

**THE IMPORTANCE OF TOTAL PHYSICAL RESPONSE
STORYTELLING (TPRS) METHOD IN TEACHING ENGLISH
TO THE KINDERGARTEN STUDENTS TO INCREASE
THEIR VOCABULARY ACHIEVEMENT**

THESIS

**In Partial Fulfilment of the Requirement for
The Sarjana Pendidikan Degree in
English Language Teaching**



By:

STELIA ELVERINE FIRDAUTE

(1213003036)

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
JULY, 2009**

Approval Sheet (1)

This thesis entitled "The Importance of Total Physical Response Storytelling (TPRS) Method for Teaching Vocabulary to the Kindergarten Students' Vocabulary Achievement" which is prepared and submitted by Stelia Elverine Firdaute (1213003036) has been approved and accepted as a partial fulfillment of the requirement for the Sarjana Pendidikan Degree in English department by the advisor:



Prof. Dr. Veronica L. Diptoadi, M. Sc

Advisor

APPROVAL SHEET

(2)

This thesis has been examined by the committee on Oral Examination with a grade of _____ on July 31st, 2009.



Dra. Susana Teopilus, M. Pd.
Chairperson



Dra. Tjahjaning Tingastuti, M. Pd., Ph. D.
Member



Yohanes Nugroho Widiyanto, M. Ed.
Member



Prof. Dr. Veronica L. Diptoadi, M.Sc.
Member



Dra. Agnes Santi Widianti, M. Pd.
Dean of the Faculty of Teacher Training
and Education



Approved by

Hady Sutris Winarlim, M. Sc.
Head of the English Department

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TABLE OF CONTENTS

APPROVAL SHEET (1).....	ii
APPROVAL SHEET (2).....	iii
ACKNOWLEDGEMENTS.....	iv
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	x
ABSTRACT.....	xi
CHAPTER I: INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Objectives of the Study.....	3
1.4 Theoretical Framework.....	3
1.5 Hypothesis.....	3
1.6 Significant of the Study.....	4
1.7 Scope of the Study.....	4
1.8 Assumptions.....	5
1.9 Definition of Key Terms.....	5
1.10 Organization of the Study.....	6
CHAPTER II: REVIEW OF RELATED STUDY.....	7
2.1 Teaching English to Children.....	7
2.1.1 The Problems Appearing in Teaching English for Children.....	8
2.2 The Importance of Vocabulary.....	9
2.3 Teaching Vocabulary to Children.....	10

2.4	Total Physical Response Storytelling (TPRS) Method.....	13
2.4.1	Some Principles of Total Physical Response Storytelling (TPRS) Method.....	13
2.4.2	The Advantages and Disadvantages of Using Total Physical Response Storytelling (TPRS) Method.....	14
2.4.2.1	The Advantages of Using Total Physical Response Storytelling (TPRS) Method.....	14
2.4.2.2	The Disadvantages of Using Total Physical Response Storytelling (TPRS) Method.....	15
2.4.3	The Steps of Using Total Physical Response Storytelling (TPRS) Method in Teaching Vocabulary to Children.....	16
2.5	Related Previous Study.....	16
CHAPTER III: RESEARCH METHODOLOGY.....		18
3.1	Research Design.....	18
3.2	Population and Sample.....	19
3.3	Research Instrument.....	19
3.4	The Treatment.....	19
3.4.1	The Schedule of the Treatment.....	20
3.5	Data Collection Procedure.....	21
3.6	Data Analysis Technique.....	22
CHAPTER IV: FINDINGS AND DISCUSSIONS.....		24
4.1	The Findings of the Study.....	24
4.2	Discussion of the Findings.....	25

