



## STUDENTS' INTERACTION IN MEMORIZING VOCABULARY THROUGH TOTAL PHYSICAL RESPONSE METHOD

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### Abstract

#### Info Artikel

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: *This study was to analysed the students' interactions in memorizing vocabulary through Total Physical Response (TPR) Method. The researcher used qualitative descriptive research as the method of this study. The research data were collected by using the interview, questionnaires, and document. This research had been done to the first grade students of SMP Negeri 18 Medan, consisting of 33 students that were taken from one class. All the population were taken as the sample of the research. The instrument of the research was questionnaires sheet to analyzing students' interaction in vocabulary through Total Physical Response (TPR) Method. It was to found the students' interactions in memorizing vocabulary and most dominant of command and prohibition. Based on questionnaires that, the data got some benefits to TPR method that is to having fun of learning process and increasing the ability of students' interactions to learning vocabulary with command and prohibition sentence. The results of this study indicate that learning is more active for students in learning and is able to increase interaction between students in solving problems in learning through discussion and the use of vocabulary and the use of command sentences.*

#### Sejarah Artikel

#### Keywords

*students' interaction;  
vocabulary; TPR method,  
command, prohibition*

#### Kata Kunci

*interaksi siswa, kosakata,  
metode TPR, perintah,  
larangan*

### Abstrak

*Penelitian ini bertujuan untuk menganalisis interaksi siswa dalam menghafal kosakata melalui Metode Total Physical Response (TPR). Peneliti menggunakan penelitian deskriptif kualitatif sebagai metode penelitian ini. Data penelitian dikumpulkan dengan menggunakan wawancara, kuesioner, dan dokumen. Penelitian ini dilakukan pada siswa kelas I SMP Negeri 18 Medan yang berjumlah 33 siswa yang diambil dari satu kelas. Semua populasi diambil sebagai sampel penelitian. Instrumen penelitian berupa lembar angket untuk menganalisis interaksi siswa dalam kosakata melalui Metode Total Physical Response (TPR). Hal ini untuk menemukan interaksi siswa dalam menghafal kosakata dan yang paling dominan adalah perintah dan larangan. Berdasarkan angket tersebut, diperoleh data beberapa manfaat metode TPR yaitu untuk menyenangkan proses pembelajaran dan meningkatkan kemampuan interaksi siswa terhadap pembelajaran kosakata dengan kalimat perintah dan larangan. Hasil penelitian ini menunjukkan bahwa pembelajaran lebih mengaktifkan siswa dalam pembelajaran dan mampu meningkatkan interaksi antar siswa dalam menyelesaikan permasalahan dalam pembelajaran melalui diskusi dan penggunaan kosakata dan pemanfaatan kalimat perintah.*



## INTRODUCTION

English language has been taught for the student ever since primary school until the college. English is one of the most important language that we must learn. The students have learning four skills of English namely Reading, Listening, Writing, And Speaking. To support of English skills learner should know of English sub-skills namely Pronunciation, Grammar, and Vocabulary in communication and comprehension. All of the skills and sub-skills above are the main point to learning English, and will be focus in vocabulary sub-skills.

Vocabulary is important in teaching English because it allows to communicate especially for students in junior high school Thus, the learners should have to understanding ability about all the skills (Reading, Writing, Listening, Speaking) and sub skills (pronunciation, grammar, and vocabulary) and they can mastered of vocabulary.

Total physical Response is one of the method which grab the students to be more exited and active to lesson an English vocabulary in the classroom, it shown students participations in this method is more higher than the teacher, cause from TPR method the students not only listen and read sentences from the teacher but also they imitate what English sentence which the teacher given. That Is why TPR method will make students understand English vocabulary easily than other method.

Based on the description above, it is useful for teacher who teaching English vocabulary. The students still have difficulties on string the words into a sentences. When we test them make the simple sentence one, generally they still lack of vocabulary. Unfortunately, even just an usual words, like names of days, a different of command and prohibition, they still not memorizing it well. Include there are seven person who did not know how to introduce their self at all. It perhaps can be happened cause of many factors of their life. The short interview also prove that their teacher seldom to train them speak up in front of the classroom. And sometimes the students also define that actually English is the most difficult lesson ever. So, that is why the researcher will see their interaction of memorizing vocabulary through TPR method. The reason why researcher uses this method in learning vocabulary is because that actually TPR usual implemented for increasing students' vocabulary mastery.

