

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language as a means of communication plays very important role in social relationship among human beings. English as one of the international languages is very important since it requires as a bridge of communication. In Indonesia, English is one of the compulsory subjects which are taught in junior high school, senior high school and university as the first foreign language. In addition, it is taught in elementary school and some kindergartens.

English is as an international language used as a tool for communication in daily life and in academics, and functioned as a first, second, or foreign language. English becomes very powerful language in the world, it becomes one of international languages, and the most global community uses English as a media of communication with another. As international language, people are demanded to master English because most people all over the world communicate each other in English. English is useful for establishing and maintaining the relationship with the people. Furthermore, people have to be ready to face global competition in understanding and developing the scientific and technological knowledge in this modern era. English as target language has many elements. One of the important elements in learning English is vocabulary. Vocabulary appears in four language skills, such as listening, speaking, reading and writing.

English is the first foreign language taught to the students of elementary school. In the elementary school, English is taught as one of the local content. The aim of teaching English in the elementary school is to motivate them to be ready and have self confident in learning English at higher level of education. The students of elementary school just learn English in the simple pattern (vocabulary, grammar, etc.) since they learn on it for the first time.

Vocabulary is a very important thing beside other language components. People use vocabulary to communicate each other in daily life. It makes vocabulary to be the main part to be used so people can be easily in having communication to other people. In mastering language, people who have many vocabularies are more proficient in language skills than other with fewer vocabularies.

Hiebert & Kamil (2005:1) state that one way of illustrating some of the challenges that readers can have with vocabulary is to provide a real-life example from instructional materials. A good vocabulary and an ability to use words correctly and effectively can easy to communicate with other people in the world and get some information. In other words, to master a language a person should know the vocabulary of that language. It is impossible for someone to master a language when they do not acknowledge the vocabulary of that language. This is why, in school students are motivated by the teacher to enrich their vocabularies when they learn a language.

Teaching English vocabulary to the early age, especially at the elementary school is not easy and it is different from teaching vocabulary to adults. As a subject, English is still considered a difficult subject by most of the elementary school students, because teacher know that the students of elementary school use their native language in the society since they speak using it for the first time. On the other hand, they do not use foreign language as a means of communication, so when they are introduced to a foreign language, they may find some difficulties. Consequently, they have difficulty in understanding the lesson material and especially for English vocabulary.

Elementary school teachers need appropriate methods to teach the students. The proportions of the materials for young learners are different from that of the adult learners. Generally that teaching material emphasize on the ability to enrich their vocabulary of English language. The way of teaching vocabulary is not the same as teaching vocabulary to adult learners. They have different motivation and characteristic. It will be difficult when the teacher can not motivate young learners intensively. Through motivation from their teacher it will increase their interest to learn better, so the students'

interest in learning will be same as their interest in playing. To find out the best technique for teaching young learners need an intensive analysis, especially for the teacher. They should create alternative of techniques to teach young learners in order to make them interested to what they are going to learn and avoid boredom.

However, students sometimes get difficulties to use or apply the vocabularies. Their difficulties in using vocabulary have been studied can be caused by some reasons. One of the reasons could be the method used by the teacher in presenting the lesson in the classroom. Therefore, the appropriate method in presenting the lesson in the classroom has to be considered. Students also have difficulty to remember vocabularies. They do not eager to find the definition of words on dictionary. It makes students easy forget to remember vocabularies.

For helping students in learning vocabulary, the researcher will use the total physical response (TPR) method. Total physical response (TPR), a method developed by James J. Asher (1968), is one of methods in teaching language that may support learners to realize the expected situation. Total physical response (TPR) method is a language teaching method created around the coordination of speech and action, it attempts to teach language through physical activity cited by Richard and Rodgers (1986:87). Using TPR makes a lot of fun for the students and provides excellent practice in both listening comprehension and memory. TPR also involves game like physical actions; it reduces learners' stress and creates a positive mood for the learners. Using TPR method is a suitable method for the teacher in teaching vocabulary for the students in the classroom.

