

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the result of classroom action research conducted in the Kindergarten level at JAC School Surabaya. The data from the research were described and discussed in the following sub-headings: research findings, discussions.

4.1. Research Findings

4.1.1 Research Schedule

This research was conducted in the Kindergarten level at JAC School Surabaya. It consisted of two cycles; there are two meetings for each cycle. The schedule of the research can be shown in the following table.

Table 4.1. The Research Schedule

Date	Time	Activity	Purpose	Participants
Friday, May 12 th 2017	10.30 – 11.00	Observing the class activity during story telling time	To identify problems during story telling time in K1A class	Researcher Students Teacher
Thursday, May 18 th 2017	10.30- 11.00	Giving Pre - Activity	<ol style="list-style-type: none">1. To know the learning process during story telling time.2. To know the teacher taught storytelling to students3. To observe students during story telling time	Researcher Teacher Students
Friday, May 19 th 2017	10.50- 11.10	Post- Activity In pre-activity	Asked the students to retelling the story to know their ability of retelling the story from the pre activity	Researcher Teacher Students
Thursday, June 1 st 2017	10.30 – 11.00	Implementing The First Cycle	To know the implementation of	Researcher Teacher

			teaching English using TPRS method after observing the pre-activity	Students
Friday, June 2 nd 2017	10.50-11.35	Post - Activity 1	To know the students' ability in retelling story after the Implementation of TPRS method activity	Researcher Teacher Students
Tuesday, June 6 th 2017	10.30 – 11.00	Implementing The Second Cycle	To know the implementation of teaching English using TPRS method after did the reflection in the first cycle	Researcher Teacher Students
Thursday, June 7 th 2017	10.50-11.35	Post - Activity 2	To know the students' ability in retelling story after the Implementation of second cycle using TPRS method activity	Researcher Students Teacher
Saturday, May 25 th 2017	08.00-08.20	Interview	To know the teacher opinion using TPRS method and learning discovery	Researcher Teacher

4.1.2 Pre-Observation

The writer did pre-observation at Kindergarten 1A, to gain the information of student ability in English. There were 18 students in the K1A class, but one of student is speech delay. These 17 students consisted of 8 boys and 9 girls. Most of them were spoke English for daily conversation with friends and teacher. Also, teacher use English to deliver the lesson. During story telling time, the teacher used story book with English text. Before read the story book, teacher asked the students to sit down on the carpet and listened to the teacher during telling the story. Some of the story book contained long sentences and some vocabularies haven't been taught to students.

However, the students enjoyed story telling time because the book has interesting picture and teacher read the story with funny face and voice. The teacher translated it into simple English. There was no indication that students understand the whole story what teacher told. But the end of the story, the teacher asked questions about the name of the people in the story, the place, mention things they memorized from the story, etc.

4.1.3 The Analysis in pre-activity

Based on pre-observation above, the writer conducted the pre-activity to see the situation during story telling time. The writer did pre-activity on May, 19th 2017. The writer asked the permission to the headmaster and the teacher. The time of storytelling is every Tuesday at 10.30 am. In this pre-activity, the writer asked the teacher to do story telling with story book that teacher usually read for the students. The teacher used story book titled “On the Train” written by Cheryl Rao and published by Cambridge University Press India Pvt. Ltd (2008). The story title is “on the train” based on the transportation theme on that week. Then, the teacher asked the students to sit down nicely on the carpet.

The story told about a boy named Rahul and a girl Meena who traveled used train. The teacher told story with simple English to explain each events and showed students the picture in the story book. The students are quiet and listen. Also, teacher used funny voice to interest the student. They look enthusiastic to listen to the story. At the end of the story, teacher gave life skill to students based on the story. At last, teacher asked question about the name of the girl and the boy, what did they do inside the train, what did they see outside window, etc. So, from this activity the writer knew the difference between the story telling using story book and using TPRS method. The teacher use English to tell the story

The Post Activity

The writer has observed the teacher and the class observation. After done with the class activity of telling story titled “On the Train” on the next day, the teacher asked the students skills in retelling the story again about what did they knew from “On the Train” story. Next, the teacher gave the instruction to the students to retelling story, the writer called students one by one and told about the events, the characters, setting of place and time in the story and told it in front of the class. From the pre-activity, the students got the average score 2 said as fair point.

