

ABSTRACT

Astuti, Ima P. 2009. *Applying Total Physical Response (TPR) Method in Storytelling to Improve Young Learners' Listening Skill*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Dr. Abdurrachman Faridi, M.Pd; Second Advisor: Dra. C. Murni Wahyanti, M.A.

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This final project is based on a study that attempted to examine the application of Total Physical Response (TPR) method in storytelling to improve young learners' listening skills.

In this study, the writer applied 'one group pretest-posttest' as the research design. The subject of this research was the year-five-students of MI Al Islam Mangunsari 02, Gunungpati Semarang. There were 30 students participating on this research.

The researcher conducted three activities in the experiment. They were pre-test, treatments, and post-test. From the pre-test finding, the average score was 68,67. It could be seen that the initial condition of the students' listening skill before the treatment was relatively poor. That was why a series of treatments were needed. After the treatments were conducted, the post-test was given. This resulted on the average score of the post-test, which was 74,73. To know the significance difference between the pre- and post-test, t-test was calculated. The mean difference between pre-test and post-test was significant if the t-value > t-table. Therefore, as the t-value in this research was $3,77 > 2,00$, the writer concluded that there was a significant difference between pre- and post-test.

The research findings indicated that after having treatments, the students had great progress in listening. It was showed by the improvement of the average score between the pre- and post-test. Based on these results, the application of Total Physical Response (TPR) in storytelling is beneficial for the students and it can be suggested as a new method in teaching listening to young learners.