

**IMPROVING STUDENTS' ENGLISH VOCABULARY MASTERY  
THROUGH TOTAL PHYSICAL RESPONSE (TPR) STORYTELLING  
(Action Research of the Fourth Grade Students at SD Negeri Mlatiharjo 01  
Semarang Academic Year 2011/2012)**



**A THESIS  
In Partial Fulfillment of the Requirements  
for Master's Degree in Linguistics**

**Stefani Dewi Rosaria  
A4C008031**

**FACULTY OF HUMANITIES  
DIPONEGORO UNIVERSITY  
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2014**

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Submitted by:

Stefani Dewi Rosaria

A4C008031

Approved by

Advisor,

Dr. Suwandi, M.Pd

1952081519830310003

Master's Program in Linguistics

Head,

Dr. Agus Subiyanto, M.A.

1964081419900110

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Stefani Dewi Rosaria

A4C008031

VALIDATION

Approved by

Strata II Thesis Examination Committee

Master's Degree in Linguistics

Postgraduate Program Diponegoro University

On Friday, March 28, 2014

Chairman

Dr. Suwandi M. Pd.

\_\_\_\_\_

First Member

Dr. Agus Subiyanto, M.A.

\_\_\_\_\_

Second Member

Dr. Deli Nirmala, M.Hum

\_\_\_\_\_

Third Member

Dr. Suharno, M.

\_\_\_\_\_

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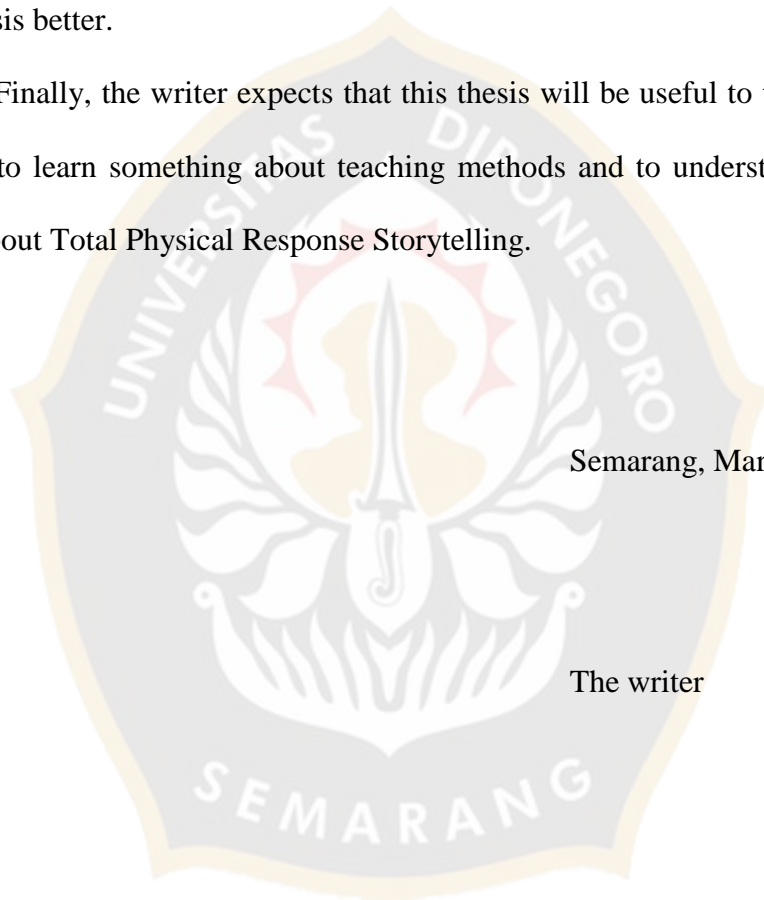
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The writer realizes that this thesis is still far from perfect. She, therefore will be glad to receive any constructive criticism and recommendation to make this thesis better.

Finally, the writer expects that this thesis will be useful to the reader who wishes to learn something about teaching methods and to understand a little bit more about Total Physical Response Storytelling.

Semarang, March 24<sup>th</sup> 2014

The writer



## **CERTIFICATION OF ORIGINALITY**

I hereby declare that this submission is my own and that, to the best of my knowledge and belief, this study contain no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due to acknowledgement is made in text of the thesis.

Semarang, March 24<sup>th</sup> 2014

Stefani Dewi Rosaria



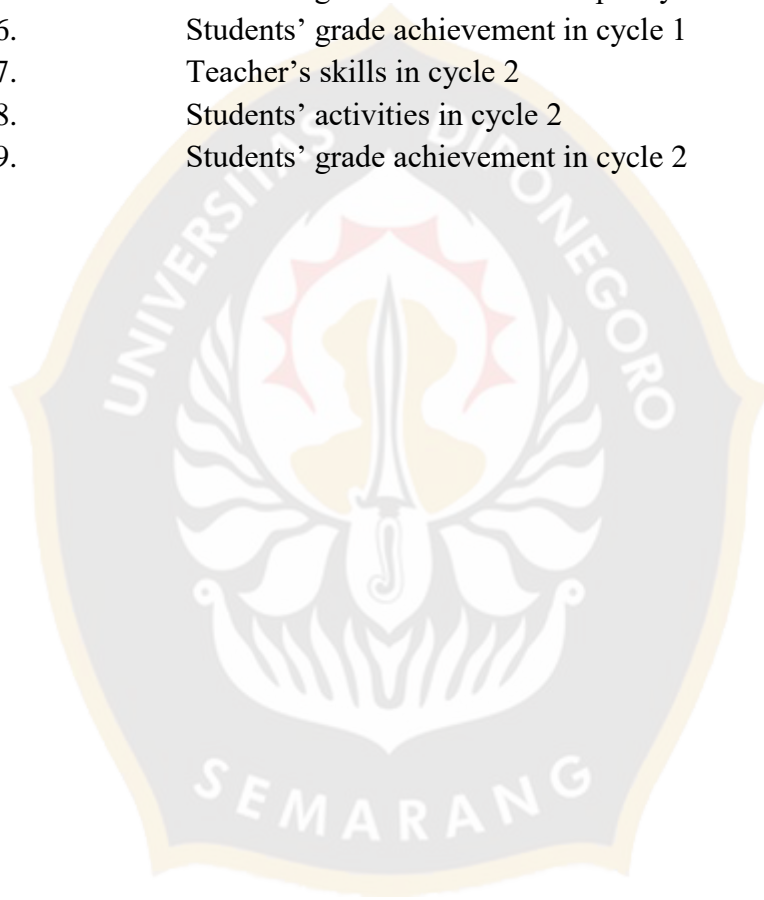
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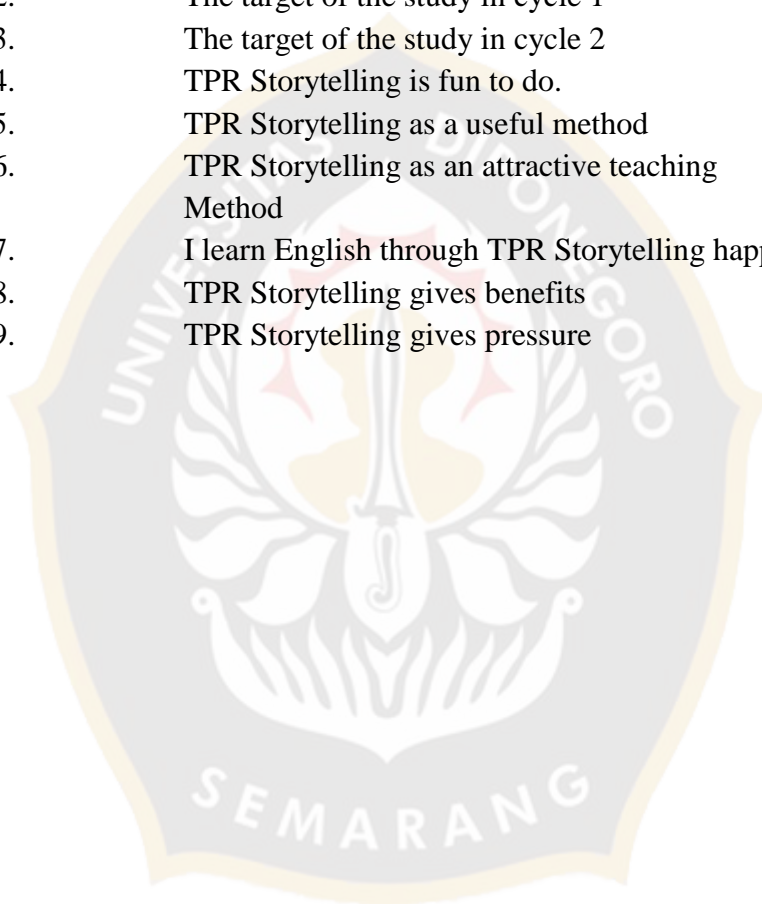
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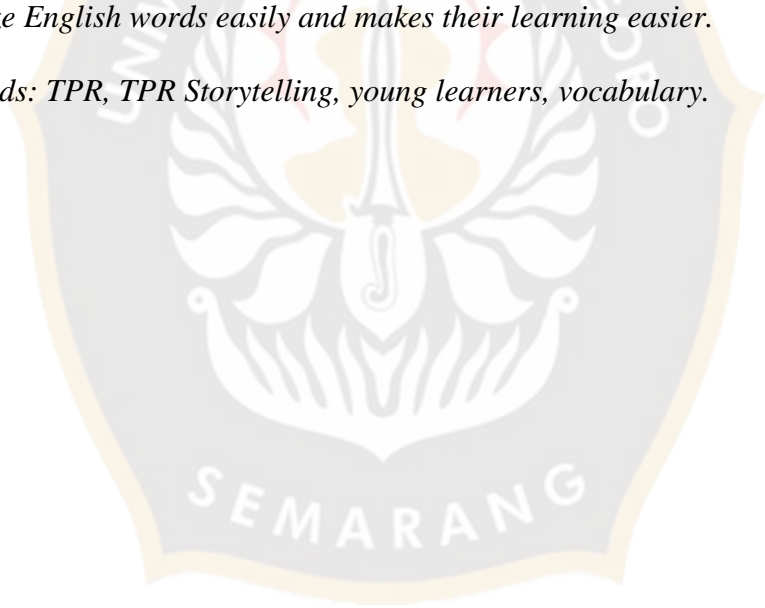
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## Abstract

*This study aims at finding out whether Total Physical Response (TPR) Storytelling can improve teacher's skills, students' activities, and students' grade in teaching and learning process. It also describes students' perception and feeling after experiencing TPR Storytelling. This research is action research which conducted in SD Negeri Mlatiharjo 01 Semarang. It contains two cycles and each cycle consists of planning, acting, observing, and reflecting. The data were gained through observation sheet, questionnaire, and test. The data attained from those instruments were analyzed using formula to calculate mean, target of study, questionnaire percentage. The data then were interpreted descriptively. The result of study shows that TPR Storytelling can improve teacher's skill and students' activities during teaching and learning process. In addition, it also improves students' grade. Furthermore, according to students, this teaching method is considered as a fun, good, stress-less method that helps them to memorize English words easily and makes their learning easier.*

*Key words: TPR, TPR Storytelling, young learners, vocabulary.*



## Intisari

*Penelitian ini bertujuan untuk meneliti apakah Total Physical Response (TPR) Storytelling dapat meningkatkan ketrampilan guru, aktivitas siswa, dan nilai siswa dalam proses belajar mengajar. Penelitian ini juga menjelaskan persepsi dan perasaan siswa setelah menerima Total Physical Response (TPR) Storytelling. Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan di SD Negeri Mlatiharjo 01 Semarang. Terdapat dua siklus dalam penelitian ini dan tiap siklus meliputi perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Data-data diperoleh melalui lembar observasi, kuesioner, dan tes. data yang diperoleh tersebut kemudian dihitung menggunakan formula untuk mencari rata-rata nilai, menghitung hasil belajar siswa, dan persentase kuesioner. Data-data tersebut kemudian dijelaskan secara deskriptif. Hasil dari penelitian ini menunjukkan peningkatan ketrampilan guru dalam mengajar, peningkatan aktivitas siswa, dan peningkatan hasil belajar siswa. Menurut para siswa, metode pembelajaran ini dianggap sebagai metode belajar yang bagus dan menyenangkan, tanpa tekanan, dan membantu mereka mengingat kosakata bahasa Inggris dengan lebih mudah dan membuat proses pembelajaran menjadi lebih mudah.*

*Kata kunci: TPR, TPR Storytelling, young learners, vocabulary.*

# CHAPTER I

## INTRODUCTION

This chapter presents the introduction of the study. It is divided into five parts: background of the study, statement of the problems, objectives of the study, the scope of the study, significance of the study, and organization of writing.

### 1.1. Background of the Study

Teaching English to young learners is challenging in order to achieve the quality of teaching and learning because many students feel that English is a difficult subject. This dispute is based on the preliminary observation done by the writer before she begins her research. The preliminary observation is important to see the existing conditions in the school being observed. The existing conditions appearing in the class are many students often feel frustrated in studying English. They feel hard in memorizing English vocabulary so they are incapable of doing their task well. When they cannot complete their task, their English score becomes low. The next condition is that the teacher does not use an innovative teaching method. Mostly, the students study English vocabulary through text. Their teacher explicitly teaches them the meaning of the vocabulary and there is lack of active interaction between the teacher and the students. As long as the students understand the meaning of the vocabulary, the teacher looks satisfied. She is ignoring whether their students have a difficulty during the teaching and learning process or not. These conditions are not fair for the students. They deserve worth and memorable learning experiences that make them content and interested in learning English vocabulary too. In short, the teaching method used by the teacher

is not attractive and students become passive, bored and unmotivated. This condition contributes to the low score that students get in English subject.

In addition, nowadays students are targeted to reach at least the minimum score in each subject including English subject. This score is determined by the school and if they do not get the minimum score they will fail. According to the standardized score which is determined by SD Negeri Mlatiharjo 01 Semarang, the minimum English score that students must reach is 63. Unfortunately, according to the pre test hold by the researcher before the research begins shows that many students still get score under 63. The students who accomplish the target of the study are only 15 students. It means that more than half of the students fail because the total amount of the students in one class is 41 students. This is the teacher's challenge in order to raise the students' score.

In order to lessen the student's burden in learning English and to answer the challenge, the teacher should be more creative and innovative in implementing suitable teaching method in order to make her students feel comfortable in learning English. To realize it, the researcher proposes the teacher to use Total Physical Response Storytelling to teach English vocabulary to young learners. The reasons why this teaching method is proposed because it is suitable to teach young learners who are enthusiastic and quick learners but get bored easily. TPR Storytelling provides an interesting way in learning the meaning of English vocabulary. Through this teaching method, students are expected to learn English vocabulary easily for it uses gesture to describe the vocabulary meaning. Instead of giving direct translation, the teacher asks her students to guess the vocabulary

meaning based on the associated gesture. By guessing the vocabulary meaning, it promotes fun just like playing a game and avoids children from boredom. Students can also practice this method with their partner or group so that they have a real learning experience. Beside students, teacher also can get benefit from this teaching method. Since the method is like a game and using gesture to teach words meaning, the teacher can make lesson plan that engages students to get involved actively in class.

Based on the explanation above, the writer would like to investigate the use of Total Physical Response Storytelling in teaching English in order to improve the teacher's skills; how she guides and teaches her students, student's activities during the teaching and learning process, and students' score. Furthermore, the writer also wants to investigate the students' perception after experiencing this teaching method and to know whether or not they enjoy learning English vocabulary through Total Physical Response Storytelling.

## **1.2 Statement of the Problems**

The problems that are going to be observed are:

- a. Can TPR Storytelling improve teacher's skills in teaching English?
- b. Can TPR Storytelling improve students' activities in learning English?
- c. Can TPR Storytelling improve students' English score?
- d. Does TPR Storytelling help students to enjoy learning new English vocabulary?
- e. What is the students' perception after taking TPR Storytelling?

### **1.3 Objectives of the Study**

The objectives of the study are:

- a. to find out whether TPR Storytelling can improve teacher's skills in teaching process.
- b. to find out whether TPR Storytelling can improve students' activities in learning process.
- c. to find out whether TPR Storytelling can improve students' grade in English.
- d. to describe that TPR Storytelling help students to get enjoyment in learning English.
- e. to describe the pupils' perception after experiencing TPR Storytelling.

### **1.4. Scope of the Study**

This study is going to present the research finding of the use of TPR Storytelling in English teaching and learning process at SD Negeri Mlatiharjo 01 Semarang in the 2011/2012 of academic year. The subjects of this study are the English teacher and 41 students of the fourth grade at SD Negeri Mlatiharjo 01 Semarang.

This research focuses on the investigation on the use of TPR Storytelling to improve the teacher's skills in teaching the English vocabulary, students' activities during the English time, and the students' English score. Furthermore, it is also going to describe the students' perception and feeling after experiencing TPR Storytelling.

This study uses action research applying in two cycles. Each cycle consists of planning, implementing the action, observing and reflecting. If the result in cycle one does not reach the target of the study, the following cycle is going to be conducted to overcome the weakness and to solve the problems occurred in cycle one.

### **1.5. Significance of the Study**

This study is expected to contribute pedagogically, practically, and theoretically. Theoretically, this research is expected to provide knowledge in developing and in implementing other teaching methods to teach English. In other words, practically, this study is significant for the teacher, student, school and the next researcher. The teacher can get new knowledge in implementing teaching method such as TPR Storytelling. The teacher is also motivated and encouraged to do an innovation in order to create a strategy as an attempt to maximize the students' skills. The writer expects that this study will give contribution to other teachers in primary school to the use of TPR Storytelling as an alternative method in teaching English vocabulary. Furthermore, students are expected to get better learning experience so that they will be able to learn and to remember English words easily. The result of this study is also expected to be beneficial for the students in finding out the effective way of method to solve their difficulties in learning English vocabulary. It is expected to be able to give a good contribution for the school in improving their teaching and learning process as well as their teaching and learning quality. Finally, it is also expected that this research can

encourage the further researchers to conduct a similar study as a continuation for this study.

## **1.6. Organization of Writing**

Chapter I is introduction which consists of background of the study, statement of the problems, objectives of the study, scope of the study, significance of the study, and organization of writing.

Chapter II is review of related literature which discusses previous studies, teaching and learning concept, characteristics of young learners, teaching vocabulary to young learners, Total Physical Response (TPR), TPR Storytelling, and the steps to implement TPR Storytelling.

Chapter III is research method which consists of research design, research setting and subject, data collection, sources of data, technique of data analysis and indicator of success.

Chapter IV describes the result of study. It consists of research finding and discussion. Then, chapter V is the conclusion and suggestion of the research.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses previous studies, teaching and learning, characteristics of young learners, teaching vocabulary to young learners, Total Physical Response (TPR), TPR Storytelling, and the steps to implement TPR Storytelling.

#### 2.1. Previous Studies

In the previous research, Pertiwi (2010) conducted action research using Total Physical Response method through implementing “Simon Says” game. She used the teaching method to assess student’s understanding of classroom instruction for fourth grade students at SD Negeri Sampangan 4 Semarang. After applying Total Physical Response through “Simon Says” game, she found out that in cycle one most of the students faced difficulty in following and understanding classroom instruction. Therefore, she conducted cycle 2. In cycle 2, she explained that students understood the classroom instruction given in English clearly. Through this method, students’ ability in responding and expressing instruction as one of classroom languages as well as their vocabulary has improved. She also stated that this method helped students to think while they were playing a game.

