

ABSTRACT

Muhammad Anjar Nugraha. 2017. *The use of Teaching Proficiency through Reading and Storytelling (TPRS) Method in Teaching Speaking Skills*. Thesis. English Education Program, School of Post-Graduate Studies, Universitas Pendidikan Indonesia.

This study aims at investigating the effectiveness of the Teaching Proficiency through Reading and Storytelling (TPRS) method in teaching speaking skills to the tenth grade students in one of senior high schools in Bandung, and their attitudes after the implementation of this method in the classroom. Hence, the null hypothesis of this study is no significance difference between the students' speaking score in the experimental group before and after the TPRS treatment. For these purposes, the experimental research with embedded mixed method design was applied to accomplish the research questions. The quantitative data were gained from the students speaking pre-test, post-test, and questionnaire. Meanwhile the qualitative data were taken from classroom observation field-notes as the secondary data to capture the treatment process. 24 students in the experimental group and 23 students in the control group were randomly selected as the participant in this study. After seven meetings of the treatment, the data analysis showed that the speaking score of the experimental group that was treated by using language acquisition-based in TPRS was significantly higher than the control group that was treated by using language learning-based in non-TPRS at the .05 level of significance. Based on the quantitative calculation, the sig. (2 tailed) value was less than the level of significance. It became the evidence that the null hypothesis of this study was rejected. Since this study was dealt with the low achiever students that most of them were low motivated, TPRS instruction was appropriate to scaffold language in making them comprehensible and accessible. Moreover, it was found from the questionnaire that the behavioral aspect of students' attitude on the use of TPRS method in teaching speaking skill was strongly positive. TPRS makes the students to participate more, to feel not afraid, to avoid the anxiety, and to have more confidence in speaking English.

Keywords: TPRS, speaking skills, language acquisition, comprehensible input.

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This study was aimed to investigate the effectiveness of Teaching Proficiency through Reading and Storytelling (TPRS) method in teaching speaking skills to the tenth graders in one of senior high schools in Bandung, and their attitudes after the implementation of this method. Findings indicated that the students' speaking score of the experimental group that was treated by using language acquisition-based in TPRS was significantly higher than the control group that was treated by using language learning-based in non-TPRS. TPRS made the students to participate more, to feel not afraid, to avoid anxiety, and to have more confidence in speaking English.

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Penelitian ini bertujuan untuk mengetahui efektivitas metode pengajaran *Teaching Proficiency through Reading and Storytelling (TPRS)* dalam mengajar keterampilan berbicara kepada siswa kelas X di salah satu SMA di Bandung dan sikap mereka setelah pelaksanaan metode tersebut dikelas. Hasil analisis data menunjukkan bahwa skor berbicara siswa dari kelompok eksperimen yang diberikan perlakuan dengan menggunakan metode *TPRS* berbasis pemerolehan bahasa secara signifikan lebih tinggi daripada kelompok kontrol yang diberikan perlakuan *non-TPRS* berbasis pembelajaran bahasa. Metode *TPRS* mampu membuat siswa untuk lebih berpartisipasi, merasa tidak takut melakukan kesalahan, menghindari kecemasan, dan lebih percaya diri dalam berbicara bahasa Inggris.

Kata kunci: *TPRS*, kemampuan berbicara, pemerolehan bahasa, *comprehensible input*.