

## **CHAPTER I**

### **INTRODUCTION**

In this chapter I discuss about background of the research, statement of the problem, Objective of the research, significance of the study, limitation of the research, and operational definition.

#### **1.1 Background of the Research**

English is a medium of communication which can help people to interact, converse, and share to other people. English is as an international language that's why it is possible to everyone to communicate with other people around the world if someone has an ability to use English. The ability in using English is very important to everyone. This is one of the ways to improve human resources. The developing of human resources by mastering English will be better if it starts as early as possible. That's why Indonesian Government has already run the policy and regulation for Elementary school to give English subject for the students in the classroom. It is one of the concerns of the Indonesian government to encounter the era of information and technology.

English has been taught in Indonesia at Elementary school as one of the local content subjects. It is hoped that the students will learn and comprehend English as early as possible and can practice simple conversation. According to "Ministry of National Education" (1993), the aim of teaching English at Elementary School as follows:

- 1) Student can comprehend words in English which often found and used in life every day.
- 2) Student can communicate in English simply".

In communication, students need vocabulary which can support them to produce and use meaningful sentences because vocabulary provide organ of sentence. That's why vocabulary is very important to be mastered. Jeremy Harmer (1991, 153) classifies "Then it is vocabulary that provides the vital organs and flesh". For that reason the students have to develop their vocabulary and master it in order to be able to communicate with other.

Vocabulary is not only sign of symbol for ideas but also a part of how to improve language skills in the target language. The more vocabulary students learn the more ideas they should have, so they can communicate by using their ideas more effectively. It is mentioned by Julian Edge (1993, 27), "Knowing a lot of words in a foreign language is very important. The more words we know, the better our chance of understanding or making ourselves understood"

However, students sometimes get difficulties to use or apply the vocabulary. Their difficulties in using vocabulary which have been studied can be caused some reasons. One of the reasons could be in the method which is used by the teacher in presenting the lesson in the classroom. That's why the appropriate method in delivering the lesson in the classroom should be considered.

One of the methods which are suitable for children in learning vocabulary is Total Physical Response (TPR) method. James Asher (<http://www.tpr-world.com>, 1) stated "use TPR method for new vocabulary and grammar, to help

students immediately understand the target language in chunks rather than word-by-word. This instant success is absolutely thrilling for students”. It shows that using Total Physical Response method is effective to help the students to learn the target language because the students practice directly using the vocabulary in real context. By doing so, the students can develop the storage of the vocabulary in a short time.

Besides that Total Physical Response method also helps the children to understand and memorize linguistic input because the children use body movement as media in the process of learning. It is mentioned by Jack C Richard and Theodore s Rodgers, (1986, 92) that “The movement of the body seems to be powerful mediator for the understanding, organization and storage of macro details of linguistic input”. Considering to the above explanation, this paper discusses the TPR method, characteristics of children, and advantages of TPR method to children.

Learning a foreign language is not as easy as learning native language. In learning a foreign language, the learners may meet all kinds of learning problems dealing with vocabulary, sound system, and how to arrange words into sentences that are quite different from those native languages. In line with this, Ramelan (1994: 4) states: “If someone wants to learn a foreign language, he will obviously meet with all kinds of learning problems. The difficulties have to do with the learning of sounds system, the learning of new vocabulary items, and the learning of the unfamiliar ways of arranging the foreign words into sentences”.

Like any other learners of English as a foreign language, Indonesian learners also meet difficulties in learning English since their native language is quite different from English. Learning a foreign language which is quite different from native language is very difficult for Indonesian learners. Consequently, the learners should have a great motivation. They should be serious in learning English because learning language actually needs a total physical, intellectual, and emotional respond.

In teaching a foreign language, a teacher should have an objective. The common objective of teaching a foreign language is to make learners to be able to communicate by using the target language orally and written form. According to Brown (1980: 8),” teaching is guiding and facilitating learning, enabling, and setting the condition for learning”. There are some factors that should be considered before teaching a foreign language such as English. Those factors are “age, ability, aspiration and need, native language, and previous language experience” (Finocchiaro, 1974: 14). By that statement, it can be concluded that the material which is going to be presented should be based on the learners’ age, ability, aspiration and need, native language, and previous language experience.

