

Chapter I

Introduction

This chapter provides the basic information of this research. It expresses things that become the background of this research, including signifying the selection of research topics. This chapter is divided into some headings such as the background, the research question, the aim of research, the significance of research and the scope and limitation of research.

Basic Consideration

Teaching English for Junior High School students is not as easy as what people think. Teacher must have more knowledge and creativity in order to encourage students' attention and make the lessons interesting. There are a lot of topics must be taught and they are various from the simple topic to more complex. In fact, some of the topics need to be taught in creative and interesting way since it is considered as the more difficult topic. One of the topics of English lesson that must be taught by using an appropriate method is imperative sentence. According to Hall (2001, p. 59), imperative sentences are sentences which are aimed to give commands and requests. He also explains that the imperative sentences use the simple form of the verb without subjects. The examples of imperative sentences are: (1) Close the door!, (2) Open the window!, and (3) Write down your name!. In the pre-interview with the English teacher, in SMP N 1 Suwawa, teachers said that the students still have low ability in using imperative sentences. Sometimes the students make mistakes in arranging the words into a good imperative

sentence and sometimes the students find difficulties to say some words which are related with the imperative sentences. Based on the information given by the English teacher, the students of this schools have low ability in mastering imperative sentences because they have lack of vocabulary which they never learn in elementary school.

Furthermore, according to the pre-interview obtained from the students in class VIIb, it was found out that the students also often thought that learning imperative sentence is difficult. This assumption makes the students afraid and not motivated to study. As a result, most of the students are afraid to ask the points that they do not understand to the teacher. This situation made the students passive in their learning process.

Moreover, from the pre-observation, the researcher found that the reason why students become passive in teaching and learning process is because the teacher did not give them more chance to develop and practice their language. The teacher mostly used direct method which is giving more explanation in teaching.

Otherwise, the students' enthusiasm is much related to the method used by the teacher in transferring the lesson. The students would become not interested in learning if the method used is monotonous. It makes the learning process not effective. English teachers should think critically in order to find creative method in teaching imperative sentences so that the students will take much participation during the learning process.

One of the creative methods in teaching imperative sentence is by asking the students to learn by doing. Saricoban and Metin (2000, p. 3) stated that through

well planned learning by doing approach, learners can practice and understand vocabulary, grammar and structure very well. Learning by doing can enhance the motivation of the students and reduce their stress. This will help them to acquire certain essential language skills.

In addition, one of the creative methods in improving students' ability in using imperative sentences is TPR. TPR is considered as the most successful method in improving students' ability in using imperative sentences. Total physical response is a teaching approach that combined the aspect of listening and doing or which is known as learning by doing.

Several previous researches have proved that TPR and imperative sentences in teaching and learning are a good combination to stimulate the students' interest in learning English. For instance, a research conducted by Rosdiana in 2011. In her research, it was found out that TPR has successfully improved the students' ability in using imperative sentences. The result of the study shows observation that the students' activeness in teaching and learning process was 60,83% at cycle one, and increased significantly to be 75,21% at cycle two. It is because the students were asked to act or to do the action directly that will significantly help them in memorizing the vocabularies instead of the other method.

There are some points of differences between those previous studies and this current study or research. The previous studies used oral test to measure the students' ability in understanding the imperative sentences, meanwhile this study will focus on how to improve the students' ability in understanding imperative sentences in written test through multiple choices and the oral ability will be

practiced during the teaching and learning process or in the process of the treatment. Thus, both of the students' ability in understanding the imperative sentences in oral form and written form will be improved at the same time. Based on explanation above, I formulated this research by the title "Improving students' ability in understanding imperative sentence with total physical response method"

Research Questions

The problem of the research is formulated as follows.

Can the implementation of Total Physical Response method successfully improve students' ability in understanding imperative sentences at seventh Grade of SMP Negeri 1 Suwawa?

Objective of Research

A study on Improving Students' Ability in Understanding Imperative Sentences by Using Total Physical Response Method is important to be studied about in order to know how this method can contribute to the improvement of the teaching and learning process. Therefore, based on the problem statements which have been explicated in problem statements previously, then the present objectives of this of this research is first to find out the Improving Students' Ability in Understanding Imperative Sentence By Using Total Physical Response Method. The second result that is expected to be revealed in this research is to figure out and solve the problem of the imperative sentences difficulties faced by the students. The last, this paper purpose is to formalize the power of Total Physical Response in improving students' ability in understanding imperative sentences.

The Significances of the Research

This significances of this research were:

1. For the students

This study practices their skills in understanding imperative sentences and through total physical response the students could get enjoyable situation in learning activity. The result of this study hopefully increase the students' ability in understanding imperative sentence

2. For the teacher

This research gives contribution to English teacher to use Total physical response method in their classroom in increase students' ability especially in understanding imperative sentences.

3. For the school

It gives information about the benefits of using Total Physical Response method in teaching imperative sentences so that it can be used in future.

4. For the further researcher

It also could be beneficial reference and valuable information for the further researcher that the result of the study help them in teaching imperative sentence for student Junior High School and can open their mind in understanding imperative sentence field research.

The Delimitations of Study

In this research, the researcher just focuses on how Total Physical Response method can improve the students' ability in understanding imperative sentences.

This study has delimitation specifically on seventh grade students of Junior high school. This study will delimitate to the students who becomes as the sample to participate. The researcher just takes one class as the sample of this research.