

**AN ANALYSIS OF THE APPLICATION OF TOTAL
PHYSICAL RESPONSE STORYTELLING (TPRS) AS A
METHOD OF TEACHING TO ENLARGE ENGLISH
VOCABULARY AT THE FIRST GRADE STUDENTS OF SMP
NEGERI 1 KARANGKANCANA KUNINGAN**
(QUALITATIVE RESEARCH)

A THESIS

Submitted to English Education Department of *Syekh Nurjati* State Institute for
Islamic Studies in Partial Fulfillment of Requirements for the Scholar Degree of
Islamic Education (S. Pd. I)



Arranged By:

ADE NURLAELASARI DEWI

Reg. No. 59430526



**ENGLISH EDUCATION DEPARTMENT OF TARBIYAH
FACULTY OF SYEKH NURJATI STATE INSTITUTE FOR
ISLAMIC STUDIES CIREBON**

2013

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ABSTRACT

Ade Nurlaelasari Dewi. 2013. *An Analysis of the Application of Total Physical Response Storytelling (TPRS) as a method of teaching to enlarge English vocabulary at the First Grade Students of SMP Negeri 1 Karangkancana Kuningan.*

The researcher observed to SMP Negeri 1 Karangkancana Kuningan and share with the English teacher on Friday, 3 May 2013. The English teacher recognized that the students at SMPN 1 Karangkancana Kuningan still difficult in remembering the vocabulary occasion the students do not understand when the teacher taught material by using target language. The teacher should use the method which can make the students enlarge their vocabulary. In this research, the writer will focus on teaching English vocabulary considering that vocabulary constitutes the knowledge of meaning which is one of the components of language.

The theory of this research are the theory of learning Behaviourism by Skinner and Travers and the theory Asher's classical TPR also TPRS by Blaine Ray.

The approach of the research in this thesis taken by the writer is a qualitative approach. The type of qualitative the writer had choosen is descriptive qualitative. The technique of collecting the data used by the writer are observation, interview, and questionnaire.

After the data have been analyzed, the writer conluded that the application of TPRS is how the activity verbally and psychomotor can be used together. It makes the students more interest to pay attention to the teacher, because of they are understand what the teacher told by look at the teachers' gestures and the pictures. The Application of Total Physical Response Storytelling have some strength and weakness, the strength are: Fun and interesting, The process of teaching and learning in the class is more conducive, and it is Good tool for building vocabulary. and the weakness are: If the use of TPRS is over, it may be bored to the students, can be a major challenge for the student who less confidence, and it cannot be used to teach everything flexibly.

The students' difficulties in enlarging vocabulary because of method of the teaching is so bored. So, TPRS is one of method in learning and teaching process which can make the students interest, it can uses story telling or songs in order to students have spirit and interesting to learn English, especially in learning vocabulary. the English teacher also should give the variation method to the students in order to the students can be motivated and interested in learning English.

APPROVAL

**AN ANALYSIS OF THE APPLICATION OF TOTAL PHYSICAL RESPONSE
STORY TELLING (TPRS) AS A METHOD OF TEACHING TO ENLARGE
ENGLISH VOCABULARY AT THE FIRST GRADE STUDENTS OF SMP
NEGERI 1 KARANGKANCANA KUNINGAN**

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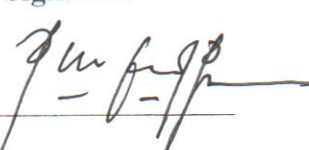
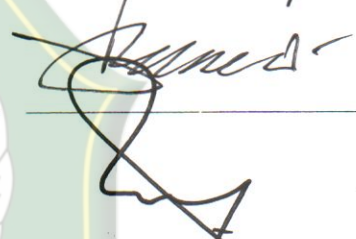