The objective of the research to describe the students' interaction in memorizing vocabulary Through Total Physical Response by using commands and prohibition and to find out the dominant commands and prohibition in students' through interaction.

The formulation of the research how does the students' interaction in memorizing vocabulary of commands and prohibition by using Total Physical Response Method and what is the most dominant commands and prohibition of students' interaction in memorizing vocabulary the Total Physical Response.

**Students' interaction in memorizing vocabulary /273**  
**Through total physical response method**

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## REVIEW OF LITERATURE

### Vocabulary

Vocabulary is the most important thing that we should mastered. To master a language, the learner can use a language with having knowledge about vocabulary. According to Kamil and Hiebert (2005: 3) vocabulary is the knowledge of words in both print and oral language and in receptive and productive forms. Next, Pribilova (2006:13) says that vocabulary is the words that is taught in the foreign language.

It can be concluded that vocabulary is the core of component that useful in all skill in English, both in productive and receptive forms. It shows that vocabulary is the key to achieve express *their own idea* and the basic unit in a language.

Richards and Renandya (2002: 255) state vocabulary is also in important of language proficiency and that is provides of a basis for how well learners speaking, listening, reading, and writing.

Thus, from that statement it can be said that vocabulary can express our thought (speak, hear, read, and write) that we need to create our utterances. So, Vocabulary is central to English language teaching because without vocabulary students can understand to express *their own idea*.

### The Kinds of Vocabulary

In the learning vocabulary that have a many explanation by the experts about kinds of vocabularies. Haycraft stated, as what quoted by Hatch and

Brown (1995), divide two kinds of vocabulary, that is receptive vocabulary and productive vocabulary.

#### 1. Receptive Vocabulary

Receptive vocabulary is of words that learners and understand when students used in context, but which they cannot produce. That is to learners recognize when students see or meet in reading but do not use in speaking and writing (Stuart Webb, 2009).

#### 2. Productive Vocabulary

Productive vocabulary is of the words that the students to understand and can pronounce correctly and constructively in speaking and writing. It needed for receptive vocabulary to speak or write at the appropriate time. So, productive vocabulary can be addressed as an active process. (Stuart Webb, 2005).

### The Definition of Command

According to Manatee (2004:1) a command is used to tell someone to do something, or to give an order with action. If the commands end with an exclamation mark, it means that is want to giving an order with a loud sound. That is (1) give me the pen, this command, the author uses to show that he is giving an order calmly; (2) give me the pen! In the command to show that is really want a pen, so that doesn't want to wait. In addition, Raflees (2011:1) said that the command sentence in English must be follow with imperative sentence with infinite without to.

Then Baxamusa (2011) said that a command sentence is used to ask someone to do something. That is



usually as subject to commanded or requested to do some task.

And Brainpop (1999) said that command sentence is to gives an order and direction to do something. The command can be punctuated with an exclamation mark. For example, a sign say, "Please eat." Many warning signs often use exclamation marks, such as "Do not enter!" or "Angry dog!"

Based on the explanation above, the writer it can be said that a command is that used to tell someone to do something, or a given an order someone to do something with using exclamation mark or not.

### **The Definition of Prohibition**

According to Herman (2008:1) prohibition is a give warn to people not to forbid or to do something. Besides, the command has two patterns of prohibition that is nominal prohibition and verbal prohibition.

Then according Herman (2010) said that prohibition describes to other people to know how to do something to forbid someone. It also said prohibition has two patterns in prohibition there are nominal prohibition and verbal prohibition.

### **Total Physical Response (TPR) Method**

Total Physical Response is one of the ways which combines the speech and action in order to make students response on what being told or explained. Through Totally Physical Response, it will to make the students get responses in learning process, because the students can active in the participation in learning. So, this method

can engage the students to perform in front of class to guess the vocabulary and the teacher would give the lists of vocabulary and the meaning first, and then asks students to memorize it.