Table 4.2 Rubric of Retelling storyStory title “On the Train” (Brown 2001: 172-174)

	Excellent 4 points	Good 3 points	Fair 2 points	Needs to improve 1 points
Grammar	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his/her language
Vocabulary	Can understand and participate in any conversation within the range of his experience with a high degree of precision	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Speaking vocabulary inadequate to express anything but the most elementary needs
Fluency	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	No specific fluency description. Refer to other four language areas for implied level of fluency.
Comprehe- sion	Can understand any conversation	Comprehension is quite complete	Can get the gist of most	Within the scope of his very limited

	within the range of his/her experience	at a normal rate of speech	conversations of non-technical subjects (i.e., topics that require no specialized knowledge).	language experience, can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase
Pronunciation	Errors in pronunciation are quite rare	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign	Accent is intelligible though often quite faulty	Errors in pronunciation frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
Sequencing	Tells all events from the story in the correct order including story resolution	Tells major events form the beginning, middle, end	Includes 3-4 events, may be in random order	Include 1 or 2 events

Source:

Brown (2001: 172-174)

<https://www.teacherspayteachers.com/Product/Story-Retell-Rubric-375793>

Table 4.3 Student's Score in retelling story "On the Train" the Pre-Activity.

No	Student	Grammar	Vocabulary	Fluency	Comprehension	Pronunciation	Sequencing	Total
1	S1	1	2	2	2	3	1	11
2	S2	2	2	2	2	2	2	11
3	S3	3	3	2	2	3	3	16
4	S4	2	2	2	1	2	1	10
5	S5	2	2	2	2	3	2	13
6	S6	2	3	2	3	3	3	16
7	S7	1	2	2	2	2	1	10
8	S8	3	2	2	2	4	2	15
9	S9	1	2	2	1	2	1	9
10	S10	1	2	2	1	2	1	9
11	S11	2	2	1	1	2	2	10
12	S12	2	3	2	1	2	2	12
13	S13	2	2	2	2	2	1	11
14	S14	2	1	2	1	2	1	9
15	S15	2	3	2	2	2	2	13
16	S16	2	2	2	1	2	2	11
17	S17	2	3	2	2	2	2	13
Point average		point 2	Point 2	Point 2	Point 2	Point 2	Point 2	199

The data above showed the result of the post-activity that was done in pre-activity. It was showed students skills in retelling story "on the train" with their own language and their English speaking skills ability. From those data, the writer

could make a proper lesson plan by using TPRS method in story telling time. The detailed of the average student results according from the data above, the writer explained it below.

The first it was grammar with most of the students got fair with score 2 points. It indicated that they can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar. It means that they generally understand the basic grammar usage such as “Rahul and Meena go by train”. It can be accepted as their Kindergarten level. Some of the also said, “Rahul and Meena is happy”. It conclude that students just said what they know about the story, without considered the grammar or some of them were just shy to said it in the correct structure because of their first language was not English.

The Vocabulary is also in fair with 2 points. It showed that student has speaking vocabulary sufficient to express themself simply with some circumlocutions. It means, from the pre-activity they had followed, they only mention 5-6 words from the story such as: train, running, inside, sit, down. The teacher mention railway station, luggage, vendor, etc. but no one mentioned it during telling the story. Students needed to memorize the words from the story more as they only knew only few words to tell the story. The students repeat the same word over and over showed that they had difficulty to memorize the other words.

Their fluency was good with the score 3 points indicated they can discuss particular interests of competence with reasonable ease. Rarely has to grope for words. According to this explanation, the students were able to presented English as foreign language to discussed interested topic. It was also indicated that students were easily picked the word they can told the story. It was because they used English as their daily conversation in the class everyday

The comprehension was at fair with 2 points too described that students can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge. It means that the student may understand the main discussion of the story but without the detail knowledge of it.

Their pronunciation ability was fair with 2 points that their accent is intelligible though often quite faulty. It indicated that students English accent was forgiven for Young Learners level even often quite made a mistake.

In sequencing, students got fair with 2 points indicated that they includes 3-4 events, may be in random order. Most of the student didn't memorize the whole story from the beginning until the end. Moreover, they still retell it randomly. From those data shown, the writer needed to conduct the second cycle and hopes she could make the students score better.

4.1.4 The Analysis of the First Cycle.

Based on pre-observation and pre-activity, the writer knew in story telling time, the teacher only read the English story book to the students every week with different story book each week. In story telling time, students only enjoy the story read by the teacher and the life skill they got from the story. The students are not involved in the story. Student only listened what teacher said and saw the picture of the book. After that, the writer conducted the first cycle to know how does TPRS method used in kindergarten class to teach English using story telling.

The first cycle did on June, 2nd 2017. In the first cycle, the writer asks the teacher to do Teaching Proficiency through Reading and Storytelling (TPRS) method to promote students vocabulary and to know their ability in retelling story after they listen to the story. The story title was "over the mountain". Based on the steps of doing Action research by Anne Burns (2010: 22) the first step is planning the action so, the writer gave the lesson plan the day before to the teacher did story telling time using TPRS method. The writer was explained the lesson plan to the teacher. Also, we prepared the material of teaching such as the story picture, board marker, etc.

