The Effect of Using Total Physical Response (TPR) Method and Word List for Teaching Vocabulary to Children

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

By:
Fifin Yanuarita
(1213003041)

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
JANUARY, 2008
Approval Sheet (1)

This thesis entitled "The Effect of Using Total Physical Response (TPR) Method and Word List for Teaching Vocabulary to Children" which is prepared and submitted by Fifin Yanuarita (1213003041) has been approved and accepted as a partial fulfilment of the requirement for the Sarjana Pendidikan Degree in English department by the advisor:

Prof. Dr. Veronica L. Diptoadi, M.Sc
Advisor
Approval Sheet (2)

This thesis entitled “The Effect of Using Total Physical Response (TPR) Method and Word List for Teaching Vocabulary to Children” has been examined by the committee of an Oral Examination with the grade of _____ on January 29\textsuperscript{th}, 2008.

Dr. Bartholomeus Budiono
Chairman

Yohanes Nugroho Widianto, M. Ed
Secretary

Mateus Yumarnamto, M. Hum
Member

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

Drs. Agnes Santi Widiati, M. Pd.
Dekan of FKIP

Dra. Susana Teopilus, M. Pd.
Head of English Department
ACKNOWLEDGEMENT

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

1. Prof. Dr. Veronica L. Diptoadi, M.Sc, her advisor, who has been willing to spend her valuable time for guiding, giving comments and suggestions for the improvement of the writer’s thesis.

2. Drs. Agustinus Ngadiman, the writer’s academic advisor, who has supported the writer to finish her thesis on time.

3. Trisjanti Hartanto, B.A, the headmistress of SD YPPI I Surabaya, who has permitted the writer to conduct her study at the school.

4. Anastasia Anita S, S.Psi, the English teacher of SD YPPI I Surabaya, who has given help and opportunity to the writer in conducting her experiment in her class.

5. All the students of SD YPPI I Surabaya of the academic year of 2007-2008, especially the third grade students, who have participated actively in teaching-learning activities in class.

6. The writer’s parents and family who have given so much help, love, and support during the accomplishment of this thesis.

7. All the writer’s friends especially Pauline Tanuwijaya, Elvina Ariyanto, Stelia Elverine, Erly Goni and Shen Nie Hoediono, who have given their help, support, and prayer in the accomplishment of this thesis.
Finally, the writer also wants to thank those whose names have not been mentioned here for giving valuable contribution and help to the writer during the process of writing this thesis.

The writer realizes that without all of the guidance, cooperation, time and help given by all the above mentioned, she would not be able to finish her thesis well.

Surabaya, January 2008

The Writer
# TABLE OF CONTENTS

APPROVAL SHEET (1).................................................................ii
APPROVAL SHEET (2)..............................................................iii
ACKNOWLEDGEMENT............................................................iv
TABLE OF CONTENTS..........................................................vi
LIST OF TABLES.......................................................................x
ABSTRACT................................................................................xi

**CHAPTER I: INTRODUCTION** .............................................1

1.1 Background of The Study ..............................................1
1.2 Statement of The Problem..............................................2
1.3 The Objective of The Study..............................................2
1.4 Hypothesis........................................................................2
1.5 Significance of The Study.................................................3
1.6 Scope and Limitation of The Study.................................3
1.7 Definition of Key Terms................................................3
1.8 Theoretical Framework...................................................4
1.9 Organization of the study...............................................4

**CHAPTER II: REVIEW OF RELATED STUDIES** .................6

2.1 The Characteristics of Young Learner at the Earliest School Age ..........6
2.2 The Importance of Teaching Vocabulary.............................7
2.3 Teaching Vocabulary to Children....................................8
2.4 Total Physical Response (TPR) Method.............................11
   2.4.1 The Strategy of Total Physical Response (TPR) Method......12
   2.4.2 Key Ideas in the Total Physical Response (TPR) Method.....12
2.4.3 Some Principles of Total Physical Response (TPR) Method………13

