

**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*



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SURABAYA
2012**

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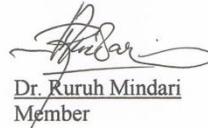
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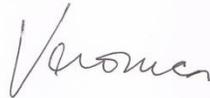
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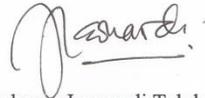
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ACKNOWLEDGEMENTS

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. Johannes 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

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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 Johannes 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.