Handayani (2010) used TPR Storytelling in order to find out the effectiveness of this method to improve young learner’s vocabulary mastery. She conducted the research at elementary school at Bandung. Based on her research, students’ vocabulary mastery increased. She showed that after conducting the method, the result of students’ pretest and post-test score were different

significantly. It means that at the end of study students' improved their vocabulary mastery. They understand the vocabulary clearly. Moreover, she stated that the method made an important difference on students' vocabulary retention because that method was able to make students engaged to the lesson so that they enjoy the process of learning.

Furthermore, Brune (2004) also conducted research using TPR Storytelling which focused on how this teaching method can improve students' motivation. Through this teaching method, he proved that the entertainment effect on TPR Storytelling motivated young learners in learning foreign language. He also stated that because of this teaching method de-emphasis of explicit grammar instruction, it is more suitable to young learners.

Based on the previous study above, there are differences with this study. Pertiwi (2010) used Total Physical Response through "Simon Says" game to assess the students' understanding of classroom instruction. Handayani (2010) investigates the students' vocabulary mastery by conducting an effective test and evaluation. Meanwhile, Brune, used this teaching method to improve students' motivation but this in this study, the writer used TPR Storytelling to improve teacher's skills in teaching English vocabulary and to improve students' activities during teaching and learning process. It also used to investigate whether the students' score increase.

## **2.2. Teaching and Learning**

The word teaching and learning cannot be separated in educational process. Both are interrelated since the process of learning is supported by the

process of teaching. It may be said that learning process can be done individually but actually it always needs guidance to keep the learning process on the right track.

According to Brown (2000:7), learning is an attempt of getting the knowledge consciously by learning, devoting and getting involved actively in searching of knowledge. Devoting on the subject being studied creates retention in the memory which can be restored at anytime. Unfortunately, the problem appears when the information cannot be recalled because of the memory limit. To solve it, practice and perhaps reinforced practice are needed. Moreover, learning makes an alternation in someone's behavior or attitude as a result of conscious practice.

Based on the explanation above, we can illustrate that when someone is focusing himself on certain subject such as English grammar consciously by digging information or knowledge as much as he can in order to improve his competent, then we can say that he is in the process of learning. Moreover, the knowledge or information will be saved in his memory and can be restored at anytime as long as the retention is stayed well in his mind. As time goes by, forgetting some information is natural because human's memory is limited. That is the reason why learning involves some form of practice, perhaps reinforced practice. In this case, saying "practice makes perfect" is exactly correct. The more we practice, the more we improve our competence. In short, learning alters us from knowing nothing to knowing something. It brings us into entire understanding of things.

On the other hand, teaching is defined as guiding or assisting someone to learn how to do something, giving directions, instructing in the study of something, presenting knowledge, making someone to know or understand. Furthermore, it is described that teaching is helping the learner to learn and creating an atmosphere or an environment for learning. In short, if learning is acquiring, then teaching is providing (Brown, 2000:7). The definition of learning and teaching, therefore, emphasizes that the attachment of teaching and learning does exist. Teaching cannot be defined apart from learning or vice versa.

Hypothetically, if the definitions of teaching and learning above can be implemented in a real world, then it will lead us to the quality of teaching and learning process which many teacher wishes to be come true. First of all, quality of teaching is achieved not only as a consequence of how well teachers teach her students but through creating and developing the environments that can provide good teaching. It means that quality teaching results from an active, continuous and simultaneous attempt on teachers or instructors duty to make sure that good teaching practices are being maintained (Richards, 2001:198,218). In short, it can be said that the dimension of quality of teaching and learning is more than what it says because it is the process that take simultaneously effort to achieve its aim. Beside teacher, learners and institution or school also determine the success in the process of teaching and learning.

The institution is the facilitator for teaching and learning process. It is a bridge that links teacher and student needs. It provides the goals to achieve and facilitates the teacher's desire to improve their skills. It has to have good

collaboration and relation with teachers to reexamine the programs and to review the improvement has been reached so far. Good institution is having good attitude in accepting input or constructive criticism for its flaws from its employees because these will bring better achievement. Having good internal communication helps both employees and institution to share and to speak their point of view so that they are in the same page to bring success in their work (Richard, 2001:201).

Good teacher who wants to see his students' success in receiving the course has to pay attention to five elements (Richard, 2001:223-225). First of all, to begin the course, teacher has to deliver the objectives of the study so that the learners also understand the target of the study they are going to accomplish. Sometimes misunderstanding arises when teacher and learner have different expectation about the learning process in general, for example: in terms of the way the material will be delivered and taught using certain methods or approaches. It is important that at the beginning of the course both teacher and learner share the same point of view on how the course will be executed to fulfill the goals. Secondly, teacher has to identify his learners' desire in receiving the material. They need to be comfortable with the way it carried out. Thirdly, learning style also determines the effectiveness of the study. Teacher must adjust their method with his learners' type. According to Willing (Nunan, 1988:93), four different learner types are such as concrete learners who like learning by games, pictures, films and video, having conversation in pairs, learning through the use of cassettes, and going on excursions. Analytical learners are learners who enjoy studying grammar by themselves, finding and correcting their own mistakes.

Communicative learners are those who like to learn by observing and listening to native speakers, talking to friends in English, watching TV in English, using English in shops, and so on, and learning English words by hearing them and learning by conversations. Authority-oriented learners are students who like to listen and to write the teacher explanations in a notebook, to learn to read, to study grammar, and to learn English words by seeing them. Fourthly, giving motivation to our students is prominent. Brown (2000:160) writes that motivation is a key to learning. Motivation is a tool to keep students' engaged with the instruction. Learners will be successful with the proper motivation. Someone who is motivated usually can complete his task well and someone who is less motivated cannot complete his task well. Fifthly, teacher should be a good supporter for his students. He has to give support, feedback, and opportunities to all of his students.

After all of the explanations are presented, the writer concludes that the process of teaching and learning involves efforts which arise not only from teacher but also from students and even from institution. When the teaching and learning process can be applied properly, the quality of teaching and learning can be achieved.

### **2.3. Characteristics of Young Learners**

The way young learners learn a language differs from that of adult learners. They have their own characteristics in learning a new language. Young learners are often more enthusiastic and lively than adult learners. However, they also lose interest and motivation more quickly especially when they find difficulty in doing their exercise. (Cameron, 2001:1). Maintaining children's mood needs a

lot of hard work. When we face adult learners, we can use a little force to keep them follow our instruction, for example by giving them exercises or quizzes as a shock therapy. Unfortunately that kind of system will not work well with young learners because they have their own world filled with new experiences surrounding them. They need to be involved more in activities that allow them to be active in order to keep them alive during a class time. The activities must contain fun things, such as team or individual games, role playing, and physical activities.

Harmer (2001:38, 40) proposes the difference of adult and young learners. Adult learners have broader experiences than young learners. They are more aware of learning process such as the goals that they should achieve at the end of study. It is easy to apply range of activities during teaching and learning process because they are rich of experience. Adult learners are more well-prepared in taking the lesson and can anticipate boredom by themselves. They are able to find out the comfortable way of learning which fits to their needs. On the contrary, young learners are still building their experience through their surrounding. They need to experience things by themselves through seeing, hearing, or imitating the world around them. Since young learners are enthusiastic, in case of learning process, teacher should make their class alive to avoid boredom. Giving young learners a chance to get involved and to interact during a class time enriches their experience and knowledge. In short, the teacher has to adjust the teaching method and the material to young learners need.

Furthermore, Slattery and Willis (2001:4) also describe young learners as individual who develops quickly and learns everything around them by observing, listening, imitating and doing things. They are excellent in imitating sound quite accurately and speak the way adult speak. They ignore the grammar rules and explanation. They try to understand the situation based on their point of view and deliver their thought spontaneously. Naturally, they want to know every single thing and play their imagination to picture what they think. Although it is delighted working with them since they enjoy the routine and repetition, teacher should maintain their mood by attracting their attention continually using fun teaching method to teach material because they get bored easily.

Schott and Ytreberg (1993:3-4) also give the characteristics of children whose age range from eight to ten years old. At this stage they are relatively mature children with an adult side and a childish side because they can tell the difference between fact and fiction, they can decide what they like and what they do not like. They express their thought critically especially about what happens in the classroom and sometimes give construct criticism. They are able to work as a group and to learn from others. They still love physical activities, body movement and gesture to understand meaning.

Based on the explanation above, it can be said that young learners have an adult side and a childish side. We can see their adult side when they are able to make a decision about their understanding in viewing surrounding which fill with both fact and fiction. They can distinguish them and describe their excuse critically by asking more and more. They are onset to express their thought, to

define their likes and dislike, to analyze ongoing activity in their class, and to convey their objection about something. In a matter of building a relationship, they can interact well with other. They are opened with new experience. In their world, source of knowledge may not only come from their teacher or their parents but it also comes from their friends. Otherwise, children are children. It is very natural that they like to play very much or use their imagination to see the world. Basically they enjoy learning everything by watching, listening, and doing plenty of activities as long as the teacher keeps their mood to not get bored and motivates them to do what they should do in a class. They are also very good imitator. They listen and imitate the sound of language more accurately than adult learners. Since children are still developing their understanding through their real life, teacher should not expect them to comprehend the grammatical rules accurately and should not give a complicated explanation. For example, teachers should avoid explaining about past tense when they tell their students a story. It is hard for them to imagine the concept of time in the tense. Language is taken for granted.

#### **2.4. Teaching Vocabulary to Young Learner**

First of all, it is necessary to know what vocabulary is and why it is important to be learned. Linse (2006:121) comes with the definition that vocabulary is the collection of words that an individual knows. She illustrates that when we met a six-year-old boy who might know the word *constructivism* and *vulnerable*, we might say that his vocabulary acquisition is excellent for someone in his age. Otherwise, a boy who does not know those words we might say that he has limited vocabulary. This is commonly happened in everyday life.

In addition, she states that young children learn vocabulary items related to the different concepts they are learning. When children learn colors in their native language, they are adding imaging concepts as well as vocabulary items. It is represent conceptual knowledge.

Studying useful vocabulary is prominent to learn a foreign language at primary level because it is a very first step to learn and use grammar. The more we understand about how words work in language and how vocabulary is learned, the more difficult it becomes to separate the connection between vocabulary and grammar. This suggests that if we study the vocabulary, then we cannot neglect the grammar (Cameron, 2001:72). We cannot teach vocabulary in isolation because teaching vocabulary involves many different elements of knowledge. A word has meaning, pattern or structure, sound, and function. Meaning leads us to make an appropriate choice in using word. In fact, the same word may have a different meaning if it is put in a different context. It is also possible that one word may be not appropriate to use if it does not fit right in a certain situation. Knowing word meaning means students know about conceptual content. To know word's structure is about knowing its grammatical changes, its relation to other words, and its use (its patterns of occurrence with other words, and in particular types of language use). Knowing its sound means we know how it is spelt or uttered (Cameron, 2001:77).

Hatch and Brown quoted in Cameron (2001:84) describe five essential steps in vocabulary learning. First, vocabulary needs to be used over and over again so that students will remember what is learned previously. Second, the

forms of the new words are taught clearly including how to pronounce it correctly. The visual image of the words is also important to be presented. Third, after familiar with the words, next step is learning the word's meaning. Fourth, with new knowledge and new connections developed in different activities, the same words are met again to construct strong memory. Fifth, the last step in vocabulary learning is using the words. Looking at the five steps, it can be concluded that every single step needs to happen repeatedly so that each time something new is learned or remembered.

Since teacher has to get a clear image form a meaning and make a strong memory connection between the forms and meaning, there are two techniques which can be used in the young learners' classroom. First, the teacher can demonstrate through demonstration or use picture or visualization such as using an object or a cut-out figure, using gesture or performing an action, using photograph or drawing diagram on the board or using pictures from books. Using demonstration or picture gives students the real visualization so that they can imagine it very clearly. Second, the teacher can give a verbal explanation such as giving analytical definition, putting new word in a defining context, and translating into another language. Teaching vocabulary through verbal explanation needs some things to be noticed. First, analytical definition needs pre-existing knowledge of the language. If children know *police station*, then mentioning it will help them grasp a meaning for *thieves or policemen*. Second, understanding meaning through direct translation may be rapid and painless but it does not

establish strong memory. It also takes away from child motivation to think critically about the meaning of the foreign language (Cameron, 2001:85).

Finally, the importance of learning vocabulary at an early stage as young learner does is emphasized by Coady and Huckin (Celce-Murcia, 2001:285) who said that lexical competence is at the center of communicative competence, the ability to communicate successfully and appropriately. Furthermore, Allen (1983:5) added, through research the scholars are finding that lexical problems frequently interfere with the communication; communications will not go smoothly when people make mistake in using words.

## **2.5. Total Physical Response (TPR)**

### **2.5.1. Definition of Total Physical Response**

James Asher, a professor of psychology at San Jose State University, California, developed an approach and a teaching method called Total Physical Response (TPR). This is the language teaching method which uses speech and action (Richard, 2001:73). The action is defined as a physical activity such as movements, mime, and gestures. It basically comes from the responses which arise around the coordination of speech. A usual coordination of speech in TPR is command.

Furthermore, Celce-Murcia (2001:145) said that in TPR the teacher gives commands, models them, and her students are watching her models. Later they can know the meaning of the commands and they understand what their teacher

says. This process helps them to acquire new language, especially structure and vocabulary.

Another point of view comes from Larssen (2000:108) who said that the fastest; stress less way in acquiring a second or foreign language is to follow direction said by the instructor. The instructor will not give a native language translation. She encourages her students to guess or understand it by following his direction.

In addition, Brown (2000:107) emphasizes that the easy way to conduct a strict less environment and to create a physical movements is through commands. He said that imperative mood is a typical of TPR: “open the window”, “close the door”, “stand up”, and “sit down”.

At an early stage of TPR, students deal with a listening comprehension. They just listen what their teacher said without response it verbally. Listening should be accompanied by physical movements (Richard, 2001: 74). After several times, when they understand most of their teacher utterance, they begin to produce verbal response. Remember that the process is going smoothly. Students are allowed to speak whenever they are ready to speak. Soon when they master the listening comprehension, the speech will follow naturally.

### **2.5.2. Characteristics of Total Physical Response**

Asher says that the process of learning second language for adult is similar to the way children acquire their first language. The reason why the process is similar because it begins with developing listening skills as the first step to acquire language, then respond physically to spoken language, after that speech

will gradually follow. He claims that children will respond to the command before they begin to produce verbal responses. Then, based on that background, it can be said that in Total Physical Response classroom, the teacher mostly gives command or instruction to the students along with the associated gesture or physical movement to construct meaning (Richards, 2001:73-76). Asher emphasizes that through the use of command or imperative, words in the target language can be taught easily by the teacher (Richards, 2001:73).

Learners in Total Physical Response are a listener and performer to the commands given by their teacher. First they listen the commands carefully and then respond it physically (Richards, 2001:76). They recognize the words through listening to their teacher instruction and know the meaning of the words through watching their teacher's gesture. They also need to respond it individually or collectively. Usually at the first stage, learners respond it collectively because children are often feel embarrass to perform the gesture alone. By practicing the action collectively they will feel convenience in the learning process. Maintaining the stress-less environment is prominent in TPR.

The teacher plays a role as a director in Total Physical Response. It is the teacher who decides and presents the material in detail (Richards, 2001:76). She has an authority to control and to manage his class. Imagine that a classroom is a stage, then the teacher becomes a director of the stage and his students are the actor. The actor must follow the director's instruction. Therefore, all materials ought to be well prepared, so that the play goes successful. In the learning process, the teacher is recommended to prepare and write down a detail lesson plan.

Instruction in TPR consists of not only one or two words but also novel commands and the action is so fast-moving that it is impossible to create the lesson spontaneously while teaching.

Teacher also needs to give feedback to his students. Correcting student's fault is important but making too much correction needs to avoid at early stages in order to maintain children's mood and self confidence.

## **2.6. Total Physical Response Storytelling**

Total Physical Response can also combine with storytelling. It works especially well with stories where sentence patterns are repeated (Linse, 2006:33). It can be repeated two or three times until the students master all words and instructions. The repetition helps students to memorize the vocabulary.

According to Celce-Murcia (2001:146), TPR storytelling is a method of second or foreign language teaching that includes actions, pantomime, and other techniques. Much is taught through stories. In short, TPR storytelling focuses on story but the basic of TPR is not left behind.

Based on Linse and Celce-Murcia explanation, it can be concluded that TPR storytelling is an extension of James Asher's TPR theory. TPR storytelling teaching method originates from a kinesthetic instructional approach entitled, "Total Physical Response" (TPR). It uses the basic principle and technique of classic TPR combine with the use of story.

According to Wright (1995:3), stories, which rely so much on words, offer a major source of language experience for children. Stories are motivating, rich in language experience, and inexpensive. He also says that story has some of the

most important reasons why it plays a role in teaching a foreign language to children. The reasons are: first, students are motivated to listen. Children enjoy listening to the story so it can improve their listening skill. Second, it also encourages children to find meaning. By finding the meaning, they understand the flow of the story. It can be said that they listen with purpose. Third, listening to stories helps children improve their four skills. Through stories, they improve their reading and listening skill. They can learn to search for meaning, to predict, or to guess. Those are the positive attitude they can establish. It means that although they do not understand the stories completely but through predicting, they try to build their understanding. The experience of the story encourages responses through speaking and writing. Children can share or exchange their idea and opinion based on the story they have listened or read to. Teacher should remember that in speaking any mistakes are tolerable. It means that children can speak their likes or dislikes without being afraid of making mistakes. Fourth, it also helps children become aware of sentence patterns without having to use them productivity and familiar with the sound of the foreign language. When they have to use those language items in their daily life, they will not face any problem because they are familiar with the language. Fifth, learning a language is useless unless we use it to communicate. As mentioned earlier, listening or reading stories and then responding to them through speaking and writing develop a sense of awareness of others and a sense of how to be a good communicator when they share their opinion to their friends. Sixth, most stories can be used to develop the

children's power of awareness. Stories contain a message that is very useful in building up children's character. They can learn more about kindness and badness.

Furthermore, Gardner (1993:8-9) outlines how TPR storytelling teaches the various intelligences. The intelligences are linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. In linguistic area students who experience TPR storytelling can improve their skills in listening, reading, writing, and speaking. When the story uses number or grammatical patterns, it creates students logical intelligent. For example: students will understand the reason why the word "she" must be followed by "is". Teaching vocabulary using visualization creates spatial intelligence. Students can imagine and visualize the words more clearly. TPR storytelling involves learning hand motion in each word so it teaches bodily-kinesthetic intelligence. Songs are an excellent source of comprehensible input and easily remembered. It is a good reinforcement for vocabulary building. When students tell the story or act it to their friends or their partner, it will improve their interpersonal skills. Meanwhile, since the story is acted out by gesture, it etches on students memories because it involves students' personalities and current events from their lives. Some stories may tell about people and often animals. When it tells about animals' lives or other people culture, it helps students more aware with natural lives.

## **2.7. The Steps to Implement TPR Storytelling**

TPR Storytelling is divided into seven steps. The first step is introducing the target vocabulary of the day. During this step, teacher teaches the vocabulary using classic TPR gesture. In the second step, the teacher assesses the students by

giving a series of TPR command and observing the students to make sure they know the corresponding gestures. When the teacher is confident that the students already master the vocabulary, she can move on to the next step called “Personalized Mini-Situation”. In this step, the teacher tells a story using the target vocabulary of the day as well as asks questions about the story in order to check students’ comprehension. The fourth step, the teacher repeats the story and asking more questions while acting out the story. Then, in the fifth step, students have an opportunity to retell the story instead of the teacher. This can be done in a variety of ways, ranging from a single student retelling the whole story, retelling in pairs, or having students take turns telling individual sections of the story. The next step, the teacher retells the story again but from different perspective. If the previous story uses third person and present tense for example: Her name is Rita. She goes to school on foot, and so on. Then, in this stage, the subject or the tense is changed, for example: My name is Rita. I went to the market, and so on. The final step, students retell the story once more (Brune. 2004:22-23).