After the writer gave the lesson plan to the teacher and the first step planning the action was done, the writer did the second step: putting the plan into action. The teacher did opening before start the storytelling by asking the students to sit nicely after that, call the students name one by one and do ice breaking by asks the students to count in rote to know how many are they. After that, the

teacher did story telling by using TPRS based on the lesson plan. The writer did the third step of action research observing the results of the plan. The writer position was at the back. The writer checked the teacher and the class checklist and wrote filed note of important information. Also, the writer records the class activity using video recording to gather the information that might forgot. The fourth step is reflecting and planning the action which is the writer do the reflection from the first cycle and planning for further action in second cycle. The steps are:

1. Plan – Planning the Action

According to the pre-activity, the writer has considered to use Teaching Proficiency through Reading and Storytelling (TPRS) method to teach English for young learners while they are enjoyed the story. Based on the research of Hedstrom (2012:1) “TPRS is a method to train teachers how to do repetitive, interesting comprehensible input by asking stories. If teachers make their lessons repetitive, interesting and comprehensible they are definitely doing the basics of TPRS”. This method asked the teacher to repeat many times. Teacher asked the students to repeat the sentences or statements in the story, in varied style and interesting ways. The writer prepared the story, typed the text and inserted pictures into it for student to visualize.

In Kindergarten level at JAC School, there is storytelling time in 30 minutes each meeting and the teacher tells the story based on story book that chosen every week. The writer has asked permission to the headmaster and teacher to do research of TPRS implementation in Kindergarten 1A class. The writer also prepared the worksheet to know the student ability in reading after the story was done.

The Three Steps of TPRS

To make the lesson plan, the writer followed the basic of TPRS Lesson planning prepared by Thomas (2015). There are always vocabularies and grammar target in each lesson plan such as students recognize the names of other local forms of transport like car, train, horse and ship, asked the students to repeat after

the teacher in the correct grammar for example “I’m driving in a car through the trees”. The objectives are help to promotes in increasing vocabulary, students able to talk in full sentences about the story and able to retell the story with their own language after the story had done.

The teacher did opening by greet the students good morning and asked how are you today to the students and did Ice breaking by calling students name with funny voices. After done with opening, there are three steps of TPRS based on Hedstrom (2012) and TPRS Lesson Planning manual prepared by Thomas (2015) the first step is Establish Meaning. In this first step, teacher was explained the meaning of the vocabulary by showing student the picture and also write on the whiteboard. Teacher repeat the words and sentences over and over again while explained it.

The second step is Tell a Class Story. In this step, teacher asking question using target language to build a class story. The teacher is asking about the story to student. By using different levels of questions, such as yes/no, either/or and why questions. Hedstrom (2012) says that the story is short, simple, interesting and provided repetitions also told slowly with constant comprehension checks and ideas from the students. Ray and Seely (2012:3) mentioned “Circling,” means that asking a series of different types of questions about a particular fact (a phrase or a word) in a story. This second step of TPRS, teacher picks actors from the class to act become the person in the story. In the story of over the mountains which is about transportation, teacher choose 4 students to act that they are driving in a car, traveling on a train, sailing on a ship and riding on a horse.

The third step is read. Reading was according to the material in the two previous steps. In this activity, teacher wrote down the words and sentences in a whiteboard and make sure it is clear enough to read by the students. Teacher wrote the words and sentences in the story. Then, asked the students to read it by repeat after the teacher. In this third step, the teacher related the situation in the reading with the lives of the students, ask the students if they have been in a similar situation and also discuss the character development, plot and moral values. After done with the three steps of TPRS, the teacher close the story by

offer the students to asked question about the story and asked do they like the story.

2. Act – putting the plan into action

In this second step of action research, according to the lesson plan the writer made it into teaching activities in the class. After the writer and the teacher prepared the lesson plan together, we implemented the lesson plan in the class. From the lesson plan of the first cycle with the story titled Over the Mountains, before the teacher started the lesson, he did opening by greeted students said good morning, how are you today, then the students respond to it by saying good morning and I'm fine thank you, and you?. After that, the teacher did Ice breaking game by called students name with funny voices and the students said present and laughing. Then the teacher reminded them to sit nicely and started the main activities of TPRS which consisted of three steps.

As we seen on the plan, the writer put the three steps of TPRS based on the TPRS Lesson Planning handout for teacher prepared by Thomas (2015). The first step of TPRS is Establish Meaning. Before that, the teacher shows students the cover of the book and read introduce the story and the title. Then, the teacher started to read and developed the story based on the book. The teacher voice was clear enough to hear by all students. Teacher used simple English to make the students understand what the story is about. The teacher introduce new words to the students by explained and do repetition of the words and sentences such as the man is driving in a car, traveling on a train, sailing on a ship and riding on a horse. Driving, travelling, sailing and riding are considered as new vocabulary to the students. To make them memorize it, the teacher do repetition and wrote the words and sentences on the whiteboard. Teacher made a car voice to make the students interested. But, he didn't make any gesture such as acting to driving in a car.

