

ABSTRACT

Kholifah, Khusnul. 2022. Teaching Proficiency Through Reading and Storytelling (TPRS) as A Method in Teaching Vocabulary (Descriptive Qualitative Research in Implementation of The Method at Seventh Grade Students of MTS Al Ikhsan Beji Kedungbanteng). Thesis. Supervisor 1: Drs. Ashari. M.Pd., Supervisor 2: Novita Pri Andini, S.Pd., M.Pd., Examiner: Muhamad Ahsanu, S.Pd., M.Sc., M.Hum., Ph.D. Ministry of Education, Culture, Research, and Technology, Jenderal Soedirman University, Faculty of Humanities, Department of Language Education, English Education Study Program, Purwokerto.

The general concern of this research is the method of teaching vocabulary. The main concern of this research is the implementation of Teaching Proficiency Through Reading and Storytelling method in teaching vocabulary including students' perceptions and students' problems in the implementation of the method at seventh-grade students MTS Al Ikhsan Beji Kedungbanteng Academic Year 2022/2023.

The data of this research were obtained from classroom observation, interviews, and documentation. The classroom observation was done to collect information about the implementation of the TPRS method. The interview was conducted to get deeper information from the students about the focus of the research. Meanwhile, documentation was used to support the results of both observation and interview.

The research used a descriptive qualitative research design to explore and describe the implementation of the TPRS method, students' perceptions, and students' problems in the implementation of the TPRS method. The subjects of this research were 37 students with 9 students as participants of the interview to represent the whole students in the 7E class of MTS Al Ikhsan Beji Kedungbanteng.

The research results show that the (1) TPRS method was implemented well in 7E grade students MTS AL Ikhsan Beji Kedungbanteng. The method was able to attract students' attention and focus during learning. (2) Based on students' perception, the implementation of the TPRS method was fun and increased students' vocabulary. (3) The students had problems in understanding story.

In order to implement the TPRS method properly in teaching vocabulary, the researcher suggests that the teacher should consider the material provided, including TPRS stories and the ability of students. It is because they will have a better understanding of the story's contents based on their abilities.

Keywords: Descriptive Qualitative Research, TPRS, Vocabulary.

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Kholifah, Khusnul. 2022. Teaching Proficiency Through Reading and Storyteeling (TPRS) as A Method in Teaching Vocabulary (Descriptive Qualitative Research in Implementation of The Method at Seventh Grade Students of MTS Al Ikhsan Beji Kedungbanteng). Skripsi. Pembimbing 1: Drs. Ashari, M.Pd., Pembimbing 2 : Novita Pri Andini, S.Pd., M.Pd., Pengaji : Muhamad Ahsanu, S.Pd., M.Sc., M.Hum., Ph.D. Kementrian Pendidikan, Budaya, Penelitian, dan Teknologi, Universitas Jenderal Soedirman, Fakultas Ilmu Budaya, Jurusan Pendidikan Bahasa, Program Studi Pendidikan Bahasa Inggris, Purwokerto.

Perhatian umum dari penelitian ini adalah penggunaan suatu metode pem dalam pengajaran vocabulary. Perhatian utama dari penelitian ini adalah penerapan Metode *Teaching Proficiency Through Reading and Storytelling* (TPRS) dalam pengajaran kosa kata termasuk persepsi siswa dan permasalahan siswa di penerapan metode tersebut pada siswa kelas tujuh MTS Al Ikhsan Beji Kedungbanteng Tahun Pembelajaran 2022/2023.

Data penelitian ini dikumpulkan dari pengamatan kelas, wawancara dan dokumentasi. Pengamatan kelas dilakukan untuk mengumpulkan data tentang penerapan metode TPRS. Wawancara dilakukan untuk mendapatkan informasi lebih dalam dari siswa tentang focus penelitian. Sedangkan dokumentasi digunakan untuk mendukung hasil dari observasi dan wawancara.

Penelitian ini menggunakan desain penelitian kualitatif deskriptif untuk mendeskripsikan penerapan metode TPRS, persepsi siswa, dan permasalahan siswa dalam penerapan metode TPRS. Subjek penelitian ini adalah 37 siswa dengan 9 siswa sebagai partisipan wawancara yang menggambarkan seluruh siswa di kelas 7E MTS Al Ikhsan Beji Kedungbanteng.

Hasil Penelitian menunjukan bahwa : (1) Metode TPRS diimplementasikan dengan baik di kelas 7E MTS Al Ikhsan Beji Kedungbanteng. Metode tersebut dapat menarik perhatian dan focus siswa selama pembelajaran. (2) Berdasarkan persepsi siswa, penerapan metode TPRS menyenangkan dan dapat meningkatkan kosa kata siswa. (3) Siswa memiliki masalah dalam memahami cerita.

Agar metode TPRS dapat diterapkan dengan baik pada pembelajaran kosa kata, peneliti menyarankan bahwa guru seharusnya membentimbangkan materi yang disediakan, termasuk cerita yang ada pada penerapan metode TPRS dan kemampuan siswa. Hal itu dikarenakan mereka akan memahami isi cerita dengan lebih baik sesuai dengan kemampuan yang mereka miliki.

Kata Kunci: Penelitian Deskriptif Kualitatif, TPRS, Kosa kata.