



**The Effectiveness of Total Physical Response (TPR) Using
Storytelling In Teaching English Vocabulary At SDN 017
Marangkayu**

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Abstract

Vocabulary is one of the aspects of language that has to be learned because it is important for daily activities and the classroom teaching and learning process, particularly in English classes. Despite this, many students may still struggle to learn a new word in English. The teacher must be more creative and innovative in implementing methods to make students feel comfortable learning English because there are many factors that must be achieved and it requires more concentration to master it. The approach employed in this research was quantitative, using a quasi-experimental design to compare two classes. The fourth graders in SDN 017 Marangkayu served as the samples. Class IV (A) and IV (B) were the samples of this research, with 14 students in the experimental class and 14 in the control class. Multiple-choice examinations served as the research instrument. the research objectives is to find out the effectiveness of Total Physical Response (TPR) using Storytelling method in teaching English vocabulary, especially in elementary school. The researcher utilized the SPSS version 21 program and the independent sample t-test formula to evaluate the data. This research used observation and documentation data collection techniques that have been tested for validity and reliability, and the data has met the requirements for normality and homogeneity. The researcher concluded that Total Physical Response (TPR) using storytelling was effective to improve student's achievement in learning new vocabulary. The result of the data was obtained by giving pre-test and post-test to both groups, and the 2-tailed significance value was obtained at $0,08 < 0,05$, which means that H_0 is rejected and H_a is accepted. So, this research shows that TPR using storytelling has a significant effect on teaching vocabulary to students.

Keywords : TPR Storytelling, Teaching, Vocabulary

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A. Introduction

We live in a global community it is important that individuals learn about different language and culture.¹ According to Darbyshire “Language undoubtedly a kind of means of communicating among human being it consist primarily of vocal sounds it is an articulator systematic and arbitrary². In education to have good English there are four basic language skills are, listening, speaking, reading and writing. Those skills are included in the Curriculum of Education Ministry to be learned by students in teaching-learning process. Language learners have traditionally relied on dictionaries to understand the meanings of foreign vocabulary in the target language³ There is a way to find the best method to teach English as a second language, language learning method also has a big contribution to English learners to improve their English as a foreign language, because it is part of school subject and it is important for understanding another culture. It is related to Stella Hurd argues that foreign learners are developing learner autonomy, which includes selecting the use of gaining knowledge of method are applicable to their challenge and desire to improve their language⁴.

In current world, English is important used by people all around the world for communication in the fields of science, technology, business, and culture communication. The Indonesia government requires English proficiency from junior high school although university students due to the language’s significant role in society, when the students finish their studies government wants them to be proficient in English, Indonesia can take a part in international and industry by learning a foreign language⁵, In order to lessen the student’s burden in learning English and to answer the challenge, the teacher must be more creative and innovative in implementing method to make students feel comfortable in learning English.

One method for helping students to learn a second language is known as “Total Physical Response (TPR) Using Storytelling”. This method allows students to choose up the foreign language through listening, reading, visual sources, and action. Students are able to comprehend the target language through an enticing story that’s repetitive and interesting. Since TPR using Storytelling faucets into multiple modes of learning, it should be particularly helpful for college learners with learning difficulties. Total physical response using storytelling methods begins with initial establishing the meaning of a word in the target language. This can be done by giving the word a translation, picture and gesture and teaching a

¹ Rifqi Aulia Rahman et al., “Attempts to Unravel and to Overcome The Educational Issues of Nahwu (A Multi-Site Descriptive Study at UINSI Samarinda and UNSIQ Wonosobo),” *Al-Jawhar: Journal of Arabic Language* 2, no. 1 (2024): 1–18.

² M F Patel and Praveen M Jain, *English Language Teaching* (Sunrise Publishers and Distributors, 2008).

³ anis komariah Rizkiatun aulia, dina destari, “Student’s Perception of Using Google Translate at English Education Department UINSI Samarinda,” *El-Syaker: Samarinda International Journal of Language Studies* 1 (2024): 1.

⁴ Kyungsim Hong-nam & Alexandra G. Leavell, “Language Learning Strategy Use of ESL Students in an Intensive English Learning Context,” *Language Learning Strategy Use of ESL Students in an Intensive English Learning Context*, 2006, 400.