CHAPTER V: CONCLUSION AND SUGGESTION.....	27
5.1 Conclusion.....	27
5.2 Suggestions.....	28
5.2.1 Suggestion for English Teachers.....	28
5.2.2 Recommendations for Further Research.....	29
BIBLIOGRAPHY.....	31
APPENDIXES.....	33
Appendix 1A : Story, 1 st Meeting.....	33
Appendix 1B : Story, 2 nd Meeting.....	35
Appendix 1C : Story, 3 rd Meeting.....	37
Appendix 1D : Story, 4 th Meeting.....	39
Appendix 1E : Story, 5 th Meeting.....	41
Appendix 1F : Story, 6 th Meeting.....	42
Appendix 1G : Story, 7 th Meeting.....	45
Appendix 1H : Story, 8 th Meeting.....	47
Appendix 2A : Lesson Plan 1 st Meeting.....	49
Appendix 2B : Lesson Plan 2 nd Meeting.....	52
Appendix 2C : Lesson Plan 3 rd Meeting.....	56
Appendix 2D : Lesson Plan 4 th Meeting.....	59
Appendix 2E : Lesson Plan 5 th Meeting.....	62
Appendix 2F : Lesson Plan 6 th Meeting.....	65
Appendix 2G : Lesson Plan 7 th Meeting.....	68
Appendix 2H : Lesson Plan 8 th Meeting.....	71

Appendix 3	: Pretest-Posttest, Questions and Answer Key.....	74
Appendix 4A	: Students' Worksheet, Questions and Answer Key, 1 st Meeting..	77
Appendix 4B	: Students' Worksheet, Questions and Answer Key, 2 nd Meeting..	80
Appendix 4C	: Students' Worksheet, Questions and Answer Key, 3 rd Meeting..	83
Appendix 4D	: Students' Worksheet, Questions and Answer Key, 4 th Meeting..	86
Appendix 4E	: Students' Worksheet, Questions and Answer Key, 5 th Meeting..	89
Appendix 4F	: Students' Worksheet, Questions and Answer Key, 6 th Meeting..	92
Appendix 4G	: Students' Worksheet, Questions and Answer Key, 7 th Meeting..	95
Appendix 4H	: Students' Worksheet, Questions and Answer Key, 8 th Meeting..	98
Appendix 5	: Score of the Subjects.....	101
Appendix 6	: The Observation Sheet of Some Students.....	102
Appendix 7	: Reflection of Each Meeting.....	107
Appendix 8	: The Calculation of Pretest-Posttest Scores.....	111

LIST OF TABLES

Table 3.1	: The Research Design.....	18
Table 3.2	: The Treatment.....	20
Table 3.3	: The Schedule of the Treatment.....	21
Figure 3.4	: The Mean Formula.....	23
Figure 3.5	: The Standard Deviation Formula.....	23
Figure 3.6	: The t-observation Formula.....	23
Table 3.7	: The Calculation of the Mean Scores of Pretest-Posttest.....	24

ABSTRACT

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Nowadays, English becomes one of the important languages in this globalization era. People will have difficulties in communicating with other people from other countries if they don't know how to speak English. This is one of the reasons why English become important to learn. Adults and children are also trying to face the globalization era. Because of that parents want their children to learn English. They believe that the best time to begin studying a foreign language is during childhood. However, the writer found out that some teachers still find difficulties in teaching vocabulary to young learners. If the teacher cannot build up the children's interest to learn English in the class, they will feel bored and frustrated in learning vocabulary because they usually forget what a word means.

Considering the teachers' difficulties above, the writer conducted a study about teaching vocabulary by using Total Physical Response Storytelling (TPRS) method. The objective of this study is to find out whether students are taught using Total Physical Response Storytelling (TPRS) method have better vocabulary achievement.

In conducting the experiment, the writer used one class of kindergarten 1 students of X school, belonging to the school year of 2008-2009. The research instrument used in this study was in the form of a vocabulary test. For pretest and posttest, the writer arranged 8 pictures on a piece of paper. And for the test after each treatment, the writer arranged 5 pictures on a piece of paper.

After collecting the data, the writer did her own observation to three children (see appendix 6, page 102-106). Besides, the writer also analyzed the gain score by using t-test formula at 5 percent (0.005) level with 40 degrees of freedom (df). The result showed that there was a significance difference for the vocabulary achievement of kindergarten students who were taught using Total Physical Response Storytelling (TPRS) method. Therefore, it can be concluded that Total Physical Response Storytelling method in teaching of vocabulary can help the students to understand and remember the new vocabularies more easily and clearly.