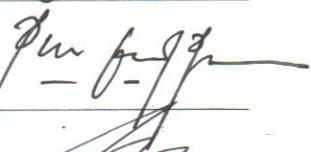
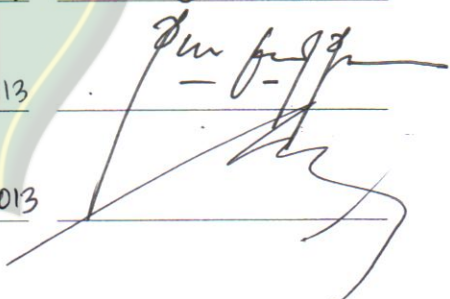
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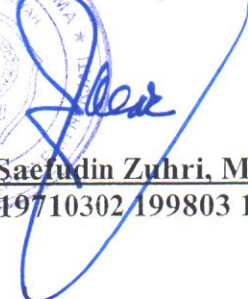
RATIFICATION

The thesis entitled “AN ANALYSIS OF THE APPLICATION OF TOTAL PHYSICAL RESPONSE STORY TELLING (TPRS) AS A METHOD OF TEACHING TO ENLARGE ENGLISH VOCABULARY AT THE FIRST GRADE STUDENTS OF SMP NEGERI 1 KARANGKANCANA KUNINGAN”

by Ade Nurlaelasari Dewi registered number 59430526, has been examined on August 16th, 2013. It has been recognized as one of requirements for Graduate Degree in English Education Department of Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies Cirebon.

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OFFICIAL NOTE

**The Chairwoman of English Education Department
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Assaalamu 'alaikum Wr. Wb.

After guiding, analyzing, briefing and correcting to the writing of ADE NURLAELASARI DEWI's thesis, with the Student's register Number 59430526 entitled in "AN ANALYSIS OF THE APPLICATION OF TOTAL PHYSICAL RESPONSE STORYTELLING (TPRS) AS A METHOD OF TEACHING TO ENLARGE ENGLISH VOCABULARY AT THE FIRST GRADE STUDENTS OF SMP NEGERI 1 KARANGKANCANA KUNINGAN", we are of same opinion that her thesis can be presented to the English Education Department of Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies.

Wassalamu 'alaikum Wr. Wb.

Cirebon, July 2013

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LETTER OF AUTHENTICITY

Bissmillahirrahmaanirrahiim,

I acknowledge that this thesis entitled in: **“An Analysis of the Application of Total Physical Response Storytelling (TPRS) as a method of teaching to enlarge English vocabulary at the First Grade Students of SMP Negeri 1 Karangkencana Kuningan”**. It is really my own writing with some quotation from some sources by using the acceptable scientific method of writing.

Honestly speaking, I have written this letter of authenticity in accordance with the truth. I will be responsible for any risk that happens in the future if it is proved to offend the ethic of scientific writing.