⁵ Umar Fauzan, “The Use of Improvisations Technique to Improve the Speaking Ability of EFL Students,” *The Use of Improvisations Technique to Improve the Speaking Ability of EFL Students* Vol.14 (2014).

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gesture with the word. This is followed by the storytelling process. Total Physical Response Using Storytelling wholly students in the learning method and to differentiate instruction.

Total physical response (TPR) using storytelling provides an interesting way in learning which means of English vocabulary, through this teaching method students are expected to learn English vocabulary easily for it uses gesture to explain the vocabulary meaning, and to classification the type of vocabulary. Instead of giving direct translation, teachers ask students to guess the meaning of the vocabulary based on the associated gesture. By guessing the meaning of vocabulary, it encourages game like fun and prevents boredom among students.

Because the method is like a game and uses gesture to teach words, the teacher can create lesson plan that encourages students to actively participate in the lesson. Vocabulary is one of the most important skills in a language⁶, it means that vocabulary is one of the key that must be mastered by the students if they want to have good knowledge in the four skills. Vocabulary is also one of the essential language components in learning English. Based on initial observation to students at SDN 017 Marangkayu that the teacher has introduced easy vocabulary to students by means of the teacher mentioning the word, then students are asked to determine whether the word is included in the type of verb, nature or other in turn. So that researcher found problems with the students, there were students who could not mean the word. And still limited in vocabulary mastery because students are less interested in English lessons, some of the students said they lacked confidence when using English because words were difficult to pronounce and learning English which was fixated on textbook/theories even before teaching, students said it was difficult. In this case the researcher is interested in applying a method where students feel happy and feel like they are playing. According to Laura E. Holleny entitled "The Effectiveness Of Total Physical Response Storytelling For Language Learning With Special Education Students" the results of the research conducted show that it was hypothesized that Total physical response using storytelling would be more effective method for teaching a foreign language to students with disabilities as it engages a more multi-model approach then traditional learning methods. This research showed that TPR storytelling seems to engage the students more quickly and for a longer period of time. This research examined two different strategies for teaching a foreign language to students with mild disabilities and found that Total physical response storytelling strategies to be slightly more effective, engaging and efficient than the traditional method for foreign language learning instudents with mild disabilities.⁷

Based on the theories above, it can be concluded that the students need the way to learning English easily, a students who has good enough time and method to learning English will find their confidence and motivation increase because the students feel happy and fun in learning process. That is what the researcher is interested to know the effectiveness of total physical response using storytelling

⁶ Mc. M Schmit, N and Carthey, "The Correlation between Students Achievement Vocabulary and Reading Comprehension the Eleventh Grade Students," *Vocabulary in Language Teaching* ISSN 2331- (2014): 2.

⁷ Laura E. Holleny, "The Effectiveness Of Total Physical Response Storytelling For Language Learning With Special Education Students" (2012).

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in teaching English vocabulary. Therefore, the researcher will conduct a research entitled "The effectiveness of total physical response using storytelling method in teaching English vocabulary At SDN 017 Marangkayu"

Learning Methods

The concept of learning is a process of consciously directing a person's environment to support and implement specific behaviors under specific circumstances or to respond to a specific situation⁸. The learning environment must be used properly because learning plays a very important role in education. The Trianto concept of the learning model states that the learning model is a plan or pattern used as a guide for the design of learning, relating to the learning approach used, including the objectives of the learning activities and the learning environment and instructional management. Learning method is a method to achieve the set goals, in teaching and learning activities, the methods teachers needs to use vary depending on what they want to achieve after completing the lesson⁹. Learning methods are any activity deliberately undertaken, or resources provided, to help the learning process at individual team or organizational level, learning methods are system of practice and procedures educators to support and enrich the learning of learners.

Learning method position

Teaching and learning activities that evoke interaction of human elements are a process to achieve the goals of teaching. One of the efforts is to understand the place of teaching methods as a component of success in the learning process. The position of the teaching method is as follows:

The method as a fool for extrinsic motivation

In applying the method, the teacher sometimes has to adapt to the conditions and atmosphere for the class. The number of children influences the application of the method. Lesson goals are absolute guidelines for the selection of methods. When formulating goals, teachers should make them clear and measurable to facilitate the selection of methods to support the achievement of the stated goals. If a teacher uses only one method students will less enthusiastic in the learning process, boredom and laziness will appear in the learning activities. So it can be used different methods, as alternative extrinsic motivational tools in school learning¹⁰. Extrinsic motivation comes into play when a students is compelled to do something or act a certain way because of external factors, the extrinsic make active in his or her activities because of influence of others¹¹. Method as a tool of extrinsic motivation is motives that are active and function because there is stimulation from outside, therefore the method functions as an external stimulant that can arouse one's learning¹².

