

IMPERATIVE SENTENCE TO INDONESIAN LEARNERS THROUGH TOTAL PHYSICAL RESPONSE (TPR) METHOD

Sulpadli Ali¹, Muhammad Zuhri Dj², Musfirah³

email: musfirahmaharaj2@gmail.com³

^{1, 2, 3} Program Studi Tadris Bahasa Inggris, IAIN Bone, Indonesia

Abstract

The teachers are expected to be able to create an interesting and appropriate technique, learning style and method in EFL classroom. A study entitled Teaching Imperative Sentence Through TPR Method at the eighth grade learners of Ma'had Al-Junaidiyah Biru especially to young learner is aim to elaborate how the researchers him self applied TPR method in teaching imperative sentence. This study employed a qualitative method and was conducted in one of Islamic boarding school in Bone. The eighth grade learners were the subject of this study. To obtain the data a classroom observation and interview both the English teacher and the eighth learners were conducted. The findings revealed that the researchers applied three steps of TPR method they are; pre-teaching, whilst-teaching and post-teaching. The researches gave some commands and instructions based on the topic of each meeting for three-time meetings the learners responded physically as instructed. Moreover, they gave appropriate responses and fully enthusiasm to the researchers' instructions. Additionally, the researchers provided some games and physical moves that young learners like for each meeting in order to support the TPR method so the learners will be more interested and enjoyable the EFL classroom situation and it is able to motivate the learners to learn English vocabulary.

Keywords: *Indonesian young learners, physical moves, TPR method, vocabulary*

INTRODUCTION

English is an international language which every person affords to master. English is used as guidance for any instruction or any communication in the world involves relationship, business, education, politic, economic, networking and etc. So, most of people

think that English becomes main language after their mother tongue because it has many advantages in many aspects.

English has also an important position as a foreign language, needed by many learners to interact with many people in variety situation. Therefore, English is regarded and learned by every people in the world. Almost three past decades, the Total Physical Response (TPR) as a language learning method is still being applied in teaching English course especially in learning English as foreign language (henceforth EFL) at elementary, junior and adult learners' level (Kunihira & Asher, 1965). A TPR method has been widely used for some countries around the world such as America, China, Japan, and Russia (Furuhata, 1999; Shi, 2018). In several previous studies, TPR was regarded as learning method attempts to accelerate the children's ability to learn language (Gulsanam & Farangiz, 2021; Kuo et al., 2014; Mariyam & Musfiroh, 2019; Sakka et al., 2018).

Teaching English for young learners especially in junior high school student in Indonesia need this method (Brown, 2001). This method tries to introduce the language skill in an action and the English teacher has five roles in the teaching-learning process; as a controller, as a director, as a manager, as a facilitator and as resource. Thus, as an English teacher, it is expected to apply the method for teaching them easily, interesting, understandable and also enjoyable to engage learners actively in the learning process in the classroom because the success of the learning process is included in the teaching of English strongly influenced by various aspects such as mastery of the material, the way teachers deliver material, and selecting and using appropriate method in teaching learning process. There are some teachers who have chosen teaching methods, appropriate teaching materials but have not been able to apply the learning methods as well.

To'layeva et al (2022) mentioned that TPR is a method of teaching language that is based on the coordination of speech and action, or in other words, teaching language through activity (Richards & Rodgers, 2014). One of the main reason TPR method was developed to reduce the stress people feel when studying foreign languages. One of the primary ways this is accomplished is to allow learners to speak when they are ready. Forcing them to speak before then will only create anxiety. Also, when learners do begin to speak, perfection should not be expected.

Teaching imperative sentences at the eighth grade learners of the Junior High School or Madrasah Tsanawiyah has been written in standard of competence and basic competence

of speaking and listening. The learners are expected to be able to express a command appropriately and response to the command expressions correctly.