Cirebon, July 2013

The Writer,

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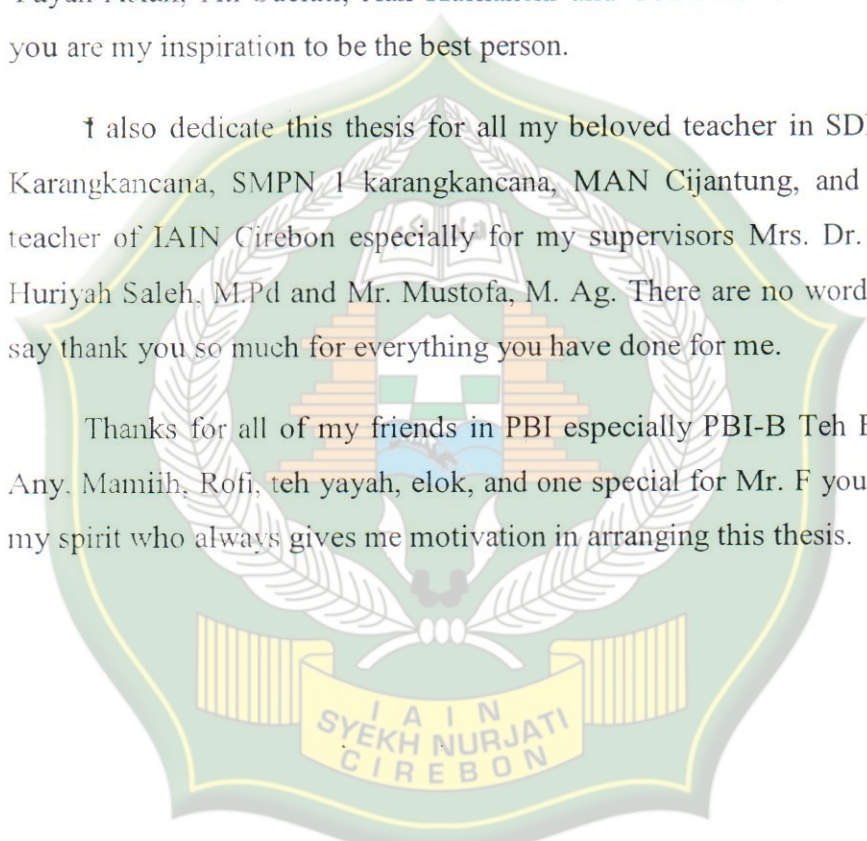
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DEDICATION

I dedicate my thesis to Allah SWT, my prophet Muhammad (Peace be Upon Him), My beloved parents (K.H. Amin Hasanudin and Hj. Miah Siti Rofiah) who always give me supports and prays, you are my spirit in my life journey. My entire lovely elder sisters (Jumiatai, Yayah Asiah, Ati Suciati, Aan Kurnaneni and Teti Ratnasari Dewi), you are my inspiration to be the best person.

I also dedicate this thesis for all my beloved teacher in SDN 1 Karangkancana, SMPN 1 karangkancana, MAN Cijantung, and my teacher of IAIN Cirebon especially for my supervisors Mrs. Dr. Hj. Huriyah Saleh, M.Pd and Mr. Mustofa, M. Ag. There are no words to say thank you so much for everything you have done for me.

Thanks for all of my friends in PBI especially PBI-B Teh Eha, Any, Mamiih, Rofi, teh yayah, elok, and one special for Mr. F you are my spirit who always gives me motivation in arranging this thesis.



Love you all....and

Thank you so much for all

AUTOBIOGRAPHY



The name of the writer is Ade Nurlaelasari Dewi. She was born in Kuningan on July 04, 1991. She lives with her parents in Karangkancana Village No. 460 RT/RW 004/001, the district of Karangkancana, Kuningan Regency. The name of her father is K.H. Amin Hasanudin and the name of her mother is Hj. Miah Siti Rofi'ah. She is the last child. She has five elder sisters. They are Jumiati, Yayah Asiah, Ati Suciati, Aan Kurnaeni and Teti Ratnasari Dewi.

Her chronological order of her education is as follows:

- She went to Karangkancana State Elementary school in 1997 and passed in 2003.
- She went to Karangkancana State Junior High School in 2003 and passed in 2006.
- She went to Islamic State Senior High School of Madrasah Aliyah Negeri Cijantung Ciamis in 2006 and passed in 2009.
- And finally, she went to Syekh Nurjati State Institute for Islamic Studies (IAIN) Cirebon taking English Education Department of Tarbiyah Faculty from 2009 up to now.

PREFACE

In the name of Allah, The Most Gracious, The Most Merciful. All praises and thankfulness be given to Allah. Because of His affection, the writer eventually has been able to finish this *skripsi*. May invocation and safety always be given to the prophet Muhammad SAW (peace be upon him) his family, his colleagues, and his followers up to the end of the world.

This thesis is entitled **“An Analysis of the Application of Total Physical response Storytelling (TPRS) as a method of teaching to enlarge English vocabulary at the First Grade Students of SMP Negeri 1 Karangkancana Kuningan”**. Presented to the English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies in partial fulfillment of the requirements for the degree of the Islamic scholar in English Education (S.Pd.I).