## **CHAPTER III**

### **RESEARCH METHODS**

This chapter presents research method consisting of research setting and subject, research design, data and techniques of data collection, sources of data, technique of data analysis and indicator of success.

#### **3.1. Research Design**

This research is carried out under an action research method. It is a process, in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions: first, teachers and principals work best on problems they have identified for themselves. Second, teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently. Third, teachers and principals help each other by working collaboratively. Fourth, working with colleagues helps teacher and principals in their professional development (Ferrance, 2007:7). Furthermore, it can be undertaken by the individual teacher, a group of teachers working cooperatively within one school, or a teacher or teachers working alongside a researcher or researchers in a sustained relationship. This method is said as a powerful tool for change and improvement at the local level (Cohen, 2007: 297). Gregory, Kemmis and McTaggart say that action research is used to refer to teacher-initiated classroom investigation which seeks to increase the teachers' understanding of classroom teaching and learning, and to bring about change in classroom practices (Richard, 2000: 12).

This action research was conducted to bring about change in classroom. The change, for sure, brought a better quality in teaching-learning process. It needed careful observation and analysis. Any adjustment in order to make the improvement happened was recommended. The prior step to conduct was making a pre research to know the existing condition during the teaching-learning process, such as the teaching method used by the teacher; does she use an attractive or boring method? The students' activity during the learning process; are they active or passive? Are they enthusiastic? Do they have good grades in English? When the writer already knew the class condition through observing and investigating the occurrences, then, she arranged the problems solving. Several steps or cycles were needed to reach the aims of the investigation.

According to Arikunto (2009:74) four main steps in each cycle in action research are planning, action, observation, and reflection. It can be illustrated as follows:

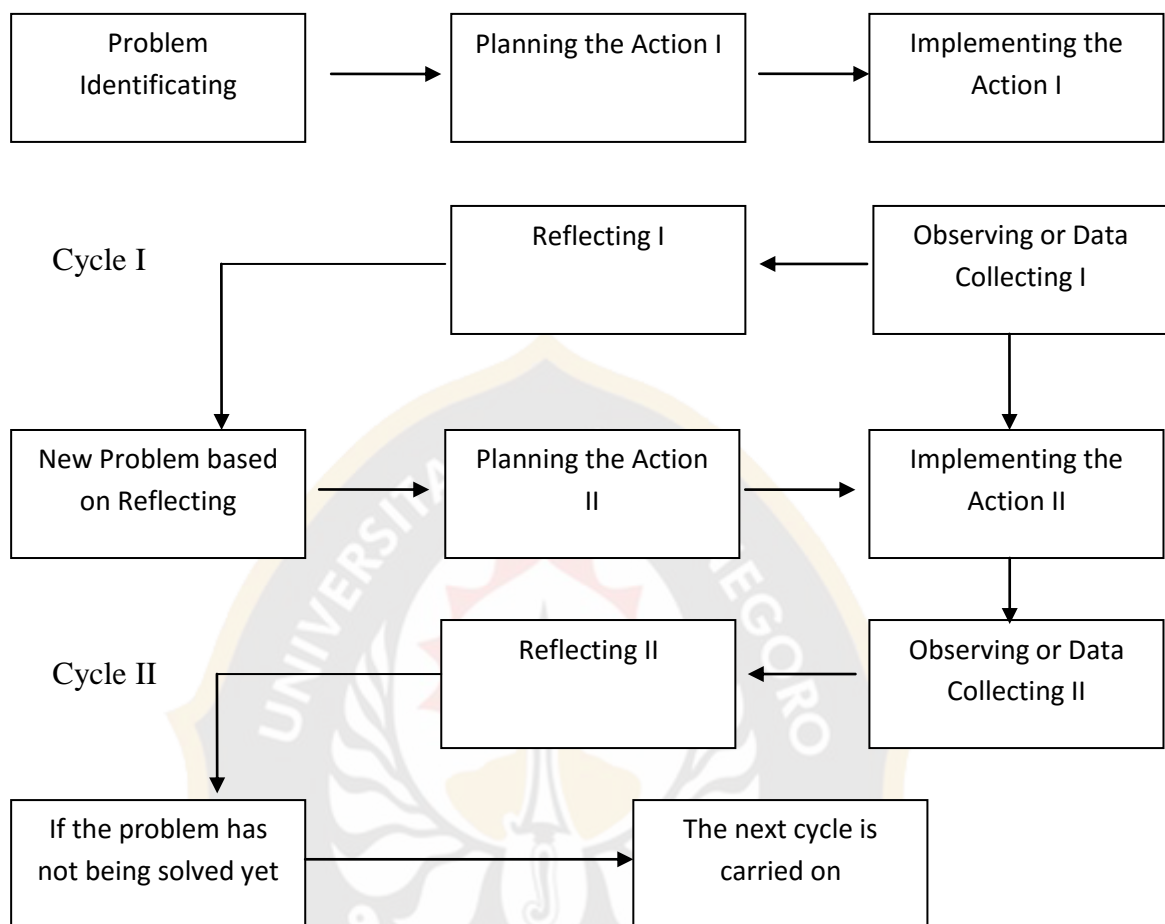


Figure 1: Diagram of Action Research

This action research was conducted in two cycles; the stages are as follows:

### 1. Planning the Action

Planning was made before implementing the action. Here are the preparations:

- a. Deciding and studying the material
- b. Arranging the lesson plan and designing the steps in doing the action
- c. Preparing properties and teaching aids

- d. Practicing how to convey all of the material
- e. Preparing the observation sheet to observe the teacher's skill and the students' activity
- f. Preparing the post test

## 2. Implementing the Action

It is about implementing the action which has been prepared before. This action research will be conducted in two cycles. The writer and the teacher taught through telling a story then let the students respond it by getting involved in the activities. The actions are as problem solving occurring in the class being observed.

## 3. Observing

Observing is aimed to obtain the data, to know how far the effects of the action reach the target (Arikunto, 2009:127). Observation was done collaboratively between the researcher and the teacher. It aimed to observe how the teacher taught her class, for example the teaching method that she used, to know the class activities during the teaching and learning process, and to observe students' grade after doing their tasks.

## 4. Reflecting

Arikunto (2009:133) says that reflecting is an act of restating, in a critically way, all of the actions have been done before. It reflects the changes upon the teacher, the students, or the class in general. After observing the teaching and learning process which is the teacher's teaching method, the students' behavior during the activities, and also the student' grade, the teacher come up

with the reflection such as are those actions are succeed by seeing the indicator on the first cycle, then she listed the lacks and wrote the problems occurred in the first cycle. The last was making the following steps to the next cycle.

### **3.2. Research Setting and Subject**

The research was conducted at SD Negeri Mlatiharjo 01 Semarang. This school is located on Jalan Cimanuk VIII Semarang. Although it is located in a suburb area, this school provides its students with good facilities such as proper chairs and desks, clean bathroom, library with plenty of good books collection and many more. The students come from around the school neighborhood.

The subjects of the research were the fourth grade students of SD Negeri Mlatiharjo 01 Semarang and the English teacher. The class consists of 41 students, 16 male students and 25 female students.

### **3.3. Procedures of Research**

#### **3.3.1. Cycle 1**

##### **3.3.1.1. Planning**

In order to achieve an optimal result, it is necessary to have a well-prepared plan. The plan involves making a lesson plan based on material which is going to be taught, preparing source and media to study, for example handbook, picture, and story, preparing the steps in doing the action and learning how to convey all of the material, preparing an evaluation tool; test and answer sheet, preparing an observation sheet to observe teacher's method in teaching and student' attitude.

### **3.3.1.2. Implementing the Action**

Action is carried out by several steps as follow: the first step is opening. In this opening stage the teacher greets the students and then they pray together before starting the lesson. After that, the teacher begins the lesson by opening light conversation that will be led to the main lesson. The second step is starting the main action. The teacher carries out several actions in order to serve the material such as dividing the class into several groups, introducing the vocabulary of the day, teaching the words meaning through gesture, asking the students to guess its meaning, checking the students' answer, delivering the story using the vocabulary of the day, asking several questions to students, retelling the story and asking more questions, asking students to retell the story instead of the teacher, retelling the story to the students from a different perspective, asking the students to retell the previous story. After conducting those actions, the next step is making a confirmation. The teacher along with the students corrects the answer together. Later, the teacher asks more questions based on the previous lesson to check the students' understanding. Then, the teacher gives an opportunity to students to ask question. The last step is closing the lesson of the day. The teacher along with her students concluded the material together. Post test was distributed. It is being done individually so that the teacher can measure one's understanding.

### **3.3.1.3. Observing**

The researcher observes three points. The first point is observing the way of how the teacher taught her class including how she was explaining and conveying the material as well as the purpose of the lesson, how she was guiding

her students in preparing themselves before telling story. The second point is observing the students' activities for example: did they listen to their teacher explanation, did they ask a question, did they take a note. The last point is observing the students' grade.

#### **3.3.1.4. Reflecting**

In reflecting stage, the teacher makes evaluation of the process and the result of learning from cycle 1. After that she writes the weakness and listing it as a reference to conduct the next cycle. Later, she plans the following steps to carry out the cycle 2.

#### **3.3.2. Cycle 2**

The steps carried on cycle 2 were slightly similar to cycle 1. The difference is that in cycle 2, there are developmental activities to overcome the weakness in cycle 1. The purpose of cycle 2 is to encourage the students to be more active and to give more opportunity to them to practice their ability. Planning in cycle 2 is the same as in cycle 1. The teacher always makes a lesson plan before teaching the material, prepares the source and media to study, prepares the observation sheet and evaluation tool, rehearses the gesture to convey the story well. In terms of implementing the action, the steps are similar to the previous cycle in the way on how the teacher begins the lesson, observes the teaching and learning process, makes confirmation and closes the lesson of the day. The discrepancy between cycle 1 and cycle 2 is showed in the way the teacher conducts the main action. The main action in cycle 1 and cycle 2 is different because it aims to obtain students' understanding in depth. The actions

are as follow: in this cycle, the class is divided into group again, then the teacher is introducing the vocabulary of the day, she is teaching the words meaning through gesture accompanied by some students, she is asking the students to guess its meaning and then checking the students' answer, the story is delivered again using the vocabulary of the day, asking several questions to students, retelling the story and asking more questions, asking students to retell the story instead of the teacher, retelling the story to the students from a different perspective, asking the students to retell the story from the new perspective. In making a reflection, the teacher keep evaluating her teaching and learning process and then she draws a conclusion together with her students.

### **3.4. Data Collection**

#### **3.4.1. Types of Data**

There are two collected data. The first one is qualitative and the second one is quantitative. Qualitative data were obtained from the observation sheet. It is used to observe teacher's skill in teaching English for example how she was explaining the material and conveying the purpose of the study to her students, how she was guiding her students in preparing the students' performance, and many more. Students' activities are also being observed through this instrument as well included how they behave during their teacher explaining the material. Other data came from questionnaire sheet. The format of the questionnaire is 'yes' and 'no' question. In short, any occurrences and changes happened during class activities refer to qualitative data.

Quantitative data refers to students' English score obtained from both in pre test and in post test. The pre test score was taken before the cycle started.

### **3.4.2. Source of Data**

Three sources of data utilized in this research are the teacher, the students, and also the students' English score. The researcher is going to observe the teacher skills in which the way she conducts the class using observation sheet. As well as the teacher, the observation sheet is also used to observe students behavior and attitude in experiencing TPR Storytelling. Their activities during the class time were observed. The researcher also distributes test to get the students' English score. The score will be used to determine whether the students comprehend and understand the English vocabulary easily or not. Furthermore through the students' score, the researcher can see whether the target of the study is already achieved or not.

### **3.5. Technique of Data Collection**

The researcher utilized the following instruments to collect the data:

#### **3.5.1. Questionnaire**

The questionnaire is the instrument that the researcher used to gather the data. It consists of a number of questions or statements that must be responded by the subject of the research. Hornby, Cowie and Gimson (1974:686) writes questionnaire as list of questions to be answered by a group of people, especially to get facts or information or for a survey.

According to Richard and Charles L (1994:10), the questionnaire is a useful way of gathering information about affective dimensions of teaching and

learning such as attitude, motivation and preference also enable the researcher to collect a large amount of information relatively quickly.

All questions or statements contained in the questionnaire are related to the purpose of this research. These questionnaires were used to find out students' perception in receiving TPR storytelling as a method to teach English also to investigate whether or not this method can enhance students' enjoyment in learning English. All of questions were written in a form of 'yes' and 'no' question. Students are asked to put a check in a column 'yes' if they are agree with the question and put a check in a column 'no' if they are disagree with the question. It was distributed at the end of the second cycle.

### **3.5.2. Observation**

Another instrument used to collect data in this study is observation sheet. Arikunto (2009: 19) says that observation is about observing and investigating certain activities done by observer. Observation is recommended as a way of gathering information about teaching and learning process. It was applied in observing students' participation and also in investigating teacher's teaching activity.

### **3.5.3. Test**

Brown (2004:3) states that test is a method of measuring a person's ability, knowledge, or performance in a given domain. The test utilized in this research was taken at the end of every cycle to measure students understanding in vocabularies used in a story. The same vocabularies taught through TPR storytelling were used in the test but it is implemented in a different context. It

aimed to know how far students comprehend the meaning of the words they had already learned. It is also to show to the students that the words can be used in a different context even in their everyday usage.

#### **3.5.4. Documentation**

Documentation is technique of collecting data by gathering and analyzing the documents whether written documents or pictures (Sukmadinata, 2009:221). The document gathered in this research was the students' English score.

### **3.6. Technique of Data Analysis**

#### **3.6.1. Quantitative data**

The quantitative data was the result of the test. It was the grade that students got after doing the evaluation. The test was in a form of multiple choices. According to Poerwanti (2008:63-64), there are three ways to score multiple choices test. The first, scoring the test by giving one point in each correct number without making a correction. To get the final result, the number of correct is counting. The second, scoring the test by giving a consideration to wrong answer questions and unanswered questions. In this case, any correction is necessary. The last, scoring the test by giving a different score in group of questions.

To calculate the quantitative data, the students grade, the first way was used by giving one point in each correct number without making a correction. The formula is as follows:

$$\text{Score} = \frac{B}{N} \times 100 \text{ (Scale 0 – 100)}$$

**B : number of correct**

**N : the amount of question**

To calculate *mean*, the following general formula was used:

$$M = \frac{\sum x}{N}$$

$\sum x$  = the amount of whole score

N = the number of students (Sudjana, 2009: 125).

To calculate the percentage of the number of students who accomplish the target of the study, the following formula was used:

$$\rho = \frac{\sum \text{Students who accomplish the target of study}}{\sum \text{Student}} \times 100 \%$$

(Aqib, 2009: 41)

There are two criteria whether or not the students accomplish the target of the study. It is showed in the table below:

Criteria	Qualification
$\geq 63$	Accomplish the target
$< 63$	Not accomplish the target

Table 3.1 the standardized score for English subject in SDN Mlatiharjo 01

Semarang

The table shows the minimal score must be reached by the students which is 63. If students get the same as 63 or above, it means that they reach the target of

the study but if they do not reach the minimum score, it means that they do not reach the target.

After computing all of the aspects, the result in cycle 1 and cycle 2 was compared. It is going to draw about the increasing quality of English teaching and learning through implementing TPR storytelling.

### 3.6.2 Qualitative data

Qualitative data came from questionnaire sheet and observation sheet. Questionnaire distributed to students contained 'yes/no' questions. It aimed to find out the students perception and enjoyment after studying English through TPR storytelling. The formula for computing the result of questionnaire is:

$$P = \frac{\sum X}{\sum N} \times 100\%$$

**P** : The percentage

$\sum X$  : The amount of students who got category.

$\sum N$  : The amount of the students (Mills, 2000: 107).

Data from observation sheet was analyzed and classified according to its category based on following formula:

$$N = \frac{A}{B} \times 100\%$$

N = percentage of teacher or students activities

A = the amount of score being achieved

B = the total score being analyzed

Scoring system in each criteria of observation sheet is based on the following :

1: Less, 2: Fair, 3: Good, 4: Excellent

Then, the result was described according to scoring scale of teacher and students activities as follow:

#### Scoring scale of teacher and students activities

Table 3.2 scoring scale of teacher and students activities

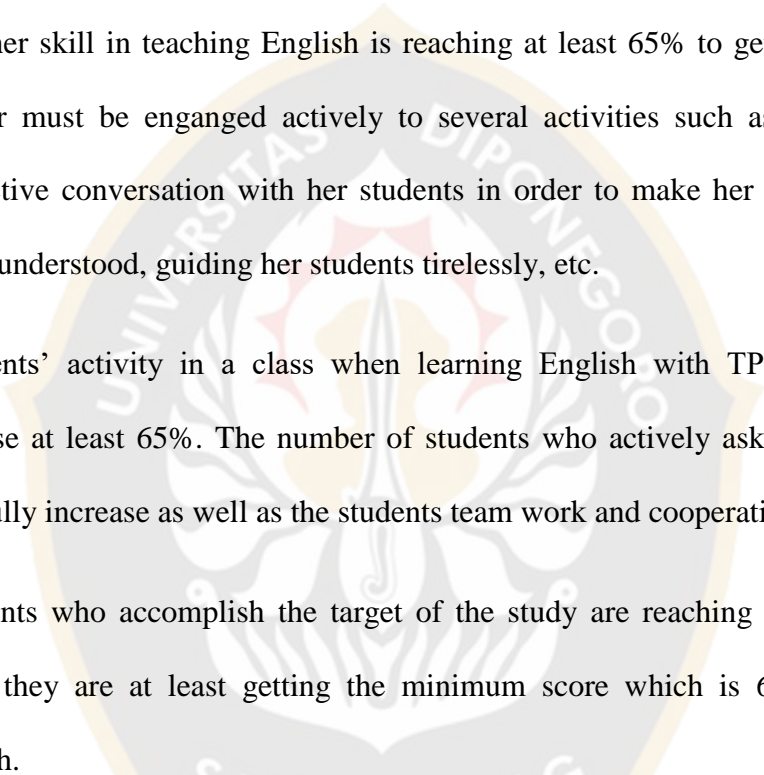
Achievement of Purpose if the Study	Qualification	Level of Accomplishment in Teaching and Learning
85-100%	Excellent	Success
65-84%	Good	Success
55-64%	Fair	Failed
0-54%	Less	Failed

(Aqib, 2009:161)

After calculating all of the qualitative data using certain formula, the data was described and interpreted through words and sentences or descriptively based on the actual existing condition during the research was carried on. The use of table and figure is very helpful to support the data.

### 3.7. Indicator of Success

Indicator was made to determine whether or not the research is done successfully. There are four indicators which measure the quality of English teaching and learning in SD Negeri Mlatiharjo 01. They are:

- 
- a. Students' perception and enjoyment in receiving TPR storytelling as a fun teaching method reach 65-84% or at a good level. It means that through TPR storytelling the students are more easily understand English word meaning because they are experiencing the real activities that can lift their enjoyment and happiness in learning.
- b. Teacher skill in teaching English is reaching at least 65% to get success. The teacher must be engaged actively to several activities such as selecting an interactive conversation with her students in order to make her explanation is easily understood, guiding her students tirelessly, etc.
- c. Students' activity in a class when learning English with TPR storytelling increase at least 65%. The number of students who actively ask questions are hopefully increase as well as the students team work and cooperation, etc.
- d. Students who accomplish the target of the study are reaching 80%, in other word, they are at least getting the minimum score which is 63 in learning English.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### 4.1. Finding

##### 4.1.1. Description in Cycle 1

In this research, the teacher taught English vocabulary to her students using Total Physical Response Storytelling. In cycle 1, the teacher taught color, greeting and introducing. The researcher and the teacher worked collaboratively to prepare the lessons. Both of them decided the target of vocabulary which will be taught to the students. Cycle 1 was carried out by applying the four steps:

##### 4.1.1.1. Planning

The researcher and the teacher made the lesson plan. They listed the words which will be taught. First lesson, the teacher taught students about color and adjectives. Learning color could not be explained by gesture so we prepared a set of colored card. Then, the vocabulary were not taught in isolation but combined with several verbs. They also studied about greeting and introducing themselves to others.

