

# CHAPTER I

## INTRODUCTION

### 1.1 Background

English as an international language used as a tool for communication in daily life and in academics level. English is useful for establishing and maintaining the relationship with the other people. Furthermore, the people have to be ready to face global competition in understanding and developing the scientific and technological in this modern era. In Indonesia, English language has been taught as a compulsory subject from Junior High School up to university level. The students learned four language skills; listening, speaking, reading, and writing. To support the mastery of the four language skills the learners obviously should have well understanding of language component; they are vocabulary, pronunciation, and grammar as a core of having structured in English communication. To learn and master vocabulary, the learners need appropriate method and appropriate material to support their competence. Based on pre observation in Junior High Schools, some English teachers still use a traditional method for all English materials. The teacher presented the material by focusing on grammar rules, memorizing vocabulary, translating text, and doing written exercises.

Vocabulary is not only symbol for ideas but also a part of how to improve language skills in the target language. The more vocabulary which students master the more ideas they could have, so they can communicate by using their ideas more effectively. The researchers used Total Physical Response in teaching vocabulary, to implement this technique which means to encourage the students' motivation and interest in vocabulary mastery through learning process Penny Ur (1996) Vocabulary is one of the linguistic aspects that is important in teaching a language, besides structure and pronunciation. As a stock of words used by a person, vocabulary can be defined, roughly, as the words we teach in the foreign language. Hornby (1995) states that vocabulary is the total number of words which make a language. It means vocabulary is the key to understand foreign language. Enrich oneself use vocabulary, someone can express ideas in communication easier. Richard (2001) adds that vocabulary is

one of the most recognized components of language. In addition, Brown (2001) views vocabulary items as a boring list of words that must be defined and memorized by the students, lexical forms are seen in their central role in contextualized and meaningful language

Vocabulary is the foundation when we communicate with each other, through speech or writing, so that when speaking or writing we can use the correct word structure. Nation (2001) stated two kinds of vocabulary; receptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learner recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing". Astutuik (2011) Vocabulary is important in language aspect that should be learnt and taught. It can be defined that it will be hard to master language, without mastering or understanding a certain number of vocabularies. Total Physical Response (TPR) is a language learning method that is arranged on the coordination of commands (command), speech (speech), and motion (action); and strives to teach language through physical (motor) activity. According to Shin (2006), Teaching English to young learners or students of elementary school is different from teaching adults as they especially have fun with movement and physical participation. He adds that the more fun the students have, the better they will remember the language learned.

The total physical response method is a suitable method for early childhood in learning language because this method is in the form of a game so that children will learn but they feel like they are playing, as we know young children are synonymous with games. Asher (1969) Total Physical Response method is designed to accelerate listening comprehension of foreign language by having subject gives a physical response when they heard a foreign utterance. In addition, he claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. TPR improved by James Asher in 1960s, a professor of psychology at San Jose State University, California, is a language teaching method which originates from his observation. He noticed that interactions between parents and children often took the form of speech from a parent

followed by a physical response from a kid. He also observed that children typically are not able to speak until they listen to language for a long time, and they can apprehend their parents' utterances and respond to them by physical movement. Qiu (2016 in Wu Fei 2012) TPR particularly are organized around verbs.

The general objectives of TPR are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills. A TPR course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker; specific instructional objectives are not elaborated, for these will depend on the particular needs of the learner. The syllabus draws from an analysis of the exercise types employed in TPR classes. The analysis reveals the use of a sentence based syllabus, with grammatical and lexical criteria being primary in selecting teaching items. Widodo in Asher (2005) Total Physical Response is a "natural method" since Asher views first and second language learning as parallel processes. He argues that second language teaching and learning should reflect the naturalistic processes of first language learning.

For this reason, there are such three central processes: before children develop the ability to speak, they develop listening competence. At the early phases of first language acquisition, they are able to comprehend complex utterances, which they hardly can spontaneously produce or imitate. Children's ability in listening comprehension is acquired because children need to respond physically to spoken language in the form of parental commands; and when a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it. In addition, Asher believes that it is crucial to base foreign language learning upon how children learn their native language. In other words, TPR is designed based upon the way that children learn their mother tongue

According to Larsen (1986) in technique and principles in language teaching, TPR or also called "the comprehension approach" is a method of approaching a foreign language with instructions or commands. Using the Total Physical Response method in teaching English to children is a lot of fun and

enjoyable, does not demand much preparation or materials, is very effective for teenagers and young learners are appropriate for kinesthetic learners to be active in the class is memorable for students to remember phrases and words well, and works properly with mixed-ability classes (Sophaktra, 2009). The TPR method was developed by a professor of psychology at the University of San Jose, California named Prof. dr. James J. Asher who has been successful in developing this method in foreign language learning in children he argues that direct speech in children or students will respond to their physician before they start to produce verbal or speech responses.

This TPR method is very easy and light in terms of language use and also contains elements of game movement so that it can eliminate the stress of students because of the problems they face in their lessons, especially when learning foreign languages, and can also create a positive mood for students which can facilitate learning can increase students' motivation and achievement in learning. The meaning or meaning of the target language is learned during the action. The theory is supported by the research which is conducted by (Li, 2010) when the children show their understanding through actions, and associate their vocabularies with their actions.

The teacher or instructor has an active and direct role in the application of this TPR method. According to Asher "the instructor is the director of a stage play in which the students are the actors", which means that the teacher is the director in the story performance, and in it, the young students are the actors or actors. Young students in TPR have the main role of listeners and actors. These students listen attentively and respond physically to commands given by the teacher both individually and in groups. Rixon stated that the definition of a young learner is children between the ages of about 5 into 12 years old (Rixon, 1999).

Lack of interest in learning and mastery of vocabulary for elementary school students at SD GMIT Kuanino 2, based on the result of the writers' interview and data which shown by the English teacher at SD GMIT Kuanino 2 from total number of students who got score with fair criteria is about 20 percent, besides that got score very poor criteria. And also the students'

vocabulary was still very low especially 5<sup>th</sup> grade students which shown by their low understanding of the text and when they interact with their friends and teacher. The writer did the research total physical response method on 5<sup>th</sup> grade students because vocabulary needs to be taught from an early age so that later they can speak with the correct language structure, can understand well, and be confident when they interact with friends.

## **1.2 Research Problem**

Does the total physical response method improve 5<sup>th</sup>-grade students' vocabulary mastery?

## **1.3 Aim of Study**

To find out whether total physical response method can improve 5<sup>th</sup>-grade students' vocabulary mastery or not.

## **1.4 Significance of Study**

### **1.4.1 Implication**

The result of the study is expected to support the theory about teaching methods so the students who are interested to become English teachers must use the method that makes students feel comfortable and then like teachers' lessons to see the students' responses and actions in the teaching-learning process that make students are not bored. According to Octaviany (2007), after action research about teaching English vocabulary to fourth-year students of elementary school using the Total Physical Response (TPR) method had been completed, the result showed that the mastery level of vocabulary in the post-test is better than pre-test. The Students' interest in the teaching-learning process through Total Physical Response was the main factor affecting this improvement. Based on this data, the researcher concluded that teaching English vocabulary through TPR is very beneficial for the students in order to facilitate their learning of English vocabulary

### **1.4.2 Application**

1. To give information and knowledge to the reader who wants to be an English teacher, especially for elementary school.
2. To give more information and knowledge to the readers, when they become good teachers, used the method that makes students feel comfortable learning English.