Children seem to learn language quickly and thoroughly when the brain and body work together (Peck, 2001). It is able to help young learners to memorize some commands or some vocabularies easily through use their physical movement the learners will be more active since they are involved in the learning activity as listener and performer. They listen to their teacher's commands, mostly imperative commands then followed by actions (Anh & Ho, 2018). TPR is able to create an active and friendly atmosphere in the classroom in order to make the young learners remember vocabulary in long-term.

When teaching in the EFL class room setting, TPR can be very beneficial as it responds favorably to their tendency to learn best by doing it also respects children's need to develop listening comprehension before speaking and to take as much time as necessary before they feel ready to speak. Therefore, here the learners will not only focus on the English materials but also, they will be interesting and enjoyable the classroom situation because they will not feel under pressure to learn English as foreign language. Moreover, the characteristic of TPR method in line with the new curriculum that is being implemented in Indonesia where student should be more active in teaching and learning process in the classroom to achieve the goal of the study.

Based on the researchers observed that most of the learners at the eighth grade argued that almost every single meeting the English teacher tend to apply the traditional EFL teaching method especially speech, where it made the learners easier to feel bored, sleepy and less spirit, motivate in the EFL teaching and learning process. As the result the learners were not interest to join the EFL teaching and learning process.

Finally, from the explanation above, it is important to teach imperative sentences through Total Physical Response (TPR) in EFL teaching and learning process because it will make learners enjoyable as possible in learning imperative sentences. Thus, the reasercher conducted a research entitled "Teaching Imperative Sentence Through TPR Method at the eighth grade learners" in one of Islamic boarding school in Bone.

METHOD

This research employed qualitative research method. Qualitative research is the collection and analysis, and interpretation of comprehensive narrative and visual data to gain insight into a particular phenomenon of interest. The central focus of qualitative research is

to provide an understanding of a social setting or activity as viewed from the perspective of the research participants.

This research was conducted at Modern Islamic Boarding School Al-Junaidiyah Biru Bone at the 8th Grade. The following are the reason why this school is the one appropriate to be the place of this research The school is Islamic Institution even less as an Islamic boarding school which more reflect the focus on this research and the school facilitates Unit Bahasa Asing (UNIBA). UNIBA is a foundation focus on how to improve the ability of student in term of languages, both English and Arabic

The researchers were the main instrument as he directly collected the data in the field. The researchers involved the English teacher and the eight learners in Modern Islamic Boarding School Al-Junaidiyah Biru regarding to the aims of the research itself. The researchers used some instruments to get the data namely observation and interview guide. Observation guide is used to provide valuable background information about the environment where a research project is being undertaken. Observation guides and field notes describe, as accurately and as comprehensively as possible, all relevant aspects of the situation. They contain two basic types of information: (1) descriptive information about what the observer has directly seen or heard on-site through the course of the study and (2) reflective information that captures the researchers' personal reactions to observations, the researchers' experiences, and the researchers thought during the observation session Interview guide was used to gain depth information. The interview was drawn up by using topic guides which is the list of the interviewer aims to discuss. It is the approach to learn the problems encountered more. Thus, the researchers provided nine questions especially for the English teacher to know first how the students' interest, feeling and motivation in learning EFL and seven questions for the eighth grade learners after teaching imperative sentence by implementing Tpr method.

In this research, the researchers used participant observation and the researchers get involved by teaching some materials to the learners in the English teaching activities. The interview guide helped the researchers to control the some possibly free flowing conversation. Thus, the researchers interviewed the English teacher to get an overview about the learners' interest in joining the teaching and learning activity in the EFL classroom setting. Then, they also interviewed the eighth grade learners of Madrasah Tsanawiyah Al-Junaidiyah Biru Kab. Bone. The researchers interviewed them in order to know the learners' response in learning English in the classroom after applying the Total Physical Response

method. Therefore, the researchers provided nine questions especially for the English teacher and seven questions for the eighth-grade learners.

FINDINGS AND DISCUSSION

Findings

The researchers conducted observation three times. The first observation was on 23rd February 2020, the second observation was on 24th February 2020 and the third observation on 1st March 2020. In teaching English activities, there were three phases in the English teaching and learning process done by the researchers for every single meeting. They are pre-teaching, whilst-teaching, and post-teaching. Each of them has different activities.

