

THE EFFECT OF TPR AND WORD LISTS ON THE VOCABULARY ACHIEVEMENT OF THE FOURTH GRADE STUDENTS OF ELEMENTARY SCHOOL

A THESIS

In Partial Fulfillment of the Requirements
for the Sarjana Pendidikan Degree in
English Language Teaching



By:

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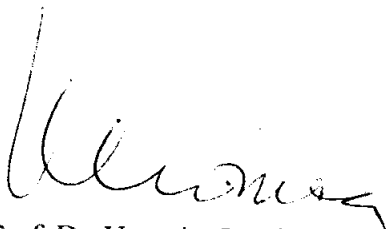
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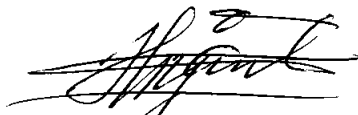


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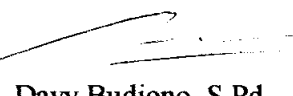
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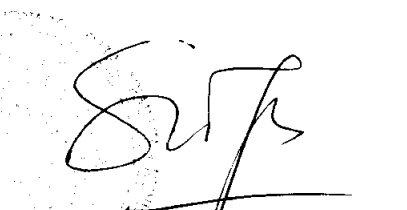
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Children should start to learn a foreign language at their early age. They have to learn it piece by piece until they can make a complete sentence. In acquiring a foreign language, the children usually find some difficulties and boring situation like the monotonous way of teaching of their teachers and also various subjects that they have to learn everyday. All of these factors hamper the students in experiencing a fun learning.

To overcome the boring situation of learning that the students face everyday, the writer combines the use of songs and TPR method. She wants to know which one is better teaching English vocabulary using word lists or teaching English vocabulary through songs using TPR method. She also mentions some advantages of teaching vocabulary through children's songs using TPR method to the fourth grade of elementary school.

She conducts her experiments at SDK St. Yohannes Gabriel Surabaya. She uses two classes randomly. She uses class IV A as the control group and class IV B as the experimental group. There are three topics of teaching that she uses. The first one is about Daily Activities, second is Parts of Body and the last topic is Physical Education. For the measurement she holds a posttest for both classes. There are 20 items of the test. The items are conducted in the multiple choices with four options.

She analyzes the results of the posttests and she finds that there is a difference between teaching English vocabulary using word lists and teaching English vocabulary using songs combined with TPR method. It can happen because of some possibilities like the students from control group can memorize the vocabulary longer than the students from experimental group because they know the meaning first and also have repetition while the students from the experimental group feel over excited because they have a new situation, so that they do not seriously follow the lesson.

In Chapter five she concludes that there is a significant difference between teaching English vocabulary using wordlists and teaching English vocabulary through children songs using TPR method. She also mentions some suggestion for further studies about how important to obey all the rules of the method in order to avoid the weaknesses that may occur and to make the study success and useful not only for the writer herself but also for the students, the teachers and other people who want to use the same method.