna, M.Pd, M.A. TESOL

Key words: Imperative Sentence, Total Physical Response (TPR) method, and SMPN 1 Cimarga.

This research is aimed at knowing whether students’ understanding of imperative sentence can be improved by using Total Physical Response (TPR) method in the first year of SMPN 1 Cimarga academic year 2010/2011.

This research uses Classroom Action Research (CAR). The Classroom Action Research design that is used in this research is Kurt Lewin’s Design; it consists of two cycles. Every cycle consists of four phases those are: planning, acting, observing, and reflecting. The subject of this research is the students of VII-D class of SMPN 1 Cimarga. In collecting the data, this research uses observation, interview and test.

Based on the research findings, it can be said that by using Total Physical Response method in teaching imperative sentence is success since the criterion of success were achieved. The criterion of success is 70% of students could achieve the target score of the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) of English lesson was 60 (sixty). The findings of the study are: first, related to the test result, there were 3 students or 7.89% of students in the class who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM). Then in the result of posttest in cycle 1, there were 11 or 28.94% of students in the class who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal. Next in the result of posttest in cycle 2, there were 29 or 76.31% of students in the class who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM). Second, related to the observation result showed that the students were more active and interested in learning grammar especially imperative sentence in the classroom. Third, related to the interview result, it could be known that with using Total Physical Response method, the students’ understanding on imperative sentence has improved and also helped the teacher to find the appropriate strategy in teaching imperative sentence.
ABSTRAK

Ius Yusniah, 2011. Improving Students’ Understanding of Imperative Sentences by Using Total Physical Response Method (A Classroom Action Research in the First Year of SMPN 1 Cimarga), Skripsi, Department of English Education, Faculty of Tarbiya and Teachers Training, Syarif Hidayatullah State Islamic University, Jakarta.

Pembimbing : Nida Husna, M.Pd, M.A. TESOL

Kata Kunci: Imperative Sentence (kalimat imperative), metode Total Physical Response (TPR), dan SMPN 1 Cimarga.

Penelitian ini bertujuan untuk mengetahui apakah kemampuan pemahaman siswa terhadap kalimat imperative bisa ditingkatkan dengan menggunakan metode TPR di kelas 7 SMPN 1 Cimarga tahun akademik 2010/2011.


Hasil penelitian ini menunjukkan bahwa penggunaan metode Total Physical Response dalam pengajaran imperative sentence berhasil, karena pada siklus 2 telah mencapai kriteria sukses. Kriteria sukses adalah 70% dari siswa dapat mencapai Kriteria Ketuntasan Minimal atau KKM (60). Hasil yang diperoleh dari penelitian ini adalah: pertama, berdasarkan hasil tes, ada 3 siswa atau 7.89% siswa yang sudah mencapai Kriteria Ketuntasan Minimal (KKM). Kemudian hasil posttest di siklus 1, ada 11 siswa atau 28.94% siswa yang sudah mencapai Kriteria Ketuntasan Minimal atau KKM (KKM). Selanjutnya, hasil posttest di siklus 2, terdapat 29 atau 76.31% siswa yang sudah mencapai Kriteria Ketuntasan Minimal (KKM). Kedua, berdasarkan hasil observasi dikelas terlihat bahwa siswa-siswa lebih aktif dan tertarik dalam mempelajari grammar khususnya kalimat imperative di kelas. Ketiga, berdasarkan hasil wawancara dengan guru, dapat diketahui bahwa dengan menggunakan metode Total Physical Response (TPR) pemahaman siswa terhadap kalimat imperative telah meningkat dan juga membantu guru dalam menemukan strategi yang cocok dalam mengajarkan kalimat imperative.
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CHAPTER II
THEORETICAL FRAMEWORK

This chapter presents and discusses theories that are connected with the study. The discussion focuses on the definition and kinds of imperative sentence based on several books, and explanation of Total Physical Response from definition, principle, procedure, design, advantages and disadvantages of Total Physical Response.

A. Imperative Sentence
1. The Understanding of Imperative Sentence

There are some definitions of Imperative sentence. According to Swan “Imperative is the base form of a verb used to give orders, to give prohibition, make suggestion, etc.”1 It means that in imperative uses the basic verb or verb one to give order or to make suggestion. Another assumption about imperative also comes from Hall, who said “Imperative sentences are used to express a command or request.”2 It means that imperative sentence also is used to ask someone to do something. Another explanation about imperative is explained by Azar who stated that “imperative sentence are used to give commands, make polite request and give directions.”3 It seems that the uses of imperative are wide and variety.

Another definition about imperative sees imperative more complete than another, Beaumont and Granger who defined “Imperative is use in many different ways, for example to give orders, to make offers suggestion, to give direction and instruction, warning, and request.”

From those definitions above, it can be seen that imperative sentences are used in several utterances. It can be used for giving order, giving direction, making suggestion, express a command, a request, warning and prohibition.

As we know that a sentence consists of subject and verb or predicate, imperative sentence also consists of a subject followed by a predicate. It means that, in imperative sentence at least consist of subject and predicate. But the subject in imperative sentence sometime is not expressed, because it is clearly understood by the listener that the subject is you as the second person.

The statement above is like Hall said: “The imperative is, incidentally, the only pattern in formal English where the subject is not expressed. In other environments the subject might be omitted in informal speech in a conversational context, where sentence fragments, or utterances, were being used in place of complete, formal sentences.” It means that only imperative that have special pattern where the subject is not expressed, because it is understood that the subject is you, either singular or plural.

Even though imperative sentence sometime does not express the subject. But subject in imperative can be used by noun or pronoun if necessary to make the conversation clear who is being spoken to or to show the anger. For example:

Agung, come forward!

Irfan, move this chair to the corner!

Somebody, clean the whiteboard!

---

7 Eugene J. Hall, Grammar for use, …p. 224.
In example above, *Agung* and *Irfan* are as **noun** and *somebody* is as **pronoun** that can be used as a subject for imperative sentence. Meanwhile, another subject except noun and pronoun also are used to show the anger. For the example:

**You**, get out!

**You**, leave me alone!

The sentences above tell that the subject *you* is used to show the anger of the speaker to listener.

Shortly, subject can be used in imperative sentence but in majority in imperative sentence does not use the subject because if the subject is used it means to show the anger of the speaker and with whom the speaker being spoken.

In sum up, imperative sentences are used in several utterances like command, request, suggestion, and so on. Imperative is one of simple sentence types that only consist of subject and basic verb. That often be used in daily conversation, such as command and request that often used by teacher to the students, parents to children, among friend, and so on. Moreover, imperative has the special form that in some imperative sentences are not expressed the subject but it still can be used as a subject to special purposes.

2. **Kinds of Imperative**

According to Quirk, imperative can be used in two ways:

- **The imperative second person.**

  In this imperative, the subject is not expressed. But, the subject still can be used to make the conversation clear who is being spoken to or show the anger. When the subject is missing, we can say that there is an implied subject *you*. This is why we call this type of command ‘second person command’. It is used when the imperative is addressed to the second person whom we ask.

---


Example: Open the door.
    Close the window.
    Be quiet.
    You be quiet.
    Agung, open the door.
The negative form of the example above just put Don’t before the imperative sentence.

Example: Don’t open the door.
    Don’t close the window.
    Don’t smoke in this area.
    Don’t park in this place.
The negative form with putting Don’t also can be used to prohibit person about something and in the last two example it also can be used to utter imperative symbols into sentence.

b. The imperative first and second person together.

In this imperative used let’s and the meaning of let’s is “I have a suggestion for us”\(^\text{11}\), the first person suggest something to second person. Let’s is used to make suggestion about activities for you and me.\(^\text{12}\) It is used when the speaker also does the command.

Form : Let’s (let us) + infinitive (V1)
Example : Let’s go home.
    Let’s open the door.
The negative form of this kinds are Let’s not and Don’t Let’s, but the more common and more correct is the first one (Let’s not).\(^\text{13}\)

---


c. The third person imperative.

Thomson and Martinet mentioned the third type of the imperatives. Form: Let him/her/it/them + infinitive\(^{14}\) 
Example: Let them go by train.

In this type, the imperative is used the third person. The third person can be *him, her, it, them*. In theory *let him/them* express a command, but very often the speaker has no authority over the person who obeys the command.\(^{15}\) Like in the example above, the speaker has no authority and the person can obey the command.

Meanwhile, according to Hall about the meaning of imperative, he said that imperative sentence is to express command or request. It means that command and request are related.

a. 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.\(^{16}\) It means that a command changes into polite request if put *please* into command. According to Azar, “the difference between a command and a request lies in the speaker’s tone of voice and the use of *please*.”\(^{17}\) The word *please* is not only put at the beginning sentence, the word *please* also be inserted at the end of the sentence.

Examples: Open your books. (command)

*Please* open your books. (request)

Open your books, *please*. (request)

---


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

Examples: Will you step this way.

Will you please step this way.

Will you step this way please.

Would you turn down the radio.

Would you please turn down the radio.

Would you turn down the radio please.

Will you and would you in the example above can also be used as a polite request even though the word will you and would you is not followed with please.

Do you mind and would you mind are also used for expressing polite request. But these types can follow with please or not. 18

Examples: Do you mind waiting for a few minutes.

Would you mind turning off the radio.

Note that mind is followed by the present participle or V1 + ing.

All of the sentences above are polite request. Even though all the sentences above are questioning in form, they usually are uttered with statement (rising-falling) intonation and written without a question mark. 19 If we put a question mark at the end of the sentence, it means that we need an answer from the listener. But the sentences above are request where the listener has to do what the speaker want in politeness. We can said that all of them are polite request in the imperative that more show the politeness than the authority or we can said that this kind with polite imperative.


There are other kinds of request according to Hall. The verb want has borrowed a polite form from these polite imperatives, it is would like.  

Examples: I want some coffee right now.
I’d like some coffee right now.

From those sentences, it could be seen that want and would like are equivalents; want and like are not. Because the would and would like is usually contracted (I’d like) many students learning English as a foreign language have difficulty with this polite pattern.

Examples: I like coffee. (Coffee is pleasing to me.)
I’d like some coffee. (I want some coffee.)

In sum up, we can conclude that all of the sentences above are polite request in the imperative that show the politeness than the authority or we can say that this kind is polite imperative.

Beside of polite request or polite imperative, the imperative will seem much stronger than other imperative with a form with must. It seems stronger because it will be used by a person in full authority like a superior in the army or to ensure that an order is obeyed. That statement is in line with Swan who said that “must can be used to give strong advice or orders, to oneself or other people”. The pattern for this is: Must + base form. As in:

Please do your homework.
You must do your homework. (stronger than sentence above)
I really must stop smoking.
You must be here by 8 o’clock at the latest.

---

In the example above, we can see the differences of the similar statement in the first and second example. In the first example is a polite request and the second sentence that used must is more stronger that has meaning as an obligation.

b. Question Tag

There is some question tag that is used in imperative sentence, the question tag are Will you? won’t you? would you? can you? can’t you? and could you? are used in question-tag after imperatives. These are not real questions (they mean something like please), but they often have a rising intonation. This is just to make sure the speaker that the listener will do the command and to ask for agreement from the listener.

Won’t (will not) is used to invite; will, would, can and can’t to tell people to do things.

Example: Do sit down, won’t you?
Open the window, would you?
Give me a hand, will you?
Shut up, can’t you?

The tag “will you” and “won’t you?” is often used in falling intonation with affirmative commands and the commands itself will have a rising intonation. Such as in the example: Send me a card, won’t you?. Send me a card is a command and have rising intonation. And won’t you is the tag that have falling intonation. The imperative is followed by won’t you is similarly used as a kind of reminder.

After a negative imperative, only will you? Can be used.

Don’t forget, will you?

---

We can conclude that only several form of question tags can be used as an imperative, and have similar meaning with please. Also have a rising intonation but this sentence is a command not a question.

These are the following points according to Swan in imperative to make imperative sentence more variety which is suitable with the function of the imperative itself.

a. Imperative can be used to make sentences more emphatic by putting *do* before it. This often happens in polite request, complaints and apologies.

   - **Do** sit down.
   - **Do** forgive me – I didn’t mean to interrupt.
   - **Do** try to make less noise, children.

   The word *do* in the example is to make sentence more polite and also to complain something.

b. *Always* and *never* come before imperatives.

   - **Always** remember to smile.
   - **Never** speak to me like that again.

   Normally, *always* and *never* does not put at the beginning of a sentence. But, for imperative sentences those words can be put at the beginning of a sentence. Because imperative rarely use the subject, so *always* and *never* can be put at the beginning of imperative sentence.

c. *Do* is used as an auxiliary with *be* in negative imperative sentences (when we tell somebody not to do something). In another word *do* also can be used to prohibit someone. It is also common in affirmative imperative sentences when we want to give more emphasis to what we say like in the first point. Although *do* is not normally used with *be* to make questions and negatives. In imperative, *do* is used to make negative and emphatic imperatives.

   - **Don’t** be late.
   - **Don’t** be such a nuisance!

---

Do be quiet!
Do be careful!

Do is also sometimes used with be in one or more other structures which have a similar meaning to imperative sentences.

Why don’t you take a nap.
Why don’t you go to the dentist.

why don’t you in the example above means do some thing and it is used to make a friendly suggestion, to give friendly advice.28

Others following points are explained by Murcia and Freeman in imperative about power differential and equals.29

a. Power differential, the appropriate time to use imperative especially commands are when there is a power difference between the speaker and the listener. The authority is given to the speaker to command the listener to do something.30 However, the generalization about imperatives are used when cooperation is assumed or the cooperation between two people or more.

b. Equals, imperative not only used when between two people have power differential but also in equals. Equals who presume they have rights over something use imperatives.31 In this equals is when person have right about something they will have strangeness than the other one who did not have the right. For example, when children play with their friends toy, the owner of the toy demands, “Give me back my toy.” But, the child who is not the owner and has no right about the toy, they will more likely to make the request to play with that toy, like in the example: “Can I play with the toy?”

This is the other points that according to Jespersen about imperative:\textsuperscript{32} Imperatives are often used in such a way that no real request is meant: the hearer or reader is only asked to imagine some condition, and then the consequence is stated:\textsuperscript{33}

\textit{See deep enough, and you see musically.}

It means that this kind of imperative is not used to command people and this is not used in the classroom. This kind makes imperative richer than people see before that imperative only show command or request.

In sum up, imperative has some types. Begin from command, request, and another kind. Every kind has its own rule and function. It depends on the situation, to whom we speak and how many persons who involve in speech.

\textbf{B. Total Physical Response}

1. The Understanding of Total Physical Response

There are some definitions of Total Physical Response. According to Asher in Richards and Rodgers’ book, “Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.”\textsuperscript{34} It means that learning language through Total Physical Response is not only sitting in the classroom but they are also using their body to act what teacher speaks or command. This is in line with the assumption from Setiyadi about Total Physical Response who claim that “memory is increases if it stimulated through association with motor activity and the process to learning the first language.”\textsuperscript{35} It means that learning first language will be more effective if students using their physical movement to stimulate their memory.

Regarding to those definitions above, it can be seen that “learning English at least a brief explanation of the theory, goal, and instruction format is most helpful in setting students at ease and quickly involving them in action.”\textsuperscript{36} This is like children when they learn their first language before they learn to speak. Children do a lot of listening to their parents and they hear a lot of commands from adult. They respond the command with action, for example: “give mommy a big kiss!”, “look at the bird in the sky!”, etc. And also they do a lot of physical activities in learning their first language, such as reaching, moving and grabbing.

Based on the statement above Total Physical Response emphasizes on developing comprehension skills before the learner is taught to speak.\textsuperscript{37} It means that if comprehension skills from the students are built, it will be easy to learn how to speak in English because they have the skill and the knowledge about language. This is in line with Asher in Richards and Rodgers’ book, who differ several different comprehension-based language teaching proposal, which share the belief that:\textsuperscript{38}

a) Comprehension abilities precede productive skills in learning a language;

b) The teaching of speaking should be delayed until comprehension skills are established;

c) Skills acquired through listening transfer to other skills;

d) Teaching should emphasize meaning rather than form;

e) Teaching should minimize learner stress.

The focus of Total Physical Response is when students learn English they will have no stress or teacher will reduce or minimize the learner stress with the physical movement or action when teaching learning process in the classroom.

