

**THE EFFECT OF TOTAL PHYSICAL RESPONSE STORYTELLING  
(TPRS) ON THE VOCABULARY ACHIEVEMENT OF ELEMENTARY  
SCHOOL STUDENTS**

**A THESIS**

In partial fulfillment of the Requirement for the Sarjana Pendidikan Degree in  
English Language Teaching



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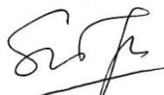
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## ABSTRACT

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**Keyterms:** TPRS (Total Physical Response Storytelling), Vocabulary Achievement

Teaching English to Young Learners is really important. English, as international language, is used by a lot of people around the world. English consists of some language components and skills. Vocabulary is the basic and most important part. The writer believes that vocabulary needs to be learnt first to develop other language components and skills. In teaching English, teacher should introduce vocabulary to young learners as early as possible. Elementary school time is the best time for students to learn vocabulary. However, some English teachers still find difficulties to motivate the students to learn vocabulary. The job of English teachers is to attract the students' attention by giving comfortable environment, exciting teaching-learning activities, and fun teaching method. English teachers must be creative in creating the classroom atmosphere because the students especially Elementary School students easily get bored and not interested in monotonous activities. When the students lack interest, they tend to forget each vocabulary that has been taught by the teacher easily. Taking this into consideration, to make the teaching-learning activities attractive and exciting to the students, the teacher should vary the teaching techniques and method in increasing the students' motivation in learning vocabulary.

In this study, the writer suggests TPRS (Total Physical Response Storytelling). TPR has been known as an effective way to teach English to young learners. It is used when the students respond physically on the teacher's command. Storytelling is also a fun and exciting way to teach young learners. This study is conducted by combining TPR and Storytelling to improve the vocabulary achievement of the elementary school students. It helps English teachers to break the monotonous teaching technique and to increase the students' motivation. The writer also would like to compare the vocabulary achievement of the students taught using TPRS and those taught using word lists.

Based on the above background, this experimental study, has attempted to answer the question 'Do the third grade students of St. Maria Catholic Elementary School who are taught vocabulary using TPRS have better vocabulary achievement than those who are taught using word lists?' The subjects of this study were third grade students of St. Maria Elementary school belonging to the school years 2013/2014. To make sure that the chosen classes have the same intelligence, the writer decided to calculate the students' English mid-term test using Anova. The writer used simple random sampling to avoid subjectivity. The pilot group was used to try out the research instrument. The experimental group

was taught using TPRS and the control group was taught using word lists. The data were obtained from the pre-test and post-test.

The calculation of t-test showed that the teaching of vocabulary using TPRS was more effective than the teaching of vocabulary using word lists. Teaching vocabulary using TPRS was effective in breaking the students' boredom in the class and to arouse the students' motivation. It can be concluded that the teaching of vocabulary using TPRS is more successful than using word lists. Therefore, the use of TPRS to teach vocabulary could improve the students' vocabulary achievement.