

**THE USE OF TEACHING PROFICIENCY THROUGH READING AND
STORYTELLING (TPRS) TO IMPROVE STUDENTS' LISTENING
COMPREHENSION**

(Pre-experimental research at a second grade of a private junior high school in
Bandung)

A Research Paper

Submitted to the English Education Department of Indonesia University of
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By

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Oleh

Ivonne Susan

Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Sarjana pada Fakultas Pendidikan Bahasa dan Seni

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PREFACE

Praise to Allah *Subhanahu Wa Ta'ala*, the Lord of the universe. It is by His grace that this research paper can be accomplished. This paper discusses whether or not TPRS improve students' listening comprehension. The study also discusses the students' and the teachers' view toward the advantages and disadvantages of using TPRS in teaching learning process.

For further improvement of this paper, comments and criticism are expected. However, it is hoped that this paper will be encouraging as the guideline of further research explore the new learning technique and the basis of developing and implementing the new learning media in the context of Indonesian education.

The writer,

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ABSTRACT

“The Use of Teaching Proficiency through Reading and Storytelling (TPRS) to Improve Students’ Listening comprehension”

(Pre-experimental research at a second grade of a junior high school in Bandung)

This study investigates whether the use of Teaching Proficiency through Reading and Storytelling (TPRS) is able to improve students’ listening comprehension and its advantages and disadvantages. It is a pre-experimental research. The study involved 20 students of a second grade of Junior High School as participants. The data were gained through pre-test, post-test, and interview which was viewed from teacher’s and students’ perspective. The data from pre-test and post-test were analyzed by using dependent t-test from the SPSS 18.0 program for Windows. Data attained from interview were analyzed in order to explore teacher’s and students’ responses towards the advantages and disadvantages of using TPRS in teaching-learning processes.

The study shows that $t_{obt} > t_{crit}$ ($20.870 > 0.456$), and it means that the null hypothesis was rejected. In other words, there is likely a difference in students’ listening comprehension before and after the TPRS technique was done.

Both teacher and students confirm that TPRS is able to improve able to improve students’ listening comprehension, students’ vocabulary mastery, lets the students understand more about the story, and makes the students feel comfortable in the learning process.

Keyword: TPRS, comprehension, pre-experimentall, pre-test, post-test, dependent t-test.