

**The Effect of Using TPR as Compared to Word List in Teaching Action
Verbs on the Vocabulary Achievement of the Second Grade Students of
Elementary School**

THESIS

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



By:
Cicilia Dwi Njoto
1213008031

**ENGLISH DEPARTMENT
FACULTY OF TEACHING TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2012**

APPROVAL SHEET

(1)

This thesis entitled “*The Effect of Using TPR as Compared to Word List in Teaching Action Verbs on the Vocabulary Achievement of the Second Grade Students of Elementary School*” which is prepared and submitted by Cicilia Dwi Njoto (1213008031) has been approved and accepted as a partial fulfillment of the requirement for the Sarjana Pendidikan Degree in English department by the advisors:



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



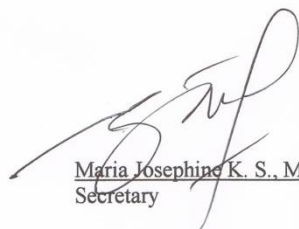
Johanes L. Taloko, M. Sc.
Second Advisor

APPROVAL SHEET
(2)

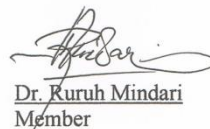
This Thesis entitled “*The Effect of Using TPR as Compared to Word List in Teaching Action Verbs on the Vocabulary Achievement of the Second Grade Students of Elementary School*” has been examined by the committee of an Oral Examination with the grade of ____ on May 25th, 2012.



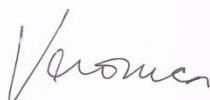
Y. G. Harto Pramono, Ph. D.
Chairperson



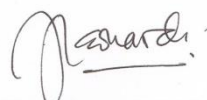
Maria Josephine K. S., M. Pd.
Secretary



Dr. Ruruh Mindari
Member



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



Johanes Leonardi Taloko, M. Sc.
Member



Dr. Agnes Santi Widiati, M. Pd.
Faculty of Teacher
Training and Education



Hady Sutris Winarlim, M. Sc.
English Education Study
Program

**SURAT PERNYATAAN
PERSETUJUAN PUBLIKASI KARYA ILMIAH**

Demi perkembangan Ilmu Pengetahuan, saya sebagai mahasiswa Universitas Katolik Widya Mandala Surabaya:

Nama Mahasiswa : CILILIA DWI NGOTO

Nomor Pokok : 1213008031

Program Studi : Pendidikan Bahasa Inggris – Jurusan Pendidikan Bahasa & Seni

Fakultas : Keguruan dan Ilmu Pendidikan

Perguruan Tinggi : Universitas Katolik Widya Mandala Surabaya

Tanggal Lulus : 25 MEI 2012

Dengan ini SETUJU/TIDAK SETUJU*) Skripsi atau Karya Ilmiah saya,

Judul: THE EFFECT OF USING TPR AS COMPARED TO WORD
LIST IN TEACHING ACTION VERBS ON THE VOCABULARY
ACHIEVEMENT OF THE SECOND GRADE STUDENTS OF
ELEMENTARY SCHOOL

Untuk dipublikasikan/ditampilkan di Internet atau media lain (Digital Library Perpustakaan Universitas Katolik Widya Mandala Surabaya) untuk kepentingan akademik sebatas sesuai dengan Undang-undang Hak Cipta yang berlaku.

Demikian surat pernyataan SETUJU/TIDAK SETUJU*) publikasi Karya Ilmiah ini saya buat dengan sebenarnya.

Catatan:

*) coret yang tidak perlu

Surabaya, ...5- 7- 2012...

Yang menandatangani



CILILIA DWI N

NRP.: 1213008031

ACKNOWLEDGEMENTS

First of all, the writer would like to thank God for His help and blessing for the accomplishment of this thesis. The writer would also like to express her deepest gratitude and appreciation especially to the following persons:

1. Prof. Dr. Veronica L. Diptoadi, M. Sc, the writer's first advisor, who has been willing to spend her valuable time for guiding, giving comments and suggestions for the improvement of the writer's thesis.
2. Johaness L. Taloko, M. Sc, the writer's second advisor, who has spent his precious time to help the writer in accomplishing this thesis.
3. Sr. Paulina Dhiu, MC., the principal of SDK Santa Clara Surabaya, who has permitted the writer to conduct her study at the school.
4. Desiana Setiawan, S. Pd and Priscillia Iveny Chandra, S. Pd., the English teachers of SDK Santa Clara Surabaya, who have been willing to give chance to the writer to apply the TPR and word list in their class.
5. All the second grade students of SDK Santa Clara of the academic year of 2011/2012, who have participated in the writer's research.
6. All the lecturers of the English Department of Widya Mandala Catholic University, who have guided the writer during her study.
7. The writer's parents and family who have given so much help, love, and support during the accomplishment of this thesis.

8. Cahya W. G., S. T, a person that the writer loves very much, thank you for the time given by supporting the writer when she was confused. She would like to be grateful for the encouragement, love, and patient that he gave to the writer.
9. Cathleen, Charlina, and Yessi, the writer's friends, who have supported and encouraged the writer to accomplish this thesis.

Finally, the writer would also like to thank those whose names have not been mentioned here for giving valuable contribution and help to the writer during the process of writing this thesis.

