

**THE EFFECT OF THE TOTAL PHYSICAL RESPONSE
METHOD AND TRANSLATION METHOD ON THE
VOCABULARY ACHIEVEMENT OF FIRST GRADERS AT
SEKOLAH CITRA BERKAT SURABAYA**

A THESIS

As Partial Fulfillment of the Requirements for the Sarjana Pendidikan
Degree in English Department Faculty of Teacher Training and
Pedagogy



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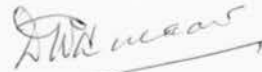
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ABSTRACT

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Teaching English vocabulary is important as vocabulary mastery will determine how young learners express their thoughts and ideas through writing and speaking and also their ability to understand what they read and hear. As young learners enjoy creating fun in whatever they do are motivating their learning, this study suggested the use of Total Physical Response Method. As in the Total Physical Response Method, young learners learn the language through hearing, seeing and doing it.

An experimental study was then conducted to see the difference of the vocabulary achievement between the students taught with gestures in the Total Physical Response Method and those taught with words list in the Translation Method. The study was conducted at Sekolah Dasar Citra Berkas. The sample was first graders.

The data were computed by applying t-test formula. The result of the t-test indicated that the vocabulary achievement of the experimental group is not significantly different from that of the control group as some possible factors affected such as numbers of students and low reliability of the instrument used. Those factors affected the result of the t-test as the result was insignificantly difference.

As a conclusion, the result of the study is not significantly different. However, it does not mean that the Total Physical Response Method does not give positive effect as some students of the experimental group get better score at the post-test and the teaching learning activities became more relaxing than before.