Then, Total Physical Response was firstly proposed by James T. Asher (1960). In Total Physical Response, a physical movement is used in responding what student hear from the teacher's talk. Pinter (2006: 50) has stated that "TPR links learning to physical action and ensures that learners will hear a lot of natural English in meaningful context without having to response verbally. According to Richard and Rodgers (2001: 73) "TPR is a language teaching method built around the coordination of speech and action; it attempts to each language through physical (motor) activity.

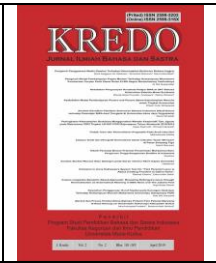
Asher's learning theory is one based on the belief that language is learned through motor activity. In child language learning "there is an intimate relationship between language and the child's body", and this is the model for adult learning. Orchestrating language production with body movement is thought to promote success in learning, and this is the key to the method.

Based on the explanation above, TPR is a language teaching method designed to make the students interesting and active interaction. Their main task is to carry out the commands spoken by the teacher repeatedly until smoothly with bodily movement.

### **Procedure of Total Physical Response (TPR) Method**

Asher's provides a lesson-by-





lesson account of a course taught according to TPR principles, which serves as a source of information on the procedures used in the TPR classroom. There are four steps into methods that are:

- a. *Review*. This was a fast-moving individual students were moved with commands.
- b. *New commands*. These verbs were introduced.
- c. *Role reversal*. Students that manipulated the behaviour of the instructor and other students.
- d. *Reading and writing*. The instructor wrote on the chalkboard a vocabulary item and a sentence to illustrate. Then the write a vocabulary to copied in their notebook.

From that procedure above of total physical response is through steps was help students to make understand about the language learning process. With this procedure, the learning process can be more easily for the students and teacher.

### **Interaction**

Thibaut and Kelley theory is one based on the belief that suggested the notion of interaction, interaction is an event that influences each other when two or more people are present together, then they create a result of each other or communicate with each other. So, each person's actions aim to influence other individuals in each case of interaction.

Then Chaplin theory is one based on the belief that Interaction is a social relationship between several natural individuals whose individuals influence

each other simultaneously.

From the definition of interaction above, it can be concluded that interaction is a process of interaction that affects two or more people in social relations.

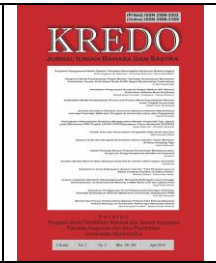
### **RESEARCH METHOD**

This research was conducted at SMP Negeri 18 Medan. It is located at JL.Kemuning Raya, Perumnas Helvetia, North Sumatera. In the first semester of academic year 2019/2020. The population of this research is first grade students 2019/2020 academic year of SMP Negeri 18 Medan. There are eleventh parallel classes namely VII-1, VII-2, VII-3, VII-4, VII-5, VII-6, VII-7, VII-8, VII-9, VII-10, VII-11 The researcher only selected one the class of the population as the sample in order to make in efficient. The researcher took VII- 1 which consisted of 33 students as the sample of the research.

#### **Research Design**

The design of this research is the qualitative descriptive research method. This qualitative method aims to present description about the students' interaction in Memorizing Vocabulary through Total Physical Response Method. The design was designed to solve problems that happened in the class that the students' lack of optimal vocabularies.

Qualitative research focused on certain phenomenon that had no generalizability and comparability, what was conducted (action) of researcher to achieve the objectives of the study in four outlines, namely: (1) building



familiarity with responders, (2) determining samples (3) data collection, and (4) data analysis.

### **Instrument of the Research**

The researcher needed an instrument in order to collect the data. In this research, the researcher used the questionnaires sheet of the research. The questionnaires sheet was used by the researcher in collecting data to analyzing students' interaction in vocabulary through total physical response. The students had interaction with their classmates. When the students gave a command and prohibition for their classmates, so they must analyze what a command and prohibition it was.