First observation 23rd February 2020. In pre teaching, the Researcher did some teaching activities as follow: 1) The researcher said greeting to the students. 2) Before English subject was started, the Researcher asked the students to pray to the almighty Allah together. 3) The Researcher gave warming up to the students example :

- Researcher : Are you ready to learn English now?
Students : Yes we are ready Sir
Researcher : Did you still remember class, what is the meaning of *tangan* (Indonesian) in English? (the Researcher show his hands to the students)
Students : Hands... (together)
Researcher : Good job class. Kalau bahasa Inggrisnya "*tepuk tangan*" (Indonesian) itu apa ya ? (the researcher demonstrated clapping his hands to indicate the meaning of clapping)
Students : Clap hand sir... (together)
Researcher : Well, very good guys.
Students : Thank you sir... (together)

4) The Researcher asked to the students to be silent and pay great attention to the material. Based on the activities in the pre-teaching above, the researcher saw the interaction between Researcher and students by using language mixing. It means that the researcher sometimes used mother tongue to explain the material to the students in order to the students were easiest to the researcher's instruction.. Beside that, the researcher also found out the researcher's role was as a model. The researcher demonstrated the action first based on the topic, and after that the researcher ask to the students to imitate his action.

In whilst-teaching, the activities as follow: 1) The researcher started the English lesson by explaining about the topic (imperative sentence). Here the Researcher explained to the students about Imperative sentence included the definition, kinds of imperative

sentences, the use of imperative sentences. 2) The researcher wrote down the topic on the whiteboard. Beside that, the researcher also wrote down the examples of imperative on the whiteboard example Sit down! Jump! Raise your hands! Clap your hands! Turn around! 3) The researcher asked to the students to sit in a circle. 4) The researcher explained the meaning of each imperative and he also demonstrated these actions. 5) The researcher asked to the students to imitate him in reading these imperative utterances rapidly. 6) Then the researcher put four chairs in front of the class. 7) The researcher asked to the students to be volunteer to other students to perform the command in front of the class, if no one wanted to be volunteer, so the researcher himself pointed directly the students to be volunteer in front of the class. 8) The researcher gave chance to the students to practice it in front of the class. 9) The researcher gave reward to the students who can reply the researcher's instruction correctly. 10) the researcher asked to the students again practice it together with him by followed responses physically.

In Post-teaching, the activities as follow: 1) The researcher concluded the English lesson at the time by mentioning kinds of imperative. 2) The researcher and students read kinds of imperative sentences together with their responses physically. 3) The researcher motivated the students in order to study hard and practice it in their daily life. 4) The researcher close the meeting by reciting Hamdalah together.

In the post-teaching, we can see that the implementing of TPR method is pointed by the researcher and students read imperatives and performs together. It means that they read the imperatives first and after that they respond by physically.

Second observation 24th February 2020. In pre-teaching, the researcher did some teaching activities as follow: 1) The researcher said greeting first to the students. It was the same with the previous meeting. 2) before English subject was started, the researcher asked the students to pray to the almighty Allah together. 3) The researcher gave brainstorming about the previous study:

- Researcher : What was the topic yesterday?
Students : Jump... jump... sir. (one of the students replied)
Researcher : Ok, well done. Any else?
Students : Rise your hand... Sit down... Clap hand . (Few students replied)
Researcher : Well, yesterday we studied imperative sentence . What is *berdiri* ?
Students : Stand up (in chorus)
Researcher : Excellent. how about *berputar* ? (Indonesian)
Students : Turn around (in chorus)
Researcher : Great... Now we learn about "parts of body". Who knows, what are they?