The teacher only showed students the picture in the beginning. But then he looked at the book to many and reduce the eye contact to the students also they didn't have enough chance to see the picture because the teacher was too busy read it. It was because of the first time to the teacher and the writer needs more

time understand the new story and the TPRS method. The second step of TPRS is Tell a Class Story. It is built by asking questions using the target language. The teacher asked students the question after he told about the story and said the statements such as “Mr. Jack is driving in a car to go to his work in Surabaya”. Then, the teacher asked the students “who was driving in a car?”, “Does Mr. Jack driving in a car to go to work?”. A half of the students answered teacher question correctly. The teacher keep asking the student to know that they are understands the story such as “what is the color of Mr. Jack car?” then, the students answered red, after that, he chose one of the students to spell red and the that student spelled it correctly. Teacher keep repeated this step in the next sentences traveling on a train, sailing on a ship and driving on a horse.

The teacher chose one student to become the actor to go forward and teacher asked him to choose what transportation he wants to act. The first student chose riding on a horse. the second students chose to act driving in a car. She also pretended to push the horn button and make voice beep beep. The third student chose traveling on a train and then, she sat and pretended to see the window outside. The fourth student chose to pretend he was sailing on a ship. Using TPRS is more like having discussion with the students. They were happy to be involved in the story. All of the students enthusiastic to answered teacher question about the story and most of them want to be chosen as the actor in front of the class.

The third step of TPRS is read. After the teacher wrote four sentences such as driving in a car, traveling on a train, sailing on a ship and riding on a horse, he asked students to repeat after him and read it together. The teacher related the situation in the reading with the lives of the students by asked them if they have ever been in a similar situation. Then, the teacher discussed about the character of Mr. Jack and taught them moral value from the story. After done with the three steps of TPRS, the teacher closed it by summarize the story, asked student do they like the story and offer them to asked a question. At the last, the teacher explained about the worksheet to the students and helped them if they had any difficulties with it.

3. Observe – observing the results of the plan

The act and the observation step in action research done together. As we seen from the act above writer observed the situations and the result of their action. The writer recorded the activities from the beginning and checked the teacher and class observation checklist. The teacher did the opening well such as greeted the student, do the ice breaking and told about the rules before the teacher started to read the story.

In the main activity where there are three steps of TPRS, teacher did what was in the lesson plan. But, because it was the first time to use the TPRS method, the teacher didn't asked personal question to the student. Also, he only read and explained what the story is about and didn't develop it. The teacher not know the story well so, he keeps reading the paper and didn't show the picture to the students clearly.

At the closing, he summarized the story and offered students to ask a question. But, none of the students want to ask about the story. After that, he showed the worksheet to the students and explained about it. The students still looked confused with the worksheet and needed teacher's guidance to do it. The teacher helped students who seemed confuse with the worksheet. Observation sheet can be seen in the appendix

4. Reflect – reflecting and planning for further action

According to the three steps of action research above, the writer also wanted to know whether the teacher's technique in telling the story and teach the vocabulary and running the TPRS method is acceptable and easily understood by the students or not. In this step, the writer analyzed the implementation of TPRS in kindergarten 1 A class. As we seen from the act step above, there were some activities that the teacher missed. Such as asking personal question to the students, teacher didn't develop the story, show the picture clearly, use gesture to tell the story, taught life lesson/moral value from the story to the students and discuss the character of the story. Overall, the teacher did the TPRS quite well for the beginning. As he did other TPRS activities also such as repetition, asking students about the story then chose some student to go forward and act, used simple

English and clear voice to tell the story. The writer concluded that she needed to conduct the second cycle. The writer hoped that the second cycle better than the first cycle.

Post activity

The writer and the teacher conducted the post activity the one after the first cycle of TPRS method with story title “Over the mountains”. The writer needed this activity to know the students ability in retelling the story with their own language according to the TPRS activity they followed and the class observation. The writer recorded the students during telling the story. The same activity did in the post activity of the post cycle. Firstly, the teacher gave the instruction to the students to retelling story, the writer called students one by one and told about the events, the characters, setting of place and time in the story and told it in front of the class. From the pre-activity, the students got the average score 2 said as fair point. As we seen the data, the pre-activity and the first cycle, students didn’t made an improvement with the same average as pre-activity with score 2 as fair.