### **Technic of Collecting Data Analysis**

The researcher was using interview, questionnaires, and document to collected the data. Interview was used to interviewing the students and teacher before implementing the method in the classroom, questionnaire sheets on students' answering in vocabulary by using total physical response method, and documents were taken as instrument of data to analyze about students' activities, behavior, and so on.

To analyze the data, the researcher was using:

1. Questionnaires, to know the data statistic percentage in the table. That is, students answer questionnaires were calculated in 100% percentage by using the formula:

$$P = \frac{F}{N} \times 100\% \text{ (Nana Sudjana:}$$

2005)

Where:

P = Percentage (%)

F= Total respondent who answer an item

N= Total respondents

### **2. Interview**

There are some participants were interviewed. Students of class VII-1 and teacher were interviewed for about five minutes and the researcher recorded with participants' permission. The step of the following:

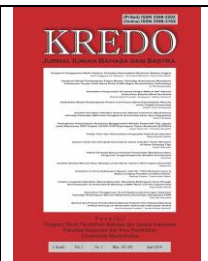
- a. The researcher prepared the question that asked to the students and teacher. The researcher also prepared recorder to record the students and teacher answer.
- a. The researcher asked the students and teacher with the question that was asked based on that have been prepared.
- b. The researcher recorded the students and teacher answer questions.
- c. The researcher wrote the students and teacher answers based on the interview.

### **The Data**

The data was conducted in SMP Negeri 18 Medan that class VII-1 with 33 students. This research was analysed by qualitative descriptive research method. The data was taken from the questionnaires sheet of students' score.

### **Data Analysis**

In analysing students' interaction in learning vocabulary through TPR method to get questionnaires score in the classroom, first the researcher presented the result questionnaires test in the class.



Then the researcher used the formula  
 statistic calculated in 100% percentage.

students' interaction achievement in  
 learning vocabulary.

In the table, the researcher presented  
 questionnaires and the result from

**Table 1.**

**The Scores of Students' Questionnaires**

No	Students' interaction in memorizing vocabulary through TPR method with using command and prohibition	Responses			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	I feel enjoyed learning	48.48%	36.36%	9.09%	6.06%
	I understand learning better	30.30%	54.54%	12.12%	3.03%
	I am more interesting to lesson	39.39%	33.33%	21.21%	3.03%
	I can learn quickly and easily	39.39%	51.51%	9.09%	-
	I love learning vocabulary	33.33%	48.48%	9.09%	9.09%
2	<b>Students' interaction in memorizing vocabulary through TPR method with using command</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
	I easily memorize the command	36.36%	57.57%	6.06%	-
	help me understand the command sentence	27.27%	66.66%	6.06%	-
	I easily to answer the command sentence	42.42%	36.36%	21.21%	-
	This method help me to learn vocabulary easily with command sentence	27.27%	54.54%	18.18%	-
3	<b>Students' interaction in memorizing vocabulary through TPR method with using Prohibition</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
	I easily memorize the prohibition	3.03%	54.54%	36.36%	6.06%
	help me understand the prohibition sentence	9.09%	33.33%	45.45%	12.12%
	I easily to answer the prohibition sentence	6.06%	33.33%	45.45%	15.15%
	help me to learn vocabulary word easily with prohibition sentence	3.03%	27.27%	48.48%	21.21%

Based on the data presented in the table 4.1 above, the calculated from the questionnaires sheet of students' score in vocabulary. It was derived from:

**a. Students' interaction in memorizing vocabulary through TPR method with using command and prohibitio I feel enjoyed learning**

Strongly agree:  $\frac{16}{33} \times 100\% = 48.48\%$

Agree:  $\frac{12}{33} \times 100\% = 36.36\%$

Disagree:  $\frac{3}{33} \times 100\% = 9.09\%$

Strongly Disagree:  $\frac{2}{33} \times 100\% = 6.06\%$

**b. I understand learning better**

Strongly agree:  $\frac{10}{33} \times 100\% = 30.30\%$

Agree:  $\frac{18}{33} \times 100\% = 54.54\%$

Disagree:  $\frac{4}{33} \times 100\% = 12.12\%$

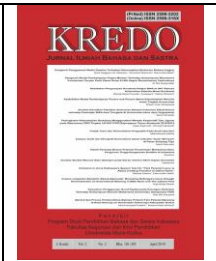
Strongly Disagree:  $\frac{1}{33} \times 100\% = 3.03\%$