- Students : Head, hands, eyes, nose (students reply by various answers)
Researcher : Ok, thank you. And before starting our English lesson. We would like to play a game, this is what we called “We don’t change the fact we just change the shape”. The fact is an Elephant is big and an Ant is small, so the rule is when the researcher say an Elephant is big then followed by the students’ responses by making a small shape with their hand, then when the researcher say an ant is small then followed by the students’ responses by making a big shape. So do you understand how to play the game class ?
Students : Yes sir (In chorus)
Researcher : Well, so lets play the game

4) The researcher asked to the students to be silent and pay great attention to the material. Based on the result of second observation in preteaching, the researcher saw the students were happy and enjoyable in learning English because at this section, the teacher stimulate the students first by playing a game with undertitle “We don’t change the fact we just change the shape”. The purpose is to make the students have great spirit and more focus on the English material.

In Whilst-teaching, the activities were: 1) The researcher started the English lesson by explaining a certain topic at the time. 2) The researcher wrote down the certain topic “parts of body” on the whiteboard. 3) The researcher put the pictures that indicate parts of body on the whiteboard. 4) The researcher labeled them. Besides, he also wrote down the meaning of them in Indonesia in order to be understood easily by the students, for example: head: *kepala*, eyes: *mata*, nose: *hidung*, mouth: *mulut*, lip: *bibir*, ears: *telinga*, hands: *tangan*, feet: *kaki*, shoulder: *bahu*, cheek: *pipi*, neck: *leher*. 5) The researcher asked to students to make a circle and he explained parts of body on the whiteboard. 6) The researcher pointed and read parts of body one by one followed by the students. Then, he translated them into Indonesia. 7) The researcher used the imperative sentences to indicate parts of body, for example:

- Touch your nose : sentuhlah hidungmu (Indonesian)
Touch your mouth : sentuhlah mulutmu (Indonesian)
Touch your lip : sentuhlah bibirmu (Indonesian)
Touch your ears : sentuhlah telingamu (Indonesian)
Point your head! : tunjuk kepalamu (Indonesian)
Point your eyes! : tunjuk matamu (Indonesian)
Point your feet! : tunjuk kakimu (Indonesian)

8) The researcher demonstrated them by using imperative. Then, he asked to the students to imitate his action in introducing parts of body. 9) The researcher provided four group that consists of four students each group. Then, he examined the students to response physically

based on his instruction. 10) The researcher gave reward for the students in each group who could response correctly.

The whilst-teaching in the second observation is similar with the previous. But, it has different topic. Here, the implementation of TPR method appear when the researcher asked to the students to demonstrate English vocabulary about part of body by using imperative. Then, he asked to the students to imitate his action. It means that the researchers's role is as a model and the students' role are imitator or performer.

In post-teaching, the activities were: 1) The researcher concluded the English lesson "parts of body". 2) researcher and students read parts of body together with their meanings. 3) The researcher motivated the students in order to study hard and practice it in their daily life. 4) Before closing the meeting, he invited the students to listen a song together with under title "Lucky Strike" by maroon five. Finally, the researcher closed the meeting by reciting hamdalah. The purpose of giving the students a chance to sing was to maintain student's interest in language learning when English is not seen as an important factor for their needs, in line with Rosova argued that songs have a place in the classroom for helping create a friendly and co-operative atmosphere for language learning, but they can offer much more. He also mentioned the idea that songs are effective tools in education.

Third observation 1st March 2020. In pre-teaching, the English teacher did some teaching activities as follow: 1) The Researcher said greeting first to the students, for example:

Researcher	: Good morning students?
Students	: Good morning sir... (together)
Researcher	: How are you?
Students	: Fine... (together) Teacher
Researcher	: Ok, thank you.