The method as a teaching strategy

⁸ Afandi Muhammad, "Metode Pembelajaran Di Sekolah.," *Model Dan Metode Pembelajaran Di Sekolah* UNNISSULA (2013): 16.

⁹ Trianto, "Mendesain Model Pembelajaran Inovasi-Progresif," *Mendesain Model Pembelajaran Inovasi-Progresif*, 2010, 51.

¹⁰ Sadirman A.M., "Interaksi Dan Motivasi Belajar: Pedoman Bagi Guru Dan Calon Guru," *Interaksi Dan Motivasi Belajar: Pedoman Bagi Guru Dan Calon Guru.*, 1988, 90.

¹¹ J. W. Santrock, "Educational Psychology: Classroom Update," *Educational Psychology: Classroom Update.*, no. New York: 2006 McGraw Hill) (2006).

¹² Mustamin Salma Nazhimah, "The Effectiveness of Sparkol Videoscribe Learning Media in Improving Arabic Vocabulary for Elementary School Students at Islamic Centre Samarinda," *El-Syaker: Samarinda International Journal of Language Studies* 1, no. 1 (2024).

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In teaching and learning activities, not all students are able to concentrate for long periods of time, each student's ability to absorb is different intelligence factors affect student absorption. Appropriate learning strategies are therefore required, the method is one of them, maybe a group of students can easily absorb the learning using the quiz, method or game, experiments, and demonstration methods¹³. The methods are the broader strategy used to help students achieve learning outcomes, while activities are the different ways of implementing these method, because methods help students to master content of the course, learn how to apply the content in particular contexts.

Teacher should motivate student through displaying their own enthusiasm¹⁴. Teaching and learning objectives will not be achieved effectively and efficiently without strategy, the method is a strategy used as a tool to achieve the teaching and learning objectives. Selection and determination of appropriate teaching methods will result in achieving teaching and learning goals effectively and efficiently. Certain teaching and learning objectives will require certain teaching methods as well.

The method as a tool for achieving goals

The goal is an ideal to be achieved in the learning process, the teaching method used by the teacher in each meeting varies according to the didactic objectives formulated¹⁵, which specifies the direction in which the learning process should go. The purpose of the learning process will not be achieved if the other components are not considered one of the activities that the teacher must undertake is to select and determine how the method will be chosen to achieve the teaching goals. Goals are ideals to be achieved in learning activities teach, objectives are guidelines that provide direction for learning activities teaching will be brought. Teachers cannot carry out teaching and learning activities activity according to at will and ignore the goals that have been formulated¹⁶, increasing student achievement can be done with the use of the method good learning, the teacher must be able to plan good learning activities.

Either by choosing a learning method that is appropriate to the material to be taught delivered to students. In choosing a method the teacher must examine the suitability between expected behavior with the aim of learning methods. The method is used accordingly purpose, condition, type and function, time and place as well as various students level of maturity at the time the activity was carried out.

Total Physical Response (TPR)

Total physical Response (TPR) Method proposed by James Asher, professor of Psychology at San Jose State University, California, and has been in use for almost thirty years¹⁷. Total Physical Response (TPR) is implemented based on commands from the teacher and students are required to provide a physical

¹³ Djamarah S.B, *Strategi.....*, P. 51

¹⁴ D. Keegan, "Theoretical Principle of Distance Education," *Heretical Principle of Distance Education*, no. London: 2013 Sam Houston State University (2013).

¹⁵ Canara Wijaya dan Darwinto Manullang, "Kedudukan Metode Pengajaran Dalam Proses Kegiatan Belajar Mengajar," *Kedudukan Metode Pengajaran Dalam Proses Kegiatan Belajar Mengajar*, no. Seminar Nasional Dasar, Universitas Negeri Medan (2018): 7-8.

¹⁶ Oemar Hamalik, "Proses Belajar Mengajar," 2006.

¹⁷ H. Douglas Brown, "Teaching by Principle: An Interactive Approach Language Pedagogy 2nd Edition," *Teaching by Principle: An Interactive Approach Language Pedagogy 2nd Edition*, no. San Francisco: Longman (2001).