**c. I am more interesting to lesson**

Strongly agree:  $\frac{13}{33} \times 100\% = 39.39\%$

Agree:  $\frac{11}{33} \times 100\% = 33.33\%$

Disagree:  $\frac{7}{33} \times 100\% = 21.21\%$



Strongly Disagree:  $\frac{1}{33} \times 100\% = 3.0$

Disagree:  $\frac{7}{33} \times 100\% = 21.21 \%$

Strongly Disagree: –

**d. I can learn quickly and easily**

Strongly agree:  $\frac{13}{33} \times 100\% = 39.39\%$

Agree:  $\frac{17}{33} \times 100\% = 51.51\%$

Disagree:  $\frac{3}{33} \times 100\% = 9.09 \%$

**e. I love learning vocabulary**

Strongly agree:  $\frac{11}{33} \times 100\% = 33.33\%$

Agree:  $\frac{16}{33} \times 100\% = 48.48\%$

Disagree:  $\frac{3}{33} \times 100\% = 9.09 \%$

Strongly Disagree:  $\frac{3}{33} \times 100\% = 9.09\%$

1. Students' interaction in memorizing vocabulary through TPR method with using command

**f. I easily memorize the command**

Strongly agree:  $\frac{12}{33} \times 100\% = 36.36\%$

Agree:  $\frac{19}{33} \times 100\% = 57.57\%$

Disagree:  $\frac{2}{33} \times 100\% = 6.06 \%$

Strongly Disagree: –

**g. Help me understand the command sentence**

Strongly agree:  $\frac{9}{33} \times 100\% = 27.27\%$

Agree:  $\frac{22}{33} \times 100\% = 66.66\%$

Disagree:  $\frac{2}{33} \times 100\% = 6.06 \%$

Strongly Disagree: –

**h. I easily to answer the command sentence**

Strongly agree:  $\frac{14}{33} \times 100\% = 42.42\%$

Agree:  $\frac{12}{33} \times 100\% = 36.36\%$

**i. This method help me to learn vocabulary easily with command sentence**

Strongly agree:  $\frac{9}{33} \times 100\% = 27.27\%$

Agree:  $\frac{18}{33} \times 100\% = 54.54\%$

Disagree:  $\frac{6}{33} \times 100\% = 18.18 \%$

Strongly Disagree: –

2. Students' interaction in memorizing vocabulary through TPR method with using Prohibition

**j. I easily memorize the prohibition**

Strongly agree:  $\frac{1}{33} \times 100\% = 3.03\%$

Agree:  $\frac{18}{33} \times 100\% = 54.54\%$

Disagree:  $\frac{12}{33} \times 100\% = 36.36 \%$

Strongly Disagree:  $\frac{2}{33} \times 100\% = 6.06\%$

**k. Help me understand the prohibition sentence**

Strongly agree:  $\frac{3}{33} \times 100\% = 9.09\%$

Agree:  $\frac{11}{33} \times 100\% = 33.33\%$

Disagree:  $\frac{15}{33} \times 100\% = 45.45 \%$

Strongly Disagree:  $\frac{4}{33} \times 100\% = 12.12\%$

**l. I easily to answer the prohibition answer**

Strongly agree:  $\frac{2}{33} \times 100\% = 6.06\%$

Agree:  $\frac{11}{33} \times 100\% = 33.33\%$

Disagree:  $\frac{15}{33} \times 100\% = 45.45 \%$





Strongly Disagree:  $\frac{5}{33} \times 100\% = 15.15\%$

**m. Help me to learn vocabulary easily with prohibition sentence**

Strongly agree:  $\frac{1}{33} \times 100\% = 3.03\%$

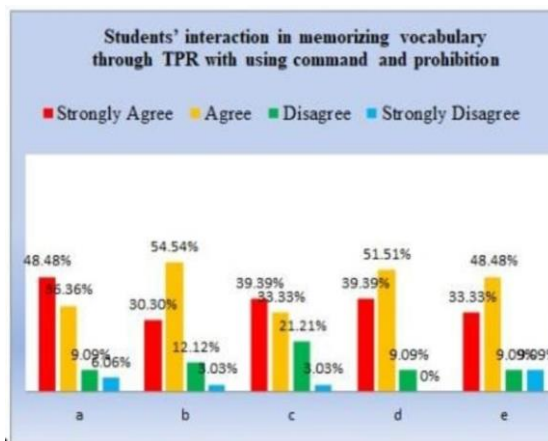
Agree:  $\frac{9}{33} \times 100\% = 27.27\%$

Disagree:  $\frac{16}{33} \times 100\% = 48.48\%$

Strongly Disagree:  $\frac{7}{33} \times 100\% = 21.21\%$

increasing students' interaction in learning vocabulary in the classroom, and for teacher can give this method for learning and for students can increase their vocabulary through this method. The result on the table have a good impact for achievement students and teacher.