Surabaya, Mei 2012

The Writer

TABLE OF CONTENTS

APPROVAL SHEET (1)	i
APPROVAL SHEET (2)	ii
ACKNOWLEDGEMENTS.....	iii
TABLE OF CONTENTS	iv
ABSTRACT	viii
CHAPTER I INTRODUCTION	
1.1. Background of the Study	1
1.2. Statement of the Problem.....	3
1.3. Objective of the Study	3
1.4. Significance of the Study	3
1.5. Theoretical Framework.....	4
1.6. Hypothesis	5
1.7. Scope and Limitation of the Study.....	5
1.8. Definition of Key Terms	6
1.9. Organization of the Study	6
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1. The Importance of Vocabulary in Language	
Learning	8
2.1.1. Types of Vocabulary.....	9

2.1.2. The Verb.....	9
2.2. Teaching English to Young Learners.....	11
2.2.1. The Characteristics of Young Learners	12
2.2.2. Teaching Vocabulary to Young Learners	13
2.3. The Use of TPR in Language Learning	15
2.3.1. The Advantages and Disadvantages of TPR Technique	16
2.3.2. Steps in Teaching Vocabulary Using TPR ..	17
2.4. The Use of Word List in Teaching Vocabulary	18
2.5. Previous Studies.....	19

CHAPTER III RESEARCH METHODOLOGY

3.1. Research Design.....	20
3.2. Variables	21
3.3. Population and Sample	21
3.4. Treatments	22
3.4.1. Schedule of the Treatment	23
3.5. The Data and the Instrument	24
3.5.1. The Data and the Instrument.....	24
3.5.2. The Reliability of the Test	25
3.5.3. Item Analysis.....	26

3.5.3.1. Item Difficulty	26
3.5.3.2. Item Discrimination	27
3.6. Data Collection Procedure	28
3.7. Data Analysis Techniques.....	29
CHAPTER IV FINDINGS AND DISCUSSION	
4.1. The Findings of an Analysis of Two Means of Experimental and Control Group	31
4.2. The Result of the Interview of the Teacher.....	32
4.3. The Discussion of the Findings.....	34
CHAPTER V CONCLUSION AND SUGGESTION	
5.1. Conclusion	36
5.2. Suggestion.....	37
5.2.1. Suggestions for English Teacher	37
5.2.2. Recommendations for Further Research.....	38
BIBLIOGRAPHY.....	39
APPENDICES	42
Appendix 1: The Vocabulary Test	42
Appendix 2: The Lesson Plans	47
Appendix 3: The Material	62
Appendix 4: The Interview Questions	70

Appendix 5: The Calculation of Pretest Scores	71
Appendix 6: The Calculation of Posttest Scores.....	74
Appendix 7: The Calculation of the Data Analysis of Reliability	77
Appendix 8: The Calculation of Item Difficulty and Item Discrimination	78
Appendix 9: The Table of Pretest and Posttest of the Experimental and Control Group	79

ABSTRACT

Njoto, Cicilia Dwi. 2012. **The Effect of Using TPR as Compared to Word List in Teaching Action Verbs on the Vocabulary Achievement of the Second Grade Students of Elementary School.** Fakultas Keguruan dan Ilmu Pendidikan Jurusan Pendidikan Bahasa dan Seni Program Studi Pendidikan Bahasa Inggris. Universitas Katolik Widya Mandala Surabaya.

Advisors: Prof. Dr. Veronica L. Diptoadi, M. Sc and Johanes L. Taloko, M. Sc

Keywords: effect, teaching, action verbs, TPR, word list, vocabulary, achievement.

Nowadays, teaching English is very important because English plays a main role in communication. Therefore, English should be taught as early as possible to children. In mastering English, there are four basic skills to be learnt. They are listening, speaking, reading, and writing. Though, those skills cannot be carried out without vocabulary. One cannot speak, read, write, and understand if he/she does not know a lot of words. In teaching vocabulary, many English teachers give the students the word list that has to be memorized. Most children find learning English vocabulary difficult due to the boring and monotonous teaching learning process. The children may become unmotivated to learn vocabulary.

Being aware of this problem, the writer thought that an enjoyable way of teaching vocabulary is required. She tried to conduct TPR technique as a means of teaching vocabulary. In this study, the writer wants to know which one is better, teaching English vocabulary using TPR or teaching English vocabulary using word list.

The sample of this study was the second grade students of SDK Santa Clara Surabaya, of the year 2011/2012. In conducting this study, three classes were used. To decide which class became the experimental, the control, and the pilot groups, the writer chose the classes randomly. The pilot group was used to know the validity and the reliability of the instrument. The experimental group was taught by using TPR technique while the control group was taught by word list. First, there was a pretest for the experimental and control group. Then, the treatments were given in three meetings. After the treatments were over these two groups were finally given the posttest.

To analyze the result of the posttest of the two groups, the writer used t-test to find the answer to the question and directly to test the hypothesis of this study. Afterthat, the writer calculated the mean, the

standart deviation, and the observed t (to). Next, she determined the level of significance at 5 percent (0.05) with 48 degrees of freedom (df) which is 2.313. The result showed that there is no significant difference between the two groups. Therefore, it can be concluded that both techniques are effective to teach vocabulary, however, the score of the students who were taught using word list is better than those taught using TPR.

In order to get more complete and valid results, the writer would like to suggest the following points to other researchers who want to do a further study on this topic. First, choose a school whose students are from the lower society group. Second, the treatment should be given more than three meetings so that the students have enough time to adjust to the technique. Third, the researchers may take wider samples. In the end, the writer hopes that all of what she has done in this study will give worthy contribution not only for the writer and teachers, but also for the students.