Retelling story

To make sure that the students understand and memorize what the story is about, the writer asked students to retell the story from Over the Mountains with their own language. This activity was done a day after the teacher using TPRS in the class. The aim of this activity is to gain the information does the vocabulary from the story memorized by students, understand grammar usage based on the teacher statements and repetition, their speaking skill such as fluency, and pronunciation, understand the story by told the story in sequence their comprehension in understand the story.

Table 4.4 Student’s Score in retelling story “over the mountains” the first cycle.

No	Student	Grammar	Vocabulary	Fluency	Compre- hension	Pronuncia- -tion	Sequenc- ing	Total
1	S1	1	2	2	2	3	1	11
2	S2	2	2	3	2	2	2	13
3	S3	3	3	2	2	3	3	16
4	S4	2	2	3	1	2	2	12

5	S5	2	2	3	2	3	2	14
6	S6	2	3	2	3	3	3	16
7	S7	1	2	3	2	2	1	11
8	S8	3	2	3	2	4	2	16
9	S9	1	2	3	1	2	1	10
10	S10	2	2	2	1	2	1	10
11	S11	2	2	3	1	2	2	12
12	S12	2	3	3	1	2	2	13
13	S13	2	2	2	2	2	1	11
14	S14	2	1	3	1	2	1	10
15	S15	2	3	3	2	2	2	14
16	S16	2	2	3	1	2	2	12
17	S17	2	3	2	2	2	2	13
Point average		point 2	Point 2	Point 3	Point 2	Point 2	Point 2	214

The result above showed that most of students still need practice to retell the story with their own language. The writer also needed to encourage the teacher to presenting the TPRS method so it could be understood by all students. Students need practice to use grammar. The writer has counted the mean of the data and the results are shown above.

In grammar most of the students got fair with score 2 points. It indicated that they can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar. Even the average still the same in fair point, the some students able to mentioned the correct statement such as “Mr. Jack driving in a car”, “the car is red”. This point indicated that they generally understand the grammar usage but they need to use the grammar carefully and encouragement to be more confident. Some of them said “he go to Jakarta, with the train, he go to grandma’s house with the ship”.

The Vocabulary is also in fair with 2 points. It showed that students has speaking vocabulary sufficient himself simply with some circumlocutions. It means, after the student followed TPRS lesson in the first cycle, they still needed to memorize the words from the story more as they only knew only few words to tell the story. Some of them mentioned 7-8 vocabularies from the story such as car, ship, train, riding, horse, grandma’s house, mountain, Sea. Even their average score still the same with pre-activity, the students able to mentioned more vocabulary around 7-8 words. It was because the teacher did repetition of each

new word and explained the meaning. At the end they are also discussed what teacher wrote on the whiteboard.

There was an improvement in students fluency scoring. It was described as good with the score 3 points indicated they can discuss particular interests of competence with reasonable ease. Rarely has to grope for words. According to this explanation, the students were able to presented English as foreign language to discussed interested topic. It was also indicated that students were easily picked the word they can told the story. It was because they used English as their daily conversation in the class. Also, it indicated that they were listening and understanding the story quite well. The story they told was makes sense and easily to understand.

The comprehension was at fair with 2 points too described that students can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge. It means that the student may understand the main discussion of the story but they both described the story in detail.

Their pronunciation ability was fair with 2 points that their accent is intelligible though often quite faulty. The teacher had asked students to repeated what teacher said over and over again during TPRS process so, students were mentioned it better and clear enough. However, they still made a mistake such as “grandma house”.

In sequencing, students got fair with 2 points indicated that they includes 3-4 events, may be in random order. Most of the student didn't memorize the whole story from the beginning until the end. Moreover, they still retell it randomly. From those data shown, the writer needed to conduct the second cycle and hopes she could make the students score better.

Even the first cycle not boosted an improvement in student story retelling, but there were differences between the total of both pre-activity and the first cycle. The pre-activity total students score was 199 and the first cycle total was 215. With the different 16 points however, the first cycle did an improvement in student retelling a little better than the story telling time in pre-activity.

4.1.5 The Analysis of the Second Cycle.

The writer did the second cycle on June, 6th 2017 after reflecting the process in the first cycle. In the first cycle writer has checked the teacher and students checklist and wrote field note during process of using TPRS. After the writer did reflecting from the first cycle, the writer needs to conduct the second cycle to study over again the TPRS implementation with the teacher that in the first cycle missed some steps and activities such as:

- a. The teacher needs to use gesture during telling the story.
- b. The teacher needs to show the pictures to the students clearly.
- c. The teacher missed the TPRS step: asking personal question to the students.
- d. The teacher didn't taught life lesson after taught students the story
- e. Also improved the student ability in retelling story needed to improve.