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response. Total Physical Response method is a language teaching method that involves the coordination of language and action. Teachers give students a set of instructions in a target language to performs some task to activate their sensory-kinesthetic system¹⁸.

The Total Physical Response method is considered a simple teaching method that can be used in language classes, where the students do not have to give a verbal answer, but can respond with physical actions to the commands of the teachers. The TPR method involves two different roles between the teacher and the students, the teacher plays an active role as headmaster of a play and instruct the students to do what the teacher wants. On the contrary, the students actively act as actors, they actively do what teacher tell them what to do¹⁹. Procedures and techniques of the TPR method there are several techniques that can be used in Total Physical Response Method, namely the introductory technique and the active work technique. Introductory technique is ways to teach new vocabulary or command to students for the first time. Furthermore, active work is the implementation from the introductory technique to find out how increasing students understanding in the target language. The teacher acts as a model that demonstrates the action, teacher can give instruction to some of her students and then give movements of the teacher's instruction²⁰, the use of TPR method while is known to be more optimally used by the teacher when interacting with the students inside learning English material. This means that while providing material in class, teacher also often interact with students by applying the TPR method.

Total Physical Response Using Storytelling

Total physical response can also combine with storytelling, it works especially well with stories where sentence patterns are repeated²¹. It can be repeated two or more times until the students master all words and instruction from teacher, the repetition helps students to memorize the vocabulary. TPR using storytelling is a method to learn a second or foreign language teaching that includes actions, pantomime, and techniques. Much is taught through stories, then TPR using storytelling focuses on story but the basic of TPR is still exist²². It can be concluded that TPR using storytelling is an extension of James Asher's TPR material. Stories which rely so much on words or sentence offer a major source of language experience for students, because stories are motivating, rich in language experience and inexpensive²³. Storytelling technique are a very interesting technique in enhancing someone's abilities that can be used in other organizations and companies but can also be used for some of them including education, Barzaq defines storytelling as a technique in the management of

¹⁸ Kimtafsirah, "Modul 3, English Learning and Teaching Strategy," *Modul 3, English Learning and Teaching Strategy*, no. (Bandung (2011)).

¹⁹ Theodove Richards, Jack Rodgers, "Approach and Method in Language Teaching," *Ápproach and Method in Language Teaching*, no. Cambridge:Cambridge University Press (2001): 73.

²⁰ Y. Austik and C.N. Aulina, "Metode Total Physical Response (TPR) Pada Pengajaran Bahasa Inggris Siswa Taman Kanak-Kanak," *Metode Total Physical Response (TPR) Pada Pengajaran Bahasa Inggris Siswa Taman Kanak-Kanak* 17, no. Jurnal pendidikan Bahasa dan Sastra (2018): 200.

²¹ Linse Caroline T, "Practical English Language Teaching: Young Learners," *Ractical English Language Teaching: Young Learners*, no. New York (2006): 15.

²² Celce Murcia, "Discourse and Context in Language Teaching," *Discourse and Context in Language Teaching*, no. Cambridge University (2000).

²³ Wright A, "Storytelling with Children," *Storytelling with Children*, no. New York (1995): 3.

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knowledge, a method of dissemination to a particular audience²⁴, in addition TPR using storytelling can improve student skill in listening, reading, writing, and speaking. When the story uses number or grammatical patterns, it creates students logical intelligence. For example students will understand the reason why the word “you” must be followed by “are”, teaching vocabulary using visualization create spatial intelligence. The steps to implement Total Physical Response Using storytelling:

According to Brune, TPR using storytelling is divided into five types, First is introducing the target vocabulary of the day. During this type teacher teaching the vocabulary using classic TPR gesture. Second the teacher test the students by giving a series of TPR commands and observing the students to make sure they know the appropriate gestures. When the teacher is sure that the students have mastered the vocabulary, so teacher can move on to the next step called a personalized mini-scenario” the teacher tells a story using the target vocabulary of the day and also asks questions about the story, and ask students to classification the vocabulary into a types of vocabulary. To check students understanding, the teacher repeats the story and asks a further questions while acting out the story in place of the teacher. This can be done in number of ways, starting with a single student retelling the entire story, retell in pairs or have students take turns retell sections of the story²⁵. The objective of Total Physical Response Using Storytelling is to encourage a second language in the same way that they acquired their first language combines scientific research that involves second language acquisition with what really happens in the second language classroom.