Before the vocabulary was conveyed to students, the teacher rehearsed with her partner in order to convey it because in explaining the vocabulary, a clear image and visualization should be appeared so that the students understand what they learn.

To measure whether the students master all of the vocabulary of the day, the teacher along with the researcher designed the evaluation test. The students

did the quiz with their group and then at the end of study, the teacher distributed the post test. It was done individually.

In this research, TPR Storytelling used not only to teach students to master the vocabulary of the day but it also to observe the teacher's skills and the students' activities during the teaching and learning process. Therefore, the researcher prepared the observation sheet. She also asked her friend to help her to observe the activities happened in the classroom.

Two observation sheets were prepared to observe the activities happened in the classroom. It observed both teacher and students activities. Six criteria in each observation sheet were used as a rubric to assess teacher and students activities. Each criterion had range of score from 1 to 4. Score 1 means poor score, score 2 is fair score, score 3 means good score, and the highest score is 4 which means excellent score. Each score described the activities both teacher and students did.

Because the research needed assistance from other people to assess the teacher's skills and students' activities, the researchers and the researcher assistance had a discussion to share and to reach the same agreement before assessing and judging the activities happened in the classroom. Both of them were agreed firmly to obey the content of the observation sheet without having a personal interest. It was done in order to maintain the data valid and objective.

The maximum point that the teacher and students possibly gets is 24. If both of them can get this point, it means that they were 100 % excellent in participating in the teaching and learning process. Both of them can play their part

excellently. In short, the teacher can accommodate and fulfill her students' needs well and the students can understand what their teacher teaches easily.

Once the planning and preparation was done, the next step is carried out. In this step, the procedure of Total Physical Response Storytelling was implemented.

#### **4.1.1.2. Implementing the action**

To begin the class, the teacher asked class coordinator to direct his friends to pray before starting the lesson of the day. Then, the teacher greeted her students and asked their feeling. The conversation run in relax and casual way because it aimed to make students feel comfortable before they began the lesson. Once they are relaxed, next thing to do was to begin the lesson with casual conversation leading to the main material. Because the lesson in cycle 1 learned about color, greeting and introducing, the opening conversation would be: teacher asked “do you know the color of our national flag?” ” have you said good morning to your mother today?” The initial conversation was an opening to the actual lesson. It triggered students to engage to the lesson. When the class was conducive to begin the lesson, the teacher began to the main lesson.

The teacher divided the class into 8 groups; each group has 5-6 members. Students' identity card was also distributed in order to make the observation easier to conduct. When the students were divided into groups, the class condition was not conducive. The students wanted to make their own group by choosing their own partner but the teacher did not allow them in making their own group. The teacher showed to the class that she had the authority to conduct and to make a

decision during the teaching and learning process. The chaos actually happened for couple minutes but at the end the students can follow and obey the teacher's instruction well.

The next step, the teacher introduced the target vocabulary of the day and taught it through traditional TPR gestures. At this stage, students showed their enthusiasm. They wondered at what their teacher did. While their teacher acted out the gesture, some of the students imitated what their teacher was doing.

Having finished with the gesture, the teacher was assessing the students, by giving a series of command and observing the students to make sure they know the corresponding gestures.

After that, the teacher told the story using the target vocabulary of the day. She asked her students to pay attention carefully to her explanation so that the students would not miss a single sequence of the story and they can get complete understanding, both in understanding the meaning of the words and in comprehending the story.

Then, the teacher retold the story and asking more questions while acting out the story herself. In this stage, the researcher and her assistance examined all of the interaction during the teaching and learning process.

The teacher asked her students to retell the story and the students would perform it with their group. In this case, teacher should be guided her students to perform the TPR Storytelling. She should be aware of her student's difficulties.

The following step, the teacher retold the story again but from different perspective. The story was changed; it was not completely the same as the

previous story. The teacher might change the subject or use compound subject. The material was adjusted with the students' daily experienced to make strong memory.

Later, the teacher asked her students to retell the story once more. By retelling the story again, the students had the opportunity to learn the words deeply and to understand the context and situation.

Having finished with all the previous steps, the teacher distributed the quiz to check students' vocabulary mastery. The quiz aimed to know how far students comprehended the story.

#### **4.1.1.3. Confirming**

At this stage, the teacher along with her students discussed the quiz together. They checked and corrected the answer. While checking and correcting, the teacher asked the students more and more in order to know their understanding. The students were expected to feel free to ask. This triggered them to be active in asking and answering the questions.

#### **4.1.1.4. Closing**

Together with her students, teacher concluded the material. Then, post test was distributed to measure students' understanding. Students were done it individually. The class was quite and conducive. Having finished, the post test was submitted and the class was finished. Before saying good bye, teacher told her students about the next material they were going to learn.

#### 4.1.1.5. Observing

The researchers observed three points such as the teacher's skills, students' activities, and the students' grade after TPR Storytelling was done. Teacher's skills and students' activities were observed during the teaching and learning process using the observation sheet.

##### 4.1.1.5.1 The result of teacher's skills

To assess how teacher conducted her lesson during teaching and learning process, the researcher used observation sheet which consisted of six criteria and reflected skills in providing good teaching attitude toward students. During teaching and learning process students experienced TPR Storytelling to learn English vocabulary. Based on the observation result, the data on cycle 1 are showed in the table as follows.

Table 4.1 teacher's skills in cycle 1

No.	Indicators	Score
1.	Explaining the purpose of the study	2
2.	Presenting the material	2
3.	Dividing students into groups of study	2
4.	Finding out when students were having trouble in understanding	3
5.	Guiding the students' groups	2
6.	Giving quizzes	3
Total		14
Percentage		58,33%
Criteria		Fair

Criteria:

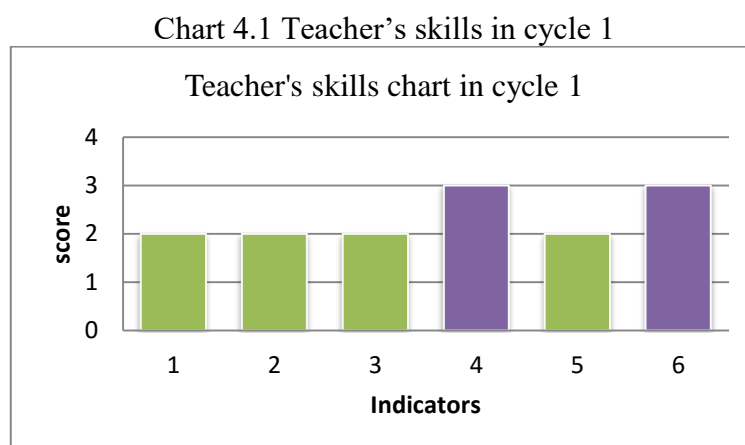
85-100%                      Excelent

65-84%                        Good

55-64%                        Fair

0-54%                         Less

Based on the table above, the following chart shows the data as follows:



Indicators:

1. Explaining the purpose of the study
2. Presenting the material
3. Dividing students into groups of study
4. Finding out when students were having trouble in understanding
5. Guiding the students' groups
6. Giving quizzes

Based on the chart, the data shows that in delivering the purpose of study, the teacher gets score 2. It is fair enough because the purpose of study was delivered clearly but only two or at least five students understand what she delivered. Unfortunately, most of the students still need to process the information. Score 2 was also given in case of presenting the material to the students. In this case, at least 8 students understood the material and showed enthusiasm, but that is not enough. Most of the students must understand what they learn in class. When dividing students into group of study, teacher gets score 2 because the groups had already divided heterogeneously but students ignored

the important of the identity card. The card is actually important for students because it gives them identity. If they wear it, it will be easier in making an assessment particularly when teacher has to assess their participation in group working. Teacher was aware of students' difficulty. She responded to their problems and warned her students who made too much noise in class and disturbed their other friends. Therefore, in this case, she gets score 3. Apparently, the teacher did not guide all students group because only 2-3 groups were guided whereas there are 8 groups in class. So, in guiding students group, score 2 was given. Giving quizzes is the last point to observe and teacher gets score 3. It is good score even though 2-3 students were not paying attention when she explained the instruction.

According to the data above, the teacher gets 14 points from 24 point. The teacher's skills in teaching English words to students using TPR Storytelling is categorized fair because the total percentage shows 58,33%. The achievement was not content. Teacher should improve her effort in order to accomplish the target because according to the indicator of success, she should achieve good level or at least 65% target achievement or she can get at least 16 points. Then cycle 2 need to be conducted to overcome the lack in the cycle 1.

#### **4.1.1.5.2. The result of students' activities**

Learning English through TPR Storytelling triggers students to be active in class because this teaching method gives them considerable opportunity to participate in the teaching and learning process. Based on the observation in cycle 1, students' activities are shown from the table below:

Table 4.2 Students' activities in cycle 1

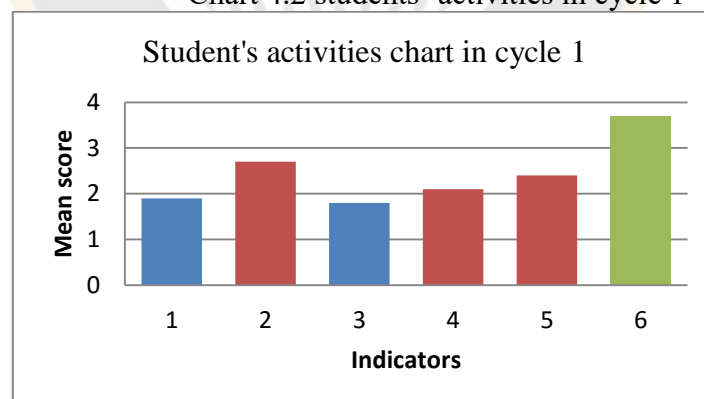
No.	Indicators	Mean score
1.	Paying attention while the teacher is explaining the purpose of study.	1,9
2.	Paying attention while the teacher is explaining the material.	2,7
3.	Students are active in asking question.	1,8
4.	Students are active in answering question.	2,1
5.	Students are active in group working.	2,4
6.	Performing the task.	3,7
	Total	14,6
	Percentage	60,83%
	Criteria	Fair

Criteria:

85-100%	Excellent
65-84%	Good
55-64%	Fair
0-54%	Less

Then, the following chart presents the data as follows:

Chart 4.2 students' activities in cycle 1



Indicators:

1. Paying attention while the teacher is explaining the purpose of study.

2. Paying attention while the teacher is explaining the material.
3. Students are active in asking question.
4. Students are active in answering question.
5. Students are active in group working.
6. Performing the task.

According to the data finding above when the learning process occurred, most of the students did not pay attention while their teacher delivered the purpose of study. Many of them still ignored and did not make any note to the teacher's explanation. Entering to the lesson, when the teacher explained the material, most of the students paid attention seriously and quietly. They also made a note but a few students gave response to the material. Sometimes, if they did not understand the material they prefer asked to their friend instead of their teacher so there were some students who asked question twice but students who did not ask any question also appeared. It is good to know that some of them encouraged in asking question. In the question and answer session, most of the students were answering the teacher's question one time. The teacher often had to push them to be more active in answering the question and students who were motivated can answer the question twice. Students also experienced themselves in working as a group. Many of them are interested and passionate participating in a group. They did the task well and shared their opinion to their friend but there were students who were not taking the group discussion seriously. They often made a joke with their friend but the teacher still can control them. When the quiz was distributed, students who were smart did it individually and submitted in time but some students needed help from their friend to finish it and need extra time to complete their task.

In short, student's activities in learning English through TPR Storytelling in cycle 1 was included in fair level (60, 83%), the mean score that students get is 14, 6. What students did in class was quite good but many of them should be more active and teacher should motivate these students to be brave both asking and answering question and also to be confident in sharing their opinion.

#### 4.1.1.5.3 The result of students' grade

The first step in observing the students' grade was gathering the students' grade from pre cycle level. It aimed to know how far students understand the lesson before the teacher was applying TPR Storytelling as a teaching method.

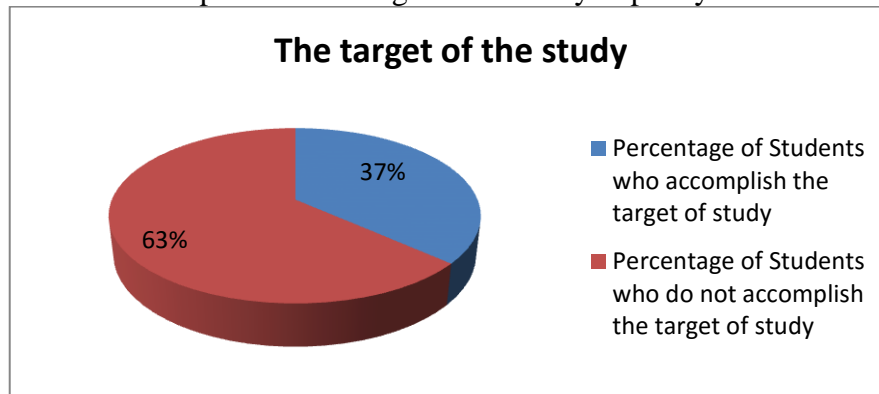
The result shows as follows:

Table 4.3 students' grade achievement in pre cycle

The lowest score	10
The highest score	70
Mean score	53,4
Students who accomplish the target of the study	15
Students who do not accomplish the target of the study	26
Percentage of Students who accomplish the target of the study	36,5%
Percentage of Students who do not accomplish the target of the study	63,4%

Based on the table above, then it can be summed into the graphic below:

Graphic 4.1 the target of the study in pre cycle



According to the findings in the pre cycle above, the lowest score is 10 and the higher score is 70. The students who accomplish the target of the study are 37% or only 15 students from total 41 students and there are 63% or 26 students who do not accomplish the target of the study. It means that the result of study is still far from the target. Based on the indicator of success, 80% of students should reach the target of the study and at least gets score 63 for English. Then, the teacher has to make improvement in order to raise her students' accomplishment in learning English. Here, cycle 1 is going to carried out to help teacher improves her student's understanding in learning English by applying TPR Storytelling as the teaching method. Post test held at the end of study in every cycle. It is a multiple choice test which consist of 30 questions. If the students' grade still do not reach the target of the study, then following cycle is going to carry out.

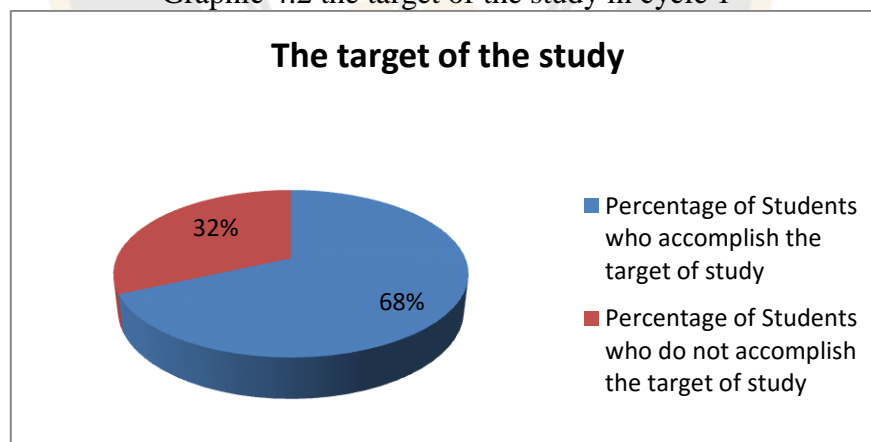
The result of study in cycle 1 is can be seen from the table below:

Table 4.4 Students' grade achievement in cycle 1

The lowest score	30
The highest score	100
Mean score	78,7
Students who accomplish the target of the study	28
Students who do not accomplish the target of the study	13
Percentage of Students who accomplish the target of the study	68,29%
Percentage of Students who do not accomplish the target of the study	31,70%

The target of the study is shown on the graphic below:

Graphic 4.2 the target of the study in cycle 1



From the table, in cycle 1 the lowest score is 30 and the higher score is 100. There are 28 students who accomplish the target of the study or 68% and 13 students or 32 % of them who still fail in reaching the target of the study. Broadly speaking, after applying TPR Storytelling in cycle 1, students show progress in receiving the lesson. The result in cycle 1 is better than that of in pre cycle

although students who accomplish the target of the study are under 80% but the teacher makes a significant improvement. The students who accomplish the target of the study increase, from 37% in pre cycle to 68 % in cycle 1. According to the result found in cycle 1, the target of the study is not accomplished yet so that the following cycle is going to be held to make better improvement. It is aimed to reach the target of the study that is 80% of students must reach the target of the study.

#### **4.1.1.6 Reflecting**

After observing the teacher's skills and students' activities in cycle 1, the researcher reflects some points which need to be solved. The first point needed to be solved is in dividing the group of study. At an early stage, the teacher should tell the students to follow her instruction in dividing the group of study so that the chaos can be anticipated. Although the class is manageable at the end but some times had already wasted. The problems appeared when some students did not wear their identity card so it is rather overwhelmed in assessing their participation. Fortunately, this is happened just in a short time. During teaching and learning, some students were passive and look confused in receiving the material. They were not asking or answering the question. Some students were not taking the lesson seriously. They often made a joke and ignored the teacher's explanation. The teacher has not maximized yet in guiding the group of study because some group did not experience her guidance. The teacher's skills and students' activities need to be improve because the target has not achieved yet. The students' score also still need to be improve because 26 students in a class failed to pass English

subject.

#### **4.1.2. Description in cycle 2**

After reflecting the weakness' and the problems occurred in the cycle 1, cycle 2 was conducted to achieve improvement and to solve the problems in the cycle 1.

##### **4.1.2.1 Planning**

Making the lesson plan is necessary. Both the researcher and the teacher chose the vocabulary of the day. They made a list the words which will be taught. The next lesson, the students learn nouns. The material discussed the noun surrounding their daily life. In this cycle they studied part of body, things in the kitchen and bedroom.

In cycle two, the teacher arranged the story based on their daily life. She used picture to describe kind of nouns in their bedroom and their mother's kitchen. Creating the story based on their everyday life build their visualization easily. It is hoped that when they familiar with the subject of study they will master the targeted vocabulary. The vocabulary learned was not merely the nouns in isolation but it combined with the action verb so that when the teacher can tell the story attractively. Before delivering the material, the teacher practiced in how to deliver the story well.

In cycle 2, the observation still focused on the teacher's skills and students' activities during the teaching and learning process. The same observation sheets were prepared. The activities in cycle two were designed to

solve the problems emerged in cycle 1 and the activities in cycle 2 is expected to raise the target of the study.

#### **4.1.2.2. Implementing the action**

Action in cycle two implemented the procedure of TPR Storytelling. The procedures are as follows:

Praying began the lesson of the new day. Then, teacher greeted her students as well as to recall previous lesson. In fact, most of the students responded her and they greeted each other. The teacher also asked her students to greet their classmate. Both the teacher and students had a conversation discussing previous lesson. Before starting the new material, the teacher built the context first. She asked her students to mention kind of goods in their bedroom after that she also asked their mother's kitchen tool. Apparently, all of her students answered her question easily. She succeeded in building the context of the study. That was good effort at continuing the next material discussed about the body part. The next step was prepared the steps in TPR Storytelling.