As we seen above, the first cycle missed some TPRS activities. So, the writer prepared the second story and the title was "I'm too ill". The writer and the teacher prepared the lesson plan together. The step is same with the first cycle. In the first cycle most of the students have difficulty in retelling story. From the rubric of retelling story in first cycle, the average of the students got only 2 points in grammar, vocabulary, fluency, comprehension, pronunciation and sequencing. In the second cycle, the writer tries to make an improvement of it by made the new lesson plan of second cycle.

1. Plan - Planning the Action

In planning the action in second cycle, the writer and the teacher prepared the lesson plan and the material together. The teacher also did opening before started the telling the story. The lesson plan of the second cycle the writer also followed the basic of TPRS Lesson planning manual prepared by Thomas (2015). The writer also put the three steps of TPRS in second cycle as in the first cycle. This story titled "I'm too Ill" focused to the boy named Siriwat. The writer learned from the first cycle that we need to make the story as simple as it could to be easily understands and memorized by the students.

The vocabularies and grammar target in in the story were students recognize the kinds of illness such as sore throat, tummy ache, head ache, earache, able to talk about illness in full sentences with correct grammar such as "he was too ill to take it", "ouch it hurts". The aim of this second cycle was to made students better in retelling story. The teacher did opening by greet the students good morning and asked how are you today to the students and did Ice breaking by asked the students to counted their names in rote.

After did the opening then, the teacher towards to the first step. The teacher was explained the meaning of the vocabulary by showing student the picture and also wrote down on the whiteboard. Teacher repeated the words and sentences over and over again while explained it. To identify students understanding, teacher asked students personal question and answer (PQA) for example if the story was talked about transportation, the teacher will asked "have you ever had an illness?", "what did you do when you had tummy ache?". The teacher made every new vocabulary as clear as he could so students really understand each meaning.

The second step is Tell a Class Story. In this step, teacher asking question using target language to build a class story. The teacher is asking about the story to student. By using different levels of questions, such as yes/no, either/or and why questions.. Ray and Seely (2012:3) mentioned "Circling," means that asking a series of different types of questions about a particular fact (a phrase or a word) in a story. This second step of TPRS, teacher picked actors from the class to act become the Siriwat with his kinds of illness. Teacher chose 4 students to act that they had a sore throat, tummy ache, head ache, earache.

The third step is read. Reading based on the material in the two previous steps. In this activity, teacher wrote down the words and sentences in a whiteboard and wrote the words and sentences in the story. Then, asked the students to read it by repeated after the teacher. In this third step, the teacher related the situation in the reading with the lives of the students, ask the students if they have been in a similar situation and also discuss the character development, plot and moral values. After done with the three steps of TPRS, the teacher close the story by

offer the students to asked question about the story and asked do they like the story.

2. Act – putting the plan into action

The second step of action research called act, the writer elaborate the teaching activities in the class according to the lesson plan. After the writer and the teacher prepared the lesson plan together, we implemented the lesson plan in the class. From the lesson plan of the first cycle with the story titled Over the Mountains, before the teacher started the lesson, he did opening by greeted students said good morning, how are you today, then the students respond to it by saying good morning and I'm fine thank you, and you?, called students name one by one and the students answered with present, the teacher did Ice breaking game by asked students to counted the self in rote. Then the teacher reminded the students about the rule before the lesson started.

The first step of TPRS is Establish Meaning. the teacher shows students the cover of the book and introduced the story and the title of "I'm too Ill story". Then, the teacher started to read and developed the story based on the book. The teacher voice was clear enough to hear by all students. Teacher used simple English to make the students understand what the story is about. The teacher introduced and explained the new words and sentences such as "I'm too ill to sleep", "Have a drink". Ill, sore throat, tummy ache, head ache, ear ache considered new vocabulary for them. To make them memorize it, the teacher do repetition and wrote the words and sentences on the whiteboard. Teacher made a gesture of got head ache, sore throat, etc. and also funny voice that made student interested. The teacher showed the picture to the students clear enough and pointed it one by one.

The second step of TPRS is Tell a Class Story. It was built by asking questions using the target language. The teacher asked students the question after he told about the story and said the statements such as "Siriwat had a sore throat". Then, the teacher asked the students "who had a sore throat?", "Does Siriwat had a sore throat?". Most of the students answered teacher question correctly. The teacher keep asking the student to know that they are understands the story such

as “Does Siriwat takes the medicine from his dad?” then, the students answered “No, he does not”. Teacher kept doing the repetition in this step. The teacher chose four students to act they had a sore throat, head ache, tummy ache and earache. The students enthusiastically raised their hand hoped the teacher chose him/her.