Storytelling

Storytelling is one of the oldest arts and historical past whose life existence still exist today, therefore storytelling should be preserved and developed as a positive approach to guide wider social interest. Oral way of life was once the prima donna and mainstay of parents, specifically moms and grandmother in bringing their youngster and grandchild to bed²⁶. In education stories can serve another function that goes beyond the classroom, shared narrative can be a force in creating community²⁷, storytelling using the story-tale book is the reading of the book chosen by teacher in accordance with the development levels²⁸. Storytelling is an art that can be used as a means to instill values in students that are done without need patronize the students²⁹, storytelling can also describes events that are real or in the form of fiction and can be conveyed using pictures or

²⁴ Prayamayee Samantaray, “Use of Storytelling Method to Develop Spoken English Skill,” *Use of Storytelling Method to Develop Spoken English Skill* 1, no. International Journal of Language and Linguistics, edition No. 1, (n.d.): 2014.

²⁵ Michael K Brune, “Total Physical Response Storytelling: An Analysis and Application,” *Otal Physical Response Storytelling: An Analysis and Application*, no. University of Oregon (n.d.): 22–23.

²⁶ Susanti Agustina, “Mendongeng Sebagai Energi Bagi Anak,” *Mendongeng Sebagai Energi Bagi Anak*, no. Mendongeng Sebagai Energi Bagi Anak (2008): 1.

²⁷ Melanie C. Green, “Storytelling in Teaching The Association for Psychological Science: 2004,” *Storytelling in Teaching” The Association for Psychological Science*, 2004.

²⁸ L Beaty, J.J & Pratt, “Early Literacy in Preschool and Kindergarten, A Multicultural Perspective,” *Teracy in Preschool and Kindergarten, A Multicultural Perspective*, no. Pearson Edocation (2011).

²⁹ Yudha Andi Asfandiyar, “CaraPintar Mendongeng,” *CaraPintar Mendongeng*, no. Jakarta:Mizan (n.d.): 2007.

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sound, while other sources say that storytelling is a depiction of life that can be ideas, beliefs, personal experience, learning about life through a story³⁰. From the explanation above the researcher concluded that storytelling is an activity that conveys stories from a storyteller (teacher) to listener (students) with the aim of providing information for listener in order that they may be used to understand the feelings of themselves and others in addition to being capable of problem solving.

Vocabulary

David Grambs said that "The vocabulary is a generally defined and alphabetically ordered full word list of words from a specialized dictionary or glossary existence of a language"³¹, based on Harmer vocabulary is now more than just a list of word that express a meaning but are a slippery concept, some words seem to simply refer to something and are therefore easy to teach, but some words can also be difficult to teach because their meaning can change depending on the words they are associated with³². Norbert Schmitt gave the definition of vocabulary as follows "I had a good productive grasp of the oral form of the indictment, but not the written form. This suggests that we should also consider the different facets of word knowledge. Of course everyone realizes that the meaning of word must be learned before that word can be of any use. In addition there is the practical issue of mastering the spoken or written form of the word before it can be used in communication"³³.

In other words vocabulary is a part of a language preserving all of statistics approximately which means and the usage of words in a language from that statement it is clear that vocabulary could be very crucial additives of language and it is a key of language mastery to apprehend a number of statistics. Cause if the vocabulary is limited, we could not transmit the thoughts to communication, We recognize that each specialist in each book is specific in classifying the type of vocabulary, due to the fact all of us has specific methods in displaying and telling their reviews and thoughts a number of them who emphasize vocabulary to the gadgets which the inexperienced persons can use accurately in speaking or writing to the language object which the inexperienced persons can use accurately in speaking or writing and to the language items that may be identified and understood in the context of reading and listening and some of them classify vocabulary that they have made are specific, however the factors is the identical due to the fact their type are primarily based totally at the specific side and aspects³⁴.

Vocabulary is the words taught to people when they learn a foreign language³⁵. From the definition above, the researcher conclude that all the words

³⁰ Serrat Oliver, "Storytelling," *Storytelling*, no. USA: Reed Elsevier (n.d.): 2008.

³¹ Davit Grambs, "Word about Word," *Word about Word*, no. New York: Mc Graw Hill Book Company (1984): 734.