First of all, the teacher divided the class into 8 groups; each group has 5-6 members. Students' identity card was also distributed in order to make the observation easier to conduct. In cycle 2, the teacher divided the group based on the attendant list, for example: number 1-5 is group 1. While the teacher was calling the students' name, the students were waiting patiently and calmly in their chair. Through this way, chaos could be eliminated and the group was heterogeneously, consist of female and male students evenly.

The following step was introducing the target vocabulary of the day. Instead of teaching the gesture through classic Total Physical Response directly, the teacher asked two students who is unmotivated to accompany her in delivering the lesson. It triggered them to be brave in taking part actively in the teaching and learning process. Once they felt comfortable, they enjoyed the learning more.

The next movement was assessing the students by giving a series of command and observing the students to make sure they know the corresponding gestures correctly. At this stage, the teacher asked two groups of students to follow her instruction. Group which made a mistake had to sing. The teacher repeated the vocabulary over and over, silly command were also used, for example “enter the cupboard”, “bite your chair”.

At this stage, the teacher told the story using the target vocabulary of the day. She asked her students to pay attention carefully to her explanation so that the students will not miss a single sequence of the story and they can get complete understanding, both in understanding the meaning of the words and in comprehending the story.

When the teacher was not sure that her students had already understood all of the targeted vocabulary, she retold the story and asked more questions while acting out the story herself.

After repeating the story, the teacher asked her students to retell the story they just heard. In this stage, the teacher can measure students’ understanding. Through this way, students also learned to raise their confident. Before, the

students performed in front of the class, the teacher said to the students not to be afraid of making a mistake.

Now the teacher retold the story again but from different perspective using the same targeted vocabulary. The story was changed in order to avoid boredom and to trigger students' curiosity so that they will be more active in asking question.

The next step, it was the students' job to retell the story once more from the new perspective. It aimed to train students to use the same vocabulary in a different context. The last step, the teacher distributed the quizzes as well as the post test to check whether the students had already mastered the vocabulary or not.

#### **4.1.2.3. Observing**

The observation focused on the teacher's skills, students' activities, and the students' grade. The technique in scoring the observation in cycle 2 was the same as in cycle 1. The researcher and her assistance gave the score based on the activities happened in the classroom. The six criteria were firmly applied to keep the data valid. The score range from 1 or poor score to 4 or excellent score. If the teacher or the students get the 24 point for the total score it means that they 100% succeed excellently.

#### 4.1.2.3.1 The result of teacher's skills

The result finding in cycle 2 is presented as follows:

Table 4.5 teacher's skills in cycle 2

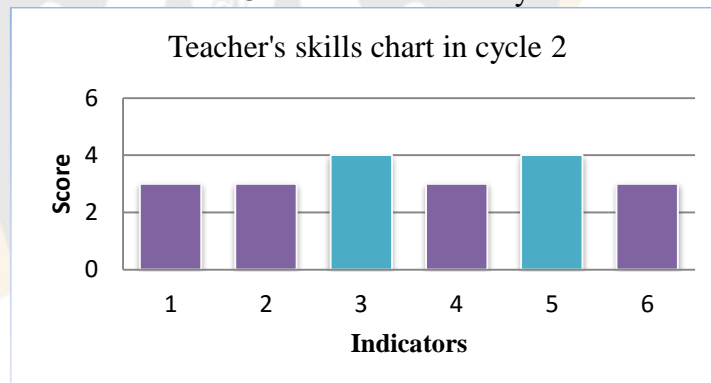
No.	Indicators	Score
1.	Explaining the purpose of the study	3
2.	Presenting the material	3
3.	Dividing students into groups of study	4
4.	Finding out when students were having trouble in understanding	3
5.	Guiding the students' groups	4
6.	Giving quizzes	3
Total		20
Percentage		83,33
Criteria		Good

Criteria:

85-100%	Excelent
65-84%	Good
55-64%	Fair
0-54%	Less

According to the table, the data can be shown in the following chart:

Chart 4.3 teacher's skills in cycle 2



Indicators:

1. Explaining the purpose of the study
2. Presenting the material
3. Dividing students into groups of study
4. Finding out when students were having trouble in understanding
5. Guiding the students' groups
6. Giving quizzes

Having shown by the chart, the data shows that purpose of the study was delivered although there are 2-3 students still do not understand the information. So, score 3 was given to the teacher. Based on the chart, teacher was good in serving the material since most of her students understand the lesson therefore teacher gets score 3 as well. In dividing students into groups, teacher is excellent. She divided her students heterogeneously and the student's identity card had already worn by the students. In this case, the highest score which is 4 was given. In helping her students when they were practicing TPR Storytelling, teacher gave good guidance. She helped students in solving their difficulties and admonished some students who were disobeyed therefore she deserves for score 3. In cycle 2, teacher was excellent in guiding the student's group. She gets 4, excellent level, because all of student's group experience her guidance. Then, in distributing the quiz, score 3 belongs to teacher. The quiz had already based on previous material but there were 2-3 students still ignoring her instruction.

After conducting cycle 2, the data shows that improvement happened. Teacher skills in teaching English through TPR Storytelling toward students have increased 25%, from fair (58, 33%) to good level (83, 33%). Teacher has already reached what she is targeted because according to the indicator of success she has to accomplish at least 65% and now in cycle 2 she reached 83, 33%

#### 4.1.2.3.2 The result of students' activities

The observation result shows the data as follows:

Table 4.6 students' activities in cycle 2

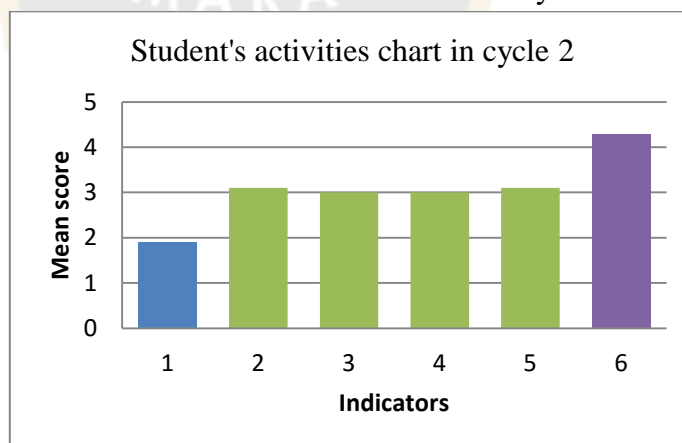
No.	Indicators	Mean score
1.	Paying attention while the teacher is explaining the purpose of study.	2,7
2.	Paying attention while the teacher is explaining the material.	3,1
3.	Students are active in asking question.	3,0
4.	Students are active in answering question.	3,0
5.	Students are active in group working.	3,1
6.	Performing the task.	4,3
	Total	19,2
	Percentage	80%
	Criteria	Good

Criteria:

85-100%	Excelent
65-84%	Good
55-64%	Fair
0-54%	Less

The chart presents the data as follows:

Chart 4.4 students' activities in cycle 2



Indicators:

1. Paying attention while the teacher is explaining the purpose of study.
2. Paying attention while the teacher is explaining the material.
3. Students are active in asking question.
4. Students are active in answering question.
5. Students are active in group working.
6. Performing the task.

According to the data, in cycle 2 most of the students were willingly to take a note when the purpose of study was explained. They were writing the point about what lesson they were going to learn and what ability they would master after receiving the lesson. Unfortunately, some students, at least 2-3, still gave no response. Sometimes, they disturbed their other friends. In this case, teacher warned them and the situation is being controlled. When the material was begun, most of the students paid attention and made a notation. There were students who were responding to the teacher explanation in order to make confirmation about material they did not understand yet. Students who were asking question were increasing. At least they were asking twice and some of them were asking more than three times. It was good because it built their critical thinking and triggered their friends to do the same thing. When teacher asked question, students were passionate to answer it. The number of students who responded teacher's question was rising so that classroom atmosphere became more alive. In group working, students helped each other to solve their group's problem. They were more confident in sharing their point of view and sometimes motivate each other. They worked well as a team. Students were excellent in performing the quiz. All of

students worked it individually and submitted their task in time. They were not having difficulties in doing it because the material had already learned previously.

In cycle 2, students were more active in the activity. They asked and answered question enthusiastically. They finished their task in time and worked together as a good team. Learning English through TPR Storytelling seemed fun. Student's activities in cycle 2 show 80% of accomplishment. It means that it raised 19, 17% than that in cycle 1. In short, teacher is success to make her students taking part in the classroom activity. They engaged to the activity actively.

#### 4.1.2.3.3. The result of students' grade

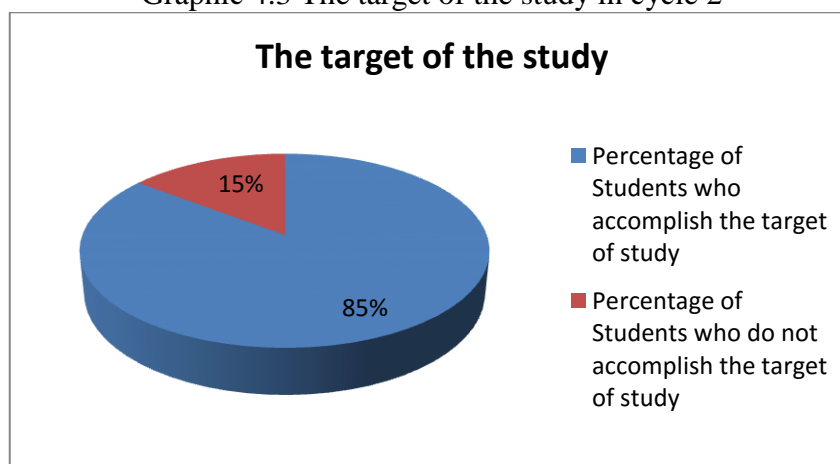
The result of study in cycle 2 is shown as follows:

Table 4.7 Students' grade achievement in cycle 2

The lowest score	50
The highest score	100
Mean score	83,1
Students who accomplish the target of the study	35
Students who do not accomplish the target of the study	6
Percentage of Students who accomplish the target of the study	85,36%
Percentage of Students who do not accomplish the target of the study	14,63%

The target of the study can be illustrated based on the following graphic:

Graphic 4.3 The target of the study in cycle 2



Cycle 2 shows better improvement. Most of the students accomplish the target of the study. 85% of students or 35 students reach the target of the study. Unfortunately, there are 6 students or 15% of them who still do not accomplish the target of the study. The lowest score is 50 and the higher score is 100. The target of the study in cycle 2 is beyond what is targeted based on the indicator of success. It means that TPR Storytelling can help students to understand their lesson. They know the English words better and they can do their task well. It also helps the teacher to get improvement in order to bring her students to fulfill the target of the study.

#### 4.1.1.2.4. Reflecting

Based on the finding in cycle 2, the researcher finds that obstacle did not occur when the teacher divided the class into group. The students obeyed the teacher's instruction. They sat patiently and calmly waiting for their name being called. Students now realize that their identity card is important to assess their participation in the teaching and learning process so in this case most of the

students worn their identity card. Since the students get more familiar with the teaching method, they are fearless in asking and answering the question. The teacher also became more active in asking questions and the students are very pleased in answering the question as well. The teacher was excellent in guiding her students. She can manage the time to give assistance on her students difficulty. Finally, in this cycle all of the target were accomplished. The teacher's skills reached 83, 33%, students' activities has risen 19, 17% , and 85, 36% students accomplished the target of the study although there are 6 students still failed.

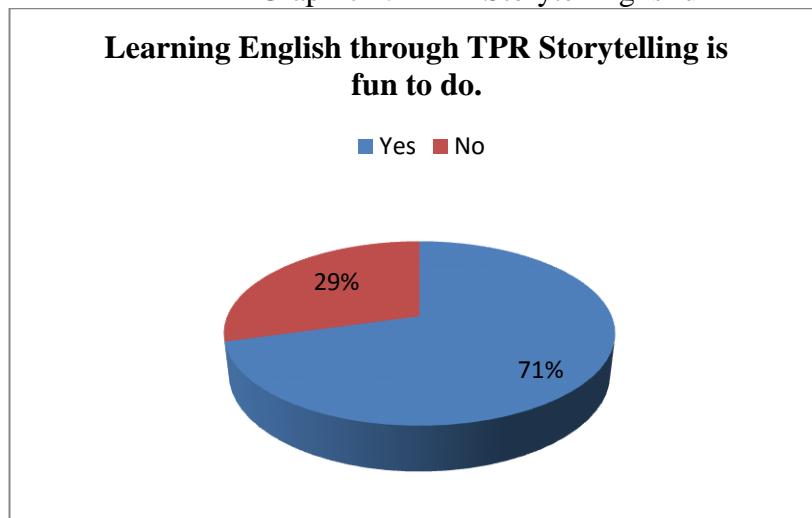
#### **4.1.3. The Questionnaire Findings**

The questionnaire was distributed to gather the information about students' perception and students' feeling of personal enjoyment after experiencing TPR Storytelling method. It was divided into two parts. The first four questions were asked to get students' perception and the rest four questions were going to answer about students' feeling of personal enjoyment. The results of the questionnaire are presented as follow.

The first question asked whether the students like to learn English through TPR Storytelling or not. All of students respond it positively (100 %). Based on this respond, it showed that all of students like this teaching method.

Next question was asked to find out whether TPR Storytelling is fun to do or not. Apparently, students gave varied responses. It could be seen on the chart below.

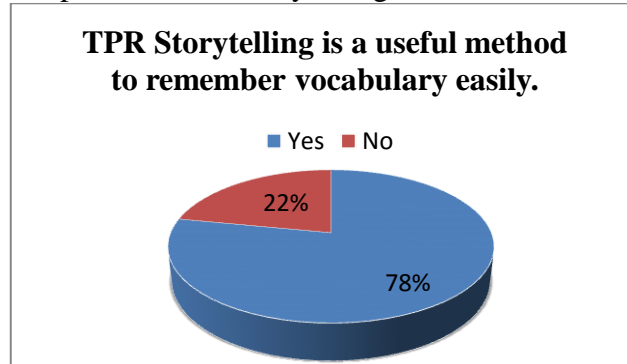
Graphic 4.4 TPR Storytelling is fun



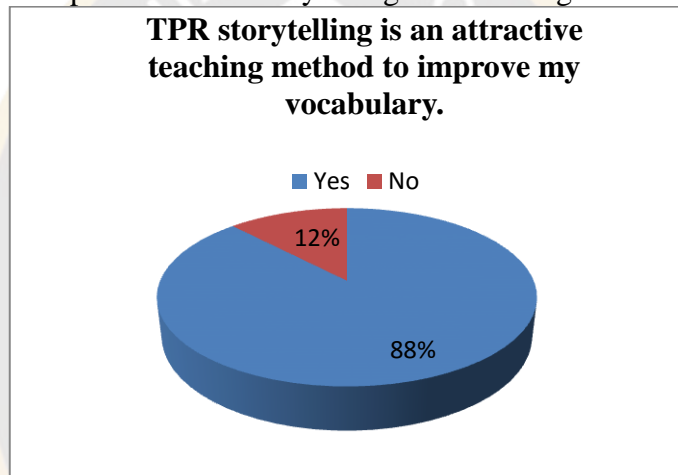
The chart showed that 71% students stated that they experienced fun in learning English. It proved that TPR storytelling can create stress less environment toward students. Then, according to the majority of students, 78% of them found that learning English with TPR Storytelling helped them to memorize vocabulary easily and there are 22% students perceived that English vocabulary was not easy to remember. However, the finding from previous question affected students in order to improve their vocabulary mastery. 88 % students confirmed that they can improve their vocabulary mastery because they memorized the lesson easily. On the other side 12% students were not experience the same thing.

The chart below shows the percentage of students' response.

Graphic 4.5 TPR Storytelling as a useful method

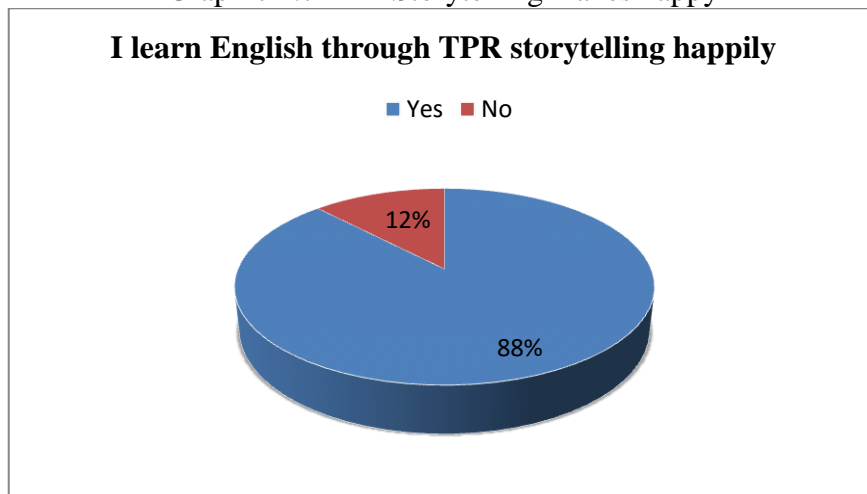


Graphic 4.6 TPR Storytelling as a teaching method



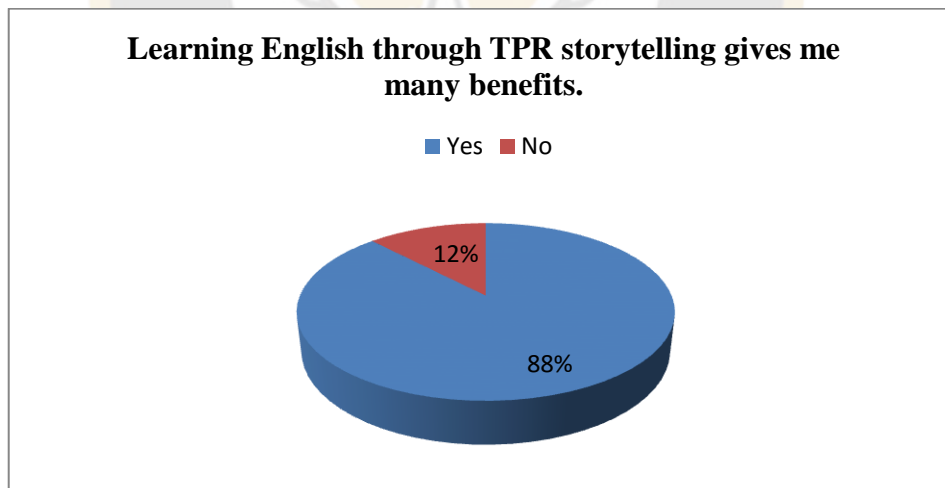
Students' interest determined whether the method was carried on well or not. It showed students' feeling and interest in taking part in the lesson activity. 88% students felt happy and 12% did not feel happy. Furthermore, 100% students admitted that this teaching method was new for them. It is their nature when new thing comes around them, excitement and interest will show up.