Total Physical Response is mainly used with imperatives and this method only appropriate for children or young learner. However, Total Physical Response


\textsuperscript{38} Jack C. Richards, and Theodore S. Rodgers, \textit{Approaches and Methods in Language Teaching: A Description and Analysis}, … pp. 87-88.
is not only suitable for children or young learner but this also can be used to teach any foreign language for adult learner.\textsuperscript{39} It depends on selection of kinds of imperative sentence that teaches by the teacher. The only advantage young learner have is acquiring a near-native pronunciation.\textsuperscript{40} It means that Total Physical Response can be used for adult learner but with different material and with the more time than children to improve the acquiring in imperative.

Because this method has many physical movements, this method seems to be done in a class with a big class without chairs and tables. But this is not always true. The usual classroom in Indonesia is with chairs and table because of those chairs and tables even other things in the classroom can be used as a tool to learn imperative. Example: \textit{Move the chairs near the white board!}. The teacher can make the classroom like laboratory where the things around the class can be useful in learning process.

In Indonesia, most of the schools have students in the classroom are more than 40 students and according to Asher this is not an ideal one. According to Asher in Setiyadi book \textit{teaching English as a foreign language}, about the ideal group size in the class. He suggested, “that the ideal group size is 20 to 25 students. If there are more than 40 students in one class, the class can be divided into several smaller groups.”\textsuperscript{41} With smaller groups every student will have the same opportunity to respond the command from teacher. One kind of activities that can be done with the small group is the teacher utter commands and then model by responding with appropriate action. Each group listens to the commands from the teacher and responds with actions to the spoken commands.\textsuperscript{42}

In sum up, Total Physical Response is the method that involves physical activity in the classroom to help student understanding easily the sentence in imperative before they learn how to speak English in the small class if the class have a lot of students.

\textsuperscript{40} Bambang Setiyadi, \textit{Teaching English as A Foreign Language}, … p. 126.
\textsuperscript{41} Bambang Setiyadi, \textit{Teaching English as A Foreign Language}, … p. 127.
\textsuperscript{42} Bambang Setiyadi, \textit{Teaching English as A Foreign Language}, … p. 127.
2. **The Principles of Total Physical Response**

There are some principles in Total Physical Response that have to know by the teacher and here are some of the principles that classified by Freeman in his book:

a. The students’ understanding of the target language should be developed before speaking.
b. Students can initially learn one part of the language rapidly by moving their bodies.
c. The imperative is a powerful linguistic device through which the teacher can direct student behavior.
d. Students can learn through observing actions as well as by performing the actions themselves.
e. Students should not be made to memorize fixed routines.
f. Correction should be carried out in an unobtrusive manner.
g. Language learning is more effective when it is fun.
h. Spoken language should be emphasized over written language.
i. Students will begin to speak when they are ready.
j. Students are expected to make errors when they first begin speaking. Teachers should be tolerant of them.\(^3\)

In sum up, those principles are to make total physical response in the classroom succeeded. And make students interest to study English language with make fun the learning-activity. So, the material will be more interesting and understand by the students.

3. **The Procedures in Teaching Learning Using TPR**

The procedure of Total Physical Response in the classroom is like a course with the word. Because the teacher gives a lot of commands with the old and the new word. Those procedures are review, new commands, role reversal, and reading and writing.\(^4\)

a. **Review.** This is like a warm-up before the learner studies the real command that will deliver by the teacher or begin the class.


b. **New commands.** In this phase, the teacher delivered the verb that will introduce to the student. After that, the teacher asks simple question to students and students could answer with a gesture.

c. **Role reversal.** After students understand the command, students readily volunteered to utter another commands. The role reversal should be done gradually since the very essence of Total Physical Response is listening and comprehension before production. And the teacher does not hurry the students into speaking.\(^{45}\) This phase is to test how far students’ understanding of new commands which is given. When students are ready to speak, they become the ones who issue the commands. “After students begin speaking, activities expand to include skits and games.”\(^{46}\) It means that in the classroom we can add some skits and games to make teaching learning activity more fun. From another book the writer found *novel commands*. This is similar with the role reversal, the different is in novel commands the student selected at random were able to perform quickly and confidently, familiar utterances were recombined to produce commands the students had never heard before but could instantly understand.\(^{47}\)

d. **Reading and writing.** Until this phase only listening and some speaking are introduced to students. Writing also need to introduce. Reading and writing in Total Physical Response may flow after the students are able to comprehend the commands.\(^{48}\) It means that reading and writing can be done after students’ comprehensions of the command are established. The following is another procedure suggested by Asher in Richards and Rodgers’ book, who stated that “the instructor wrote on the chalkboard each new vocabulary item and a sentence to illustrate the item. Then she

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spoke each item and acted out the sentence. The students listened as she read the material. Some copied the information in their notebooks.\footnote{Jack C. Richards, and Theodore S. Rodgers, \textit{Approaches and Methods in Language Teaching: A Description and Analysis}, (Cambridge: Cambridge University Press, 1986), pp. 96-97.}

In sum up, the procedure in learning by using Total Physical Response is through stages and every stage will help students to understand the target language through imperative drill. By using this procedure, teaching learning activity more organized and the teacher knows what he/she should do.

4. **The Design of Total Physical Response**

Here, the writer would like to explain the design of Total Physical Response.

a. **The Objectives and The Syllabus**

According to Asher in Richards and Rodgers’ book, “The general objectives of Total Physical Response is to teach oral proficiency at a beginning level and the type of syllabus that use in Total Physical Response is sentence-based syllabus.”\footnote{Jack C. Richards, and Theodore S. Rodgers, \textit{Approaches and Methods in Language Teaching: A Description and Analysis}, … pp. 91-92.} It means that the use of Total Physical Response is to make student speak fluently. But, to achieve that goal student should enjoy the teaching learning activity. As Freeman said, “teachers who use Total Physical Response believe in the importance of having their students enjoy their experience in learning to communicate in a foreign language.”\footnote{Diane Larsen-Freeman, \textit{Techniques and Principles in Language Teaching}, (Oxford: Oxford University Press, 2000), p. 113.} It means that enjoying the activity is needed by student to reduce students stress on learning a foreign language.

According to Asher in Richards and Rodgers’ book, “Sentence-based syllabus is a syllabus with grammatical and lexical criteria being primary in selecting teaching items.”\footnote{Jack C. Richards, and Theodore S. Rodgers, \textit{Approaches and Methods in Language Teaching: A Description and Analysis}, … p. 91.} This syllabus stress to the meaning rather than the form, the teacher makes students understand about grammar before giving the form to the students.
b. Teacher and Learner Roles

- Teacher Roles
  
  The teacher in Total Physical Response classroom is the teacher that to take a role like a director, direct learner with giving them command and learner must respond. The teacher needs to make learning process is active and fun. Because of that, the teacher should have well-prepared and well-organized so that the lesson will flow like what you want and predictable.

- Learner Roles
  
  The main role of the learner is as a listener and performer. Learner listens commands from the teacher (listener) and respond it with physically (performer). Learners are like an actor in the classroom who performs all the command from teacher. The teacher has to make learners monitor and evaluate their own progress. So they have ability to know the progress of their achievement.

c. Types of Learning and activities

Type of learning in Total Physical Response is with the imperative drill. Where the teacher gives commands, request, suggestion and so on, to the students until they understand the meaning of the sentence and each verb in the sentence. After the students understand the teacher start to explain about the material.

In conclusion, Total Physical Response has an objective there is to teach oral proficiency of the students using the sentence-based syllabus. In the classroom, the teacher and learners have their own roles. The roles are connected each other. It can symbolize like a director and an actor, with giving commands, request, suggestion and so on to the actor until students understand the meaning of the sentence, the sentence is delivered by command, request, and so on.

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5. The Advantage and Disadvantage of Total Physical Response

Just like any method that is used in teaching in the classroom, Total Physical Response also has advantages and disadvantages. For the advantage, it could help teachers to deliver the material with a fun way, because Total Physical Response involves physical activities in teaching learning activity. Students will enjoy getting up out of their chairs and moving around. This is in line with the principles of TPR that is “Language learning is more effective when it is fun". It means that learning a foreign language with Total Physical Response helps the student interest to the lesson and it helps students to understand the meaning of the sentence. Meanwhile, Setiyadi said that “to avoid the students from stress, language class consists of commands and language learners perform physically". Based on that definition, we could see that with physical activities, students will be ready to receive the lesson that teaches by the teacher because they did not feel stress.

However, Total Physical Response also has disadvantage. The disadvantage of Total Physical response is the limitation of students’ vocabulary. In Total Physical Response, teachers stress to students that they may guess the meaning of the sentence by performing the actions in accordance with the command. If students have lack of vocabulary, they will not understand the command and make them confuse. Confusion in performing the actions may cause boredom and frustration. If students feel bored, they will not focus when studying the lesson and ignore the teacher. Because of that, teachers must be careful in choosing words to teach.

In conclusion, the advantage of Total Physical Response is providing the teaching learning activities with a fun way or students perform the commands from the teacher with physical movement. And the disadvantage of Total Physical Response is students will not understand the command if the students have lack of vocabulary.

56 Bambang Setiyadi, Teaching English as A Foreign Language, … p. 128.
CHAPTER III
RESEARCH METHODOLOGY

This chapter is presented to describe research methodology that used in this skripsi. This chapter concerns with the method of research, subject, and object of the study, time and place, research design, the Classroom Action Research (CAR) procedures, the technique of collecting data, the technique of data analysis, the validity of data, the trustworthiness of study, and the criterion of the action success.

A. The Method of Research

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

Action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholder in the teaching/learning environment to gather information about how their particular school operate, how they teach, and how well their students learn. This information gathered with the goals of gaining insight, developing reflective practice, effective positive changes in the school environment, and improving student outcomes and the lives of those involved.¹

Based on the statement above, it can be assumed that action research is a research to get information about everything that happened in school and try to

make a positive change in teaching learning activity and to improve students’ outcomes.

According to Sukidin, “Classroom Action Research is a research carried out by teacher to solve the problem that faced when teacher is doing his or her duty, which is managing teaching learning activity.”\textsuperscript{2} It means that Classroom Action Research is used to solve any problems that happen in teaching learning activity. So, the teacher should identify the problem that happened in the classroom concerned to the students’ condition in learning process. This is in line with Wallace who said that action research is different from other research method which is always arises from some specific problem that happened in the classroom and tries to find the possible solution.\textsuperscript{3} From those statements we can say that sometimes teacher will find problems in the classroom when doing the teaching learning process, so the teacher’s duty is to find an appropriate method or strategy that suitable to overcome the problems that happened in teaching learning activity.

The teacher implements an action research because only the teacher who knows the condition of his/her classroom, the students, and the problem that are faced by students during the teaching learning activities. The teacher understands what the classroom should be, how to develop the students’ understanding in material and any other related things in teaching learning activity.

The writer sees that Classroom Action Research can give the teacher new opportunities to improve his/her skill in teaching and to asses his/her teaching. Action research is one of the efforts of the teacher to overcome the problems that are faced by the students during the teaching learning activities. This effort hopefully will improve the quality of the teacher in teaching.

\textsuperscript{3} Michale J.Wallace \textit{Action Research for Language Teachers}, (Cambrigde: Cambridge University Press, 2006), pp. 5-15.
B. The Subject and the Object of Study

1. The subject of Study

The subject of this study is students at grade VII-D of SMPN 1 Cimarga, academic year 2010/2011. The number of students is 38 (thirty eight).

2. The Object of Study

The object of the study is Total Physical Response method. It was used to improve students’ understanding of imperative sentence.

C. The writer’s Role on the Study

The writer’s role in this research is an observer. But, the writer is not only become as the observer but she also makes the lesson plan and the tests before Classroom Action Research (pre-test) and after Classroom Action Research (post-test) in each final cycle. Then, the writer also collect and analyzes the data and reporting the result of the study. While the teacher carried out the action based upon the lesson plan has been made by the writer.

D. The Time and Place of the Study

Before doing the action research, the writer observes the condition of the class to get the information about problems that faced by students and interview the teacher about the condition of the students. Observation and interview are held in May 2010. The Classroom Action Research is started in January 2011. The cycle one is started in the second week of January and cycle two is started in the third week of January 2011. The place is at grade VII-D class of SMPN 1 Cimarga, academic year 2010/2011.
### Table 3.1
**Schedule of the Research**

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Month and Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May</td>
</tr>
<tr>
<td>1</td>
<td>Interview</td>
<td>x</td>
</tr>
<tr>
<td>2</td>
<td>Observation</td>
<td>x</td>
</tr>
<tr>
<td>3</td>
<td>Proposal</td>
<td>x</td>
</tr>
<tr>
<td>4</td>
<td>Instrument</td>
<td>x</td>
</tr>
<tr>
<td>5</td>
<td>Cycle 1</td>
<td>x</td>
</tr>
<tr>
<td>6</td>
<td>Cycle 2</td>
<td>x</td>
</tr>
<tr>
<td>7</td>
<td>Report</td>
<td>x</td>
</tr>
</tbody>
</table>

**E. The Research Design**

In this skripsi, the writer uses the Classroom Action Research procedure of Kurt Lewin’s design. It consists of two cycles in which each cycle contains four phases: planning, acting, observing, and reflecting.
Based on the Kurt Lewin’s Action Research design above, the writer would like to describe further concerning the implementation of Classroom Action Research in the cycle 1 and cycle 2 as following:

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Figure 3.2
The Phases of Classroom Action Research that Modified by the Writer.
(Adapted from Kurt Lewin’s Action Research Design).

**CYCLE 1**

**Planning**
After interviewing the teacher, and observing the class. And then the teacher and the writer collaborate to create lesson plan, and the instruments (pretest and posttest). And also prepare observation sheet.

**Acting**
The teacher implements the lesson plan that has been made; that is teaching imperative sentence by using Total Physical Response. And the writer observes the condition during teaching learning activity.

**Reflecting**
The teacher and the writer discuss about the result of the implementation in the action and analyze the data from posttest whether the students score has an improvement or not from pretest.

**Observing**
The writer observes the teaching learning process in the classroom. It includes the teacher’s performance, the class situation, and the students’ response. Meanwhile, at the end of cycle 1 the students are given the posttest 1.

**CYCLE 2**

**Planning**
The writer modified the previous lesson plan based on the result of reflecting phase. The writer also makes the unstructured observation sheet and prepared the posttest 2.

**Acting**
The teacher implements the new lesson plan; where students need to do the act of verb and able to put the verb into right pattern in imperative sentence. And the students are also able to respond the teacher command.

**Reflecting**
The teacher and the writer discuss about the result of the implementation of the modified action. If the Classroom Action Research (CAR) target could not be achieved yet, the action would be continued (moved to cycle 3), but if the students’ test result has completed the criterion of the action success, the cycle would be stopped.

**Observing**
The writer observes the teacher’s performance, the class situation, and the students’ response. In the end of cycle two, the students are given the test (posttest 2). Next, the writer calculates the students’ imperative score result all at once to see the students’ improvement score from the previous test.
F. Classroom Action Research (CAR) Procedures

As mentioned before, in this skripsi the writer uses Kurt Lewin’s design which consists of two cycles, in which each cycle contains four phase: planning, acting, observing, and reflecting. Those four phases are included into one cycle. The writer uses more than one cycle because after the first cycle is done it seems there is possibility to appear a new problem or the problems that have not been solved. Therefore, it is necessary to do the second cycle with the same concept of first cycle until the goal is reached. For further explanation of those four phases as mentioned before, the explanations as follows:

1. Planning Phase

After gaining and identifying students’ problem from the observation before Classroom Action Research and interview with the teacher. The writer and the teacher make a plan to solve the problem from finding the new strategy until creating lesson plan and the instrument that will be implemented in VII-D class at SMPN 1 Cimarga. The instrument is used to assess students’ improvement on imperative sentence. The lesson plan and the instrument can be found in the appendix.

2. Acting Phase

In this phase, the writer and the teacher work collaboratively to implement the planning that has been made in the planning phase. The teacher implemented the determined strategy in his teaching while the writer observes the condition during teaching learning activity.

A. Teaching Imperative Sentence Through Total Physical Response

The following is steps in teaching imperative sentence through Total Physical Response:

Step 1: The teacher asks two students to come to the front of the class, where there are three chairs placed in a row, facing the rest of the class. The teacher sits in the middle chair and the two students sit either side. To the two students teacher says Stand up and at the
same time the teacher stands up, indicating with a gesture that the students should do the same. The teacher then says walk, and walks across the room, indicating to the students to do the same. Further instruction follow: Stop…turn around…walk…stop…turn around…sit down. Each time the teacher acts out the instruction and the students follow. When, by this means, they have returned to their seats, the teacher signals to the student on his left to remain stated. The sequence is then repeated, but this time only the students on the right performs the actions, following the instruction from the teacher, who, along with the other student, remains seated. When the student has successfully performed the instructions, it is the turn of the second student. This time the order of the instructions is slightly varied. The teacher next calls on one or two more students from the class to perform the set of instructions.