In writing this thesis, there are a lot of people who have participated, supported, helped, and advised. So in this opportunity, the writer would like to convey her sincere gratitude to:

1. Prof. DR. H. Maksum Mochtar, MA, the Rector of *Syekh Nurjati* State Institute for Islamic Studies;
2. DR. Saefudin Zuhri, M. Ag, the Dean of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies;
3. DR. Hj. Huriyah Saleh, M. Pd, Chairwoman of the English Education Department of *Syekh Nurjati* State Institute for Islamic Studies and the first supervisor;
4. Mustofa, M. Ag, the second supervisor;
5. Toto Ardianto, S.Pd M.Si, the headmaster of *SMP Negeri 1 Karangkancana Kuningan*;
6. All teachers, especially Susan Amperawati, S.Pd, as an English teacher of *SMP Negeri 1 Karangkancana Kuningan*.

7. Wakhid Nasrudin, M. Pd; gave me many knowledge about the research;
8. The lecturers and the staff of *Syekh Nurjati* State Institute for Islamic Studies;
9. My parents and all family, gave pray and support for me;
10. All my friends that cannot be mentioned one by one for their motivation;

The writer realizes that her thesis is still far from being perfect and of course there are many mistakes both in the arrangements and in the content. Accordingly, any comments and suggestion given by the readers would be gladly welcome.

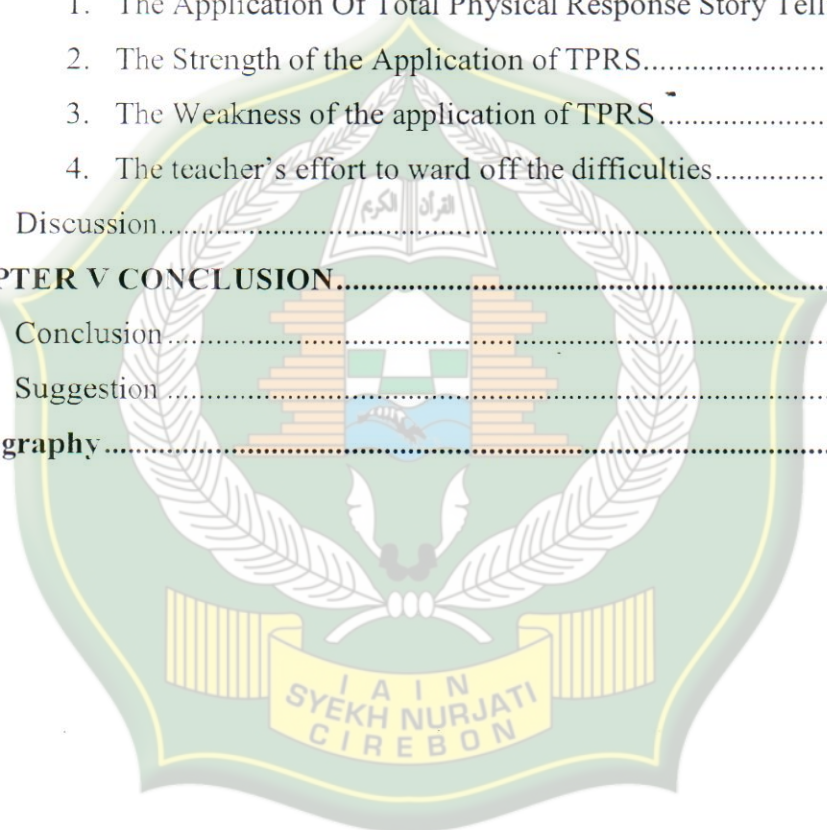
Hopefully, this thesis will be useful for the readers especially for the writer herself. And also for the students of *Syekh Nurjati* State Institute for Islamic Studies as a reference in general.



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