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.