**Step 2:** The teacher introduces some vocabularies of various features of the classroom to the students, such as board, door, table, window, chair, floor, light, etc., simply by pointing to each one and saying its name a few times while students listen. With one student teacher then demonstrates, following a similar procedure as in Step 1, the instructions: point to..., walk to..., touch..., open..., and close..., using as subjects the classroom features previously taught. For example, walk to the door, open the door, close the door, turn around, walk to the board, point to the window, touch the floor... The student performs the actions while the rest of the classes watch. Further students act out similar sets of instructions given by the teacher, who gradually increases the number and density of instructions, so that students soon have to listen to a complex set of instructions before they actually start to perform them.

**Step 3:** The students and the teacher then demonstrate the meaning of Don’t… by telling the student: Stand up. Don’t walk. Don’t turn around. Sit down..., indicating when it is appropriate to
perform the action and when not. Step 2 is then repeated, adjustment with the material that introduced at that time. And also the other kinds of imperative are introduced, for example imperative sentence for first and second person. And the other varieties of imperative sentence will introduce such as imperative in request, suggestion, etc.

**Step 4:** The teacher writes the following table on the board. The teacher reads sentences from it aloud, ask students to repeat them, before writing then down in their books or making list of verbs.

**Step 5:** The students are given an evaluation. It is needed to know the students’ understanding about imperative sentence by giving command and students’ respond it and with a printed test to test them by working individually.

3. **Observing Phase**

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

4. **Reflecting Phase**

This is the last phase in one cycle. In this phase, the teacher and the writer reviewed or discussed about implementation of the strategy that done in acting phase and analyze the data from the result of post-test. Based upon the data derived from the acting phase and observing phase, the writer and the teacher will know that the problem had been solved or not. If in this
cycle, there will be still have found some problems, so it is necessary to take the next cycle concerning re-planning, re-acting, and re-observing. The problem that found in cycle 1 should be solved in the next cycle.

G. The technique of Collecting Data

In this research, techniques of collecting data are using qualitative and quantitative data. Qualitative data included observation during the teaching learning activity in the classroom and interview with the teacher. Meanwhile, quantitative data included a test; kinds of test that used in this research are pre-test and post-test. Here are the explanations:

a. Observation

The writer conducted the observation in two times. Before implementing the Classroom Action Research, the writer observes the teaching learning process to get the information about the problem that faced by students. The second observation is during the Classroom Action Research. Observation is used to see the activity within learning process. It can be about the teacher’s performance, class situation and students’ response when studying imperative sentence using Total Physical Response. In general, the observation here is to see whether the teaching learning process in line with the lesson plan or not.

b. Interview

The interview was carried out before and after implementing the Classroom Action Research (CAR). Before implementing the Classroom Action Research the writer asks some questions to the teacher about the general condition of English teaching learning activity, students’ condition in learning imperative sentence, students’ difficulties in learning imperative sentence, the method usually used by the teacher in teaching imperative sentence, and students’ responses in learning imperative sentence. After accomplishing the Classroom Action Research, the writer also carried out the interview to the teacher. The writer asked to the teacher related to his opinion about the new strategy
in teaching imperative sentence by using Total Physical Response (TPR) method and students’ response after learning grammar with new method. The interview note can be found in the appendix.

c. Test

In this research, the writer also uses test. The writer gives the test before and after implementing the Classroom Action Research. The writer called the test before Classroom Action Research with pretest and the test after Classroom Action Research with posttest. The writer conducts the pretest to get more understanding about students’ difficulties in using imperative sentence and to know the students’ understanding of imperative sentence before using Total Physical Response method. And the writer gives posttest to know whether the students’ understanding of imperative sentence is improving or not after using Total Physical Response method. The pretest is held before implementing the Classroom Action Research and the posttest is held in the end of the second action of each cycle. The tests are done in multiple choices and fill in. Multiple choices are consists of 20 questions and fill in are consists of 5 questions. In fill in test, the students should fill in the blanks with the correct verb that suitable to complete the imperative sentence.

H. The Technique of Data Analysis

The analysis qualitative data used in this skripsi is the observation of the teacher and the students’ activities during the teaching learning process in the classroom and the interview with the teacher carried out before and after Classroom Action Research. In this case, the writer collects the entire data which have been gained for the needs of the analysis.

In analyzing the quantitative data, the writer uses the statistic technique. First the writer begins with getting the average of students’ score before implementing Classroom Action Research and getting the average students’ score
in each score. It was used to know the students’ score as a whole on imperative sentence. It uses the formula:\(^5\)

\[
\bar{x} = \frac{\sum x}{n}
\]

\(\bar{x}\) : mean  \\
x : individual score  \\
n : number of student

Second, the writer tries to get the class percentage which achieved the KKM 60 (sixty). It uses the formula:\(^6\)

\[
P = \frac{F}{N} \times 100\%
\]

P : the class percentage  \\
F : total percentage score  \\
N : number of students

The third or the last, after getting mean of students’ score each cycle, the writer identifies whether or not there might have students’ improvement score on imperative sentence from pre-test until posttest score in cycle 1 and cycle 2. To analyze that, the writer uses the formula:\(^7\)

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

P : percentage of students’ improvement  \\
y : pre-test result  \\
y_1 : post-test

---

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

P : percentage of students’ improvement
y : pre-test result
y2 : post-test 2

I. The Validity of Data

Validity is necessary in evaluating the quality of data that used in the research. By using the validity of data, the data or the instrument that used in the research will acceptable. According to Anderson, et al in Mills's book, criteria for validity in action research there are five kinds of validity. The criteria are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. In this research, the writer uses outcome, process, and dialogic validity.

Outcome validity is the validity that can be seen from the result of the test, with compared the result test of cycle 1 and cycle 2. If the result of cycle 2 increased from the cycle 1, it means that the study is successful. Afterwards, process validity is requiring the data has been conducted in a “dependable” and “competent” manner. In the process validity, the writer observes all the activities that happened in the class during teaching learning activity. When finding some problems, the writer and the teacher discussed to adjust the strategy for the next cycle. Furthermore, the dialogic validity “it involves having a critical conversation with peers about research findings and practices.” In this condition, to avoid the invalid data, the writer and the teacher discuss and assess the result of students’ score of cycle 1 and cycle 2. This is to measure whether the students’ score has improvement or not.

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J. The Trustworthiness of Study

To analyze the validity of test items, the writer implements the trustworthiness of Study. The writer uses discriminating power and difficulty item.

1. Discriminating power

The use of discriminating power of the test item is to know the performance of the test through distinguish students who have high and low achievement into the high and low groups. The following is the formula to calculate the discriminating power.\(^{12}\)

\[
D = \frac{U - L}{N}
\]

- \(D\) = The Index of Discriminating Power.
- \(U\) = The number of pupils in the upper group who answered the item correctly.
- \(L\) = The number of pupils in the lower group who answered the item correctly.
- \(N\) = Number of Pupils in each group.

Then, the discriminating scale uses:\(^{13}\)

<table>
<thead>
<tr>
<th>DP</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.6 – 1.0</td>
<td>Very good</td>
</tr>
<tr>
<td>0.4 – 0.6</td>
<td>Good</td>
</tr>
<tr>
<td>0.1 – 0.3</td>
<td>Ok</td>
</tr>
<tr>
<td>-1 – 0.0</td>
<td>Bad</td>
</tr>
</tbody>
</table>

2. Difficulty Item

The difficulty item analysis concerns with the proportion of comparing students who answer correctly with all of students who follow the test. Difficulty item is to know the difficulty of the test items.


The following is the formula to calculate the difficulty item:\textsuperscript{14}

\[ P = \frac{R}{T} \]

P = Index of difficulty.
R = Total number of students who selected the correct answer.
T = Total number of students including upper and lower group.

The following is the criterion of index difficulty:\textsuperscript{15}

<table>
<thead>
<tr>
<th>ID</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 0.30</td>
<td>High</td>
</tr>
<tr>
<td>0.30 – 0.79</td>
<td>Medium</td>
</tr>
<tr>
<td>0.80 – 1.00</td>
<td>Low</td>
</tr>
</tbody>
</table>

K. The Criterion of the Action Success

In the research, the writer needs to determine the criterion of the action success. The action can be called successful, if the action is able to surpass the criteria that had been determined and fall if it is not able to surpass the criteria that had been determined.\textsuperscript{16} Based on the statement above, the writer and the teacher discussed to determine the criteria of the action success. From the agreement between teacher and the writer, the writer and the teacher agreed that this Classroom Action Research can be called success when there is 70\% of students could achieve the target score of minimal mastery level criterion-

\textit{Kriteria Ketuntasan Minimal} (KKM) 60 (sixty) of the imperative sentence test started from the pre-test until the second post-test in cycle two.\textsuperscript{17} If that condition has been reached, the writer did not necessarily have to carry out the next cycle.

\textsuperscript{17} Sarwiji Suwandi, \textit{Penelitian Tindakan Kelas (PTK) dan Penulisan Karya Ilmiah}, (Surakarta: Yuma Pustaka, 2010), p. 61
CHAPTER IV
RESEARCH FINDINGS

This chapter presents the result of the research. In this case, it discusses the result of the research in improving students’ understanding of imperative sentence by using Total Physical Response at VII-D class of SMPN 1 Cimarga academic year 2010/2011. This chapter concerns with the description of the data (before the implementation the Classroom Action Research, during the implementation of Classroom Action Research, and after implementing the Classroom Action Research) and the interpretation of the data.

A. The Description of the Data

1. Findings before Implementing the Classroom Action Research (CAR)
   a. The Result of Pre Interview

   The pre interview in this study was the unstructured interview. Unstructured interview is an informal interview. The questions that were used in unstructured interview were about opinion, attitude, or other questions that could be asked freely by interviewer to the interviewee without using alternative answer. Pre interview was held on Wednesday, May 12th 2010 started at 10.00 A.M and finished at 11.00 A.M. The writer asked some questions to the teacher about teaching learning process before the action of Classroom Action Research. The question was divided into three categories. Those were general situation in English class particularly on students’ understanding on the imperative sentence, the difficulties faced by
students in learning imperative sentence, and the strategy that was used by the teacher previously before Classroom Action Research to solve the students’ difficulties in understanding the imperative sentence.

The first category discussed about the general situation in English teaching and learning in the classroom; the goals of the learning process; and aspect of grammar especially in imperative sentence that suitable for the research. The teacher said that most of the students did not like the English class because they did not understand what the teacher explained especially when learning grammar. It made them ignore the teacher and talked with other students while the teacher explained the subject. The teacher also said that the time allocation for English subject was not enough to deliver the material. Besides, students did not follow the English course outside the school. They thought English as a difficult subject primarily on grammar. The teacher said that grammar is the primarily problem that faced by the students including imperative sentence. The teacher stated that the students are still hard in understanding the imperative sentence. Those conditions affect to the students to achieve the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) score 60. Most of students in VII-D class were still hard to achieve the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM).

The second category is related to the students’ difficulties in understanding the imperative sentence. The teacher said that most of the students in VII-D class did not know how to construct the imperative sentence grammatically because they did not understand the formula or the pattern of imperative sentence. This problem is probably happened because students’ mindset on Indonesian language still dominates them. Next, when the teacher was giving a command to the students, they did not respond the teacher’s command properly. The teacher also said that the students were hardly to focus on the subject. It makes them did not pay attention and ignored the teacher.
Based on those kinds of students’ difficulties in understanding of imperative sentence, the teacher assumed that the method that he used in learning imperative sentence was less suitable and the teacher also said that the students never practiced outside the class. It made the teacher harder to solve the problem.

The third category discussed about the teacher’s strategy in teaching imperative sentence previously to solve the students’ difficulties in learning imperative sentence. The teacher said that he taught the imperative sentence deductively or just by explaining the pattern, and gave them the example of the sentence and students had to do the exercise. But it did not really work, because the teacher explained the pattern only a few minutes and the students were easy to forget the pattern of imperative sentence. Then, based on the discussion between the teacher and the writer, it was assumed that students could improve the understanding of imperative sentence if students used their physical movement in learning imperative sentence. The writer proposed the Total Physical Response method to help students in overcoming the problem. It was considered to be a good method because students would learn imperative sentence in a fun way and made them enjoy in learning the imperative sentence. By doing some physical movement, students could know the meaning of the verb that used in imperative sentence. Finally, the teacher and the writer agreed to use Total Physical Response method as a way out to solve those problems.

b. The Result of Pre Observation

Pre observation was carried out before implementing the action. It was held to observe the process of teaching learning imperative sentence before implementing the action. It was held at VII-D class of SMPN 1 Cimarga academic year 2010/2011. There consisted of 38 students in the class. The pre observation was
conducted on the 19th May 2010. It was started at 07.55 A.M and finished at 09.15 A.M. In general, during the teaching learning process in the classroom, the teacher liked to dominate the class. Based on the observation, the writer found that teaching learning process of imperative was monotonous. It could be seen that they were just sitting and listening the teacher’s explanation without doing anything or any other physical activities. The teacher only explained the formula or the pattern of imperative sentence in a few minutes. Then, without giving students stimulations, the teacher asked to the students’ some imperative questions and they had to answer the questions orally. Those conditions were not enough to make them understand about imperative and make them confuse in doing of imperative sentence exercises. As the result, the students did not pay attention to the lesson and they did not do the exercises properly.

c. The Result of Pretest

The pretest had done before Classroom Action Research. It was conducted on Monday, 10th January 2011. It was started at 07.55 A.M. There were 20 questions in multiple-choice form and 5 questions in fill-in in which students carried out the test during 30 minutes.

Based on the result of the pretest, the data showed that the mean score of the pretest was 36.94. From the result, there were 3 students who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) meanwhile 35 students were below the criterion. The highest score that achieved by the students was 64. Instead, the lowest score that achieved by the students was 20. From that analyzing, it could be seen that students’ understanding of imperative sentence of the VII-D class was still very low.
2. Findings of the First Cycle
   a. Planning

   In this phase, the writer and the teacher discussed the planning that would be conducted in the action phase to solve the problems faced by the students in understanding the imperative sentence. In this case, the writer determined the selected material and exercises into a lesson plan. The main material was imperative sentence; the main discussion was about the pattern and the verb of imperative sentence. And the method that used was Total Physical Response. Students had to use the physical movement when learning the imperative sentence, especially on learning the verb that used in imperative sentence by doing some “act of verb”. Firstly, the teacher was the first person who was doing the “act of verb”. Then, after students knew how to do the act of verb, students readily volunteered to do the “act of verb”. After students knew the verb from the “act of verb”, the teacher put the verb into imperative sentence. Then the teacher uttered the example of imperative sentence to the students and sees the response of the students. After that, the teacher explained about the pattern of imperative sentence. In this phase, the writer did not only make the lesson plan but also prepared unstructured observation sheet to note the students’ and the teacher’s activities during teaching learning process in line with the lesson plan or not. Moreover, the writer also prepared the posttest 1 to collect the data in order to know whether or not there were some students’ improvement from pretest to posttest.

   b. Acting

   The action of the cycle 1 was done on January 11\textsuperscript{th} and 15\textsuperscript{th} 2011. The teacher implemented the lesson plan that had been made in teaching learning activity. Firstly, after the teacher started to convey what materials that would like to be learned by students, the teacher
began by doing the act of verb and motivated the students to follow the act of verb. After that, the teacher put the verb into imperative sentence (command, prohibition, and request) and tried to guess the meaning of the sentence. Next, the teacher gave them some imperative questions that had to be respond by the students with action. Then, all the students and the teacher made list of verbs and the sentence that had been studied before. After that, the teacher gave the explaining of the pattern of imperative sentence. The teacher asked them to identify the pattern of the imperative sentence. After that, to make them more understanding the imperative sentence the teacher gave them exercises. Those were arrange the jumble words into a good sentence, and tried to give command and prohibition based on the picture. To make students did not feel boring the teacher delivered the games that called “stances”. This game was suitable for imperative sentence. It is also made them more understand about imperative. It could be known from the students’ ability in doing the games and act out the sentence. For example: put your hand on your head, etc.