TPR is well applied for young learners, for example in kindergarten and elementary school. TPR provides internalization than memorization. Internalization means a long term memory which enable someone not only retrieve but also manipulate. While memorization tends to be left brain activities which reduce someone's ability into getting back on copy of the input such as phone number or somebody's names. So by using TPR, the

students not only learn by sitting in their seats listening to the teachers but also they have to do what are the directions from the teacher.

In this study, the writer is interested to observe young learners in elementary school by using TPR. The writer chooses elementary school because English has been taught as a local content. The writer focuses on vocabulary teaching because vocabulary is one of the basic components in teaching and learning English. The writer hopes that through Total Physical Response students can also do the physical activities. Children in the class will be more interested and enthusiastic to give attention in teaching learning process because it will be easier for them to understand and memorize the materials since they actively participate in teaching learning.

Based on the explanation above, the writer wants to conduct the research about the use of Total Physical Response (TPR) in teaching vocabularies, entitled “THE USE OF TOTAL PHYSICAL RESPONSE METHOD IN TEACHING VOCABULARIES (A Descriptive Research at the Fourth Graders of State Elementary School 2 Bangsri Jepara in the Academic Year of 2016/2017)”.

1.2 The Problem Statements

In this research, there are three problem statements which become main discussion:

- a. How is total physical response method used in teaching vocabularies at the fourth grade students of State Elementary School 2 Bangsri Jepara?
- b. How well is the students' achievement after being taught through total physical response method?
- c. What are the factors that influence the implementation of total physical response method?

1.3 The Objectives of Study

Based on the problem statements above, the objectives of study can be elaborated as the followings:

- a. To find out how total physical response method used in teaching vocabularies at the fourth grade students of State Elementary School 2 Bangsri Jepara.
- b. To find out the improvement of the students' achievement after being taught through total physical response method.
- c. To find out the factors that influences the implementation of total physical response method.

1.4 The Reasons for Choosing the Topic

The researcher has some reasons of choosing the topic they are:

- a. Teaching English to the elementary school students is not an easy task since it requires a lot of creativity. Their world is still full of enjoyable activities. If English is taught interestingly, it will encourage them to learn it better.
- b. The total physical response activities, developed by James Asher (1968), provide ideas to create the activity for the success of the English language learning. So that, total physical response will help students to learn English with enjoyable and interesting.
- c. Vocabulary items are essential to improve the four language skills listening speaking, reading, and writing of the students, so it is important to find an exact way of situation to make students interest in improving their vocabularies.
- d. The students of elementary school have problems in mastering the English vocabulary items which they learn. Students have difficulty to remember vocabularies. They do not eager to find the definition of words on dictionary.

1.5 The Significance of the Study

In this study the writer expected that the research paper has benefits both theory and practice.

1. Theoretically

TPR method is done by hearing the instruction of the teacher and students respond through physical activity. Students will enjoy with this method.

2. Practically

Students will be more active in the classroom and more focus on the teacher. The relationship between the teacher and students will be better. So the teacher will be easier to teach and students will be easy to understand.

1.6 Outline of the Study

Chapter I discusses about introduction. It consists of the background of the study, the problem statements, the objectives of study, the reasons for choosing the topic, the significance of the study, and outline of the study.

Chapter II discusses about the review of related literatures. It consists of previous studies, foreign language learning, general concept of vocabulary, teaching vocabulary, teaching vocabulary in elementary school, total physical response (TPR), and the characteristics of elementary school students.

Chapter III discusses about the method of investigation which consists of setting of the research, subject of the research, research design, method of data collection, method of data analysis, research procedure, and research timeline.

Chapter IV discusses about finding and discussion. They are finding and discussion about observation, test, and interview.

Chapter V is the last chapter in this study contains conclusions and suggestions.