**Diagram 1**



**Finding**

After the data analysis, the researcher divided students' interaction in memorizing vocabulary through TPR with using command and prohibition, students' interaction in memorizing vocabulary through TPR method with using command, and students' interaction in memorizing vocabulary through TPR method with using Prohibition into three parts in the each category to get the result of questionnaires score were an increasing on students' vocabulary through TPR method.

**a) Students' interaction in memorizing vocabulary through TPR with using command and prohibition**

The first part of the questionnaires is the students' interaction in memorizing vocabulary through TPR with using command and prohibition in learning activity. The question were divided by five questions. All students were interested learning vocabulary through TPR method. They were enjoyed in learning activity,

From the diagram 1 above, students who answered question number one were strongly agree is 48,48%, agree 36,36%, that they are very enjoyed to learning vocabulary with use command and prohibition through this method and active in the classroom activity. While disagree 9,09% and strongly disagree 6,06% that they do not enjoy to learning vocabulary with this method.

The students who answered the question number two were strongly agree display 30,30% and agree 54,54% that they are understand to learning better vocabulary with use command and prohibition because the student give an opinion through with this method give they are learning better compared with conventional method. While disagree 12,12% and strongly disagree 3,03% that



they are feel do not better to lesson vocabulary use command and prohibition with this method.

The students who answered the question number three were strongly agree 39,39% and agree 33,33% that they are interest to lesson vocabulary with use body movement because they feel that is interesting to lesson activity in the classroom. While disagree 21,21% and strongly disagree is 3,03% that they feel bored to lesson with this method.

And then the student who answered the question number four were strongly agree is 39,39%, agree 51,51% that they are can learn quickly and easily to lesson command and prohibition with this method because they feel easily to answering command and prohibition with this method. While who answered the question that disagree were 9,09% that they hardly to understand vocabulary with this method.

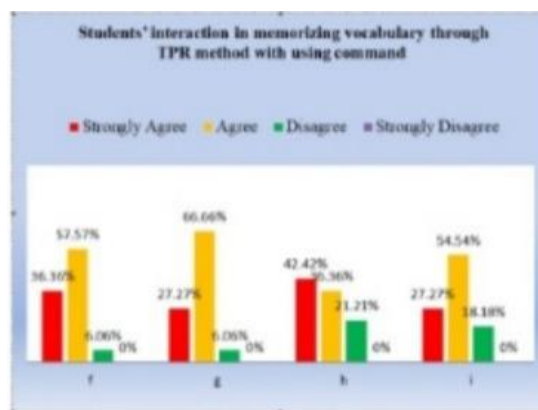
The last who answered the question number five were strongly agree 33,33%, agree 48,48% that they are love learning vocabulary with this method because the students look excited in learning with this method. While who answered the question that disagree were 9,09, and strongly disagree 9,09 that the students do not get the information of command and prohibition through this method.

**b) Students' interaction in memorizing vocabulary through TPR method with using command**

The second part of the questionnaires is about memorizing vocabulary through TPR method with using command in the classroom. This question divided by four questions. So,

the students very active to learning command with TPR method.