Graphic 4.7 TPR Storytelling makes happy



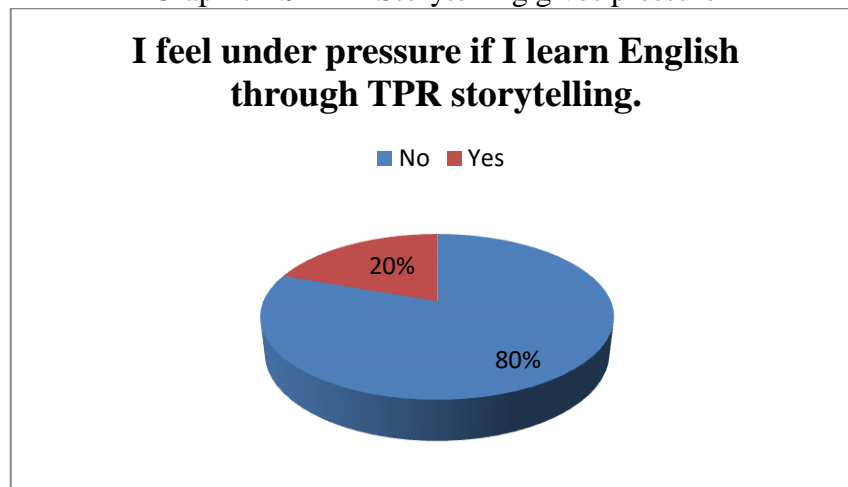
Experiencing new thing brought many benefits to the students. 88% of them stated that they got benefits from TPR Storytelling lesson and the rest of them said otherwise.

Graphic 4.8 TPR Storytelling gives benefits



Last question reflected that 80% students found less pressure in learning the lesson. Unfortunately 20% of them still felt that TPR storytelling gave them pressure.

Graphic 4.9 TPR Storytelling gives pressure



## 4.2. Discussion

### 4.2.1. Discussion of the Observation Result in Cycle 1

#### 4.2.1.1. Teacher's Skills

In cycle 1 the teacher's ability in carrying out the teaching and learning process was categorized in fair level (58, 33%). It means that the teacher still has to improve her ability in carrying out her class. This level was not good enough and the teacher should not feel content with her achievement. According to Aqib (2009:161), he states that when teacher was categorized in the fair level, it means that she failed in teaching process. The teacher who reaches at least 65-84% or at good level and 85-100% or at excellent level is categorized as a success teacher.

In cycle 1, the teacher faced difficulty in dividing the students into groups. Her students made chaos because they wanted to divide the groups as they wish. Although the groups were finally divided, the time had already waste useless. Moreover, she did not explain clearly the importance of wearing the students' identity card so some students still ignore to wear it. This brings difficulty in assessing their participation during the class time. When the teacher asked her

students once more to wear the identity card her students became more aware.

Conveying the purpose of the study is important because it makes students realize the advantages on learning and studying certain subject. In cycle 1 the teacher has already conveyed the purpose of study but she conveyed it through reading her handout. It would be better if she explained it using her own language. The writer believe that if she conveyed it more relax just like having a casual conversation, most of her students will understand easily.

The prominent factor in teaching and learning is serving the material to the students. The more the teacher delivers the material clearly, the more the students understand it. Apparently, although the teacher and the researcher collaborate together to rehearsh English word through gesture so that it will be smooth in delivering the story, the teacher looks firm. As a result, learning words through TPR Storytelling looks serious so only some of students understand the material. Many students still do not get complete understanding. Even if the material delivering was not quiet successful, the students seem enthusiastic in experiencing TPR Storytelling.

Good teacher must be aware of her students difficulty in executing the task. In guiding and assisting the students group, the teacher guided students well. She was aware of her students difficulty but did not make any correction to her student's mistake. In addition, the teacher can manage and control her classroom. It was showed by admonishing students who makes chaos.

Teacher was failed in giving guidance her students group because she could not manage her time well in assisting group. 5 groups did not get the teacher

guidance so instead of having a discussion, those 5 groups created disturbing noise. Only 2-3 groups experienced the teacher's guidance.

The teacher distributed quiz to measure student's understanding. She made the quiz based on the previous material. Before it was distributed, it was explained by the teacher explained how to do the quiz. It was good effort to lessen students confusion. While the teacher explained the instruction 2-3 students did not pay attention but the teacher did not warn them.

In short, the teacher in cycle 1 faced difficulties that made her failed in carrying out the teaching and learning. The difficulties and weakness' were going to be solved by conducting the next cycle.

#### **4.2.1.2 Students' Activities**

Students' activities in cycle 1 also classified in fair level (60, 83%). It means that the students were failed in the learning process. They were not good enough in the learning process. When the teacher explained the purpose of the study, the mean score that students got was 1,9. It means the students did not pay attention to their teacher explanation. They did not understand how the teaching and learning process will be conducted. Based on this condition, the teacher should look for another way in delivering the purpose of study so that her students were realize it as an important thing to be inderstood. In paying attention to the material, the mean score was 2,7. It was quite good because it means that the students were paying attention to the material attentively but there were students who ignored the teacher explanation and who not gave a response. Students' activity in asking a question was quite good. The mean score showed 1,8. It

means that most of the students asked a question during teaching and learning process. It shows that TPR Storytelling method triggered students' curiosity. In answering teacher's questions, the mean score showed 2,1. It also quite good because students gave response to the teacher's question. They wanted to answer the question at least once and there were students who were not answering any question. In working as a group, students got 2,4 and showed good attitudes. They did the task cooperatively and worked it together as a team. They shares their opinion and still respect other's opinion. Meanwhile, there were students who just followed their friend opinion, they did not speak their own mind. Although not all students did the task well but many of them took it seriously. They did it in time and independently. For those who were not paying attention seriously faced a difficulty in finishing the task. They needed a help from their friend and could not submit it in time. In performing the task, the mean score was 3,7 because most of the studentss did the task well.

#### **4.2.1.3. Students' Grade**

In cycle 1 the highest score in English subject is 100 and the lowest is 30. The students who were failed in English subject were 13 (31, 70%) and 28 students or 68, 29% were success. In short, although the result of study increases from 36,5 % to 68,29%, it still has not accomplished the target of the study which determined 80% students accomplished the target of the study.

#### **4.2.2. Discussion of the Observation Result in Cycle 2**

##### **4.2.2.1. Teacher's Skills**

Teacher's skills in delivering the purpose of the study increased. The

teacher got score 3. It means that the teacher explained it clearly and most of her students understand it although there are two students who still did not understand but sooner she can explain it well and patiently to them so that they were finally understand the purpose of study.

The teacher served the material more clearly since she has already had an experience from previous cycle. In cycle two the every vocabulary were presented well. There was no pause during telling the story. She got score 3 in serving the material but there were three students who unsatisfied with the teacher's explanation. They were still confused in studying the English vocabulary through TPR Storytelling.

The groups were divided excellently. In this case, the teacher got perfect score which is 4. Learning from the previous experience, in cycle 2 she divided the group based on the attendant list so that students feel content. The students identity card was prepared well and students worn it immediately.

In guiding the students, the teacher gave good input to the students, she enjoyed helping students in solving their problems. Therefore, the teacher got score 3. In cycle 2, she encouraged her students to think critically by not giving direct correction. She also controlled the class well by approaching the students who disturbed their friends and guiding them to complete their task well.

The teacher time management was good. She managed her time to guide all of the students group therefore score 4 was given to her. When she guided all of the groups, her students felt very happy. The relationship between the teacher and the students was getting closer. If the students feels secure with their teacher,

they will be more active in participate the class activities.

The quiz fitted right to the material. The students knew the instruction well because the teacher explained it carefully using understandable language. While she explained the instruction, three students made a joke each other and did not pay attention to her explanation.

#### **4.2.2.2. Students' Activities**

Students' activities in cycle 2 increased from 60,83% to 80%. It means that the way the teacher carried out the TPR Storytelling in teaching the English vocabulary increased too. In cycle 2, the students were more aware with the purpose of study. When the teacher explained it to them, they wrote it down. They paid attention carefully to the teacher's explanation.

In receiving the material, they also paid attention well. They were happy to get involved in TPR storytelling activities. In cycle 2 the mean score in receiving the material was 3,1. When the teacher involved them actively in asking and answering the questions, students engage actively. The repetition in telling the story made them participate actively in the activities. Many students asked more than twice and responded to the teacher instruction well and quickly.

The mean score for working as a group is 3,1. This is a good score. In working as a team, the students worked together to finish the task. They were brave in sharing their point of view. In cycle 2, the teacher encouraged her students to speak their mind, especially those who were shy. In performing the task students did it individually and the teacher did not explain the instruction again. Most of the students understood the instruction. They finished doing her

task in time.

#### **4.2.2.3. Students' Grade**

In cycle 2, mission was accomplished. The students who achieved the target of the study are 85,36%. 35 students were pass but 6 students (14,63%) were failed. In short, the target of the study in cycle 2 beyond what is expected because the indicator of success is 80%. Although 6 students were failed, most of the students experienced that TPR Storytelling made them understand English vocabulary easily. The lesson taught through TPR Storytelling made them build strong memory to memorize english vocabulary.

#### **4.3. Discussion of the Result of Questionnaire**

Eight questions administered on the questionnaire brought several conclusions. First, all students agreed that they like to learn English through storytelling. They like this teaching method because it avoided them from anxiety. Second, based on the responses from the next question, 71% students stated that this method was fun to do. From these two results, it emphasized that TPR storytelling promoted fun that students like. They enjoyed the teaching and learning process without boredom.

Third, the more students memorize English word the more they can improve their vocabulary. Most of the students claimed that they learned English word so easily for they could memorize the lesson well. 78 % students said that learning English through storytelling helped them in memorizing the vocabulary and as a result 88% students improved their vocabulary mastery. Learning words through storytelling along with gesture were beneficial. Students could know the

meaning of words without direct translation. By performing and experiencing the action, words retained last in students' memory. Besides, by listening to the story, they felt familiar with the words so that when doing their task, they had already recognized the words. Unfortunately, 22% students still felt that English words were difficult to remember. Studying new words was considered as a hard thing to do. They claimed that it was hard to remember so many words in one time. They forgot the words previously learned. When they could not memorize the word, for instance, they could not do their task well.

Fourth, since TPR storytelling promoted fun to the students, as a result, it brought happiness in learning English. Experiencing new activity in their class made them curious as well as excited. Actually, their curiosity triggered excitement. That the method was employed to them eliminated their stress then they could explore their ability in depth. They were taking part in class activity actively.

Fifth, the students express that TPR Storytelling is a fun-new experience for them. They said that this teaching method is better than the previous teaching method which applied to them. Previously, their teacher applied old-fashioned method which is called GTM. Since the TPR and also TPR Storytelling were introduced, they felt that those teaching method were more suitable for them. As mention previously, TPR storytelling promoted fun and students prefer to like it because they love getting involved in an active activity. On the other side, GTM do not provide things like that.

Sixth, through TPR Storytelling, both teacher and students obtained several benefits such as:

✓ Learning English without boredom. Since TPR storytelling is fun to do, students' did not feel boring. They feel excited and fun during learning process.

✓ Improving teacher-student relationship. Both teacher and student felt a closer attachment. Students felt free to ask questions because the class environment supported them to be active. In the other hand, teacher can control her students' progression in accepting the material by guiding them during the class activity.

✓ Improving students' vocabulary mastery. Students knew new vocabularies without direct translation. Gesture, picture, and mime include in TPR storytelling helped them to memorize the words so that they remembered English word easily as a result they can do their task well.

✓ Improving students' confidence. Students began freely in asking something they did not understand and in expressing their thought.

✓ Participating in the learning process actively.

Seven, TPR storytelling, in fact, was not only giving advantages but also bringing flaws. One of the flaws emerged when teacher dealt with shy students or with nervous students. For those students, TPR storytelling was not fun. 20 % students felt under pressure when TPR storytelling was carried out. They were too shy to stand in front of their friends for more than three minutes in gesturing words or in retelling story. They were too nervous to become the center of attention. For example, when their voice was not loud enough in delivering the

story, their friends asked them to speak loudly then it will distract their concentration instantly. Dealing with students like that, teacher should be motivate and encourage them more. Another flaw on TPR storytelling showed when abstract noun were presented. In short, although 80 % students were feeling fine with this teaching method, teacher should give attention to those 20% students who were not feeling the same thing.

The conclusion I can draw based on those seven explanations is that TPR storytelling is suitable method in teaching young learners because it provides fun and enjoyable process of learning. It is proved by the questionnaire results which reach in range of 65-84 % or at good level. Furthermore, by considering the basic nature of young learners' characteristics, this method accommodates students to be active, to be curious, and to be enthusiastic. Students are very pleased receiving this teaching method although it is new for them. They are keen, welcome, and happy participating in the class activity. By applying this method, it helps them to memorize the English word and makes their learning easier. Moreover, they feel enjoy and relax during the teaching and learning process. They enjoy the body movements and physical activities including in their learning. When students enjoy their learning process, it results a good behavior in learning.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusions

Based on the finding, the writer draws several conclusions. First, teacher's skills in teaching English words through TPR Storytelling increased. In cycle 1 she gets 58, 33% or classified in Fair criteria. Meanwhile, in cycle 2 she gets 83, 33%. It means that she reached the target and categorized in good criteria. Second, students' activities increased 20% from 60, 33% in cycle 1 to 80% in cycle 2. Third, students who accomplished the target of the study have increased as well. In cycle 1 68, 29% or 28 students success and other 13 students failed. Then in cycle 2, 85, 36% students reached the target of the study. Fourth, both students' perception and students' enjoyment in receiving TPR storytelling as a fun teaching method reach 65-84% or at a good level. It means that through TPR storytelling the students understand English vocabulary easily because they are experiencing the real activities as a result it increases their enjoyment and happiness in learning English.

TPR Storytelling is suitable to teach young learners because it teaches English vocabulary in a very fun way. Young learners can learn as well as play the new words by guessing its meaning. Through this teaching method, it decreases students' tension in receiving new material. The atmosphere encourages students to be more active in participating in class activities. A stress less environment makes students more braver in asking question.

## **5.2. Suggestions**

Having finished and concluded this study, the writer is aware of the benefits and the flaws of Total Physical Response Storytelling. Based on some researchers TPR Storytelling is believing can help young learners to learn English vocabulary more easily but it also has flaws therefore the writer wants would like to share the suggestions as follows:

### **a. English teacher**

TPR Storytelling is suitable for teacher in primary level to teach English words, but sometimes it will be boring if the method used repeatedly. So, teacher should create an interesting story to teach the words and should use different voice to make the character alive. She has to be a real storyteller to maintain students' attention.

### **b. Students**

To make improvement, students should be active in joining to class activity. They should not to be afraid in delivering their thought and in making mistake. TPR Storytelling needs students' self confident so they should not being ashamed. They have to realize that their success in learning material is not only determined by their teacher but also from themselves. They have to take responsibility to involve in teaching and learning process.

### **c. Other Reseachers**

Although it is said to be fun to teach English using TPR Storytelling, it would be better if other researcher attempt to combine it with other teaching method in order to enrich teaching and learning experience for teacher and student

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### Observation Sheet on Teacher Skill in Cycle 1

No.	Criteria	Scale of Measurement				Sum
		4	3	2	1	
1.	Explaining purpose of study			√		2
2.	Serving the material to students			√		2
3.	Dividing students into groups of study			√		2
4.	Finding out when students were having trouble understanding		√			3
5.	Guiding the students' groups			√		2
6.	Giving quiz		√			3
<b>Sum</b>						<b>14</b>
<b>Persentase</b>						<b>58,33%</b>
<b>Criteria</b>						<b>Fair</b>

Criteria:

85-100%

65-84%

55-64%

0-54%

Excelent

Good

Fair

Less



### Observation Sheet on Teacher Skill in Cycle 2

No.	Criteria	Scale of Measurement				Sum
		4	3	2	1	
1.	Explaining purpose of study		√			3
2.	Serving the material to students		√			3
3.	Dividing students into groups of study	√				4
4.	Finding out when students were having trouble understanding		√			3
5.	Guiding the students' groups	√				4
6.	Giving quiz		√			3
<b>Sum</b>						<b>20</b>
<b>Persentase</b>						<b>83,33%</b>
<b>Criteria</b>						<b>Good</b>

Criteria:

85-100%

65-84%

55-64%

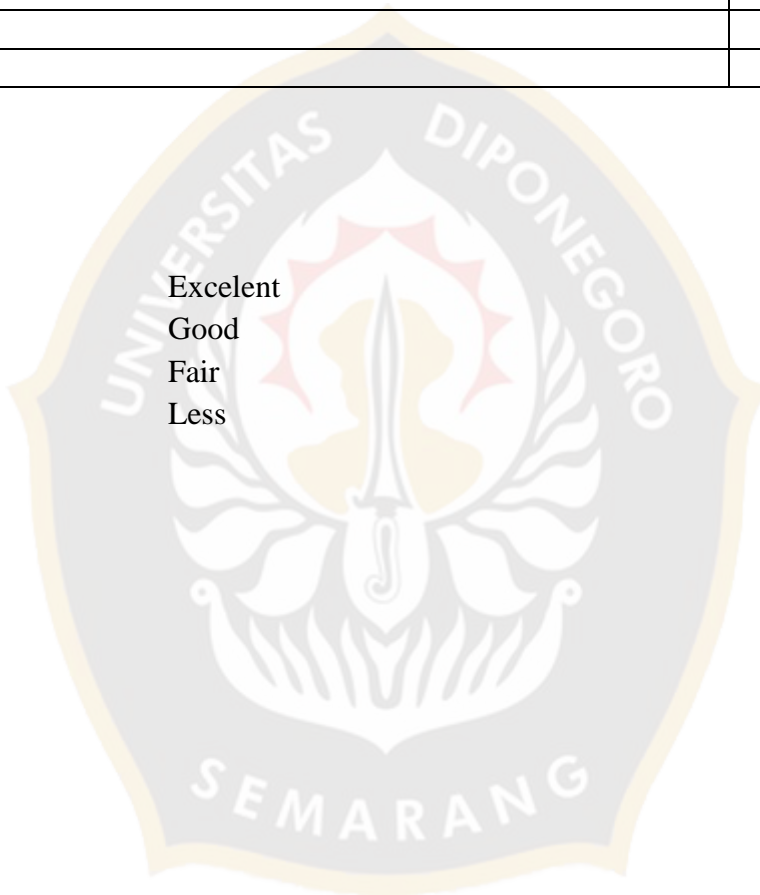
0-54%

Excelent

Good

Fair

Less



## POST TEST

1. Puspa : “...., Mr. Joko”.  
Mr. Joko: “Good morning, Puspa”.
  - a. Good morning
  - b. Hi
  - c. Hello
  - d. Good noon
2. Before sleeping we say “....” to our father and mother.
  - a. Good evening
  - b. Good night
  - c. Good morning
  - d. Good afternoon
3. Adam : “How are you, Dony?”  
Dony : “.... Thank you”.
  - a. Nice to meet you
  - b. Hello
  - c. Good bye
  - d. I am fine
4. Hello, I .... Kiky.
  - a. is
  - b. am
  - c. are
  - d. do
5. Dono meets Kasino in the evening, he says ....
  - a. Good noon
  - b. Good night
  - c. Good morning
  - d. Good evening
6. Tini : “Hello, Redi”.  
Redi : “...., Tini.”
  - a. Good luck
  - b. Hi
  - c. Good bye
  - d. I am fine
7. Linda : ....!  
Iskak : See you than.
  - a. See you tomorrow
  - b. Good morning
  - c. Good afternoon
  - d. Good night
8. Nice to .... you, Reni.
  - a. meet
  - b. mad
  - c. mit
  - d. mid
9. How .... you today?
  - a. is
  - b. am
  - c. do
  - d. are
10. Roni : “Attention, please. We have a new friend ....”.  
Students : “Hello Ida, nice to meet you”.
  - a. my name is Ida
  - b. this is Ida
  - c. Ida is my friend
  - d. how are you, Ida?
11. Nino : “What is the .... of this bag?”