The third step of TPRS was read. After the teacher wrote the words sore throat, head ache, tummy ache and earache, also the sentences such as I’m too ill, take this medicine. The teacher asked students to repeat after him and read it together. The teacher related the situation in the reading with the lives of the students by asked them if they have ever been in a similar situation. Then, the teacher discussed about the character of Siriwat and taught them moral value from the story that they could not use any reason to resist drank the medicine. Also, the student must not be afraid with the doctor. After done with the three steps of TPRS, the teacher closed it by summarize the story, asked student do they like the story and offer them to asked a question. At the last, the teacher explained about the worksheet to the students and helped them if they had any difficulties with it.

3. Observe – observing the results of the plan

As mentioned before that act and the observation step in action research done together. As we seen from the act above writer observed the situations and the result of their action. The writer recorded the activities from the beginning and checked the teacher and class observation checklist.

The teacher did the opening well such as greeted the student, do the ice breaking and told about the rules before the teacher started to read the story. in this second cycle, the teacher looked confident to use gestures and made the students paid attention. In the main activity where there are three steps of TPRS, teacher did what was in the lesson plan. The teacher did asked personal question to the student. The students were enthusiastically answered the question by raised their hand. The teacher studied about the story before, so he knew the story well.

At the closing, he summarized the story and offered students to ask a question. After that, he showed the worksheet to the students and explained about it. The teacher also helped students who seemed confuse with the worksheet.

Observation sheet can be seen in the appendix. The writer checked the teacher and class observation during the class activity at the back

4. Reflect – reflecting and planning for further action

The teacher made some improvements in teaching using TPRS in the second cycle. In the first cycle, the teacher missed the activity in one the step of TPRS which is: Asking personal question to the students. In the second cycle, teacher had clearly asking personal question to the students. The teacher also showed the picture to the students clearly to make the students see. The teacher also developed the story by using gesture to make the story more interesting for the students. In the second cycle, the teacher has made an improvement by doing all those activities that missed. The writer would not go to the next cycle with evaluation because the target was successfully fulfilled.

Post activity

In this phase, the writer conducted the post activity which asked student to retelling the story “I’m too ill” with their own language. The writer needed this activity to know the students skills in retelling the story with their own language according to the TPRS activity they followed and the class observation. The writer recorded the students during telling the story. The first, the teacher gave the instruction to the students to retelling story, the writer called students one by one and told about the events, the characters, setting of place and time in the story and told it in front of the class. The data gathered from the pre-activity and the first cycle, the students got the average score 2 said as fair point. As we seen the data the data below, the post cycle of the second cycle, made an improvement in students retelling story with the average score as fair.

Retelling story

To make sure that the students understand and memorize what the story is about, the writer asked students to retell the story titled I’m too Ill with their own language. This activity was done a day after the teacher using TPRS in the class. The aim of this activity is to gain the information does the vocabulary from the

story memorized by students, understand grammar usage based on the teacher statements and repetition, their speaking skill such as fluency, and pronunciation, understand the story by told the story in sequence their comprehension in understand the story. The result of students' skills in the first cycle retelling story explained below.

Table 4.5 Student's Score in retelling story "I'm too Ill" the second cycle.

No	Name	Grammar	Vocabulary	Fluency	Compre- hension	Pronuncia- tion	Sequenc- ing	Total
1	S1	3	3	4	3	3	3	19
2	S2	3	4	4	3	4	4	22
3	S3	4	4	3	3	4	4	22
4	S4	4	3	4	3	4	4	22
5	S5	4	4	3	3	4	4	22
6	S6	4	4	3	4	4	3	22
7	S7	3	4	4	3	3	4	21
8	S8	4	4	4	3	4	4	23
9	S9	3	3	4	3	4	3	20
10	S10	3	3	4	3	3	3	19
11	S11	3	4	3	3	4	4	21
12	S12	3	4	3	3	3	4	20
13	S13	3	4	3	3	4	4	21
14	S14	3	4	4	3	4	4	22
15	S15	4	4	3	4	3	4	22
16	S16	3	3	4	3	4	4	21
17	S17	3	4	3	3	4	3	20
Point Average		3	4	3	3	4	4	419

The result of students skills in retelling story in the second cycle shows above showed that the students retelling story boosted using TPRS method with the story "I'm too Ill". There was significant improvement in students' vocabulary, pronunciation and story sequence. In this second cycle, the teacher tells the story very well and completely interests the student. Most of students telling the story in rote and explained the events based on the story.

The grammar of student achievement got good marked with the average score 3. It said the student control of grammar is good. Students' control of grammar is good. Students were able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics. It made improvement from the first cycle that was in point 2. The student had a good control in grammar

and spoke the statements accurately with their good confident. In retelling, they mentioned the statements such as “Siriwat had a sore throat, his dad asked him to drink medicine”.