2) Before English subject was started, the Researcher asked the students to pray to the almighty Allah together. 3) After that, the Researcher gave warming up to the students about the previous topic, for example:

Researcher	: Are you ready to learn English now
Students	: Yes we are ready Sir
Researcher	: Did you still remember class, what is the meaning of mata (Indonesian) in English? (the Researcher show his eyes to the students)
Students	: Eyes sir... (together)
Researcher	: Good job class. How to say in English "" (Indonesian) What is this? (the researcher demonstrated pointed his eyes to indicate the meaning of point)
Students	: point your eyes sir (together)

- Researcher : Well done guys, so clap your hands for you all
Students : Ok, sir... (the students clapp hands together)
Researcher : Ok, today we will study about imperative sentence especially common classroom expressions. Anybody knows what is common classroom expressions?
Students : (nobody answered)

4) The Researcher asked to the students to be silent and pay great attention to the material

In whilst-teaching, the activities as follow: 1) The researcher started the English lesson by explaining about the topic (imperative). 2) The researcher wrote down the topic on the whiteboard and complete with its meaning. Beside that, the researcher also wrote down the examples of imperative on the whiteboard. In this case, there were ten examples, such as bellow:

- | | |
|------------------------------------|---|
| Please come forward! | : Maju ke depan (Indonesian) |
| Rise your hand(s), please! | : Acungkan tangan (Indonesian) |
| Clean the Whiteboard, please! | : Bersihkan papan tulis (Indonesian) |
| Open the door please! | : Buka pintu (Indonesia) |
| Close the door please! | : Tutup pintu (Indonesian) |
| Open your book please! | : Buka bukumu (Indonesian)) |
| Show your pen please | : Perlihatkan pulpenmu (Indonesia) |
| Take out a piece of paper! | : Keluarkan secarik kertas (Indonesia) |
| Please, exchange papers to others! | : Tukar kertas ke yang lain (Indonesia) |

3) The researcher asked to the students to sit in a circle. 4)The researcher xplained the meaning of each imperative and he also demonstrated these actions. 5) The researcher asked to the students to imitate him in reading these imperative utterances rapidly. These activities were conducted by him rapidly in order to the students were able to understand what he instructed. 6) The researcher put four chairs in fron of the class. 7) The researcher asked to the students to be volunteer to other students to perform the command in front of the class, if no one wanted to be volunteer, so the researcher himself will point directly the students to be volunteer. 8) The researcher gave chance to the students to practice it in front of the class. 9) The researcher gave reward to the students who can reply the teacher' instruction correctly. 10) The researcher asked to the students again to practice it together with him by followed responses physically.

In post-teaching, the activities as follow: 1) The researcher concluded the English lesson "common classroom expressions". 2) The researcher and students read the example of commonn classroom expression together with their meanings. 3) The researcher motivated the students in order to study hard and practice it in teir daily life especially in classroom 4) Before closing the meeting the researcher gave a motivation game by using

ballons. Here the researcher gave the students the ballons with different colour, the different colour can be seen or consider as the students' ability in mastering the knowledge or lesson, and each students has different ability, such as there is a student good in Mathematic, good in Arabic, good in Indonesian, good in Sport, good in Art, good in Science, good in History etc. Furthermore the rule is the students should break out another ballons of their friend, till rest the only one a ballon. Who could protect their ballon till the end of game automaticaly the winner belong to him. After getting the winner the researcher explained the purpose of the game to the students. The purpose of the game is to tell them that to be the best between anothers one, we should not to break anothers light but we should support, meaningfull and beneficial for another in order to create a better education in the future.

In the first observation, the learners more motivate and enthusiastic to join with English teaching and learning process in the classroom at the whilst-teaching. In the second observation, it appeared at the whilst-teaching and post-teaching. In this case, generally, most learners were interest, happy, and enthusiastic when they joined with the English teaching and learning process because they could practice it directly in the classroom. For the third observation, the researchers found the learners more interest to join with the English teaching learning process at whilst-teaching and post teaching. In this case the researchers explained and gave example to the learners about the common classroom expressions that generally used in the classroom to ask their friends to do something such as, open the door please, close the door please, clean the whiteboard please etc

It can be concluded that total physical response could help the learners' ability in using imperative sentences. To help learners' ability in using imperative sentences, the learners practice directly in using action verb in imperative sentences, the researchers gave the instruction and the learners responded. The learners could act the verb into imperative sentences in the classroom activities, could respond the command from the researchers easily, and comprehended in using imperative sentences.

