

PREFACE

This study is entitled “Enhancing Students' Vocabulary Mastery by Using the Total Physical Response Storytelling (TPRS) Method in an Indonesian Junior High School” is arranged as a partial fulfillment of the requirements for attaining a bachelor's degree at the English Education Department, Faculty Educational Sciences and Teachers' Training, Siliwangi University, Tasikmalaya. This study contains the background of the study, formulation of the problem, operational definition, aims of the research, significance of the study, literature review, research procedures, research findings, conclusion and suggestions. The background of the study provides a theory of the importance of vocabulary mastery, the content, the previous study related to the context, and the gap. The literature review provides experts' explanations about vocabulary mastery, types of vocabulary, factors that can influence vocabulary, Total Physical Response Storytelling (TPRS), and steps of the TPRS method. Furthermore, the study is Classroom Action Research. The data for this study was collected by testing and observation, and analyzed by three concurrent flows of activity.

However, this study contains several weaknesses. Therefore, suggestions and constructive criticism are welcome. The writer hopes that by conducting this study, other researchers will be able to use the findings to support additional research.

Tasikmalaya, 21st December 2023

The Writer