The Effect of TPR and Traditional Method on the Fourth Grade Elementary Students’ Vocabulary Achievement

By

Christophorus Reko T. (1213003102)

English department
Faculty of teacher training and Education
Widya Mandala Catholic University
Surabaya, October 18, 2007
This thesis entitled The Effect of TPR and Traditional Method in The Fourth Grade Elementary Students’ Vocabulary Achievement, prepared and submitted by Christophorus Reko T (1213003102), has been approved and accepted by the following advisor as a partial fulfillment of the requirement for the Sarjana Pendidikan degree in English language teaching.

Y.G. Harto Pramono, Ph.D.
First advisor

Dra. Ruruh Mindari, M.Pd.
Second advisor
APPROVAL SHEET
(2)

This thesis has been examined by the committee of an oral examination with
the grade of ............. on December 10, 2007.

Prof. Dr. Veronika L. Diploadi, M. Sc.
Chairman

Dr. Ignatius Harjanto
Member

M.G. Retno Palupi, M.Pd.
Member

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

Dra. Ruruh Mindari, M.Pd.
Member

Approved By:

Dra. Agnes Santi Widiani, M. Pd
Dean of the Faculty of Teacher Training
And Education of Widya Mandala
Catholic University

Dra. Susana Teopilus, M. Pd
Head of the English Department of
Widya Mandala Catholic
University
ACKNOWLEDGEMENTS

I would like to raise up my gratitude to Lord Jesus Christ for His love and care that I could finally finish my thesis.

I would also like to thank the following people for their contributions, without which this paper could never have been created:

Y.G. Harto Pramono, Ph.D as my thesis advisor for his patience and valuable advice to improve my thesis.

Marcus Luruh Maryatmo, S.Pd as the headmaster of SDK Katarina Surabaya and Martina Dewi, S.Pd as the English teacher of SDK Katarina Surabaya who have given me the permission and time to conduct the try-out test at their school.

ME Tri Ernaniningsih S.Pd as the head mistress of SDK Santo Yosef Surabaya and Viviet Titik Sukmawati S.Pd as the English teacher of SDK Santo Yosef Surabaya who have also given me the permission and precious time to conduct the pre-test, treatment, and post-test at their school.

Class IV-A students of SDK Katarina Surabaya, and class IV-A and IV-B students of SDK Santo Yosef Surabaya for being the samples of my thesis.

My beloved Mom and Dad for their continuous support and encouragement during the process of writing this paper.

Last but not least, I would like to thank to Rendi, Veri, Dian, Ronald, Yenny, Tina, and Demas for the encouragement, support, and motivational assistance given to me.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL SHEET (1)</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL SHEET (2)</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td><strong>CHAPTER</strong></td>
<td></td>
</tr>
<tr>
<td>1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.1. Background of the study</td>
<td>1</td>
</tr>
<tr>
<td>1.2. Statement of the problem</td>
<td>4</td>
</tr>
<tr>
<td>1.3. The objectives of the study</td>
<td>4</td>
</tr>
<tr>
<td>1.4. The significance of the study</td>
<td>4</td>
</tr>
<tr>
<td>1.5. The scope and limitation of the study</td>
<td>5</td>
</tr>
<tr>
<td>1.6. Theoretical framework</td>
<td>5</td>
</tr>
<tr>
<td>1.7. Hypotheses</td>
<td>5</td>
</tr>
<tr>
<td>1.8. Definition of key terms</td>
<td>6</td>
</tr>
<tr>
<td>1.9. Organization of the study</td>
<td>7</td>
</tr>
<tr>
<td>2. REVIEW OF RELATED LITERATURE</td>
<td>8</td>
</tr>
<tr>
<td>2.1. Teaching English to young learners</td>
<td>8</td>
</tr>
<tr>
<td>2.1.1. The characteristic of young learners</td>
<td>9</td>
</tr>
<tr>
<td>2.1.2. Teaching vocabulary to young learners</td>
<td>11</td>
</tr>
<tr>
<td>2.2. The vocabulary used in the study</td>
<td>12</td>
</tr>
<tr>
<td>2.3. Total Physical Response method</td>
<td>13</td>
</tr>
<tr>
<td>2.3.1. Why TPR works</td>
<td>16</td>
</tr>
<tr>
<td>2.3.2. The characteristic of teaching learning in TPR method</td>
<td>18</td>
</tr>
<tr>
<td>2.3.3. Key ideas in TPR method</td>
<td>19</td>
</tr>
<tr>
<td>2.3.4. Some principles of TPR method</td>
<td>19</td>
</tr>
<tr>
<td>2.3.5. The procedure to use TPR</td>
<td>20</td>
</tr>
</tbody>
</table>
2.3.6. The advantages and disadvantages of using TPR method………………………21