2.4.4 The Advantages and Disadvantages of Using Total Physical Response (TPR) Method………………………………………………14

2.4.4.1 The Advantages of Using TPR………………………………14

2.4.4.2 The Disadvantages of Using TPR……………………………15

2.4.5 Total Physical Response (TPR) Method in Teaching Vocabulary to Children…………………………………………………….15

2.4.5.1 The Techniques of Total Physical Response (TPR) Method in Teaching Vocabulary to Children……15

2.4.5.2 The Steps to Use Total Physical Response (TPR) Method in Teaching Vocabulary to Children……16

2.5 Word List………………………………………………………………...17

2.6 Related Previous Study…………………………………………………..18

CHAPTER III: RESEARCH METHODOLOGY………………………………20

3.1 Research Design………………………………………………………….20

3.1.1 The Form…………………………………………………………...20

3.1.2 The Variables………………………………………………………21

3.2 Population and Sample…………………………………………………...21

3.3 The Treatments…………………………………………………………...22

3.4 Schedule of the Treatment……………………………………………….25

3.5 Research Instrument……………………………………………………...25

3.5.1 The Try Out of the Test………………………………………………...26

3.5.1.1 The Reliability of the Test………………………………………26

3.5.1.2 The Level of Difficulty………………………………………27
Appendix 4A : Lesson Plan of the Control Group (1st treatment) ..............57
Appendix 4B : Lesson Plan of the Control Group (2nd treatment) ..............60
Appendix 4C : Lesson Plan of the Control Group (3rd treatment) ..............63
Appendix 5A : Students’ Worksheet and Answer Key of Experimental Group (1st
Treatment) .................................................................66
Appendix 5B : Students’ Worksheet and Answer Key of Experimental Group
(2nd Treatment) ..........................................................68
Appendix 5C : Students’ Worksheet and Answer Key of Experimental Group (3rd
Treatment) .................................................................70
Appendix 6A : Students’ Worksheet and Answer Key of Control Group (1st
Treatment) .................................................................72
Appendix 6B : Students’ Worksheet and Answer Key of Control Group (2nd
Treatment) .................................................................74
Appendix 6C : Students’ Worksheet and Answer Key of Control Group (3rd
Treatment) .................................................................76
Appendix 7 : The Try Out and the Answer Key ........................................78
Appendix 8 : The Reliability of the Try Out ............................................87
Appendix 9 : The Difficulty Index of the Try Out ....................................88
Appendix 10 : The Discrimination Power of the Try Out .........................90
Appendix 11 : The Validity of the Test Items........................................91
Appendix 12 : The Posttest and the Answer Key ....................................93
Appendix 13 : The Calculation of Posttest Scores .................................100
LIST OF TABLES

Table 3.1 : The Research Design..........................21
Table 3.2 : The Treatment of the Experimental and the Control Group....24
Table 3.3 : The Schedule of the Treatments..........................25
Figure 3.4 : The Formula of KR21..................................26
Figure 3.5 : The Difficulty Level Formula............................27
Figure 3.6 : The Discrimination Power Formula.........................28
Figure 3.7 : The Mean Formula.......................................31
Figure 3.8 : The Standard Deviation Formula..........................32
Figure 3.9 : The t-observation Formula.................................32
Table 4.1 : The Calculation of the Mean Scores of Posttest............34
ABSTRACT


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

Keywords: Vocabulary, Total Physical Response Method, Word List

Nowadays vocabulary becomes an important thing in learning English as a foreign language. Besides, vocabulary is important to make up words in order to make communication work out. Therefore teachers should introduce vocabulary to young learners as soon as possible. Teaching vocabulary to young learners is not easy because young learners usually get bored easily. However, the writer found out that some teachers still find difficulties in teaching vocabulary to young learners. This could happen due to the teaching techniques used by the teacher. As the result, students get bored easily and can not understand the materials well.

Considering the teachers’ difficulties above, the writer conducted a study about teaching vocabulary by using the Total Physical Response method and Word List. The objective of this study is to find out whether the students taught with Total Physical Response method obtain higher vocabulary achievement than students taught with Word List.

In conducting the experiment, the writer used two classes of the third grade students of SD YPPI I Surabaya, belonging to the school year of 2007-2008. The research instrument used in this study was in the form of a vocabulary test consists of 20 multiple choice items. There were four options with only one correct answer for each item. The test was administered with a time limitation of 35 minutes. After conducting the three meetings of treatment, the writer administered a posttest to the two groups (experimental and control group).

After collecting the data, the writer compares the posttest score of the experimental and the control group, the t-test formula for independent samples was used to answer the major problem namely “Is there any significant difference between using Total Physical Response method and word list for teaching vocabulary to the third grade students of elementary school?” The formula was used to find out whether there was a significant difference or not between the mean scores of the experimental and the control group. After that, the writer calculated the mean, the standard deviation, and the observed t (to). Next, she determined the level of significance at 5 percent (0.05) with 38 degrees of freedom (df) which is 1.6860. The result showed that there was a significant difference between the mean scores of the two groups. Therefore, it can be concluded that the third grade students taught with Total Physical Response method got higher vocabulary achievement than those taught with Word List. In short, it can be said that teaching vocabulary using Total Physical Response method is more successful than using word list.