In the second action, the teacher doing the act of verb with two students. After that, the teacher put the verb into imperative sentence (question tag, suggestion and the imperative sentence that use “must”) and tried to guess the meaning of the sentence. The teacher gave them some imperative sentence, and tried to act out the sentence to make them know the meaning of the sentence without translating the sentence. Then, the students and the teacher made list of verb from the verb that done in act of verb. After students made list of verb, the teacher gave the explaining of the pattern of imperative sentence. After that, students were divided into group and each group must write another example of imperative sentence. When students finished their work, the teacher with the students answered the questions and gave comment about the exercise that had been done before by the students. After that, to make them more understand about the imperative
sentence, the teacher gave them exercises. Those were arrange the jumble words into a good sentence and matched the problem and the orders.

c. Observing

Based on the observation, the teacher derived the material in line with the lesson plan had been made. According to the teacher’s performance, many students still did not do the act of verb because the teacher gave the unclear instruction in doing the act of verb and only students in the front sit could see the act. So, when students turned to do the acts of verb they got difficulty. But, some of them could do the act of verb correctly and those seem enthusiastic in doing the act of verb. When the teacher explained the pattern of imperative sentence, the teacher’s explanation was so fast. So, the students did not pay attention to the teacher’s explanation and did not get the point of the material. Moreover, the class situation also was not under controlled. When doing the act of verb some students did not do the act and they were really noisy in doing the exercise or when the teacher explained the materials. It was happened because they could not distinguish when they must active in the class and when they had to pay attention the teacher’s explanation.

Next, related to the students’ response, when they had to do the exercise in group work some of the students did not work together, moreover they cheated each other when they had to do the exercise individually. Even though the teacher tried to make them understand with doing the act of verb and put the verb into imperative sentence, they still could not response the question that was delivered by the teacher properly. They were poor in vocabulary so it was very difficult for some of the students to do the act of verb.

In the second action of the first cycle, the students seemed more enthusiastic to do the act of verb and to do the exercise. Some
students also could answer the question correctly and they felt comfortable to response the question. Nevertheless, most of students still keep asking in doing the act of verb. After teaching learning process finished, the teacher also conducted the posttest 1 in 30 minutes. It was aimed at measuring how well the students’ understanding on the imperative sentence that had been studied. Based on the result of the posttest 1, the mean score of the class was 48.42.

There were 11 students who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) 60 (sixty).

d. Reflecting

After implementing the Classroom Action Research, the writer and the teacher discussed about the conclusion of the action implementation. Based on the observation result, the writer advised the teacher to talk slowly. The teacher talked too fast when explaining the pattern of imperative sentence. Then, the teacher had to give more attention to the students who still confused in doing the action or the exercise. And help them if the students really could not do the action. The teacher also needed to change the classroom set up, so, students could see the action easily and teacher had fairly good access to most students.

Even though only several students achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM), the teacher and the writer assumed that the method used in the research had already shown a good effect. It could be seen from the students who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) that from 3 students who could achieve the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) in the pretest to 11 students in posttest 1 or in the percentage 7.89% to 28.94% students who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM). The teacher and the
writer satisfied to get the result which had already shown improvement. However, there were still several aspects that need to be modified related to the condition in the class.

Most of students were still can not response the command and doing the act of verb properly. And the students still did the mistake when they had to write the sentence of imperative into the right pattern of imperative sentence. And they seemed hard to response the teacher when the teacher gave them some questions in imperative sentence. Some students also seemed not enthusiastic in doing the act of verb because they did not know what they have to do because the teacher delivered command was unclear.

After reflecting the process and the result of the cycle 1 of Classroom Action Research, the writer and the teacher tried to modify the lesson plan in order to make students more enthusiastic to do the act of verb and all the action or the exercise to make the students understand of imperative sentence and in order 70 % of students in the class could achieve the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) because in the result of posttest 1 showed only 28.94% of students who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM).

From the reflecting phase above, there must be more efforts to improve students’ understanding of imperative sentence by using Total Physical Response method. This effort was done in the modified lesson plan. The students’ score must be improved than before.

3. Findings of the Second Cycle
   a. Planning

After seeing the result of the first cycle the writer and the teacher decided to conduct the next cycle. In this phase, the writer modified the previous lesson plan based on the result of reflecting phase in the first cycle. The lesson plan which was used still related to
Total Physical Response in learning the imperative sentence. And the act of verb was still used by the teacher in teaching the imperative sentence in order to make the students understand about the verb. Nevertheless, there were some modifications in the second cycle; that was the teacher needed to change the classroom set up, so, students could see the action easily and teacher had fairly good access to most students. The teacher needed to give the direction to do the act of verb clearly. Besides, when was the teacher explaining the pattern of imperative sentence should talk slowly. To make the students more understand about the pattern of imperative sentence, the teacher explained the pattern of imperative sentence with giving the students some example of short dialogue that using the imperative. As a consequence, the students could understand to use the right verb in imperative sentence and know how to response it.

Besides, the writer also prepared the unstructured observation sheet to note the students’ and the teacher’s activities during teaching learning process. Then, the writer also prepared the posttest 2 to collect the data.

b. Acting

The action of the cycle 2 was done on January 17\textsuperscript{th} and 18\textsuperscript{th} 2011. After reviewing the previous lesson, before the students doing the act of verb, the teacher gave them some dialogs and they had to identify if there was some imperative sentence in dialogue. After finding the sentence, the teacher asked the students to find the verb of the sentence and try to guess the meaning of the sentence from the act of verb that done by the teacher. After that, the teacher provided new verbs that had been done with doing the act of verb by the teacher and by the students also. When the students doing the act of verb, the teacher needed to pay attention of them to see the improvement of their act. After that, the teacher provided another sentence and made the
sentence into a short dialogue. So, they could see the complete imperative sentence and how to response it. After that, the teacher started to explain the pattern of imperative again to make them more understand about the imperative sentence. After that, the teacher asked the students to make an imperative sentence and gave command to other students. If they made good command and students who got the command response the command correctly. It means that the students understand the imperative sentence. After that, the teacher gave them some exercise. Those are: complete the sentence below with the expression by using polite request and complete the utterances with the correct words.

In the second action, firstly the teacher wrote one of the problems and then gave the suggestion for that problem. Next, the verb that used in the suggestion, the teacher was doing the act of verb to make them analyze the meaning of the suggestion. After that, the students turned to do the act of verb with another verb that was used in imperative sentence. The teacher explained again the pattern of imperative sentence. After that, the teacher asked them to write their own problem, and other students should give the suggestion with using the imperative sentence. Then students wrote the verb that had already learned by them and made the verb into sentence. The teacher read and acted the sentence. After that, the teacher gave them some exercises. Those were: Make suggestions with why don’t you and complete the utterances with the correct expression in the box.

c. Observing

Generally, in the second cycle the class condition in learning process was better than the first cycle. In this cycle, the students were under controlled. They were enthusiastic in doing the act of verb, some students were more active than before and the students also could answer the question. The students also made a good imperative
sentence (command and request) properly. So, their friends could respond the command or request properly. Then, when they had a group work they could work together. Furthermore, when they were given exercises by the teacher, they did it individually without cheating one another. According to the teacher’s performance, he showed some improvements. He talked quite clear and slow so the students got the point from what he explained and got the instruction clearly and gave more attention to the students who still keep asking when doing the act of verb and doing the exercise. Next, related to the students' response, they also had a good improvement, they could do the act of verb of imperative sentence. The act of verb made the students know the verb that was used in imperative sentence and more active when the teaching learning process. In conclusion, most of students seemed improve in their understanding on the imperative sentence that could be seen from the result of the posttest 2.

In the second action of cycle two, the teacher was conducted the posttest 2 regarding the students' improvement on understanding of imperative sentence. Based on the result of the posttest 2, the mean score of the class in the imperative sentence test gained 64.84 in which there were 29 students who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) score (60).

d. Reflecting

After finishing each phase in cycle 2, the writer and the teacher discussed the conclusion of the action of cycle 2. This phase was carried out after getting the score result of imperative sentence test. The writer and the teacher felt satisfied because their effort to improve students' understanding of imperative sentence was successful. From the result test, it could be seen that students could understand the imperative sentence well. It was proven by their improving score from pretest 1 to posttest 2. Furthermore, they could
response what the teacher commanded easily. They also seemed enthusiastic and fun in doing the action.

According to students’ score from pretest to posttest 2 there was a significant improvement that was shown by the students; it was 76.31% students or 29 students who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) score. It means, the writer and the teacher’s effort were successful to improve students’ understanding of imperative sentence. After achieving the target research that was minimally 70% students who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM), therefore the writer and the teacher decided to stop the Classroom Action Research.

Based on the result of the evaluation and reflection between the writer and the teacher, it could be concluded that using Total Physical Response method in improving students’ understanding of imperative sentence that implemented in Classroom Action Research was very effective and suitable to solve the problem.

4. Findings after Implementing the Classroom Action Research (CAR)
   a. The Result of Post Interview

The unstructured interview with the teacher was conducted after implementing the Total Physical Response method in improving the students’ understanding of imperative sentence and after accomplishing cycle 2. It was conducted on Wednesday, January 19th 2011. It started at 10.00 A.M and finished at 10.30 A.M. It was conducted to know the teacher’s response after the teacher implemented the Total Physical Response method in teaching imperative sentence. In this case, the writer divided into three categories of questions. Those were the general condition in English class during Classroom Action Research, the difficulties in
implementing Total Physical Response method during Classroom Action Research, and the strategy had been used to solve the problems.

The first category was the general condition in English class during Classroom Action Research. The teacher said that after using Total Physical Response method, the condition in English class was really good. The response from the students about Total Physical Response was also very good. They were interested because they could get up from the chair and doing physical movement. The students knew how to respond the imperative sentence when the teacher asked them to do something. And the students also knew what verb that had to be used to make an imperative sentence. It means that the students knew how to use and response the imperative sentence. They were able to produce a sentence in the imperative sentence. They also seemed more active when the learning process and active learning shows that the learning process was fun. It might be reduce students stress when learning the material.

The second category was about the difficulty in implementing the Total Physical Response (TPR) method during Classroom Action Research. The teacher faced some difficulties in using the Total Physical Response method. Firstly, the teacher was hard to make the students more active than before. They did not want to do the act in the class. Then, the lack of students’ in understanding the verb that would use in doing the act of verb made them confused with still keep asking how to act of verb at the first time as what the teacher commanded. And also the students got trouble in making an imperative sentence, because they still confused in using the verb and made the sentence with the right pattern. It was happened because when the teacher explained the pattern, the teacher talked too fast.

Then, the last category was about the strategy that had been used to solve the problems during the Classroom Action Research. In this case, the teacher and the writer kept collaborating in finding the
solution to solve the problems that happened in the classroom. The first resolution for those problems was giving them more attention and motivation to do the act, for example before the students did the act, the teacher firstly gave them an example and asked some students to do the act and the command with him. After the students feel ready, the teacher allowed them to do by themselves. After that, the teacher instructed some students to utter some imperative sentences to their friends and students that received the command should response the command. The second resolution that the teacher did to solve the students’ problems in understanding the imperative sentence was the teacher reviewed the pattern of imperative sentence in every meeting. Third, the teacher did the act of verb to make them understand about the verb that was used in imperative sentence.

b. The Result of Post Test

Before the students carried out the test, the writer had done the trustworthiness of the test using discriminating power and difficulty item among pretest, posttest 1, and posttest 2. The data could be seen in the appendix 5.

Furthermore, in analyzing quantitative data the writer compares the result of pretest, posttest 1 and posttest 2. The writer and the teacher noticed the significant improvement among the tests. Furthermore, the writer inputted the result of data including pretest, posttest 1 and posttest 2 into a table as following:

Table 4.1
The Students’ Score Result in Pretest, Posttest 1, and Posttest 2

<table>
<thead>
<tr>
<th>STUDENTS’ NUMBER</th>
<th>PRE-TEST</th>
<th>CYCLE 1 POSTTEST</th>
<th>CYCLE 2 POSTTEST</th>
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<tbody>
<tr>
<td>1</td>
<td>64*</td>
<td>72*</td>
<td>80*</td>
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<tr>
<td>2</td>
<td>32</td>
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<td>STUDENTS’ NUMBER</td>
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<td>64*</td>
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<td>44</td>
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</table>

Mean:

\[
\bar{x} = \frac{\sum x}{n} = 36.94 \quad 48.42 \quad 64.84
\]

*: The students who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) score (60).
The writer used some steps to compare the test result between pretest and posttest of each cycle. The steps are calculating the students' mean score of the test, calculating the class percentage, and calculating the students’ improvement score from pretest to posttest 1 and 2 into percentage.

To analyze the data of pretest, the first step is to get the mean score of the class. The following is the calculation:

\[ \overline{X} = \frac{\sum x}{n} \]

\[ \overline{X} = \frac{1404}{38} \]

\[ \overline{X} = 36.94 \]

From the calculation above, the mean score of the class is 36.94. It means that the students’ mean score of imperative sentence before using Total Physical Response method or before implementing Classroom Action Research is 36.94.

The second step is to know the percentage of students’ score who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) that is 60, the writer uses the calculation as follow:

\[ P = \frac{F}{N} \times 100 \% \]

\[ P = \frac{3}{38} \times 100\% \]

\[ P = 7.89\% \]

From that calculation, the students’ score percentage in the pretest is 7.89% that means that only 3 students who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) that is 60.

After that, the writer calculates the result of posttest 1 in the cycle 1 to know the students’ score improvement from the pretest to posttest 1 result. There are three steps to know this improvement. The
steps are calculating the students’ mean score of the class, calculating the students’ improvement score into percentage and calculating the class percentage.

The first step is to get the mean score of posttest 1. The following is the calculation:

\[ \bar{X} = \frac{\sum x}{n} \]

\[ \bar{X} = \frac{1840}{38} \]

\[ \bar{X} = 48.42 \]

Based on the calculation, the students’ mean score of posttest 1 is 48.42. The writer analyze that there are some improvements from the pretest mean score (36.94) to the mean score of posttest 1 (48.42). It improves 11.48 (48.42 – 36.94).

The second step is the calculation to get the percentage of students’ improvement score from pretest to posttest 1. The writer uses the calculation as follow:

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

\[ P = \frac{48.42 - 36.94}{36.94} \times 100\% \]

\[ P = \frac{11.48}{36.94} \times 100\% \]

\[ P = 31.07\% \]

From that calculation, the percentage of the students’ improvement score pretest to posttest 1 is 31.07%. It means that the score in the cycle 1 has improved 31.07% from the pretest score.

The third step is to know the percentage of students who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM). The writer computes by using as follow:
From the calculation above, the class percentage which achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) is 28.94%. It means that in the cycle 1 of Classroom Action Research there are 11 students who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) score and there are 27 students whose score are below the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) score. The class percentage of posttest 1 indicates that some students’ improvement of the class percentage in the pretest (7.89%). The students’ improvement who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) is 21.05% (28.94%–7.89%). Nevertheless, the improvements are below the target of success Classroom Action Research. Hence, it is still needed more improvement to achieve the target of success Classroom Action Research.

Next in the cycle 2 of Classroom Action Research, the writer also calculates the result of posttest 2 to know further the score improvement either from the result of pretest or posttest 1. There are three steps to know the improvement. The steps are to calculate the mean score of the class, to calculate the percentage of the students’ improvement score, and to calculate the class percentage which achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) that is 60.

The first step is to calculate the mean score of the class in posttest 2. The calculation as follow:
Based on the calculation, the mean score of posttest 2 is 64.84. It shows that there are some students’ improvement score (16.42) from the mean score of posttest 1 (48.42).

The second step is to know the calculation of the percentage of students’ improvement score. It computes by using the formula as follow:

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

\[ P = \frac{64.84 - 36.94}{36.94} \times 100\% \]

\[ P = \frac{27.90}{36.94} \times 100\% \]

\[ P = 75.52\% \]

Based on the computation above, it could be seen that the posttest 2 improves 75.52% from the pretest or 44.45% (75.52 – 31.07) from the posttest 1.

The last step is to know the class percentage of students who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM). The calculation as following:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{29}{38} \times 100\% \]

\[ P = 76.31\% \]
From the calculation above, the class percentage is 76.31%. It means that there are 29 students in the cycle 2 who achieve the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) and there are 9 students are below the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM). The class percentage of posttest 2 shows some improvements from the previous test. The improvement is 68.42% (76.31%–7.89%) from the class percentage of pretest (7.89%) or 47.37% (76.31%–28.94%) from the class percentage of posttest 1 (28.94%).