Next, the student vocabulary got very high score with 4 points means excellent. It made an admirable improvement in promoted student’s vocabulary. The indication of excellent score that student could understand and participate in any conversation within the range of his experience with a high degree of precision. In this level, students understand the most vocabulary what the story told about. 13 students out of 17 mentioned the main vocabulary about illness such as sore throat, head ache, tummy ache, earache, medicine, too ill and many more.

The fluency of the students stays in 3 points with good score indicated that students can discuss particular interests of competence with reasonable ease. Rarely has to grope for words. There was no improvement of fluency level in second cycle. It was because not all students had a readiness of speech especially for those who were only used English only at school.

The comprehension score was good with 3 points. This skill improved from the first cycle that only 2 points. It said student comprehension is quite complete at a normal rate of speech. It means that student. The students were understood about the story fully. They know what happened to the character, the idea, the causal of what happened to the character, etc. by using TPRS method.

The students also made a great improvement in pronunciation with 4 points described as excellent that the students Errors in pronunciation are quite rare. It was much better that the score they got in the first cycle. In this second cycle, the teacher asked students to repeat the words and sentence many times to made them able to say it. With excellent score of pronunciation, the writer almost caught up students said every word correctly even the word “sore throat”

Sequencing as the last assessment was important to indicate does the students listening and understanding the story from the beginning until the end. In this part of scoring, student reached excellent score with 4 points where the students Tells all events from the story in the correct order including story resolution. The story was easy to understand by the student. Also, it was only

focused on the illness of the character named Siriwat. The students told the situation of Siriwat in the beginning of the story until the end of it in a correct order.

From the result of the data above, the writer and the teacher felt satisfied to the students' skill of retelling story was improved. The teacher did the TPRS process well and made the students understood the story easily. From the reflection of the first cycle the writer planned a lesson activity with a very simple and easy understandable story for Young Learners student.

4.2 Discussions

From the data that have been analyzed in the finding, the writer concluded implementation of using TPRS method in teaching English for young learners. From that activity, the writer measured the student ability in retelling story. Especially in the second cycle which students got the highest score as excellent point. There was comparison between story telling in the class and Using TPRS. The comparison before and after TPRS method explained below:

No.	Before Using TPRS	After Using TPRS
1	The lesson plan was only about the story	The lesson plan contained the story, teacher's question and worksheet
2	The students didn't respond teacher's question about the story	The students responded teacher's question about the story
3	Students couldn't retell the story	Students were able to retell the story with their own language about the story
4	There was no worksheet after story telling time	There was worksheet for students after story telling time
5	Teacher didn't translated the story	Teacher translated the story in TPRS step 1: Establish Meaning
6	Teacher didn't asked students to read the words/sentences in the story	Teacher asked students to repeat to read the words/sentences in the story after the teacher

On the pre-activity, the teacher told a story with story book titled On the Train. The teacher asked students to listen to the story carefully and asked them to

keep quiet. The objective of this meeting was to observed teacher and students activities during story telling time. The students of K1A class looked enjoyed the story. It can be seen from their expression and their faces looked curious of what happened in the story next. The writer asked students to retelling On the Train story with their own language to know K1A student ability in retelling story using English in the post activity. Based on the data, the score average of students retelling got 2 from 4 points. It indicated that the students need to practice to retelling story.

The first cycle using TPRS method in teaching English, the writer gave the lesson plan and prepared the material together before did the activity in first cycle. The story contained vocabulary of transportation. The students was enthusiastic followed the activity of using TPRS. It proved from their involvement during the activity by answered teacher question and their excitement for being the actor. Even the teacher missed some activity that should be done in using TPRS method in teaching English, he did it well as it his first time as it was the first time taught this new method. The post activity showed that students score didn't made any improvement from the pre-activity post-activity of retelling story.

The second cycle was done after the writer analyzed the observation in the first cycle. On the second, the writer did the same preparation as the first cycle. After the writer and the teacher talked together what activity of TPRS what need should be done or need an improvement. The second cycle story of Using TPRS told about a boy who had illness. The story was easier to understand by students. In the second cycle, the teacher had done all the activities and the steps of TPRS well. The students were excited with the story. After did the second cycle activity, the writer did the post activity on the next day. The post activity showed that students score made an improvement from the first cycle to the second cycle of retelling story.

The second question is about how is the improvement of Young Learners students in retelling the story. The result of the data in the second cycle answered question problem number two, the students' ability in retelling story made an improvement from the first to the second cycle. With the total score of the first cycle was 214 and 419 on the second cycle. The average of students score was 2

in the first cycle and 4 in the second cycle. The writer and the teacher felt satisfied to the students that made an improvement in retelling story. The teacher did the TPRS process well and made the students understood the story easily so they finally could retelling the story with their own language in the best way.