23. We use it to smell something. It is....  
a. ear c. eye  
b. finger d. nose
24. Throw the rubbish in the ....  
a. broom c. duster  
b. dustbin d. blackboard
25. We put our fruits and vegetables in a ....  
a. refrigerator c. house  
b. cupboard d. bowl
26. We need a .... for sleep.  
a. pen c. pillow  
b. TV d. ruler
27. Mother slices the fruit with ....  
a. knife c. glass  
b. spoon d. fork
28. Before going to school, Rini tidy up her ....  
a. bedroom c. living room  
b. classroom d. bathroom
29. When the night is cold, I use my ....  
a. fan c. pillow  
b. blanket d. rug
30. We put our clothes in a ....  
a. cupboard c. chair  
b. drawer d. bed sheet

## TEACHER

Observation Categories	Excellent (4)	Good (3)	Fair (2)	Less (1)
Explaining purpose of study	Explaining the purpose of the study clearly and easily understood by all of the students	Explaining the purpose of the study clearly but not all students understand it	Explaining the purpose of the study quite clearly but only one or two student understands it.	Not explaining the purpose of the study at all.
Serving the material to students	Teacher is serving the material in understandable way. All of students understand it.	Teacher is serving the material clearly and most of her students understand it but 2-3 students look confused. They are not sure what to do.	Teacher is serving the material and only 1-8 students understand it.	Teacher is serving the material shortly and briefly.
Dividing students into groups of study	Heterogenous groups of study is divided orderly and the students already attach their identity card	Heterogenous groups of study is divided orderly and the students have not attached their identity card yet	Heterogenous groups of study is divided orderly and students' identity card is not available	Students are not divided into group of study
Finding out when students were having trouble understanding	Asking the students about their difficulties, admonishing student who makes chaos, correcting the students' fault	Asking the students about their difficulties and admonishing student who makes chaos. Teacher do not make any correction.	Watching her students while they are practicing TPR Storytelling and admonishing student who makes chaos	Neglecting the students when they are practicing TPR Storytelling
Guiding the students' groups	Guiding all of the groups	Guiding 4-5 groups	Guiding 2-3 groups	Guiding only one group.
Giving quiz	Giving quiz orderly based on the previous material, the students are well-behaved, the teacher explaining the instruction	Giving quiz based on the previous material and explaining the instruction. While explaining the instruction, there are 2-3 students are not	Giving quiz but not explaining the instruction	Not giving quiz

		pay attention.		
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## STUDENT

Observation Categories	Excellent (4)	Good (3)	Fair (2)	Less (1)
Paying attention while the teacher explaining the purpose of study.	Students pay attention to the teacher explanation and are willingly to take a note.	Students pay attention to the teacher explanation and their teacher order them to take a note	Students pay attention to the teacher explanation but not make any notation	Students do not pay attention and not make any notation to the teacher explanation
Paying attention while teacher explaining the material	Students pay attention to the teacher explanation and instruction, take a note, and give response.	Students pay attention to the teacher explanation and instruction and take a note. Instead of asking to the teacher, 2-3 students asking to their friend.	Students pay attention to the teacher explanation quietly and give no response	Students are too busy with their own business. They do not pay attention to the teacher explanation.
Students' activeness in asking question.	Student is asking more than three times.	Student is asking twice.	Student is asking just one time	Students do not ask any question.
Students' activeness in answering question.	Student is answering question more than three times.	Student is answering question twice.	Student is answering question one time.	Student do not answering question at all
Students' activeness in working as a group	Student does his task actively, shares his opinion and motivates his friends.	Student does his task and shares his opinion and demonstrate respect for others	Student does not active working with his group and sometimes makes a joke with his friend.	Student is neglecting his task and does not participate in his group.
Performing the task	Student does his quiz in time individually. He or She shows a great deal of effort.	Student does his quiz by himself but need more time to finish it.	Student does his quiz but he still need help from his friend and need more time to finish it.	Student does not perform his quiz at all

No.	Name of Stutends	Pre cycle	Cycle I	Cycle II
1.	Elsa Budi Pratitis	30	60	60
2.	Najmy Gaung Samudra	40	60	60
3.	Trisna Nur Istiqomah	30	60	70
4.	Aril Surya Mahendra	10	30	50
5.	Prasetyo Jiantoro	60	90	70
6.	Rival Ardiansyah	30	60	60
7.	M. Farhan Syaiful I	20	40	50
8.	Abdul Rizki Mahgribi	70	100	100
9.	Adinda Syafa Nabila	70	90	80
10.	Aditya Eka Ferdiansyah	50	90	90
11.	Aji Mulia Said	70	100	90
12.	Alfa Sari Larasati	60	90	70
13.	Alfina Wega P.	70	90	80
14.	Alfiansyah dwi P.	50	70	90
15.	Alysa Kartika Ayu	30	60	60
16.	Angga Yuli Saputra	50	80	70
17.	Anis Wahyu Safitri	70	90	90
18.	Anisa Tri Agustina	70	90	90
19.	Arya Putra Pratama	70	100	100
20.	Ayu Rahmatina	70	100	100
21.	Candra Wahyu Y.	50	80	70
22.	Deswita Ayuni Agustina	60	100	100
23.	Hans Damar Trenggono	70	100	100
24.	Kukuh Ryan Bekti P.	40	60	100
25.	Lintang Panca Rani	40	40	70
26.	M. Hanif Danii Azhar	50	60	80
27.	Muhammad Reza	50	100	90
28.	Muhamad Vio Hamami	40	80	90
29.	Nani Safitri	70	100	70
30.	Nur Azizah K.	70	100	100
31.	Raffi Yuma Aditama	70	100	100
32.	Rifki Choirul Aslam	70	80	90
33.	Sandy Bayu Ferary	40	60	70
34.	Tara Vania Vasthi H.	70	90	100
35.	Tarisma Aulia Ria M.	60	80	100
36.	Tri Bagus Saputra	70	100	90
37.	Virelia Zaky Yunianti	60	80	80
38.	Wahyu Hidayah N.	60	80	90
39.	Danang Setiaji Supit	30	50	100
40.	M. Rizqi Alfian	40	60	90
41.	Florentinus Herwanda	60	80	100
<b>The lowest score</b>		<b>10</b>	<b>30</b>	<b>50</b>
<b>The highest score</b>		<b>70</b>	<b>100</b>	<b>100</b>
<b>Mean score</b>		<b>53,4</b>	<b>78,7</b>	<b>83,1</b>
<b>Students who accomplish the target of study</b>		<b>15</b>	<b>28</b>	<b>35</b>
<b>Students who do not accomplish the target of study</b>		<b>26</b>	<b>13</b>	<b>6</b>
<b>Percentage of Students who accomplish the target of study</b>		<b>36,5%</b>	<b>68,29%</b>	<b>85,36%</b>
<b>Percentage of Students who do not accomplish the target of study</b>		<b>63,4%</b>	<b>31,70%</b>	<b>14,63%</b>

## The Result of Questionnaire

No	Number of Questions							
	1	2	3	4	5	6	7	8
1	Y	Y	Y	Y	Y	Y	Y	N
2	Y	Y	N	Y	N	Y	Y	Y
3	Y	N	Y	N	N	Y	Y	N
4	Y	Y	N	Y	Y	Y	Y	N
5	Y	Y	Y	N	Y	Y	N	N
6	Y	N	Y	Y	Y	Y	Y	N
7	Y	Y	Y	Y	Y	Y	Y	N
8	Y	Y	Y	Y	Y	Y	N	N
9	Y	Y	Y	Y	N	Y	Y	N
10	Y	Y	Y	N	Y	Y	Y	N
11	Y	Y	Y	Y	Y	Y	Y	N
12	Y	N	Y	Y	Y	Y	Y	N
13	Y	Y	Y	Y	Y	Y	Y	N
14	Y	Y	N	Y	Y	Y	Y	N
15	Y	N	Y	Y	Y	Y	Y	N
16	Y	Y	Y	Y	Y	Y	Y	N
17	Y	N	Y	Y	Y	Y	Y	Y
18	Y	Y	Y	Y	Y	Y	Y	N
19	Y	Y	N	Y	Y	Y	Y	N
20	Y	Y	Y	Y	Y	Y	Y	N
21	Y	N	Y	Y	Y	Y	Y	Y
22	Y	Y	Y	Y	Y	Y	Y	N
23	Y	Y	N	Y	Y	Y	N	N
24	Y	Y	Y	Y	Y	Y	Y	N
25	Y	N	N	Y	Y	Y	Y	Y
26	Y	Y	Y	Y	Y	Y	Y	N
27	Y	Y	Y	Y	Y	Y	Y	N
28	Y	N	Y	Y	Y	Y	Y	N
29	Y	Y	Y	Y	Y	Y	Y	Y
30	Y	Y	Y	Y	Y	Y	Y	N
31	Y	Y	Y	Y	Y	Y	Y	N
32	Y	Y	Y	Y	Y	Y	Y	N
33	Y	N	N	Y	N	Y	N	N
34	Y	Y	Y	Y	Y	Y	Y	N
35	Y	N	Y	N	N	Y	N	Y
36	Y	N	N	Y	Y	Y	Y	Y
37	Y	N	N	N	Y	Y	Y	Y
38	Y	Y	Y	Y	Y	Y	Y	N
39	Y	Y	Y	Y	Y	Y	Y	N
40	Y	Y	Y	Y	Y	Y	Y	N
41	Y	Y	Y	Y	Y	Y	Y	N
$\sum X$ (yes)	41	29	32	36	36	41	36	8
$\sum X$	0	12	9	5	5	0	5	33

(no)								
$\Sigma N$	41	41	41	41	41	41	41	41
P (yes)	100%	70,73%	78,04 %	87,80%	87,80%	100%	87,80%	19,51%
P (no)	0	29,26%	21,95 %	12,19%	12,19%	0	12,19%	80,48%

**NOTE:**

- Questions 1-4 tend to know about students' perception of storytelling method.
- Questions 5-8 tend to know about feeling of personal enjoyment.

Questions	Yes	No
1. I like to learn English through TPR storytelling.		
2. Learning English through TPR storytelling is fun to do.		
3. TPR Storytelling is a useful method to remember vocabulary easily.		
4. TPR storytelling is an attractive teaching method to improve my vocabulary.		
5. I learn English through TPR storytelling happily.		
6. I am interesting in TPR storytelling because it is new for me.		
7. Learning English through TPR storytelling gives me many benefits.		
8. I feel under pressure if I learn English through TPR storytelling.		

# A

**Context** : Color

**New words** : red, green, blue, orange, white, black, yellow, brown, grey, to pick up, to show.

**Preparation** : A set of colored card

**Procedures** :

**1. The teacher picks up cards one by one and says what color they are.**

A red card.

A blue card

An orange card.

A brown card.

A black card.

A white card.

A green card

A yellow card.

A grey card.

A purple card.

Red.

Blue.

Purple.

**2 The teacher gives commands to the class.**

Who's got a red card? Show it to me.

Who's got a blue card? Show it to me.

Who's got a yellow card? Show it to me.

**3 The teacher invites individual pupils to come out to the central desk.**

Adam, pick up a purple card and show it to the class.

Show the class a blue card.

Show the class a green card.

Show the class a red card.

**4. Story**

Today is Monday. Rita goes to school with her father. After taking a bath, she wears her white and red uniform and her black shoes. She also wears her red school hat. Her father drives his car slowly. When the traffic light shows red, his father stops and when the light is green, his father drives his car again. Yellow lamp warns us to be careful.

## B

**Context** : Greeting and Introducing

**New words** : good morning, good afternoon, good evening, good night, hello, how are you? My name is Dino, this is Ina, nice to meet you, good bye, see you tomorrow, wave hand and shake hand.

**Preparation** : teacher and researcher demonstrate it in front of the class

**Procedures** : make a conversation

(1) Nina : Good morning, Rudi

Rudi : Good morning, Nina

Nina : How are you, Rudi?

Rudi : I am fine, thank you

Nina : See you tomorrow (wave her hand)

Rudi : See you (wave his hand)

(2) Rika : Hello, my name is Rika (shake hand)

Dinda : Hello, my name is Dinda

Rika : Nice to meet you, Dinda

Dinda : Nice to meet you too, Rika

(3) Nino : Hello Adam, this is Ina.

Adam : Hello, nice to meet you, Ina.

Ina : Nice to meet you too, Adam.

Nino : Good bye

Adam and Nino: Good bye

(4) Story

Nina walks to school and meet Dinda and her friend in the street.

Nina : Hello Dinda, good morning

Dinda : Hello Nina, good morning

Nina : Who is she, Dinda?

Dinda : This is Rika

Rika : Hello Nina, nice to meet you.

Nina : Nice to meet you too Rika.

# C

**Context** : Our Body

**New words** : hair, head, eye, nose, mouth, ear, arms, legs, shoulder, finger, forehead, chin, cheek, stomach, chest, clap your hand, nod and shake your head, click your finger, stamp your feet.

**Preparation** : gesture

**Procedures** :

## 1. Teacher models the gesture in front of the class

Clap your hand, wave your hand, and shake your hand

Nod your head and shake your head

Stamp your feet, click your finger

Open your mouth and close your mouth

Comb your hair, touch your nose, and close your eyes

## 2. Teacher gives commands to the students

Rini, clap your hand and wave your hand

Rudi, shake hand with Rini

Tina, stamp your feet and stop.

## 3. Story

Rudi is sleepy. He wants to sleep. Before sleeping, Rudi washes his hand and feet. He brushes his teeth. After that he combs his hair. Rudi says good night to her parents. “Good night, Mom”, Good night. Dad” His parents says “Good night, Rudi”. Rudi enters his bedroom and prays. After praying, he closes his eyes and sleeps.

In the morning, Rudi wakes up and open his eyes. He is yawning and stretching his body. He says “good morning, Mam” and “good morning, Dad” after that he is taking a bath. Rudi wears his white and red uniform. He takes his black shoes. Then, Rudi eats his breakfast. His father takes Rudi to school. In the traffic light they stop because the light is red.

## 4. Question

- a. Who is sleepy?
- b. Who wants to sleep?
- c. What is Rudi comb?
- d. What is Rudi brush?
- e. Does Rudi pray before sleep?

# D

**Context** : In the Kitchen

**New words** : knife, refrigerator, washstand, spoon and fork, bowl and plate, stove, slice, water tap, pan, turn on and turn off, fry.

**Preparation** : the pictures of knife, refrigerator, washstand, etc

**Procedures** :

## 1. Teacher models the gesture and shows the picture

Slice your hand (silly command)

Turn on the stove and turn off the stove

Keep the fruit cool in the refrigerator

Hold the spoon and fork

Wash the bowl and plate

Fries the chicken

Turn off the water tap

Clean the washstand

## 2. Teacher gives command to the students

Tina, slice your hand

Rudi, turn off the stove

Nina, wash the bowl in the washstand

Indah, turn off the water tap

## 3. Story

My mother wants to make a soup. She shops at the market to buy orange carrots, red tomatoes, chicken, and yellow corn. When she gets home, she washes the vegetables in the washstand and then slices them all. She uses pan to boil the vegetables. She turns on the stove and begins to cooks. When the soup is ready, she turns off the stove and pours the soup into the big bowl. Then my mother cleans up the kitchen. She turns on the water tap and washes the spoon and fork, plate and pan.

## 4. Question

- a. What is mother make?
- b. What is mother buy?
- c. What is the color of carrot?
- d. Where is mother wash her vegetables?
- e. Where is mother pour her soup?
- f. Where is mother boil the vegetables?
- g. Does mother buy yellow corn?
- h. Does mother buy red tomatoes?

## **E**

**Context** : My bedroom

**New Words** : blanket, cupboard, lamp, drawer, stool, rug, bed sheet, bed, make up table, pillow, doll, tidy up, fold.

**Preparation** : preparing the pictures

**Procedures** :

### **1. Teacher shows the picture to the students**

A blanket

A cupboard

A drawer, a rug, a bed, etc

### **2. Teacher gives command to students to pick the picture and to show it to the class.**

Rini, show your friend a cupboard

Tina, show your friend a blanket

Rudi, turn on the lamp

### **3. Story**

When the sun rises, morning comes. I say good morning to my parents. Before going to school, I tidy up my bed and fold my blanket. Then, I open my cupboard and take my uniform. When everything is ready, I go to take a bath. When I finish, I wear my uniform, I comb my hair and put on powder in front of make up table.

I walk to school with my friends. When we meet each other, we say hello. "Hello friends, how are you?" "We are fine", they said. We begin our class happily.

### **4. The story is going to change with the subject "She"**

## **F**

**Context** : Adjectives

**New Words** : tall, short, poor, rich, easy, difficult, old, young, dirty, clean, fat, thin, run, hide

**Preparation** : gesture

### **1. Teacher models the gesture for those adjectives**

Tall: stand on toes to look taller

Short: crouch to look shorter

Rich: show money or touch the tip of the thumb and forefinger which means money

Poor: show gesture for asking money

Thin: make a 'fish face' to look thinner

Fat: blow the cheek and spread the arms around the body

### **2. Teacher begins to tell the story "The Town Mouse and the Country Mouse"**

### **3. Question**

- a. Who is short?
- b. Who is tall?
- c. Who is rich?
- d. Who is poor?
- e. Who is fat?
- f. Who is thin?
- g. Who are run and hide?
- h. Who is the town mouse?
- i. Who is the country mouse?