**Diagram 2**



From the diagram 2 above, students who answered question of the sheet in the number six were strongly agree 36,36%, agree 57,57% that the students are easily memorize the command with this method. While who answer question were disagree 6,06% from the statement they are feel do not understand to lesson vocabulary through TPR method.

For the question number seven, student who answered the question were strongly agree 27,27%, agree 66,66% that they are feel with this method can help their to understand the command because the student get new information to ability their vocabulary. While who answered question were disagree 6,06% that the students claimed TPR method do not useful to understand vocabulary.

And the question number eight, student who answered the question strongly agree were 42,42%, agree 36,36% that they are easily to answer the command with this method because



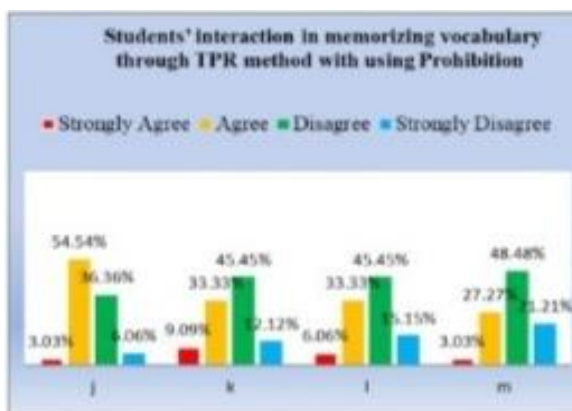
the students give an opinion in this method “I can quick answer the vocabulary with this method” for the statement the researcher is very happy that a significant answer from the student. While who answered question were 21,21% that they are fell hard to answer the command with this method.

The last question who answered number six were strongly agree 27,27%, agree 54,54% that the students feel this method helped their learn command easily because they get to increase their vocabulary with this method. While who answered the question were disagree 18,18% mostly student get bored to lesson vocabulary and then they are not interested to lesson activity.

**c) Students’ interaction in memorizing vocabulary through TPR method with using Prohibition**

The last part of the questionnaires is about memorizing vocabulary through TPR method with using prohibition in the classroom. This question divided by four questions.

**Diagram 3**



From the diagram 3 above, students who answered question number

ten were strongly agree 3,03%, agree 54,54% that the students are easily memorize the prohibition with this method. While who answer question were disagree 36,36% from the statement they are feel do not interest to lesson vocabulary through TPR method.

For the question number eleven, student who answered the question were strongly agree 9,09%, agree 33,33% that they are feel with this method can help their to understand the prohibition because the student get new information to ability their vocabulary. While who answered question were disagree 45,45% and strongly disagree 12,12% that the students claimed TPR method do not appropriate in learning vocabulary.

And the question number twelve, student who answered the question strongly agree were 6,06%, agree 36,36% that they are easily to answer the prohibition with this method .While who answered question were disagree 45,45 and strongly disagree 15,15% that they are feel hard to answer the command with this method.

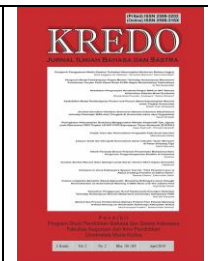
The last question who answered number thirteen were strongly agree 3,03%, agree 27,27% that the students feel this method helped their learn command easily because they get to increase their vocabulary with this method. While who answered the question were disagree 48,48% and strongly disagree 21,21% mostly student get bored to lesson vocabulary and then they are not interested to lesson activity.

**Conclusion**

From the explanation of the result on the table above, that is interpreted



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that the vocabulary with using command and prohibition sentence in learning vocabulary through Total Physical Response (TPR) Method that command sentence quite success than the prohibition sentence through Total Physical Respond Method in learning process. It could be seen from the table above with using command or prohibition sentence. Based on the students' interaction result

questionnaires the vocabulary through TPR method, it was important for students ability. Besides, the students are more active in the class to learning vocabulary and they can compared about command and prohibition sentence with an action. It was appropriate with the students' response when their classmates do action with using body-movement to interest their attention in teaching learning process.

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