³² Jeremy Harmer, "Teaching Vocabulary English and Teaching Professional English Teaching Forum," *Teaching Vocabulary English and Teaching Professional English Teaching Forum*, no. Issued: Thirteen (1999): 3.

³³ Norbert Schmitt, "Vocabulary in Language Teaching," *Vocabulary in Language Teaching*, no. USA: Cambridge University Press (2000): 5.

³⁴ Kridalaksana Harimurti, *Kamus Linguistics, Third Edition*, 1993.

³⁵ Anita Carolina Khafidoh, "Úsing Pictures for Teaching Vocabulary to the Junior High School," *Úsing Pictures for Teaching Vocabulary to the Junior High School 2*, no. Educational Journal (ELTEJ) (2019).

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of a language in a group or individually that supply an expressive means. It is able to be passive or lively from that used to specific ideas. Vocabulary is considered as the most important part in learning language. It is impossible for the students to read, write and speak a foreign language without having enough knowledge of the vocabulary.

B. Method

In this research the researcher used the type of experimental research namely Quasi experimental which is the development of a true experimental design. The design of this researcher has a control group, but the control group does not function to control external variables that effect the implementation of the experiment³⁶. Quasi experimental is a research design that involves two or more groups, one group as the control group and one group as the experimental group. Research design is very important in process research, this aim to decided part of finding to answer of research question. Research design is process of steps used to collect and analyzed data information to increase the understanding of a topic or problems. Design used in this research is Nonequivalent Control Group (preliminary and final test design) the design of this research almost the same as the pretest-posttest control group design, the difference is that the experimental group is not selected random³⁷.

After selecting the experimental group and the control group, then both groups were given the same pretest, namely the vocabulary test to determine the extent of students understanding. After giving pretest to both groups, then the experimental groups given treatment, the treatment is TPR using storytelling while the control groups is not given treatment, but the control group was still given learning and activities in according to the school *RPPH*. The same posttest is given to both groups after giving treatment to the experimental group to find out whether there is an effect of the total physical response using storytelling method in the development of students vocabulary.

The subject is part of the population that want to analyzed, therefore the sample must be viewed as a term for the population. The sample must be representative if it to be possible to reliably generalize from the sample to the population³⁸. If we examine a part of the population, then the research is called sampling. In facilitating this sampling is better to take all if the subject is less than 100 for the research to be a population study. If the number of subjects is large, 10 to 15% or 20 to 25% or more can be occupied. In this research, the researcher took the fourth grade of students at SDN 017 Marangkayu as the sample:

Table 1. Population and Sample

CLASS	POPULATION	SAMPLE/SUBJECT
4A	28	14
4B	28	14

³⁶ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: ALFABETA, 2016).

³⁷ Dkk Rukminigsih, "Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas," *Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas*, no. Yogyakarta: Erhaka Utama (2020): 51.

³⁸ Arikunto, "Prosedur Penelitian Suatu PendekatanPraktis," *Prosedur Penelitian Suatu PendekatanPraktis*, no. Jakarta: PT. Rineka Cipta (2002): 131.

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Total	28	14 Students
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In this research the instrument that the researcher used is vocabulary test, the form of the test is multiple choices that consist of four alternative answer in which one option is correct answer and other option are incorrect answer. Research instrument is a tool or facility used by researcher to collect data, facilitate their work and make research result better, more accurate, complete, and more systematic, this makes it easier to work with. This research data is processed using a scale, the scale used is in the form of a *checklist*. Using scale consisting of 4 alternative answers with each given a score, where the score used by the researcher is as follows:

Growing very well(GVW) : Score 4

Growing as expected(GAE) : Score 3

Start to developed(STD) : Score 2

Undeveloped(U) : Score 1

Data Analysis Technique

To produce data in this research, the researcher used the pretest and posttest, the pretest was used as an initial test for the two groups where the pretest was a multiple choice test, after the pretest was carried out then the experimental group was given treatment that was TPR using storytelling while the control group was not given treatment but still given learning and activities in accordance with the school's *RPPH*. After being given treatment of the experimental group then proceed with the posttest as the final test to which of the two groups was multiple choice test/vocabulary test.