B. The Interpretation of the Data

1. Data of Interview

The data gained from the pre interview with the English teacher indicated that the students still get the difficulty in understanding the imperative sentence especially in making a good imperative sentence with the right pattern. And the students also did not respond the teacher command properly. So, it is necessary to find the alternative method in teaching imperative sentence. The writer proposed the Total Physical Response (TPR) method to help students in overcoming the problem. After conducting the action most of the students knew how to response the teacher command and another imperative sentence. And the students also knew what verb that had to be used to construct an imperative sentence. Consequently, the students were able to produce a sentence in the imperative sentence. The English teacher gave positive response to the action that done using Total Physical Response Method. The English teacher also gets the motivation to implement the Total Physical Response method in another subject in English.

2. Data of Observation

The data gained from pre observation showed that the teaching learning process of imperative was monotonous and the teacher only explained the pattern of imperative sentence in a few minutes. Teacher
liked to dominate the class. Those problems should be solved in the action in Classroom Action Research. It could be seen from the observation result during the Classroom Action research.

Based on the data from observation during Classroom Action Research, it gained that the teaching learning process when implementing the Total Physical Response method was successful. Although there were some problem occurred in the process of the action such as some students did not pay attention to the teacher’s explanation, some students really noisy when doing the exercise, some students cheated each other when they had to do the exercise, some students get difficulty in doing the act of verb and also some students could not response the teacher command properly. But the teacher could handle those problems in the second cycle, so the students still enjoyed the activities and the activities have well done. As the result, the students could do the act of verb, response the teacher command, and also doing the exercise individually without cheating one another. It showed that the implementation of Total Physical Response could improve students understanding in imperative sentence.

3. Data of Test

The interpretation of the test result among the pretest, the posttest of cycle 1 and the posttest of cycle 2 are as following:

Before implementing the Classroom Action Research or in the pretest, the mean score of students’ score on the imperative sentence test is 36.94. It is the students’ score on imperative sentence test before using the Total Physical Response method. And the class percentage of students which achieves the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) score is 7.89%. It shows that only 3 students in that class could achieve the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM).

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

Furthermore, the mean score of the posttest of cycle 2 is 64.84. It shows the students improvement score 16.42 (64.84–48.42) from the mean score of posttest 1 (48.42) or 75.52% students’ improvement in the score percentage from the pretest. The class percentage of students who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) is 76.31%. It means that there are 29 students in the cycle 2 who achieve the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) and there are 9 students are below the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM). The class percentage of posttest 2 shows some improvements from the previous test. The improvement is 68.42% from the pretest (7.89%) or 47.37% (76.31–28.94) from the class percentage of posttest 1 (28.94%). The result posttest of cycle 2 has fulfilled the target of Classroom Action Research success. It can be seen from class percentage from pretest to posttest 2. It is above 70% students could achieve the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM). Therefore, the Classroom Action Research can be said success and the next cycle is not continued by the writer.
CHAPTER V
CONCLUSION AND SUGGESTION

After completing the whole steps in the research, the writer makes some conclusions considering the result of this research. Furthermore, the writer also gives some suggestions related to the conclusion.

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

B. Suggestion
There are some suggestions from the writer related to the result of this research. First, the result of this research shows that using Total Physical Response (TPR) is an effective way in improving students understanding of
imperative sentence, so Total Physical Response can be an alternative strategy that used by the teacher in order to improve students’ understanding of imperative sentence. Second, in teaching imperative sentence the teacher has to make sure that the students did not feel stress when learning the imperative sentence and do the act of verb without translating the verb with dictionary. Hence, the teacher needs to give more pay attention to the students who get difficulty. Third, the teacher is supposed to have a well preparation before implementation Total Physical Response in the teaching and learning activity. Such as: the verb that will do to act, the time allocations and the students’ worksheet. Finally, the writer hopes there will be any further research of how to improve this method to make it better.
BIBLIOGRAPHY


Swan, Michael, *Practical English Usage*, Oxford: Oxford University Press, 1


Appendix 1

Interview Guidelines for the Needs analysis (Before CAR)
(Wednesday, May 12th 2010)

R : The researcher
T : The Teacher

A. Kategori keadaan umum kelas

R : Selama ini bagaimana tanggapan siswa Bapak terhadap proses pembelajaran Bahasa Inggris?

R : Bagaimana hasil perolehan nilai siswa Bapak dalam Bahasa Inggris? Dan berapa KKM untuk pelajaran Bahasa Inggris?
T : Perolehan nilai siswa saya cukup memuaskan. Walaupun masih saja ada kelas yang nilai siswanya kebanyakan belum mencapai KKM. Seperti kelas VII-A yang hampir seluruh nilai siswa nya mencapai KKM, sedangkan kelas yang lain masih banyak siswa yang belum bisa mencapai KKM. Terlebih kelas VII-D yang sebagian besar siswanya masih kesulitan untuk mencapai KKM. Nilai KKM untuk pelajaran Bahasa Inggris yaitu 60.
R : Menurut Bapak, permasalahan Bahasa Inggris apa yang dianggap sulit bagi siswa?

T : Memang tidak dipungkiri bahwa permasalahan Bahasa Inggris sangat banyak yang dianggap sulit bagi siswa. Tapi, yang paling sulit dipahami oleh siswa adalah pemahaman tentang grammar. Karena ketika mengajarkan satu materi akan sangat lama siswa paham.

R : Menurut Bapak aspek grammar apa yang sulit dipahami oleh siswa?


R : Bagaimana dengan imperative sentence? Apakah anak-anak masih mengalami kesulitan dalam memahami materi imperative?

T : Ya, imperative juga salah satu aspek grammar yang dimana siswa masih mengalami kesulitan untuk memahami.

R : Menurut Bapak, yang cocok untuk diteliti saat ini aspek grammar yang mana? Bagaimana dengan imperative sentence?

T : Ya, kalimat imperative tentu saja bisa diteliti. Karena memang pemahaman siswa terhadap kalimat imperative masih rendah.

B. Kategori kesulitan siswa yang dialami dalam memahami imperative sentence

R : Ketika mempelajari kalimat imperative, kesulitan apa yang sering dialami oleh siswa?

T : Kesulitan yang dialami oleh siswa cukup banyak. Diantaranya siswa tidak tau dengan benar bagaimana cara untuk membentuk kalimat Imperative dengan tepat karena mereka tidak mengerti formula/pattern dalam membentuk sebuah imperative sentence. Hal ini dikarenakan pola pikir bahasa Indonesia siswa masih mendominasi mereka dalam mempelajari kalimat Imperative. Dan ketika guru memberikan kalimat imperative misalnya dalam bentuk ‘command’ siswa tidak merespon apa yang diperintahkan oleh guru dengan baik dan benar. Ini dikarenakan
siswa mungkin tidak mengerti apa yang sebenarnya diperintahkan oleh guru. Siswa pun sangat susah untuk fokus pada penjelasan guru ketika proses belajar berlangsung dan lebih parah siswa tidak memperhatikan atau mengabaikan gurunya.

R : Menurut Bapak, apa penyebab dari kesulitan yang dialami oleh siswa Bapak dalam memahami imperative sentence?

T : Penyebab dari kesulitan dari siswa ya mungkin metode pengajaran yang saya gunakan kurang cocok untuk materi imperative sentence. Dan mereka kurang latihan hanya mengandalkan apa yang diberikan oleh guru ketika di kelas.

C. Kategori strategi pengajaran didalam mengajarkan imperative sentence

R : Memangnya metode apa yang biasanya Bapak gunakan untuk mengajarkan imperative sentence?

T : Ya sejauh ini saya hanya mengajarkan materi imperative sentence seperti mengajarkan grammar yang pada umumnya. Menjelaskan pola kalimat sebentar, memberikan contoh kalimat, lalu siswa disuruh mengerjakan soal.

R : Apakah Bapak sudah menemukan metode lain untuk mengatasi kesulitan siswa dalam memahami imperative sentence?

T : Selama ini saya masih belum menemukan metode yang cocok untuk mengatasi kesulitan siswa tersebut. Walaupun pernah saya melakukan berbagai cara seperti memberikan reward bagi siswa yang aktif, tetapi tetap saja siswa kebanyakan tidak aktif sehingga membuat mereka tidak paham.

R : Seperti yang Bapak katakan sebelumnya bahwa Bapak belum menemukan metode yang cocok untuk mengajarkan imperative sentence, apa menurut Bapak metode Total Physical Response (TPR) cocok untuk mengatasi kesulitan siswa dalam memahami imperative sentence?

T : Ya, saya pernah mendengar metode itu, sepertinya cocok untuk mengajarkan imperative sentence karena dalam metode tersebut
mengedepankan aktifitas fisik siswa. Sehingga siswa merasa nyaman dan menikmati pelajaran karena ketika belajar siswa tidak hanya duduk diam dan mendengarkan saja. Tapi dengan melakukan perintah yang diberikan guru siswa mungkin mengerti arti dari kalimat tersebut.

R : Menurut Bapak di kelas apa baiknya penelitian ini dilakukan?

T : Menurut saya lebih baik penelitian ini dilakukan di kelas VII-D, karena dikelas itulah saya lihat pemahaman grammar mereka masih kurang. Ya, mungkin dengan penelitian ini bisa memberikan dampak yang baik terhadap perubahan murid saya terhadap pemahaman grammar mereka, khususnya kalimat imperative.
Appendix 2

Observational Notes for Need Analysis¹
(Before CAR)

Action : Before CAR
Date : Wednesday, May 19th 2010
Time : 07.55 A.M. - 09.15 A.M.
Topic : Teaching learning process of imperative sentence

<table>
<thead>
<tr>
<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s Purpose</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listening to the teacher’s explanation about imperative sentence.</td>
<td>• Students are involve in:  - Individual work</td>
<td>The teacher explained the imperative sentence and tries to make the students understand with give them question and had to answer orally.</td>
<td>• Most of students didn’t pay attention. And feel confuse because the teacher only explain the pattern of imperative sentence in a few minutes.</td>
</tr>
<tr>
<td>• Doing exercise in individual (answer question about imperative sentence from the teacher and had to answer orally).</td>
<td></td>
<td></td>
<td>• Most of students didn’t response the question.</td>
</tr>
<tr>
<td>• Discussing the result of the test with other friends.</td>
<td></td>
<td></td>
<td>• Most of students seemed confuse in doing imperative sentence exercise.</td>
</tr>
</tbody>
</table>
Appendix 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(1ST Action of Cycle 1)

I. IDENTITAS

Sekolah : SMP Negeri 1 Cimarga
Mata Pelajaran : Bahasa Inggris
Kelas : VII (Tujuh)
Semester : Genap
Tema : Family Life
Aspek/skill : Speaking and Vocabulary
Alokasi Waktu : 2 x 40 Menit
Tahun Pelajaran : 2010/2011

II. STANDAR KOMPETENSI

Bercicara
(3) Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

III. KOMPETENSI DASAR

(3.1) Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur:

IV. INDIKATOR

1. Siswa dapat menentukan pola kalimat imperative: command dan request.
2. Siswa mampu membedakan kalimat imperative command dan request.
3. Siswa mampu memperagakan beberapa kalimat sesuai dengan artinya.
4. Siswa dapat memberikan respon yang tepat dan benar mengenai kalimat imperative yang diberikan guru.
5. Siswa dapat menyusun kalimat imperative sesuai dengan pola.

V. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran:
1. Siswa dapat menentukan pola kalimat imperative: command dan request.
2. Siswa mampu membedakan kalimat imperative command dan request.
3. Siswa mampu memperagakan beberapa kalimat sesuai dengan artinya.
4. Siswa dapat memberikan respon yang tepat dan benar dengan memperagakan kalimat imperative yang diberikan guru.
5. Siswa dapat menyusun kalimat imperative sesuai dengan pola.

VI. MATERI PEMBELAJARAN

Giving Command

Untuk memberi perintah kepada seseorang yang sebaya atau lebih rendah tingkatan sosialnya, dapat dilakukan dengan beberapa cara, seperti berikut:

♦ Perintah positif

V+... (adverb or noun)

Example:

Come here!
Close the door!
Move the chair!
Clean the whiteboard!

Be+...

Example:

Be quiet.
Be diligent, etc.

Dengan menggunakan subject: untuk membuat jelas kepada siapa kita berbicara.

Example: Weni, come here!
Perintah negative atau prohibition

Don’t + V1 + N/adv+…
No + Ving

Example:
Don’t be late.
Don’t watch TV too much.
No smoking.

Request

- Pola request dengan menambahkan please di depan atau di belakang kata command:
  
  Please open your books.
  Open your books, please.

- Request with will and would

  The patterns are:
  
  Will/would + S + V (infinitive without to) + O/C?
  Would + S + mind + verb-ing + O/C?

  Example:
  
  Will you open the door?
  Will you open the door, please?
  Would you turn off the lamp?
  Would you mind helping me bring this book?
  Etc.

- Untuk merespon, bisa menggunakan ungkapan-ungkapan dibawah ini:

  - (Yes), sure.
  - (Yes), certainly.
  - (Yes), of course.
  - (Yes), why not?

- Kecuali untuk would/do you mind untuk merespon menggunakan ungkapan:

  - No, not at all

VII. METODE PEMBELAJARAN

TPR (Total Physical Response)
VIII. LANGKAH-LANGKAH KEGIATAN

A. Kegiatan awal:
- Greeting (memberi salam dan tegur sapa)
- Tanya jawab berbagai hal terkait kondisi siswa
- Guru mengabsen siswa
- Menjelaskan tentang topik yang akan dibahas

B. Kegiatan Inti:
- Guru memberikan *verb* yang akan diperkenalkan kepada siswa dengan melakukan *act of verb*.
- Guru memberikan kalimat *command, prohibition* dan *request* dengan oral. Misalnya: *you, stand up, walk to the door, etc.* Guru mempraktekkan kata *stand up, walk* tanpa mengartikannya. Memberikan pemahaman verb dan kalimat kepada siswa. Guru memberikan pertanyaan sederhana dalam bentuk kalimat *imperative* pada siswa dan siswa menjawab dengan gesture atau tindakan. Lalu membuat list of verb atau daftar verb yang sudah diajarkan.
- Setelah paham baru dijelaskan pola kalimatnya.
- Guru menjelaskan pola kalimat-kalimat *imperative* seperti *command, prohibition*, dan *request*. Menjelaskan perbedaannya dan memberikan beberapa kalimat.
- Guru meminta siswa untuk mengidentifikasi pola-pola kalimat yang telah dipelajari.
- Guru meminta siswa mengerjakan latihan part I, part II dan part III.
- Guru mengadakan games ”stances”, misalnya: *put your hand on your head, raise one of your feet, etc.*
- Guru menuliskan verb apa saja yang dipelajari pada pelajaran ini.

C. Kegiatan akhir:
- Menyimpulkan materi pembelajaran.
- Menanyakan kesulitan siswa selama KBM.
- Menutup KBM.
IX. SUMBER BELAJAR DAN MEDIA BELAJAR

c. Hand out
d. Kurikulum KTSP Bahasa Inggris kelas VIII
e. Silabus SMP Kelas VII

X. PENILAIAN

a. Tenik = Tes lisan dan tulisan
b. Bentuk = Unjuk kerja (Performance) dan menjawab pertanyaan
c. Instrument = Terlampir

PART I

✓ Arrange these jumble sentences into good sequences!!

2. blackboard – could – clean – the – you – please?
5. some – would – lending – me – you – mind – money?

   Answer:

1. Close the door please?
2. Could you clean the blackboard, please?
3. Can I go to the restroom, please?
4. Would you mind borrowing me your book, please?
5. Would you mind lending me some money?
PART II

Try to give command based on the following pictures. Use the expression in the box.

- Wash the clothes
- Cut the grass
- Iron the clothes
- Wash the dishes
- tidy the bed

1.  

2.  

3.  

4.  

5.  

PART III

Match the pictures below with the expression in the box.

- No scratching.
- Don’t leave the towel in the bathroom
- Don’t pick the flower.
- Don’t take books without permission
- Don’t be noisy.

1.  

2.  

3.  

4.  

