

**The Effect of Total Physical Response Story
on the Vocabulary Mastery of Grade Seven
Students**

A THESIS

By

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Master in TEFL

**WIDYA MANDALA CATHOLIC
UNIVERSITY
SURABAYA
September 2017**

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A THESIS

Presented to Widya Mandala Catholic University
Surabaya
in partial fulfillment of the requirement for
the Degree of
Master in Teaching English as a Foreign Language



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APPROVAL SHEET
(1)

This thesis entitled **The Effect of Total Physical Response Story on the Vocabulary Mastery of Grade Seven Students** prepared and submitted by **Paulina Gloria Tobing (821.271.50.10)** has been approved to be examined by the Thesis Board of Examiners.



Prof. Dr. Agustinus Ngadiman

Thesis Advisor

APPROVAL SHEET

(2)

This thesis entitled **The Effect of Total Physical Response Story on the Vocabulary Mastery of Grade Seven Students** prepared and submitted by **Paulina Gloria Tobing (821.271.50.10)** has been approved and examined by the Thesis Board of Examiners in October 11th, 2017.



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Director of the Master's Degree Program

Statement of Authenticity

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all cited works were quoted in accordance with the ethical code of academic writing.

I also declare that I agree to submit my thesis entitled: **The Effect of Total Physical Response Story on the Vocabulary Mastery of Grade Seven Students** to Widya Mandala Catholic University library and fully understand that it will be made public via Internet and other uses of online media.

Surabaya, September 27, 2017



Paulina Gloria Tobing

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Abstract

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Vocabulary is one of the most important aspects of language developments. Unfortunately, not all students have a good skill of memorizing vocabularies given by the teacher. Apparently, the students receive limited number of vocabulary items. They need a technique to help them easier in learning new vocabulary and keep it for long term memory. This paper discusses the effect of Total Physical Response in teacher's storytelling on vocabulary mastery at seventh grade students in a private school in Surabaya. It was a quasi-experimental study. The writer used two groups, pretest-posttest design. The experimental group was taught by using Total Physical Response-Story while the control group was taught by using translation.

The research instrument used in this study is vocabulary test that consisted of 60 multiple-choice items that the students had to finish in 120 minutes. The stories were taken from 30 Teenage Stories by Children's Book Trust, New Delhi, and the participants will be grade seven of junior high school students in a state school in Surabaya.

The result reveals that there is a different score between students who are taught by Total Physical Response and those who are taught by translation.

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