C. Findings and Discussions

This research was conducted at SDN 017 Marangkayu with total physical response using storytelling method as an experiment to determine the effect of total physical response (TPR) using storytelling in teaching English vocabulary, the population used in this research was the fourth grade in SDN 017 totaling 28 students consisting of two groups namely 4A and 4B with each groups has 14 students. In this research the researcher divided in two groups 4A for the control group and 4B for the experimental group and the researcher is carried out regularly in 6 meetings. The researcher identify the effectiveness of TPR using storytelling method by James Asher in teaching English vocabulary at SDN 017 Marangkayu. TPR using storytelling is a method to learn a second or foreign language teaching that includes actions, pantomime, and techniques³⁹. It can be concluded that TPR using storytelling is an extension of James Asher's TPR material. Stories which rely so much on words or sentence offer a major source of language experience for students, because stories are motivating, rich in language experience and inexpensive.

Based on this research, the researcher want to find out if there is an effect of total physical response using storytelling method in teaching vocabulary, the researcher used an assessment or test consisting of 7 variables with 13 indicator items from the vocabulary aspects. From the test sheets an instrument test was carried out to obtain the validity of the test instrument and all of the questions are declared valid. And this assessment can be used as a measuring tool to see

³⁹ Celce Murcia, "Discourse and Context in Language Teaching," *Discourse and Context in Language Teaching*, no. Cambridge University (2000).

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differences in the student's vocabulary ability groups that given treatment with groups of students that are not given treatment of total physical response using storytelling method.

The researcher found that the results of the experimental group students developed well, the students are able to know various vocabulary and the students can mention some new vocabulary, and also when the researcher asked some vocabulary students can answer well without opening books or asking friends. This finding also found in the Ginta the results from the control groups were not given treatment many students whose ability do not develop properly⁴⁰, seen from the answers given there were still many students answered incorrectly in the test, there were many students who could not identify the new vocabulary, and when the researcher gave questions many students could not answer, and the answers given almost the same as the answers during the pretest. It can be seen that this research has similarities in findings regarding Total Physical Response (TPR) using storytelling but also has difference in terms of research subject.

In this research total physical response using storytelling method is effective on student vocabulary skills which can be shown by the student ability to answer questions, and be able to identify new words. This is similar to Nuraeningsih and Rusiana journal entitled Improving Students Vocabulary Mastery through Total Physical response Storytelling in which the stories are presented together with the physical activities, this method provides students to have less stress classroom situation that allows the students to be involved in the story by imitating what the teacher says and performing the story then, it is also enables students to memorize and understand the vocabulary in a contextual meaning⁴¹. It was taught in a contextual meaning that enable students to keep the vocabulary stay longer in their long time-term memory. Also the students experienced fun English learning by playing game, listening, doing exercises, and acting out of the stories.

D. Conclusion

Based on the data results, This research had quasi-experimental design which was intended to get empirical evidence of the effectiveness of TPR using storytelling based on the result of the research that has been carried out, the researcher can conclude several things regarding the total physical response using storytelling has a significant effect on the English vocabulary of SDN 017 Marangkayu, the scores of experimental class in the pre-test were lower than the control group, from the scores of both classes it means that there was a difference between the students achievement of scores in pre-test (experimental and control group). Moreover, there is also a significance difference between the experimental and control group scores in post-test. In the post-test session the experimental class got the higher score than the control group, the statistical analysis result obtained a significance value of $0.08 < 0.05$ so it can be concluded

⁴⁰ Gantika Ginta, "The Implementation of TPR Storytelling Method In Teaching Vocabulary to Young Learners A Descriptive Qualitative Study of Teacher's Techniques and Students Response in One Elementary School In Cianjur" (n.d.).

⁴¹ Nuraeningsih Rusiana, "Improving Students Vocabulary Mastery Through TPR Storytelling," *Improving Students Vocabulary Mastery Through TPR Storytelling* 1, no. e-ISSN: 2527-8746 (2016): 59.

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that H_0 is rejected and H_a is accepted. It means the method is effective to be applied in teaching English vocabulary.

Based on the results of this research, the researcher gave several suggestions, for the students who learn English especially the beginner could practice again and again to increase their English students need to be more active in class. Also this research of this study is expected to give more knowledge to students, give more knowledge about the important method in learning process especially learning English. For the teacher, the English teacher should consider the student's needs and interest before designing the English material, it is important for the teacher to make a variation of the activities and use the various methods in teaching, the teacher must be able to create a good classroom so that students do not feel bored. For the next researcher, the researcher realized that this research is not perfect and has so many weaknesses, because this research have been done for a limited time in implementing the actions.

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