5.
Answer:

Part II
1. Wash the dishes
2. Wash the clothes
3. Iron the clothes
4. Cut the grass
5. Tidy your bed

Part III
1. Don’t be noisy
2. No scratching
3. Don’t leave the towel in the bathroom
4. Don’t take book without permission.
5. Don’t pick the flower

XI. PEDOMAN PENILAIAN:

Part I:

a. Untuk tiap jawaban yang benar diberi skor = 2,5
b. Skor maksimal = 2,5 X 4
c. Nilai maksimal = 10

Skor Perolehan

d. Nilai siswa = ----------------- x 10

Skor maksimal

Part II dan III:

a. Untuk tiap jawaban yang benar diberi skor = 2
b. Skor maksimal = 2 X 5
c. Nilai maksimal = 10

Skor Perolehan

d. Nilai siswa = ----------------- x 10

Skor maksimal
Appendix 3a

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(2nd Action of Cycle 1)

I. IDENTITAS

Sekolah : SMP Negeri 1 Cimarga
Mata Pelajaran : Bahasa Inggris
Kelas : VII (Tujuh)
Semester : Genap
Tema : School Life
Aspek/skill : Speaking
Alokasi Waktu : 2 x 40 Menit
Tahun Pelajaran : 2010/2011

II. STANDAR KOMPETENSI

BEBICARA

(3) Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

III. KOMPETENSI DASAR

(3.1) Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur:

IV. INDIKATOR

1. Siswa dapat menentuka pola kalimat imperative: suggestion. Serta kalimat imperative yang menggunakan question tag dan must.
2. Siswa dapat bertanya dan menjawab serta memberi perhatian terhadap lawan bicara
3. Siswa mampu memberikan respon yang tepat dan benar mengenai imperative sentence diberikan guru, yaitu imperative dalam bentuk question tag, obligation and suggestion.
4. Siswa mampu membedakan antara imperative sentence dan kalimat sederhana dengan benar dan tepat.

V. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran:
1. Siswa dapat menentukan pola kalimat imperative: suggestion. Serta kalimat imperative yang menggunakan question tag dan must.
2. Siswa dapat bertanya dan menjawab serta memberi perhatian terhadap lawan bicara
3. Siswa mampu memberikan respon yang tepat dan benar mengenai imperative sentence diberikan guru, yaitu imperative dalam bentuk question tag, and obligation.
4. Siswa mampu membedakan antara kalimat imperative dan kalimat sederhana dengan benar dan tepat.

VI. MATERI PEMBELAJARAN

Question Tag

Ada beberapa macam question tag yang didigunakan dalam imperative sentence, Will you? won’t you? would you? can you? can’t you? dan could you? adalah macam dari question tag yang sering digunakan dalam imperative. Dan yang paling sering digunakan adalah will you? Won’t you? And can’t you?
• Imperative: Sit down!
  Stand up!
• Question tag: Sit down, will you?
  Shut up, can’t you?
  Come to my birthday party, won’t you?

Setelah negative imperative, hanya will you yang bisa digunakan dalam bentuk question tag. Misalnya: Do not swim here, will you? Dan question tag won’t you? digunakan untuk mengundang seseorang.

Must and Mustn’t

Experts usually give orders using this pattern subject + must/mustn’t + base verb

<table>
<thead>
<tr>
<th>Positive sentence</th>
<th>Negative sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem : I have a toothache</td>
<td>Problem : I have a toothache</td>
</tr>
<tr>
<td>The dentist says: “you must brush your teeth regularly.”</td>
<td>The dentist says: “you mustn’t eat candy too much.”</td>
</tr>
</tbody>
</table>

Suggestion (Let’s and Why don’t)

Dengan mengucapkan kata Let’s dan why don’t we/you di awal kalimat adalah salah satu unkapan untuk memberiakan ‘suggestion’ kepada teman, guru, orang tua dan yang lainnya. Let’s dan why don’t we mempunyai pengertian yang sama yaitu ‘do something’ atau melakukan sesuatu. Dilakukan untuk memberikan saran tentang kegiatan untuk kamu dan aku. Sedangkan why don’t you itu digunakan untuk membuat saran yang ramah atau friendly. Dan verb yang digunakan adalah basic verb.

Form : Let’s (let us) + infinitive (V1)

Example : Let’s go home

Example:
(a) A : It’s hot today. Let’s go to the beach.
    B : Okay. Good idea.

(b) A : It’s hot today. Why don’t we go to the beach?
    B : Okay. Good idea.
VII. METODE PEMBELAJARAN

TPR (Total Physical Response)

VIII. LANGKAH-LANGKAH KEGIATAN :

A. Kegiatan awal :
- Greeting (memberi salam dan tegur sapa)
- Tanya jawab berbagai hal terkait kondisi siswa
- Guru mengabsen siswa
- Menjelaskan tentang topik yang akan dibahas

B. Kegiatan Inti :
- Guru melakukan ”act of verb” yang disertai oleh 2 siswa. Lalu setelah siswa paham, guru meminta salah satu murid untuk melakukan peragaan ”act of verb” dengan memperagakan beberapa verb dalam kalimat sederhana, dan siswa yang lain memperhatikan dan menjawab verb yang telah diperagakan oleh salah satu temannya itu. Lalu bergantian dengan siswa yang lainnya.
- Guru memberikan kalimat dalam bentuk question tag, suggestion, dan kalimat imperative sentence yang menggunakan ”must” dengan oral. Misalnya: open the window, will you? Etc. Guru mempraktekkan kata tersebut tanpa mengartikannya. Memberikan pemahaman verb dan kalimat kepada siswa. Setelah paham baru dijelaskan pola kalimatnya.
- Setelah itu siswa membuat list of verb tentang verb apa saja yang sudah dipelajari hari ini.
- Guru menjelaskan pola dan jenis kalimat imperative seperti imperative dalam bentuk question tag, dan suggestion. Serta kalimat imperative yang menggunakan ”must”.
- Guru memberikan macam-macam kalimat imperative yang sesuai dengan topic yang sedang dipelajari.
- Siswa dibagi dua kelompok, lalu masing-masing kelompok harus menuliskan contoh-contoh kalimat imperative dan mencoba mengucapkan beberapa kalimat yang ditulis pada teman satu kelompok bergantian.
- Guru meminta siswa mengerjakan latihan part I dan II.
C. Kegiatan akhir:
- Menyimpulkan materi pembelajaran
- Menanyakan kesulitan siswa selama KBM
- Menutup KBM

IX. SUMBER BELAJAR DAN MEDIA BELAJAR

c. Buku teks (Firmansyah Diyata. *Stepping More for Junior high School/Madrasah Tsanawiyah grade VII*, Bogor: Regina)
d. Hand out

X. PENILAIAN

a. Tenik = Tes lisan dan tulisan
b. Bentuk = Unjuk kerja (Performance) dan menjawab pertanyaan
c. Instrument = Terlampir

Part I

A. Arrange these jumble sentences into good sequences!!
5. forget – your – don’t – to – homework – will – do – you?
7. you – a – take – don’t – why – nap?.

Answer:

1. You must not eat candy too much.
2. You must get some medicine from the drugstore.
3. Come to my birthday party, won’t you?
4. Open the window, will you?
5. Don’t forget to do your homework, will you?
6. Let’s go to the beach?
7. Why don’t you take a nap?
8. Why don’t you go to the doctor?
9. Let’s go on a picnic.
10. Why don’t we go to the cinema?

Part II

- Match the problems and the orders

<table>
<thead>
<tr>
<th>1. I am skinny</th>
<th>a. You must brush your teeth regularly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. I have a headache</td>
<td>b. You must take some mineral and vitamin pills.</td>
</tr>
<tr>
<td>3. I have a toothache</td>
<td>c. You must eat good nutritious food.</td>
</tr>
<tr>
<td>4. I get sick easily</td>
<td>d. You must take some aspirin.</td>
</tr>
</tbody>
</table>

Answer

a. I am skinny → you must eat good nutritious food
b. I have headache → you must take some aspirin
c. I have a toothache → you must brush your teeth regularly
d. I get sick easily → you must take some mineral and vitamin pills.
XI. PEDOMAN PENILAIAN:

Part I:

a. Untuk tiap jawaban yang benar diberi skor = 1

b. Skor maksimal = 1 X 10

c. Nilai maksimal = 10

Skor Perolehan

d. Nilai siswa = ------------------- x 10

Skor maksimal

Part II:

a. Untuk tiap jawaban yang benar diberi skor = 2,5

b. Skor maksimal = 2,5 X 4

c. Nilai maksimal = 10

Skor Perolehan

d. Nilai siswa = ------------------- x 10

Skor maksimal
LAMPIRAN
Lembar penilaian KBM (Kegiatan Belajar Mengajar)

Part I

A. Arrange these jumble sentences into good sequences!!
   5. forget – your – don’t – to – homework – will – do – you?
   7. you – a – take – don’t – why – nap?.

Part II

- Match the problems and the orders

<table>
<thead>
<tr>
<th>Problem</th>
<th>Order</th>
</tr>
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<tr>
<td>1. I am skinny</td>
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<tr>
<td>2. I have a headache</td>
<td>You must take some mineral and vitamin pills.</td>
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<td>3. I have a toothache</td>
<td>You must eat good nutritious food.</td>
</tr>
<tr>
<td>4. I get sick easily</td>
<td>You must take some aspirin.</td>
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</table>
KISI- KISI PEMBUATAN SOAL PRE- TEST

Nama sekolah : SMPN 1 Cimarga
Mata Pelajaran : Bahasa Inggris
Kurikulum Acuan : KTSP 2006
Alokasi Waktu : 30 Menit
Jumlah Soal : 25
Semester : Genap
Tahun Ajaran : 2010/2011

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<th>Standar Kompetensi</th>
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<th>Indikator</th>
<th>Jenis Soal</th>
<th>Butir Soal</th>
<th>Jumlah Soal</th>
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</thead>
</table>
| (3) Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat. | (3.1) Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: orang menyapa yang belum dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang. | 1. Siswa mampu menentukan beragam ungkapan dan pola kalimat:  
   - Command  
   - Request  
   - Suggestion | MC | 1, 3, 5, 9  
   8, 12, 15  
   10, 13 | 20 |
| | | 2. Siswa mampu menentukan:  
   - Pola negative pada kalimat imperative or prohibition.  
   - Pola kalimat imperative dalam bentuk question tag.  
   - Kalimat imperative yang menggunakan kata “must” | Fill in | 4, 7, 11, 14, 20 | 5 |
| | | 3. Siswa mampu menyusun pola kalimat imperative dengan benar. | | | |
| | | 4. Siswa mampu menggunakan bentuk verb yang tepat dalam kalimat imperative. | Fill in | 21, 22, 23, 24, 25 | 5 |
Nama sekolah : SMPN 1 Cimarga                             Alokasi Waktu : 30 Menit
Mata Pelajaran : Bahasa Inggris       Jumlah Soal : 25
Kurikulum Acuan : KTSP 2006        Semester : Genap
Tahun Ajaran : 2010/2011

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<th>Butir Soal</th>
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<td>(3.1) Melakukan</td>
<td>1. Siswa mampu menentukan beragam ungkapan dan pola</td>
<td>Fill in</td>
<td>21,22,23,24,25</td>
<td>5</td>
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<td>makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.</td>
<td>interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: orang menyapa yang belum dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.</td>
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<tr>
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<td></td>
<td>- Pola negative pada kalimat <em>imperative</em> atau <em>prohibition</em>.</td>
<td>MC</td>
<td>3,7,12,16,18</td>
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<td>- Pola kalimat <em>imperative</em> dalam bentuk <em>question tag</em>.</td>
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<td>2,11</td>
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<tr>
<td></td>
<td></td>
<td>- Kalimat <em>imperative</em> yang menggunakan kata &quot;must&quot;.</td>
<td></td>
<td>6,20</td>
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</tr>
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<td>3. Siswa mampu menyusun pola kalimat <em>imperative</em> dengan benar.</td>
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<td>15,19</td>
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<td>4. Siswa mampu menggunakan bentuk <em>verb</em> yang tepat dalam kalimat <em>imperative</em>.</td>
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</table>
| (3) Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat. | (3.1) Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur; orang menyapa yang belum dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang. | 1. Siswa mampu menentukan beragam ungkapan dan pola kalimat:  
- Command  
- Request  
- Suggestion | Fill in | 21,22,23,24,25 | 5 |
|                     |                 | 2. Siswa mampu menentukan:  
- Pola negatif pada kalimat imperative or prohibition  
- Pola kalimat imperative dalam bentuk question tag.  
- Kalimat imperative yang menggunakan kata “must”.  
3. Siswa mampu menyusun pola kalimat imperative dengan benar. | MC | 3,9,12,15,20 | 20 |

| 4. Siswa mampu menggunakan bentuk verb yang tepat dalam kalimat imperative. | Fill in | 21,22,23,24,25 | 5 |
### Appendix 5

**ITEM ANALYSIS OF ENGLISH PRETEST**

\[ N = 40 \quad MG = 20 \]
\[ UG = 10 \quad LG = 10 \]

<table>
<thead>
<tr>
<th>Item No.</th>
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**PEDOMAN PENILAIAN**

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ITEM ANALYSIS OF ENGLISH POSTTEST 1

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**PEDOMAN PENILAIAN**

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**PEDOMAN PENILAIAN**

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Appendix 6

Soal Pre-Test

Name: ..........................  Class:..............................

A. Answer the questions below by Choosing A, B, C, or D for the correct answer!

1. Teacher commands you to …?
   a. Throw the trash in the field
   b. Throw the trash into the dustbin
   c. Throw the trash in the land
   d. Throw the trash in the ground

2. Teacher: Sit down, ______ ? Do your exercise!
   Students: Yes, Sir.
   a. Will you   c. Won’t you
   b. Can’t you  d. Can you

3. Mother commands you to do something as shown in the picture.
   a. Wash the floor   c. Sweep the floor
   b. Clean the floor  d. Brush the floor

4. Today we have an English test.
   The teacher said:”….”
   a. No cheating   c. No speak
   b. No speaking  d. No cheat

5. Today is very hot. I need the fresh air.
   The teacher said:”_______”.
   a. Open the window   c. Turn on the light
   b. Close the window  d. Turn off the light
6. A: Wait here until I finish the work, _______?
   B: All right.
   a. Will you       c. Won’t you
   b. Do you        d. Don’t you

7. 

What does the sign means?
   a. Don’t turn right       c. Don’t turn left
   b. Don’t stop here        d. Don’t park here

8. Teacher asks Doni to clean the blackboard.
   Teacher: Doni, _________________, please?
   a. Would you mind washing the blackboard
   b. Would you mind clean the blackboard
   c. Will you neat the blackboard
   d. Will you clean the blackboard

9. The room is very dark.
   Mother said:”_________ the light!”
   a. Turn off              c. Turn left
   b. Turn on               d. Turn right

10. X : It is hot today. ______________ to the beach.
     Y : Okay, good idea.
     a. Let’s come           c. Let’s take
     b. Let’s move           d. Let’s go

11. Mom : ___________TV too much! It can damage your eyes.
     Rina : Yes, Mom.
     a. Don’t watch          c. Don’t see
     b. Don’t play           d. Don’t look
12. Reva is studying for English test tomorrow, while Randi is listening to the music loudly.
   Reva:_____________________.
   Randi: Okay, I will turn off the music.
   a. Would you mind turning on the music
   b. Would you mind turning off the music
   c. Would you mind switching the music
   d. Would you mind switch on the music

13. A: I’m sleepy
    B: ____________________ (giving suggestion).
    A: That’s a good idea. I think I will
    a. Would you mind taking nap, please?       c. Why don’t you take a nap
    b. You must take a nap                      d. Take a nap, will you?

14. Lina: What are you cooking, mom?
    Mom: Soup,_________________________it’s hot
    a. Don’t be noisy                           c. Don’t touch the pan
    b. Don’t bother me                         d. Don’t talk too much

15. Teacher wants to start the lesson.
    The Teacher said: ____________________?
    a. Open your bags, please                  c. Open your books, please
    b. Close your bags, please                d. close your books, please

16. Father: I have asthma. It is hard to breath.
    Mother: _______________________.
    Father: Ok. I will not smoking anymore.
    a. You must stop smoking
    b. Why don’t you take some aspirin
    c. Give me the medicine
    d. Would you mind going to the doctor

17. you – could – clean – blackboard?– the
    1  2  3  4  5
    a. 1-2-3-5-4                                 c. 2-1-3-5-4
    b. 1-3-2-5-4                                 d. 2-3-1-5-4
18. Andi: My English score is not good.
Deni: Don’t be sad ______________ for next examination
    a. You must stop learning  c. you must force your self
    b. You must study hard    d. you must take a rest

19. messy – don’t – the – leave – room
    1  2  3        4        5
    a. 2-4-3-1-5    c. 2-4-5-3-1
    b. 2-3-4-5-1    d. 2-4-3-5-1

20. Andi and Dita are invited to Dini’s birthday party.
Dini: ______________ at my party.
    a. Don’t go            c. Don’t come here
    b. Don’t leave        d. Don’t be late

B. Complete the dialogue below by the verb that suitable to complete the imperative sentence.
The Gunawans are in the living room. Aji and Lina are watching a music concert on TV. Mr. Gunawan is reading a newspaper and Mrs. Gunawan is knitting a scarf. They are sitting on the sofa.