Based on the result of interview for the eighth grade learners of Madrasah Tsanawiyah Al-Junaidiyah Biru it was indicated that most learners were interest, happy, and enthusiast when they joined with the English subject because they were still young learner. Moreover, the researchers provided some games in teaching and learning process in the classroom it made the learners felt happy and it built a good and fun situation so the learners very enjoy the learning process, even they said that we do like this method because it prevents us to sleep in the classroom. It can be concluded that TPR method was appropriate

to be implemented in English teaching and learning process for the young learner learners especially the eighth grade learners at Modern Islamic Boarding School Al-Junaidiyah Biru Bone especially in teaching Imperative sentence.

Discussion

Based on the result of observation, most of young learner learners at the eighth grade of Madrasah Tsanawiyah Modern Islamic Boarding School Al-Junaidiyah Biru Bone more interest to learn English when the researchers asked them to practice the English lesson by giving responses physically because young learner prefer to learn English with simple expressions, imitating, drilling, etc. In the context of teaching, most people assume that they learn a foreign language in the same way that they learn their mother tongue. Basically, they are potential in acquiring and learning a foreign language, and even they learn it more quickly than those who are learning the foreign language after puberty (McLaughlin, 1978). So, learning English for young learner is not difficult exactly. However, the English teacher should be selective and creative in selecting the teaching method in order to they have great spirit, happy, brave, enjoyable, and memorable the English lesson.

Here are parts of teaching English activity that can motivate the learners greatly such as below:

1. From the first observation It was indicated that the learners more motivate and enthusiast to join with English teaching process in the classroom at the whilst-teaching because in this section, the learners looked like happy, enjoy, and more attractive to join with the subject. They tried to demonstrate the imperative utterances by using physical responses interchangeable. Some previous research confirmed that young learners prefer to learn foreign language by music and movement (Behnamnia et al., 2020; Laksmi et al., 2021; Linse, 1983). This statement can support the result of research finding at the first observation. In the whilst teaching, they did not stop to try imperative utterances by using physically. In this case, they want to try and try again rapidly. They more interest if they were asked as a model in the classroom. They were also more confident when they could response to the researchers' instruction correctly. The researchers motivated to learn English greatly, for example in whilst teaching, the teacher demonstrated an action of "jump" instead of *melompat* (Indonesian). So, the most learners imitated to the researchers' action together by saying jump... jump... jump...! They said "jump" together happily. They looked like never felt tired and boring to practice it.

2. From the second observation for the second observation, the researchers found the learners more interest to join with the English teaching learning process at whilst-teaching and post teaching. In whilst-teaching, the learners great paid attention to the parts of body. The researchers wrote the names of parts of body on the pictures. So that, the learners were easy to understand them. It can help the learners to memorize them quickly. In this case, the researchers saw that most learners were active in the English teaching learning process. In fact, they had great motivation to response the researchers' instructions. They response it by louder voice. Furthermore, the learners also motivated greatly to learn English at the post-teaching. In this phase, the learners appeared attractive and active when the researchers asked them to sing a song together with under title "Lucky Strike". The English song still related to the English lesson at the time. In fact, they were enjoy and great spirit to sing it. They still asked to the researchers to sing again although the time was over.
3. From the third observation, the researchers found the learners more interest to join with the English teaching learning process at whilst-teaching and post teaching. In this case the researchers explained and gave example to the learners about the common classroom expressions that generally used in the classroom to ask their friends to do something such as, open the door please, close the door please, clean the whiteboard please etc. Then before closing the meeting, the researchers gave a game to them by using ballons and it was indicated that the learners really enjoy the game cause they should break out their friend's ballon to be the winner of the game and it made the classroom really fun and the student did not feel under pressure in learning English as foreign language.