# The Town Mouse and the Country Mouse by Vox Vocis

Teller:

**This is a Country Mouse. His name is Skinny.**

**And this is his friend Fatty. He is a Town Mouse.**

**Skinny and Fatty have two best friends.**

Children:

**Scraper is tall.** (*Children stand on their toes to look taller*)

**Chunky is short.** (*Children slightly crouch to look shorter*)

**Scraper is thin.** (*Children suck in their cheeks making a "fish face" to look thinner*)

**Chunky is fat.** (*Children blow their cheeks and spread their arms around their body to show they look fatter*)

**Scraper is young.** (*Children extortionately straighten their back and put their hands up showing their muscles, proudness and youth*)

**Chunky is old.** (*Children bend down and pretend to be walking with a stick in the hand like old people*)

**Scraper is dirty.** (*Children make motions on their clothes as if they were cleaning them*)

**Chunky is clean.** (*Children make movements with their hands showing the cleanness of their clothes*)

**Scraper is poor.** (*Children outstretch their hand as if they were poor beggars*)

**Chunky is rich.** (*Children make a hand movement touching the tip of their thumb and forefinger which means money in body language*)

Teller:

**One day Fatty telephones Skinny. He says, ...**

Children:

**"Come to town!"**

Teller:

**"It's my birthday tomorrow and..."**

Children:

**I have a birthday party!"**

Teller:

**Skinny says, ...**

Children:

**"Thank you! See you tomorrow!"**

Teller:

**Skinny crosses...**

Children:

*(the teller pointing at pictures)* **...a valley, a hill, a river...**

Teller:

**...and comes to...**

Children:

*(the teller pointing at a picture)* **...town...**

Teller:

*(demonstrating with two fingers the action of walking on a bridge picture)* **...and walks...**

Children:

**...over the bridge...**

Teller:

**...goes down the street and sees...**

Children:

*(the teller pointing at pictures)* ...**a plane, bus, motor bike, bicycle, taxi, truck, cars.**

Teller:

**He thinks to himself ...**

Children:

**"What a lot of traffic!"**

Teller:

**Finally Skinny arrives to Fatty's house. He says, ...**

Children:

**"Oooh, what a lovely house!"**

Teller:

**Fatty says, ...**

Children:

**"Thank you Skinny! Welcome to my home!"**

Teller:

**Then Fatty says, "I have a surprise for you! Look at this..."**

Children:

*(the teller pointing at pictures)* ...**kitchen! What do you see?"**

Children:

*(the teller pointing at a picture)*

**"Oooh, table, chairs, food, cups and glasses, plates, spoon, forks, knives, bottle..."**

Teller:

**Fatty then asks: " Are you hungry?" and Skinny says, ...**

Children:

**Yeeees, let's eat!**

Teller:

**They begin to eat but all of a sudden ... the door opens and...Fatty shouts, ...**

Children:

**"A cat!!! Come on Skinny! Run! Run and hide!!!"**

Teller:

**So the two mouse hide ... (*pointing at pictures*) ...**

Children:

**under the cup...**

**next to the bottle...**

**in the glass...**

**on the light...**

**behind the armchair...**

Teller:

**And in front of the mouse hole they shout: "We're saved!"**

**"Oh, we are in danger! Life is difficult in town!" says Skinny. And Fatty says, ...**

Children:

**"Yes, Skinny!"**

Teller:

**"Life is difficult in town!" Then Skinny says, "Next week Fatty, come and visit me in the country."**

**After Sunday, Fatty comes to the country and the two mice have a picnic. They eat ... but all of a sudden... both of them shout:**

Children:

**"Heelp! A cat! A cat! Run! Run and hide!!!"**



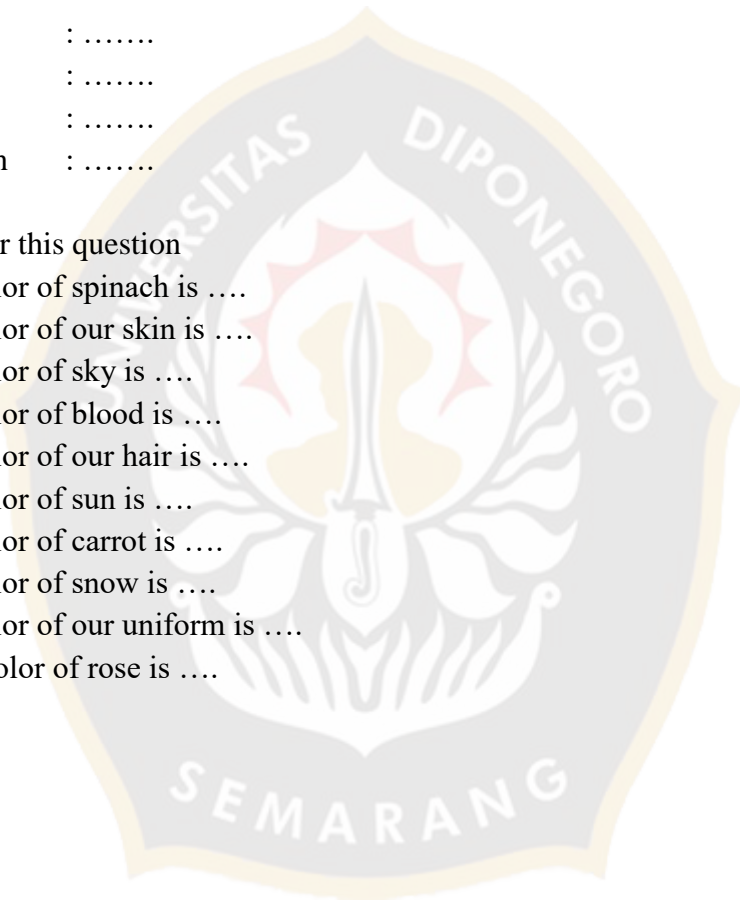
## QUIZ (A)

### A. Match the word with its meaning

1. Red : .....
2. Green : .....
3. Blue : .....
4. Black : .....
5. Orange : .....
6. Purple : .....
7. Yellow : .....
8. White : .....
9. Pink : .....
10. Brown : .....

### B. Answer this question

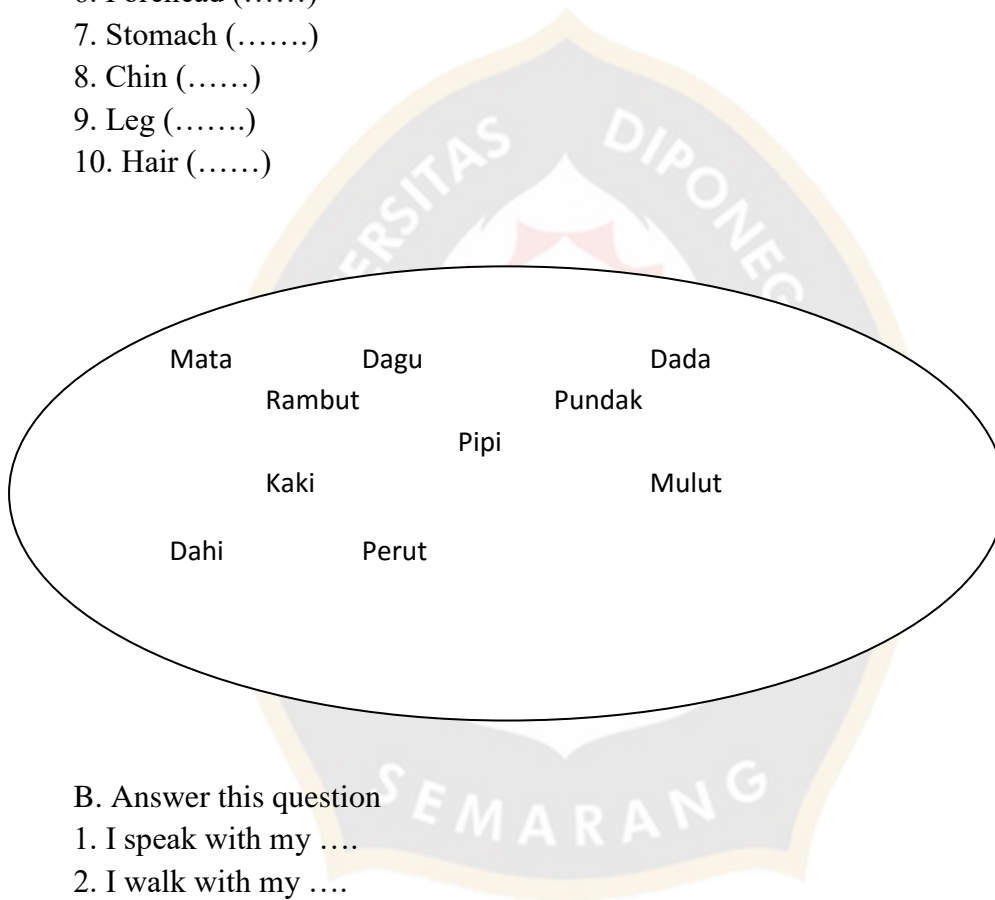
1. The color of spinach is ....
2. The color of our skin is ....
3. The color of sky is ....
4. The color of blood is ....
5. The color of our hair is ....
6. The color of sun is ....
7. The color of carrot is ....
8. The color of snow is ....
9. The color of our uniform is ....
10. The color of rose is ....



## QUIZ (C)

A. Match the words with its meaning

1. Mouth (.....)
2. Shoulder (.....)
3. Cheek (.....)
4. Eyes (.....)
5. Chest (.....)
6. Forehead (.....)
7. Stomach (.....)
8. Chin (.....)
9. Leg (.....)
10. Hair (.....)



B. Answer this question

1. I speak with my ....
2. I walk with my ....
3. I comb my ....
4. I clap my ....
5. I put my ring in ....
6. I smell with my ....
7. I see with my ....

## QUIZ (B)

### Response the greeting

1. Nina : Hello, Ardi  
Ardi : .....
2. Sinta: How are you, Tini?  
Tini : .....
3. Tini : Hello, my name is Tini  
Rudi : .....
4. Mr. Joko : .....  
Rina : Good morning, Mr. Joko
5. Nanda : Nice to meet you, Andi  
Andi : .....
6. Tio : .....  
Indah : See you
7. Indri : I want to sleep. Good night Mam.  
Mam : .....
8. Nita : Rudi, This is Ida  
Rudi : Hello Ida  
Ida : .....  
Rudi : Nice to meet you too, Ida

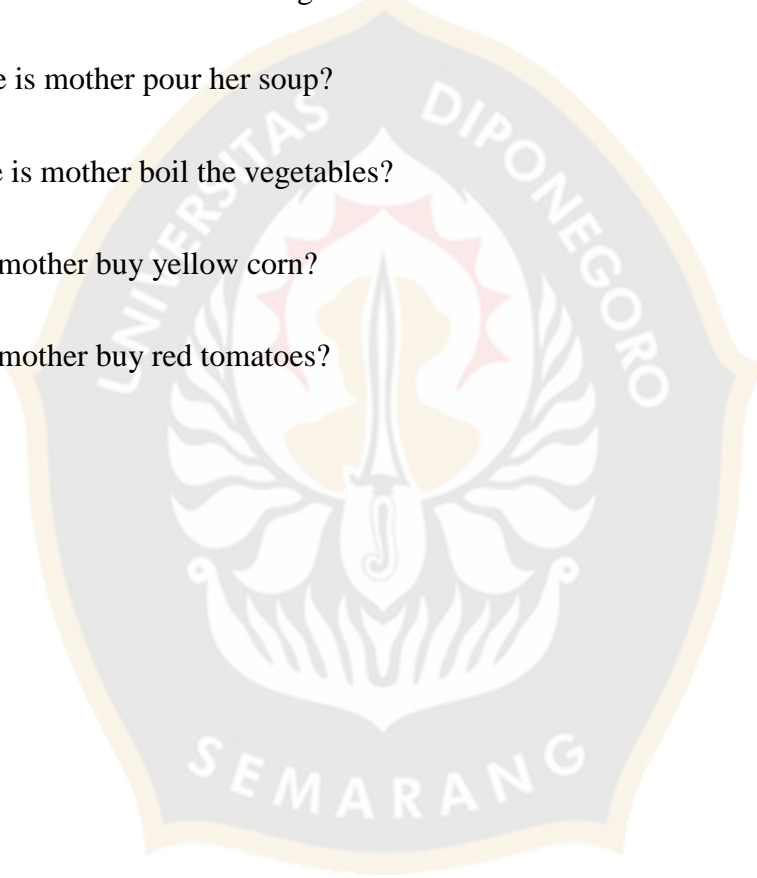
## QUIZ (C)

1. Who is sleepy?
2. Who wants to sleep?
3. What is Rudi comb?
4. What is Rudi brush?
5. Does Rudi pray before sleep?



## QUIZ (D)

- a. What is mother make?
- b. What is mother buy?
- c. What is the color of carrot?
- d. Where is mother wash her vegetables?
- e. Where is mother pour her soup?
- f. Where is mother boil the vegetables?
- g. Does mother buy yellow corn?
- h. Does mother buy red tomatoes?



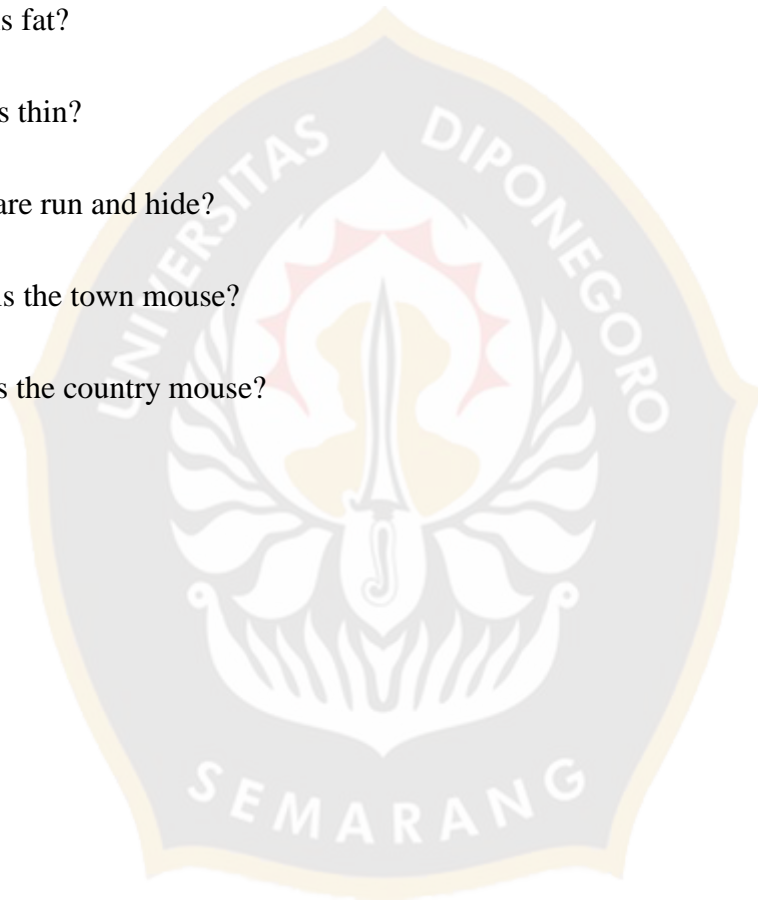
## QUIZ (E)

- a. I fold ....
- b. I take my .... from the cupboard
- c. I walk to school with my .....
- d. When I met my friend I say ....
- e. When the sun rises. It is .....
- f. I tidy up my ....
- g. I comb my ....
- h. Mention three things in your bedroom?



#### QUIZ (F)

- a. Who is short?
- b. Who is tall?
- c. Who is rich?
- d. Who is poor?
- e. Who is fat?
- f. Who is thin?
- g. Who are run and hide?
- h. Who is the town mouse?
- i. Who is the country mouse?



## The Observation Result in Cycle 1

### a. Teacher skills

No.	Indicators	Score
1.	Explaining the purpose of the study	2
2.	Serving the material	2
3.	Dividing students into groups of study	2
4.	Guiding the students' groups when practicing TPR Storytelling	3
5.	Guiding the students' groups	2
6.	Giving quiz	3
Total		14
Percentage		58,33%
Criteria		Fair

Criteria:

85-100%

Excelent

65-84%

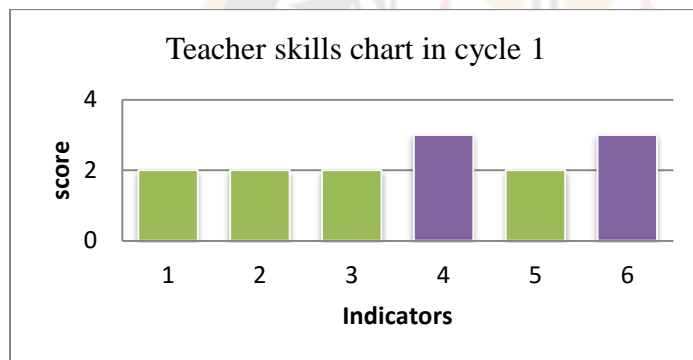
Good

55-64%

Fair

0-54%

Less



Indicators:

1. Explaining the purpose of the study
2. Serving the material
3. Dividing students into groups of study
4. Guiding the students' groups when practicing TPR Storytelling
5. Guiding the students' groups
6. Giving quiz

## The Observation Result in Cycle 2

### a. Teacher skills

No.	Indicators	Score
1.	Explaining the purpose of the study	3
2.	Serving the material	3
3.	Dividing students into groups of study	4
4.	Guiding the students' groups when practicing TPR Storytelling	3
5.	Guiding the students' groups	4
6.	Giving quiz	3
Total		20
Percentage		83,33
Criteria		Good

Criteria:

85-100%

Excelent

65-84%

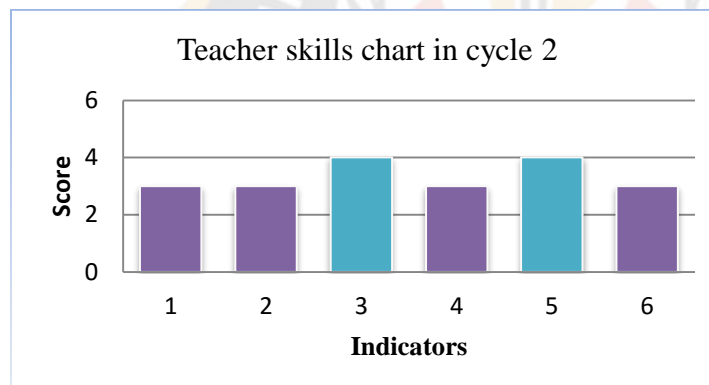
Good

55-64%

Fair

0-54%

Less



Indicators:

1. Explaining the purpose of the study
2. Serving the material
3. Dividing students into groups of study
4. Guiding the students' groups when practicing TPR Storytelling
5. Guiding the students' groups
6. Giving quiz

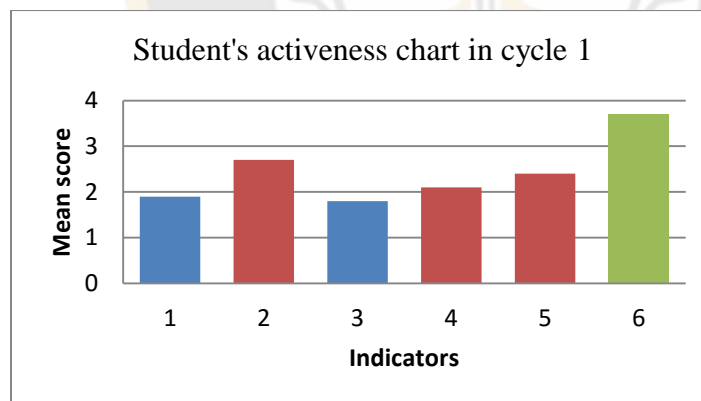
The Observation Result in Cycle 1

b. Student's activeness

No.	Indicators	Mean score
1.	Paying attention while the teacher is explaining the purpose of study.	1,9
2.	Paying attention while the teacher is explaining the material.	2,7
3.	Students are active in asking question.	1,8
4.	Students are active in answering question.	2,1
5.	Students are active in group working.	2,4
6.	Performing the task.	3,7
	Total	14,6
	Percentage	60,83%
	Criteria	Fair

Criteria:

85-100%	Excellent
65-84%	Good
55-64%	Fair
0-54%	Less



Indicators:

1. Paying attention while the teacher is explaining the purpose of study.
2. Paying attention while the teacher is explaining the material.
3. Students are active in asking question.
4. Students are active in answering question.
5. Students are active in group working.
6. Performing the task.

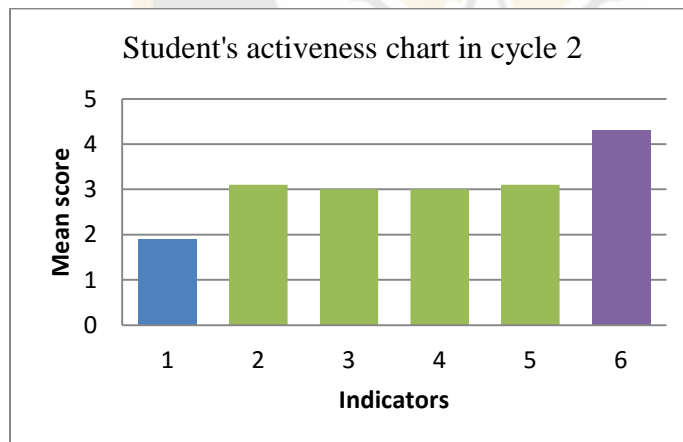
## The Observation Result in Cycle 2

### b. Student's activeness

No.	Indicators	Mean score
1.	Paying attention while the teacher is explaining the purpose of study.	2,7
2.	Paying attention while the teacher is explaining the material.	3,1
3.	Students are active in asking question.	3,0
4.	Students are active in answering question.	3,0
5.	Students are active in group working.	3,1
6.	Performing the task.	4,3
	Total	19,2
	Percentage	80%
	Criteria	Good

Criteria:

85-100%	Excelent
65-84%	Good
55-64%	Fair
0-54%	Less



Indicators:

1. Paying attention while the teacher is explaining the purpose of study.
2. Paying attention while the teacher is explaining the material.
3. Students are active in asking question.
4. Students are active in answering question.
5. Students are active in group working.
6. Performing the task.