Aji    : Wow, it’s a nice concert!
Lina   : Yes, I like it very much.
Mother : Dear! Don’t ______ (21) TV too much. Turn off the television right now!
Aji    : Why Mom?
Mother : You have to ______ (22) bed right now. It is 10 p.m. You should go to school tomorrow. And please______ (23) up your room before you go to bed.
Aji and Lina : Yes, Mom.
Dad    : Don’t forget to ______ (24) your teeth and ______ (25) your feet before sleeping!
Aji and Lina : Yes, Dad.
A. Answer the questions bellow by Choosing A, B, C, or D for the correct answer!

1. The teacher enters the classroom.
   The chairman said: _______and great to our teacher.
   a. Walk up  c. Stand up
   b. Jump up  d. Sit down

2. Ani : Come to my birthday party, ________?
   Nita : Sure.
   a. Can you  c. Will you
   b. Can’t you d. Won’t you

3. Mother : ____________.
   Fajar : Why?
   Mother: You must keep your bed neat.
   a. Don’t leave your bed messy
   b. Don’t leave your bed neat
   c. Don’t leave your room messy
   d. Don’t leave your room neat

   Dian : No, not at all. Here you are
   a. Lend  c. Lending
   b. Lends d. Lent

5. Mom reminds me to have good attitude to my teacher.
   Mom: ____________to your teacher
   a. Be polite  c. Be careful
   b. Be quiet  d. Be impolite

6. Patient : I have a toothache.
   The dentist : ____________
   Patient : But, I love candy.
   The dentist : You have to do what I say.
   a. You must eat candy too much.  c. You mustn’t brush your teeth
   b. You mustn’t eat candy too much.  d. You must brush your teeth
7. What does the sign means?
   a. Don’t turn right  c. Don’t park here
   b. Don’t turn left  d. Don’t stop here

8. Teacher : __________, and do the test.
   Students : Yes, Sir.
   a. Be polite  c. Be careful
   b. Be quiet  d. Be impolite

9. Teacher : Have you finished taking notes from the blackboard?
   Students : Yes, Ma’am.
   Teacher : Dini, __________, please?
   Dini : Yes, Ma’am.
   a. Would you mind clean the blackboard
   b. Will you cleaning the blackboard
   c. Will you clean the blackboard
   d. Do you mind clean the blackboard

10.

   What is mother command to her daughter?
   a. Iron the clothes  c. Ironed the clothes
   b. Wash the clothes  d. Washing the clothes

11. Teacher : Don’t forget to learn for the examination, __________?
    Students : Yes, Sir.
    a. Can you  c. Will you
    b. Could you  d. Won’t you
12. Mother: __________________

Your father is sleeping.

Fitri: Sorry, Mom.

a. Don’t be quiet c. Don’t be silent
b. Don’t be noisy d. Don’t be careless

13. Mom: __________________, it is 10 p.m. and you have to go to school tomorrow.

Cindy: Yes, Mom.

a. Let’s go home c. Let’s goes home
b. Let’s going home d. Let’s went home

14. Father: ________, please? I can’t see anything here.

Dodi: Yes. What are you looking for dad?

Father: I’m looking for my tools to repair the motor cycle.

a. Will you turn on the light c. Will you switch the light
b. Will you turn off the light d. Will you switch off the light

15. study – for – must – hard – examination – you

1  2  3          4             5                 6

a. 6-3-2-5-1-3 c. 6-3-4-1-2-5
b. 6-3-1-4-2-5 d. 6-3-1-4-5-2

16. Teacher: No __________ during the examination.

Students: Yes, Sir.

a. Cheat c. Cheats
b. Cheating d. Cheated

17. X: I’m bored.

Y: Me too.____? (Giving suggestion). Today is the premier of Harry Potter movie.

X: Good idea.

a. Would you mind going to the cinema?
b. Why don’t we go to the cinema?
c. Can we go to the cinema, please?
d. You must go to the cinema.
18. You see a friend is sleeping during the lesson.
   (Giving prohibition)
   a. Don’t sleep during the lesson
   b. Don’t sleeping during the lesson
   c. No sleep during the lesson
   d. No slept during the lesson

19. opening – you – would – the – mind – door
   1 2 3 4 5 6
   a. 3-2-5-4-6-1                c. 3-2-1-4-6-5
   b. 3-2-4-6-1-5                d. 3-2-5-1-4-6

20. Eko : My math scores is unsatisfied.
    Mom : Don’t be sad. ______and keep trying to achieve good score.
    a. You must take a rest
    b. You must refresh your mind
    c. You must study hard
    d. You must stop trying

B. Complete the dialogue below by the verb that suitable to complete the imperative sentence.

   It’s Sunday. Mr. Handika and family are sharing the housework. Mom is busy commanding the family.
   Mom : Wina, go to the kitchen and ______ (21) the dishes.
   Wina : Yes, Mom.
   Mom : Where’s Ana, ______ (22) the floor, darling.
   Ana : Okay.
   Mom : And ______ (23) the floor, too.
   Ana : All right.
   Mom : Rudi, go to the garden, ______ (24) the plant, please.
   Rudi : Sure.
   Mom : Where is Dad? Dad, ______ (25) the car in the garage! The car is dirty.
   Dad : I am about to do it, dear.
   Mom : Okay, everybody is in charge. I will go to my kitchen and prepare for our breakfast.
Appendix 6b

Soal Post-test 2

Name: ........................................ Class: ........................................

A. Answer the questions below by Choosing A, B, C, or D for the correct answer!

1. Mom wants you to help her wash the dishes.
   Mom say: ___________.
   a. Neat the clothes  c. Wash the clothes
   b. Neat the dishes  d. Wash the dishes

2. Teacher: Don’t forget to do your homework, _____?
   Students: Yes, Sir.
   a. Will you  c. Won’t you
   b. Will I  d. Would you

3. Teacher: I give you homework during holiday.
   Students: Hhhh.
   Teacher: ________to do your homework.
   a. Don’t be lazy  c. Don’t be patient
   b. Don’t be careful  d. Don’t be quiet

4. Someone is knocking the door while mother cooked in the kitchen.
   Mom: ____________, please? I’m cooking in the kitchen.
   Sinta: All right, Mom.
   a. Open the door  c. Open the window
   b. Close the door  d. Close the window

5. Doctor: ________ smoking. It can damage your lungs.
   Patient: Yes, doctor.
   a. You must stop  c. You must stopped
   b. You mustn’t stop  d. You mustn’t stopped

6. Customer: ________ me a glass of water, please?
   Waiter: Yes, of course.
   a. Would you mind brings  c. Will you bring
   b. Would you mind brought  d. Will you bringing
7. X: ____________ and wait until your turn to buy a final ticket of AFF.
   Y: Ok.
   a. Be noisy       c. Be quiet
   b. Be careful     d. Be patient

8. Sari : Come to my house, ____________? I have a new comic book.
   Nila : Sure.
   a. Can you       c. Could you
   b. Will you      d. Won’t you

9. This picture asks you …?
   a. Don’t chewing gum in school     c. No chewing gum in school
   b. Don’t chewy gum in school       d. No chew gum in school

10. X : Tomorrow is my sister’s birthday, what should I give her?
    Y : ________________ her beautiful shoes.
    X : That is good idea.
    (Giving suggestion to your friend)
    a. Why don’t you give
    b. You must give
    c. Would you mind giving
    d. Will you give

11. lending – money – you – would – mind – me – some
    1 2 3 4 5 6 7
    a. 4-3-5-6-1-7-2       c. 4-3-5-1-6-2-7
    b. 4-3-5-1-6-7-2       d. 4-3-1-6-7-2-5
12. Teacher sees one of your friends eat during the lessons.
   Teacher say: _____________.
   a. Don’t eats and drinking during the lessons
   b. Don’t eat and drink during the lessons
   c. Don’t eats and drinks during the lessons
   d. Don’t eat and drinking during the lessons

13. Mother : Randi, go to the garden, ________ the plant!
   Randi : Sure, mom.
   a. Watering                c. Waters
   b. Water                    d. Watered

14. X : I have a headache
   Y : _______________ some aspirin.
   a. You must take  c. You must taken
   b. You must took  d. You must takes

15. Tita : Mom, I’m leaving.
   Mom : It is Sunday.__________ .
   Tita : Why, mom?
   Mom : You have to help me clean the house.
   a. Don’t going anywhere  c. Don’t gone anywhere
   b. Don’t goes anywhere  d. Don’t go anywhere

16. Mom : Nia, your bed is messy.
   __________ before you go to school.
   Nia : Okay, mom.
   a. Neat your bed  c. Untidy your bed
   b. Leave your bed  d. Sloppy your bed

17. during – no– the – cheating – examination
   1  2  3  4  5
   a. 3-4-2-1-5  c. 2-4-1-3-5
   b. 3-5-2-1-4  d. 2-5-1-3-4
18. Tina : Are you busy tonight?
   Moli : No, why?
   Tina : ___________ a video in “ezy”
   Moli : Okay.
   a. Let’s rent out  c. Let’s rent
   b. Let’s rented    d. Let’s rents

19. Ani : ___________ me your book. My book was lost.
   nita : No, not at all.
   a. Would you mind borrow
   b. Would you mind borrowing
   c. Would you mind borrowed
   d. Would you mind to borrow

20. You see a friend bring a toy to school.
   You say: (giving prohibition)
   a. Don’t bring a toy to school
   b. Don’t brings a toy to school
   c. Don’t bringing a toy to school
   d. Don’t brought a toy to school

B. Complete the dialogue below by the verb that suitable to complete the imperative sentence.

   Mr. Agus : Ok everyone, are you ready for the test today?
   Students : Yes, Sir.
   Mr. Agus : Anggi, __________ (21) some chalks in the office right now! There is no chalk left.
   Anggi : Yes, Sir.
   Mr. Agus : Adi, _________ (22) the blackboard! It is dirty.
   Adi : Yes, Sir.
   Mr. Agus : Okay, everybody is in. Then prepare a piece of paper and a pen.
   Let’s_____ (23) our test. Write down number one.
   (Students’ still talking each other)
   Mr. Agus : Ssstttt, be ________ (24), please!
   Don’t __________ (25) at the test!
Appendix 7

ANSWER KEY

PRE-TEST

1. B                          21. WATCH
2. A                          22. GO
3. C                          23. TIDY
4. A                          24. BRUSH
5. A                          25. WASH
6. A
7. B
8. D
9. B
10. D

11. A
12. B
13. C
14. C
15. C
16. A
17. C
18. B
19. D
20. D

POST TEST 1

1. C                          21. WASH
2. D                          22. SWEEP
3. A                          23. MOP
4. C                          24. WATER
5. A                          25. WASH
6. B
7. C
8. B
9. C
10. A

11. C
12. B
13. A
14. A
15. B
16. B
17. B
18. A
19. D
20. C
POST TEST 2
1. C 21. TAKE
2. A 22. CLEAN
3. A 23. START
4. A 24. QUIET
5. A 25. CHEAT
6. C
7. D
8. D
9. C
10. A
11. B
12. B
13. B
14. A
15. D
16. A
17. C
18. C
19. B
20. A
Appendix 8
Observational Notes for Need Analysis

Action : 1st of 1st cycle
Date : Tuesday, Jan 11th 2011.
Time : 10.10 A.M. – 11.30 A.M.
Topic : The Pattern of Imperative sentence

<table>
<thead>
<tr>
<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s Purpose</th>
<th>Comment</th>
</tr>
</thead>
</table>
| • Listening to the teacher’s explanation about pattern of imperative sentence. | • Students are involve in:  
- Group work  
- Individual work  
- Games | The teacher explained the pattern of imperative sentence and engage students to do the act of verb with the teacher to make students understand the verb that used in imperative sentence and understand the meaning of the sentence. | • Most of students didn’t pay attention.  
• Most of students still hard to do the exercise and some students did not work together. It causes noisy and some students did not do the act again.  
• Fun for students and help them to enjoy when learning. But some of them seemed not understand to do the games because the teacher direction was probably unclear.  
• Most of students didn’t response the question.  
• Most of students cheated each other and the teacher ignored them. |
| • Doing exercise in group work, to act of verb and try to find the meaning of verb and doing the exercise to practice command and prohibition in imperative sentence. | | | |
| • Games                                                                                                    | | | |
| • Response teacher’s command.                                                                             | | | |
| • Doing exercise in individual (arrange the jumble word into a good sequence).                           | | | |

Appendix 8a

Observational Notes for Need Analysis

Action : 2\textsuperscript{nd} of 1\textsuperscript{st} cycle

Date : Saturday, Jan 15\textsuperscript{th} 2011.

Time : 10.25 A.M. – 11.45 A.M.

Topic : The Pattern of Imperative sentence

<table>
<thead>
<tr>
<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s Purpose</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reviewing the pattern of imperative sentence.</td>
<td>• Students are involve in:</td>
<td>The teacher explained again the pattern of imperative sentence and engage students to do the act of verb with the teacher to make students understand the verb that used in imperative sentence and understand the meaning of the sentence.</td>
<td>• Some students could do the act of verb correctly and seem enthusiastic.</td>
</tr>
<tr>
<td>• Doing the act of verb with the teacher. After that, the students try to act of verb alone. And making the list of verb from the verb that done in act of verb.</td>
<td>- Act of verb</td>
<td></td>
<td>• Some of students still passive in group and only a few students could do the exercise.</td>
</tr>
<tr>
<td>• Doing exercise in group work (write another example of imperative sentence).</td>
<td>- Group work</td>
<td></td>
<td>• Some of students could make a good sequence of jumble sentence and could match the problem with the orders.</td>
</tr>
<tr>
<td>• Doing exercise in individual (arrange the jumble word into a good sequence and match the problem and the orders)</td>
<td>- Individual work</td>
<td></td>
<td>• The students did the Posttest 1 individually.</td>
</tr>
<tr>
<td>• Doing the evaluation (Posttest 1 of CAR)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 9

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(1st Action of Cycle 2)

I. IDENTITAS

Sekolah : SMP Negeri 1 Cimarga
Mata Pelajaran : Bahasa Inggris
Kelas : VII (Tujuh)
Semester : Genap
Tema : Help me, please?
Aspek/skill : Speaking
Alokasi Waktu : 2 x 40 Menit
Tahun Pelajaran : 2010/2011

II. STANDAR KOMPETENSI

Berbicara

(3) Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

III. KOMPETENSI DASAR

(3.1) Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur:

IV. INDIKATOR

1. Siswa dapat bertanya dan menjawab serta memberi perhatian terhadap lawan bicara
2. Siswa mampu memberikan respon yang tepat dan benar mengenai kalimat imperative yang diberikan guru, yaitu command dan request.
3. Siswa mampu menentukan verb yang tepat dari sebuah kalimat.
4. Siswa mampu membuat kalimat sederhana sesuai dengan verb yang telah diberikan.

V. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran:
1. Siswa dapat bertanya dan menjawab serta memberi perhatian terhadap lawan bicara
2. Siswa mampu memberikan respon yang tepat dan benar mengenai kalimat imperative yang diberikan guru, yaitu command dan request.
3. Siswa mampu menentukan verb yang tepat dari sebuah kalimat.
4. Siswa mampu membuat kalimat sederhana sesuai dengan verb yang telah diberikan.

VI. MATERI PEMBELAJARAN

Request

Listen and repeat the dialogue
Mrs. Reva : Good morning, everyone.
Students : Good morning. Ma’am.
Mrs. Reva : Have you finished taking notes from the blackboard?
Students : Yes, Ma’am.
Mrs. Reva : Then who is in charge today?
Students : Anggi, Ma’am.
Mrs. Reva : Anggi, will you clean the whiteboard, please?
Anggi : Sure, Ma’am.
Mrs. Reva : Thank you Anggi.
Anggi : You’re welcome.