TPR (Total Physical Response) method has been appropriate to be implemented in the English teaching learning process for the at the eight grade learners of Madrasah Tsanawiyah Al-Junaidiyah Biru because they are young learners. They prefer to learn English by imitating, memorizing, repeating, and demonstrating by using response physical totally. Teaching English for young learner should be happy, interest, enjoy, fun, unbarring, understandable, and memorable for them. So, they can implement it easily in their daily life. Based on the result of interview for the eighth grade learners of Madrasah Tsanawiyah AL-Junaidiyah Biru, the researchers knew about the learners' responses after English teaching learning process by implementing TPR method. Generally, most learners were interest, happy, and enthusiast when they joined with the English subject. This findings inline with previous study result that when using the TPR method children enjoyed and were also very

active in learning English (Nuraeni, 2019). Other studies also reported that applying TPR method in the classroom learning process include making students easy to understand the material, encouraging student motivation, improving students' class participation, encouraging student enthusiasm, making students more interested and active in participating in the learning process (Hapsari & Ikhsanudin, 2021; Zur & Selfieni, 2022).

Moreover the researchers provided some games in teaching and learning process in the classroom. It made the learners felt happy and it built a good and fun situation so the learners very enjoy the learning process. The findings of observation indicate that the TPR method is a good way on the basis of games. It also confirmed by Xie (2021) that TPR is a good way on the basis of games, role-play, storytelling and pair works with the physical actions. In addition, according to Muhren (2003), singing, imitating, demonstrating, and imperative drilling are the easy strategy to teach foreign language for young learners. The learners could practice it directly in the classroom. They also felt easier to understand the English lesson explained by the teacher because the teacher gave clues to the learners to try rapidly until they got the point. In addition, there were little learners also did not great pay attention in English learning process because they prefer to play by himself or herself.

Secondly, the researchers knew the learners' responses from the English teacher interview at Madrasah Tsanawiyah Al-Junaidiyah Biru Bone. It was obtained that the learners usually felt boring and lazy in learning English if the English teacher was not creative and selective in choosing her/his English teaching method. Furthermore, in order to they can learn English happily, great spirit, unfear, unworry, and enjoy, so the English teacher can teach English by implementing TPR method because in this method, the teachers are responsible for giving commands and monitoring actions taken by the learners. On the contrary, the learners are imitators of teachers verbal and nonverbal models. In teaching-learning process, the first phase is modeling. In this case, researchers issues commands to learners, and performs the actions with them. In the second phase, learners demonstrate that they grasp the commands by performing them alone. The researchers monitor the learners' actions. Above all, the interaction between researchers and learners are signified by the researchers' speaking and the learners' responding nonverbally. Later on, the learners become more verbal and the researchers responds nonverbally. In doing so, the learners can be easier to remember the English lesson.

CONCLUSION AND SUGGESTION

The researchers gave some commands and instructions based on the topic of each meeting for three times meetings mostly imperative and the learners responded physically as instructed. Moreover, they gave appropriate responses and fully enthusiasm to the researchers' instructions. The researchers also provided some games and physical moves that young learners like for each meeting in order to support the TPR method so the learners will be more interested and enjoyable the EFL classroom situation and it is able to motivate the learners to learn English vocabulary.

Then the learners' response toward the implementation of TPR method from the result of interview it was indicated that, most of the learners at the eighth grade were interest, happy, and enthusiastic when they joined with the English subject by applying the Total Physical Response method. Moreover, the researcher gave some English songs and English game in teaching and learning process in the classroom it made the learners felt happy and it built a good and fun situation so the learners were very enjoy in the learning process.

In this part, the researchers contribute some points in suggestion, first, total physical response method is helpful in teaching and learning of imperative sentence thus the the English teachers are expected to apply appropriate method in Efl teaching and learning process to prevent the students feel bored and less spirit in classroom, Then school should control and monitor regularly about how the teachers teach and guide the students in classroom to achieve the learning objective Second, total physical response method can be implemented in English teaching and learning process, especially teaching imperative sentence. Lastly TPR method can be used or developed by other materials such as preposition of place, procedure text, story telling etc.