In the KTSP (*Kurikulum Tingkatan Satuan Pendidikan*) curriculum based school, vocabulary is taught in SDN 6 Bulungkulon jekulo Kudus beside the four skills. According to English teacher of SDN 6 Bulungkulon jekulo Kudus, many students in the fifth grade in SDN 6 Bulungkulon still have difficulties to improve their English vocabulary mastery. One of the problems is the students don’t understand the meaning of English vocabulary.

There are many methods used in teaching language to children, one of them is TPR. TPR is a method developed by Asher which may support to realize the expected situation. The previous research, which was conducted by Aryani (2009), has proven that there is a significant difference of the students' achievement in mastering English vocabulary by using TPR. Therefore, the writer replicates in applying TPR in teaching English vocabulary to the fifth grades of elementary school in order to prove the previous research.

Based on the background above, I am interested in doing the research with the title "The Mastery of English Vocabulary of the Fifth Grade Students of SDN 6 Bulungkulon Jekulo Kudus in Academic Year 2011/2012 Taught by Using Total physical Response (TPR)".

## **1.2 Statement of the Problem**

Problem of this research can be stated as follow:

1. How is the mastery of English vocabulary of the fifth grade students of SDN 6 Bulungkulon Jekulo Kudus in academic year 2011/2012 before being taught by using total physical response?
2. How is the mastery of English vocabulary of the fifth grade students of SDN 6 Bulungkulon Jekulo Kudus in academic year 2011/2012 after being taught by using total physical response?
3. Is there any significant difference between the mastery of English vocabulary of the fifth grade students of SDN 6 Bulungkulon Jekulo

Kudus in academic year 2011/2012 before and after being taught by using total physical response?

### **1.3 Objective of the Research**

Based on the previous problem of the statement, the purpose of this research they are:

1. To find out the mastery of English vocabulary of the fifth grade students of SDN 6 Bulungkulon Jekulo kudus in academic year 2011/2012 before being taught by using total physical response.
2. To find out the mastery of English vocabulary of the fifth grade students of SDN 6 Bulungkulon Jekulo kudus in academic year 2011/2012 after being taught by using total physical response.
3. To find out the significant difference between the mastery of English vocabulary of the fifth grade students of SDN 6 Bulungkulon Jekulo Kudus in academic year 2011/2012 before and after being taught by using total physical response.

### **1.4 Significance of the Research**

This research hopefully performs theoretically and empirically significant results. They are:

a. Theoretically:

The finding of this research will enrich the theory of teaching English using Total Physical Response. For the other researchers, it can be reference for the further research.

b. Empirically:

- 1) To get empirical evidence of theoretical study in practice.
- 2) To get number of data and materials to critic the theory and the implication in the practice.
- 3) To get the trigger for teaching to innovate and facilitate the students opportunities in English learning well.

### **I.5 limitation of the research**

To make this research specific and affective, I need to limit its scope. The research has two variables; there are independent variable and dependent variable. The independent variable is cause of the research which is represented by “TPR (total physical response)”, and the dependent variable is the effect of this research which is represented by ” the mastery of English vocabulary of the fifth grade students of SDN 6 Bulungkulon Jekulo Kudus in Academic Year 2011/2012”.

### **I.6 Operational Definition**

I identify the terms in order to all of the terms are interconnected with the title and easy to understand:

- 1) TPR (*Total Physical Response*) is a language teaching method that combine an action and a response in teaching learning process. TPR has purpose to teach oral proficiency at a beginning level.
- 2) The mastery of vocabulary is the ability of the students in knowing or recognizing a words and its meaning.
- 3) The fifth grades students of SDN 6 Bulungkulon Jekulo Kudus in academic year 2011/2012 are everyone are studying in the fifth grade students of SDN 6 Bulungkulon Jekulo Kudus in Academic Year 2011/2012 who are taking English subject.