Listen and repeat the short dialogue
Teacher : Would you mind bringing this book to the office.
Alwi : No, not at all.
Listen to the short dialogue!

- Wina : Hey, Susi. Come here. Let’s go to the school garden.
- Susi : Alright.
- Teacher : Don’t eat in the classroom!
- Budi : All right, Sir.

VII. METODE PEMBELAJARAN

TPR (Total Physical Response)

VIII. LANGKAH-LANGKAH KEGIATAN :

A. Kegiatan awal :
- Greeting (memberi salam dan tegur sapa)
- Tanya jawab berbagai hal terkait kondisi siswa
- Guru mengabsen siswa
- Menjelaskan tentang topik yang akan dibahas

B. Kegiatan Inti :
- Guru memberikan dialog singkat. Guru meminta siswa untuk menelaah mana kalimmat imperative dalam dialog tersebut.
- Guru memberikan beberapa verb dengan cara dipraktekkan tanpa diartikan artinya. Lalu beberapa siswa ikut melakukan dengan guru mempraktekkan beberapa verb dan kalimat.
- Guru memberikan penjelasan tentang pola jenis kalimat imperative yang sedang dipelajari.
- Guru meminta siswa untuk merespon dengan gesture, tindakan dan ujaran sederhana terhadap kalimat yang diberikan oleh guru.
- Guru meminta siswa membuat satu perintah atau resquest yang ditujukan pada temannya. Dan temannya merespon perintah atau request tersebut.
• Siswa diminta untuk berpasang-pasangan. Lalu membuat dialog mini yang berhubungan dengan imperative. Lalu sebagian siswa menampilkan di depan kelas.
• Guru meminta siswa mengerjakan latihan part I dan part II.

C. Kegiatan akhir:
• Menyimpulkan materi pembelajaran
• Menanyakan kesulitan siswa selama KBM
• Menutup KBM

IX. SUMBER BELAJAR DAN MEDIA BELAJAR
a. Buku teks (Soegeng HS. Effective English for grade VII of Junior High Schools, Solo: PT. Tiga Serangkai Pustaka Mandiri).
b. Buku teks (Joko Priyana. Excellent English VII for Junior High School VII, Surakarta: Mediatama)
c. Buku teks (Firmansyah Diyata. Stepping More for Junior High School/Madrasah Tsanawiyah grade VII, Bogor: Regina)
d. Hand out
e. Kurikulum KTSP Bahasa Inggris kelas VIII
f. Silabus SMP Kelas VII

X. PENILAIAN
a. Tenik = Tes lisan dan tulisan
b. Bentuk = Unjuk kerja (Performance) dan menjawab pertanyaan
c. Instrument = Terlampir

Part I
♦ Complete the sentence below with the expression by using polite request.
1. The sound of the radio in the living room is too loud.
   Mother : Agung, …… the radio, …?
   Agung : Yes, mom!
2. Today is very hot.
   The teacher said: “…….the window”.
   Santi: No, not at all.

3. The room is very dark.
   Father said: “…….the light!”
   Joko: Of course.

4. The books are heavy to bring alone.
   Rahma: ……… helping me bring the books.
   Andi: No, not at all.

Answer:

1. Turn off, please?
2. Open the window.
3. Turn on.
4. Would/do you mind

Part II:

Complete the utterances with the correct words.

clean  leave  quiet  sweep

1. Teacher: Be …, and do the test!
   Students: Yes, Sir.

2. Teacher: Toni, …the blackboard! It is dirty.
   Students: All right.

3. Mother: Nia, … the floor. The floor is dirty.
   Nia: Yes, Ma’am.

4. Mother: Don’t … your bed messy.
   Fajar: Why?
   Mother: You must keep your bed neat.

Answer:

1. Quiet
2. Clean
3. Sweep
4. leave
XI. PEDOMAN PENILAIAN:

Part I dan Part II:

a. Untuk tiap jawaban yang benar diberi skor  = 2,5

b. Skor maksimal
   = 2,5 X 4

c. Nilai maksimal
   = 10

   Skor Perolehan

d. Nilai siswa
   = ------------------ x 10
   Skor maksimal
LAMPIRAN
Lembar penilaian KBM (Kegiatan Belajar Mengajar)

Part I:
♦ Complete the sentence below with the expression by using polite request.

1. The sound of the radio in the living room is too loud.
   Mother : Agung, ……. the radio, …?
   Agung : Yes, mom!

2. Today is very hot.
   The teacher said : “…….the window”.
   Santi : No, not at all.

3. The room is very dark.
   Father said :”……the light!
   Joko : Of course.

4. The books are heavy to bring alone.
   Rahma : ……… helping me bring the books.
   Andi : No, not at all.

Part II:
☆ Complete the utterances with the correct words.

<table>
<thead>
<tr>
<th>clean</th>
<th>leave</th>
<th>quiet</th>
<th>sweep</th>
</tr>
</thead>
</table>

1. Teacher : Be …. and do the test!
   Students : Yes, Sir.

2. Teacher : Toni, …the blackboard! It is dirty.
   Students : All right.

3. Mother : Nia, … the floor. The floor is dirty.
   Nia : Yes, Ma’am.

4. Mother : Don’t … your bed messy.
   Fajar : Why?
   Mother : You must keep your bed neat.
Appendix 9a

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(2nd Action of Cycle 2)

I. IDENTITAS

Sekolah : SMP Negeri 1 Cimarga
Mata Pelajaran : Bahasa Inggris
Kelas : VII (Tujuh)
Semester : Genap
Tema : Healthy life
Aspek/skill : Speaking
Alokasi Waktu : 2 x 40 Menit
Tahun Pelajaran : 2010/2011

II. STANDAR KOMPETENSI

Berbicara
(3) Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

III. KOMPETENSI DASAR

(3.1) Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur:

IV. INDIKATOR

1. Siswa dapat merespon monolog pendek yang di ujarkan dan diperagakan melalui peragaaan yang dilakukan oleh guru.
2. Siswa mampu menentukan verb yang tepat dari sebuah kalimat.
3. Siswa mampu membuat kalimat sederhana sesuai dengan verb yang telah diberikan oleh guru.

V. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran:
1. Siswa dapat merespon monolog pendek yang di ujarkan dan diperagakan melalui peragaan yang dilakukan oleh guru.
2. Siswa mampu menentukan verb yang tepat dari sebuah kalimat.
3. Siswa mampu membuat kalimat sederhana sesuai dengan verb yang telah diberikan oleh guru.

VI. MATERI PEMBELAJARAN

Question tag

Listen to the dialog:
Windi : Randi, can you come to my birthday party, won’t you?
Randi : Yes, sure.
Windi : Don’t forget, will you?
Randi : Ok, I promise.

Must and Mustn’t

Listen to the dialog
Agung : Good afternoon, doctor.
Dentist : Good afternoon. Sit down, please?
Agung : Thank you.
Dentist : What is the matter with you?
Agung : I have a toothache.
Dentist : Do you often brush your teeth?
Agung : No, doctor. I only brush my teeth once a day
Dentist: That’s too bad. You must brush your teeth more often. Ok. Let me see your teeth. Open your mouth. Yes…I see, one of your teeth is decaying. I will clean it first. You must come again in two days. You mustn’t eat candy too much.

Agung: Thank you, doctor.

**Suggestion**

- A: What happened with you? Are you sick?
  
  B: It is ok. I just have a headache.
  
  A: Let’s go home.
  
  B: No, I will finish my task first.
  
  A: Ok. Why don’t you take some aspirin?
  
  B: I think I will. Thank you.

**VII. METODE PEMBELAJARAN**

TPR (Total Physical Response)

**VIII. LANGKAH-LANGKAH KEGIATAN:**

A. **Kegiatan awal:**
- Greeting (memberi salam dan tegur sapa)
- Guru mengabsen siswa
- Guru memotivasi siswa
- Menjelaskan tentang topik yang akan dibahas

B. **Kegiatan Inti:**
- Guru menuliskan satu masalah di papan tulis, lalu memberikan saran perihal masalah tersebut. Misalnya:
  
  A: I have a toothache.
  
  B: Why don’t you go to the dentist.

- Guru melakukan "act of verb" dari *verb* yang digunakan dalam kalimat *imperative* untuk memberikan saran.
• Guru memberikan beberapa *verb* dalam kalimat untuk dipraktekkan (act of verb) yang dilakukan oleh siswa.

• Guru menjelaskan jenis kalimat *imperative*: *suggestion*, kalimat imperative yang menggunakan kata *must* dan *mustn’t*, dan *imperative dalam bentuk question tag*.

• Setelah siswa paham, guru meminta siswa menuliskan masalah yang sedang mereka hadapi dalam selembar kertas.

• Guru meminta siswa lain memberikan saran atau apa yang harus dilakukan agar masalah temannya dapat terbantu. Mereka harus berkeliling dan bertanya pada temannya, lalu menanyakan masalah yang dihadapi temannya dan mulai memberikan saran atau apa saja yang harus dilakukan dalam bentuk kalimat *imperative* yang cocok; *suggestion*, kalimat imperative yang menggunakan kata *must* dan *mustn’t*, dan *imperative dalam bentuk question tag*.

• Guru meminta siswa untuk merespon pertanyaan yang diberikan oleh guru.

• Guru menuliskan vocabulary baru yang diperoleh siswa dan menuliskannya dalam bentuk kalimat. Lalu membacakannya dan memeragakannya.

• Guru meminta siswa mengerjakan latihan part I dan part II.

C. Kegiatan akhir:

• Menyimpulkan materi pembelajaran dan menanyakan kembali kepada siswa apa yang telah mereka pelajari tadi.

• Menanyakan kesulitan siswa selama KBM

• Menutup KBM

IX. SUMBER BELAJAR DAN MEDIA BELAJAR


c. Buku teks (Firmansyah Diyata. *Stepping More for Junior high School/Madrasah Tsanawiyah grade VII*, Bogor: Regina)
d. Hand out.
e. Kurikulum KTSP Bahasa Inggris kelas VIII.
f. Silabus SMP Kelas VII.

X. PENILAIAN

a. Tenik     = Tes lisan dan tulisan
b. Bentuk    = Unjuk kerja (Performance) dan menjawab pertanyaan
c. Instrument = Terlampir

PART I

♦ Make suggestions with *why don’t you*

Example:
A : I’m hungry.
B : Why don’t you go for a lunch?
1. I’m sleepy
2. I have a toothache.
3. I have a headache.
4. I’m bored.

Part II:
a. Complete the utterances with the correct expression in the box.

| - let’s go to a restaurant | - you must brush |
| - you must study hard     | - will you      |

1. Teacher : Don’t forget to do your home work, …?
   Students : Yes, Sir.
2. Doni    : I’m hungry
   Lia      : …for a dinner.
3. Nia     : My math score is bad.
   Teacher : … and keep trying for next examination.
   Nia     : Yes, Sir.
4. Reni: I have a toothache.
   Mother: I always told to you that ... your teeth regularly.

Answer

1. will you?
2. let’s go to a restaurant.
3. you must study hard.
4. you must brush.

XI. PEDOMAN PENILAIAN:

Part I dan Part II:

a. Untuk tiap jawaban yang benar diberi skor = 2,5
b. Skor maksimal = 2,5 X 4
c. Nilai maksimal = 10
   Skor Perolehan

d. Nilai siswa = -------------------- x 10
   Skor maksimal
LAMPIRAN
Lembar penilaian KBM (Kegiatan Belajar Mengajar)

Cut here

PART I

◆ Make suggestions with *why don’t you*

Example:

A : I’m hungry.
B : Why don’t you go for a lunch?

1. I’m sleepy
2. I have a toothache.
3. I have a headache.
4. I’m bored.

Part II:

a. Complete the utterances with the correct expression in the box.

| - let’s go to a restaurant | - you must brush |
| - you must study hard | - will you |

1. Teacher : Don’t forget to do your home work, …?
   Students : Yes, Sir.
2. Doni : I’m hungry
   Lia : …for a dinner.
3. Nia : My math score is bad.
   Teacher : … and keep trying for next examination.
   Nia : Yes, Sir.
4. Reni : I have a toothache.
   Mother : I always told to you that …your teeth regularly.
## Appendix 10

### Observational Notes for Need Analysis

**Action**: 1st of 2nd cycle  
**Date**: Monday, Jan 17th 2011.  
**Time**: 07.50 A.M. – 09.15 A.M.  
**Topic**: The Pattern of Imperative sentence

<table>
<thead>
<tr>
<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s Purpose</th>
<th>Comment</th>
</tr>
</thead>
</table>
| • Reviewing the pattern of imperative sentence.                                  | • Students are involve in:                                                         | The teacher explained again the pattern of imperative sentence and engage students to do the act of verb with the teacher to make students understand the verb that used in imperative sentence and understand the meaning of the sentence. | • The teacher asked some questions related to the pattern of imperative sentence.  
• Some students seem enthusiastic in doing the act of verb and feel comfortable to response the question.  
• Some students could answer the question with the correct verb and expression (because of the training in act of verb) into imperative sentence.  
• Some students could make a short dialogue correctly.  
• Students made a good sentence and command. Their friend could understand clearly and response the command properly. |
| • Doing the act of verb with the teacher and response with action about question that given by the teacher. | - Act of verb  
- Group work  
- Individual work |                                                                                  |                                                                                        |
| • Doing exercise in individual (complete the question with the correct verb or the expression of imperative sentence) |                                                                                  |                                                                                  |                                                                                        |
| • Doing exercise in pair work (made a short dialogue with using the imperative sentence) |                                                                                  |                                                                                  |                                                                                        |
| • Scoring                                                                       |                                                                                  |                                                                                  |                                                                                        |
| • Students make an imperative sentence and give command to other students.        |                                                                                  |                                                                                  |                                                                                        |
Appendix 10a

Observational Notes for Need Analysis

Action: 2\textsuperscript{nd} of 2\textsuperscript{nd} cycle

Date: Tuesday, Jan 18\textsuperscript{th} 2011.

Time: 10.10 A.M. – 11.30 A.M.

Topic: The Pattern of Imperative sentence

<table>
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<th>What learners do</th>
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<th>Comment</th>
</tr>
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<tr>
<td>• Reviewing the pattern of imperative sentence.</td>
<td>• Students are involve in:</td>
<td>The teacher explained again the pattern of imperative sentence and engage students to do the act of verb with the teacher to make students understand the verb that used in imperative sentence and understand the meaning of the sentence.</td>
<td>• The teacher asked some questions related to the pattern of imperative sentence.</td>
</tr>
<tr>
<td>• Doing the act of verb and response with action about question that given by the teacher.</td>
<td>• Act of verb</td>
<td></td>
<td>• Some students seem enthusiastic in doing the act of verb and feel comfortable to response the question.</td>
</tr>
<tr>
<td>• Making list of verb.</td>
<td>• Group work</td>
<td></td>
<td>• Some students more active.</td>
</tr>
<tr>
<td>• Doing exercise in pair work (making suggestion)</td>
<td>• Individual work</td>
<td></td>
<td>• Some students made a good improvement. It prove from the exercise. Students could answer correctly in completing the utterance with the correct expression of imperative sentence.</td>
</tr>
<tr>
<td>• Scoring</td>
<td></td>
<td></td>
<td>• The students did the Posttest 2 of CAR individually.</td>
</tr>
<tr>
<td>• Doing the evaluation (Posttest 2 of CAR)</td>
<td></td>
<td></td>
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Appendix 11
The Students’ Imperative Sentence Score of Pretest, Posttest 1, and Posttest 2

<table>
<thead>
<tr>
<th>Students’ name</th>
<th>PRE-TEST</th>
<th>POSTTEST cycle 1</th>
<th>POSTTEST cycle 2</th>
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<td>72*</td>
</tr>
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<td>S4</td>
<td>32</td>
<td>40</td>
<td>80*</td>
</tr>
<tr>
<td>S5</td>
<td>60*</td>
<td>68*</td>
<td>84*</td>
</tr>
<tr>
<td>S6</td>
<td>36</td>
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<td>68*</td>
</tr>
<tr>
<td>S7</td>
<td>32</td>
<td>52</td>
<td>60*</td>
</tr>
<tr>
<td>S8</td>
<td>44</td>
<td>64*</td>
<td>64*</td>
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<tr>
<td>S9</td>
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Mean: 36.94 48.42 64.84

*: The students who achieve the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) score.