REFERENCES

- Anh, N. T. C., & Ho, P. V. P. (2018). *The Effect of Using Total Physical Response (TPR) on EFL Young Learners' Vocabulary and Speaking Fluency*.
- Behnamnia, N., Kamsin, A., Ismail, M. A. B., & Hayati, A. (2020). The effective components of creativity in digital game-based learning among young children: A case study. *Children and Youth Services Review*, 116, 105227. <https://doi.org/10.1016/j.childyouth.2020.105227>
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). Addison Wesley: Longman, Inc.

- Furuhata, H. (1999). Traditional, Natural and TPR Approaches to ESL: A Study of Japanese Students. *Language, Culture and Curriculum*, 12(2), 128–142. <https://doi.org/10.1080/07908319908666573>
- Gulsanam, B., & Farangiz, K. (2021). The role of Total Physical Response in teaching young learners, Characteristics, advantages and disadvantages of TPR and the application in the classroom. *Central Asian Journal of Social Sciences and History*, 2(5), 55–61.
- Hapsari, E. W., & Ikhsanudin, I. (2021). Improving Students' Class Participation by Using TPR with Hand Puppet. *Journal of English as a Foreign Language Education (JEFLE)*, 2(2), 15–25.
- Kunihira, S., & Asher, J. J. (1965). *The strategy of the total physical response: an application to learning Japanese*.
- Kuo, F.-R., Hsu, C.-C., Fang, W.-C., & Chen, N.-S. (2014). The effects of Embodiment-based TPR approach on student English vocabulary learning achievement, retention and acceptance. *Journal of King Saud University-Computer and Information Sciences*, 26(1), 63–70.
- Laksmi, N. K. P., Yasa, I. K. A., & Mirayani, K. A. M. (2021). The use of animation video as learning media for young learners to improve EFL students' motivation in learning English. *Lingua*, 17(1), 42–52. <https://doi.org/10.34005/lingua.v17i1.1378>
- Linse, C. (1983). *The children's response: TPR and beyond toward writing*. Alemany Press.
- Mariyam, S. N., & Musfiroh, T. (2019). Total physical response (TPR) method in improving English vocabulary acquisition of 5-6 years old children. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 4(2), 257–264.
- McLaughlin, B. (1978). *Second Language Acquisition in Childhood*. Allyn and Bacon.
- Muhren, A. (2003). Total Physical Response (TPR): An effective language learning method at beginner/intermediate levels. *Home. Planet. NL/~ Mhren000/Tpr/Primer_tpr. Pdf*.
- Nuraeni, C. (2019). Using total physical response (TPR) method on young learners English language teaching. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(1), 26–34.
- Peck, S. (2001). Developing Children's Listening and Speaking in ESL. In M. Celce-Murcia (Ed.), *Teaching English as a Secoind or Foreign Language* (3rd ed.). Heinle Cengage Learning.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge university press.
- Sakka, W., Aswad, M., & Fajriani, F. (2018). Enhancement of English Student Learning Results through Total Physical Response (TPR) Method. *EDUVELOP*, 1(2), 86–95. <https://doi.org/10.31605/eduvelop.v1i2.31>

- Shi, T. (2018). A Study of the TPR Method in the Teaching of English to Primary School Students. *Theory and Practice in Language Studies*, 8(8), 1087. <https://doi.org/10.17507/tpls.0808.25>
- To'layeva, K. U., Mamayeva, M. N. N., & Shomurodova, N. X. (2022). Total physical response is the most effective method for learning foreign languages. *Eurasian Journal of Academic Research*, 2(4), 82–85.
- Xie, R. (2021). The Effectiveness of Total Physical Response (TPR) on Teaching English to Young Learners. *Journal of Language Teaching and Research*, 12(2), 293. <https://doi.org/10.17507/jltr.1202.11>
- Zur, S., & Selfieni, S. (2022). Students' Perception of the Implementation on Total Physical Response (TPR) in English Teaching. *International Journal of Transdisciplinary Knowledge*, 3(2), 26–34. <https://doi.org/10.31332/ijtk.v3i2.30>