2.3.7. The use of TPR method to teach vocabulary………………………...22

2.4. The traditional method in teaching vocabulary………………………………………23

2.4.1. Memorization………………………………………23

2.5. Review of related studies……………………………………...26

3. RESEARCH METHOD…………………………………………………...28

3.1. Research design………………………………………………………28

3.1.1. Form………………………………………………………28

3.1.2. Variables………………………………………………………29

3.1.3. Time schedule………………………………………………..30

3.1.4. Instructors……………………………………………………..31

3.1.5. Materials………………………………………………………31

3.2. Subject of the study…………………………………………………..31

3.3. Instruments…………………………………………………………32

3.4. The try out of the instrument………………………………………………33

3.4.1. Test validity……………………………………………………33

3.4.2. Item reliability…………………………………………………..34

3.4.3. Item analysis……………………………………………………35

3.4.3.1. Item difficulty……………………………………………35

3.4.3.2. Item discrimination…………………………………………37

3.5. Treatment…………………………………………………………38

3.6. Procedures of collecting the data…………………………………………39

3.7. The techniques of data analysis……………………………………………40

4. DATA ANALYSIS AND INTERPRETATION OF THE FINDINGS……………………………43

4.1. Data analysis………………………………………………………43

4.2. Interpretation of the finding……………………………………………46

4.2.1. The weaknesses of the study…………………………………….48
5. CONCLUSION……………………………………………50
   5.1. Summary……………………………………………50

   5.2. Suggestions
       5.2.1. Suggestion for language teachers………52
       5.2.2. Suggestion for further research………..54

6. BIBLIOGRAPHY…………………………………………55

7. APPENDICES
   Appendix 1…………………………………………58
   Appendix 2…………………………………………65
   Appendix 3…………………………………………67
   Appendix 4…………………………………………69
   Appendix 5…………………………………………75
   Appendix 6…………………………………………111
   Appendix 7 (Student’s work sheet, Try-out, and
   revision of try-out test)……………………………122
Abstract

Reko, Christophorus. The Effect of TPR and Traditional method in The Fourth Grade Elementary Students’ Vocabulary Achievement. S1 Thesis. The English Department of Widyamandala Surabaya Catholic University. 2007

Since English is an international language which is used and taught in most countries all over the world, it is considered to be the most important language that the students need to learn. People must learn English as a means of communication to survive in this globalization era. Therefore, the government has stated English as a compulsory subject in the curriculum.

In order to master English, someone must master the vocabulary first, since vocabulary is the important language component in learning the other skills such as reading, listening, writing, and speaking. However, many students lose their interest in learning vocabulary because it is hard for them to memorize all the words. Moreover, many English teachers still use traditional ways in teaching vocabulary by asking the students to memorize some English words with their meanings. This has made the students get bored and as a result it is hard for them to make good achievement in learning the language. Therefore, to gear-up the students’ interest and motivation in learning vocabulary, the teachers should vary their teaching methods. One of the methods that can lessen the student’s boredom in learning English is Total Physical Response method (TPR). In this study, the writer used the TPR method and the traditional method in teaching vocabulary.

In this study, the writer tried to find out whether the TPR and traditional method are effective to teach vocabulary and whether the students who are given the TPR method have significantly better vocabulary achievement than those who are given the traditional method. This study was a quasi-experimental study employing two groups pre- and post-test design. The subject of the study was the fourth grade students of elementary school. The control group was taught using the traditional method while the experimental group was taught using the TPR method. The data was collected by giving pre-test and post-test on vocabulary to the students. The data was analyzed using t-test technique. The result of the calculation shows that both techniques are effective to teach vocabulary, however, the achievement of the students who were taught using the TPR method is significantly better than those taught using the traditional method.