

## **CHAPTER 1**

### **INTRODUCTION**

This chapter deals with topics related to the introduction of this research, such as the research background, statements of the problem, objectives of the research, and significance of the study.

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

One of the most important things for everyone is education. With education comes an increased ability to understand what makes life better. A person's right to an education is unaffected by gender, religion, race, socioeconomic status, or any other variable. In human life, language is essential. Interpersonal exchanges of ideas, sentiments, and opinions take place through language. The definition above clearly shows that using human language improves knowledge, learning, and communication. English is rarely used for communication in Indonesia, especially in other languages. For many pupils, teaching a foreign language is a complex subject.

Learning other languages, mainly English, has been utilized in global education as a method and human resource development strategy. The emphasis on the genre in English instruction in Indonesia has increased recently. Students and English professors are occupied with talks on spoken and written text types. Due to the widespread use of this method of instruction, English instruction and learning share the same genre and structure (Madjdi & Rokhayani, 2022).

Adults and students differ significantly, making it challenging to teach English to pupils. Youngsters need more attention spans. Even though they are adorable and amiable, they still require more English instruction. They also improve their ability to use their hands, hear, and see. Kids need hands-on, auditory, and visual learning settings and instructional methodologies to the fullest extent. Most elementary school pupils still struggle to comprehend the subject matter. They can usually grasp and follow clear instructions when

given them in the form of often repeated phrases or sentences, functioning as though they had picked up their native tongue on their own by accident.

(Ghasemi & Hashemi, 2011) Mention two reasons foreign languages are good to teach from an early age. First, teaching a foreign language early is more effective because it is more easily absorbed material. Second, childhood is the best time to improve language skills because the brain is programmed to acquire language naturally. In learning English, there are four essential components that we must master: speaking, reading, listening, and writing. However, we must understand the Vocabulary before mastering these four areas. By learning Vocabulary well, you can develop these four language skills. Good mastery will enable students to know what they hear, read, write, and speak.

Teaching English in elementary schools presents challenges, as teaching young children differs significantly from teaching adults. It requires teachers' patience and dedication to teach elementary school students English effectively. Additionally, when working with children, a teacher must be creative and engaging when presenting the material. This is closely linked to the strategies, techniques, or methods the teacher uses. The TPR method, for example, is a fun and practical approach to teaching young children English early on.

When teaching English, teachers are expected to employ a distinctive approach that considers the previously described phenomenon and research connected with student research results from vocabulary lessons. Educators use techniques like the TPR approach, including movement, to teach English vocabulary. Using movement to teach English vocabulary might boost students' motivation and help them build stronger memories.

American psychologist James Asher created the Total Physical Response method of language instruction based on how children acquire their mother tongue (Mariyam & Musfiroh, 2019). Asher's learning theory is predicated on the notion that language is learned through motoric activities, which are given priority in physical activities to promote meaningful learning. This strategy is

based on the psychological "trace theory," which holds that the more physical activities people do when learning a target language, the more vividly those experiences will be recalled.

The reason the researcher chose this topic for research was because in the 5th semester the researcher took a course entitled "Teaching English for Young Learners." In that course, a teaching assignment demonstrated how challenging teaching English to young learners is. This experience sparked my curiosity about the methods used in teaching young learners, including the TPR method. Consequently, I became interested in researching this topic, focusing on five different elementary schools in Jepang, Kudus, Central Java. The respondents in this study were elementary school teachers who teach English.

This study focuses only on the TPR method when teaching Vocabulary to young learners. This study aims to investigate the perceptions of English teachers who have used the TPR method in teaching Vocabulary to young learners. This method is usually used to attract young learners' interest in learning Vocabulary.

## **1.2. Statements of the Problem**

This research focused on the following two questions:

1. How do English teachers view the advantages of using the TPR method in teaching vocabulary at Jepang Elementary Schools, Kudus, Central Java?
2. How do English teachers view the weaknesses of using the TPR Method for Teaching Vocabulary at Jepang Elementary Schools, Kudus, Central Java?

## **1.3. Objectives of the Research**

Based on the research questions, the research objectives can be formulated as follows:

1. To find out teachers' perceptions about the advantages of using the TPR Method in Teaching Vocabulary at Jepang Elementary Schools, Kudus, Central Java.

2. To find out teachers' perceptions about the weaknesses of using the TPR Method in Teaching Vocabulary at Jepang Elementary Schools, Kudus, Central Java.

#### **1.4. Significances of Research**

The researcher hopes to significantly contribute theoretically and practically by conducting this research.

##### **1. Theoretically**

The findings of this research are intended to provide information and references for the use of the TPR method in teaching English Vocabulary to students in elementary schools. These findings relate to elementary school English teachers' perceptions regarding the advantages and disadvantages of applying the TPR method to teaching vocabulary.

##### **2. Practical**

###### **a. Teacher**

Hopefully, this research can be used to evaluate existing programs and serve as input regarding implementing the Total Physical Response (TPR) method in learning English vocabulary for elementary school students.

###### **b. Student**

Using this method will make it easier for them to learn new words and increase their Vocabulary in a fun way.

###### **c. Other researchers**

The hope is that this research can be used as an additional resource, especially for those researching students' vocabulary mastery using the TPR Method.

#### **1.5. Scope of the Research**

Based on the background of the problem above, the researcher found that teachers experienced challenges in teaching vocabulary to young students. Therefore, teachers look for strategies to overcome difficulties in language teaching, namely by using the TPR method. From the use of the

TPR method, the researcher focused on investigating teachers' perceptions of the use of the TPR method in teaching vocabulary to young students. Among them are the advantages of using the TPR Method in teaching language and the disadvantages of using the TPR Method in teaching Vocabulary at Jepang Elementary Schools, Kudus, Central Java.

#### **1.6. Operational Definition**

##### **1. Perception**

Perception focuses on the perception of an English teacher who teaches English, especially vocabulary, using the TPR method at Jepang Kudus Elementary School.

##### **2. TPR Method**

The TPR (Total Physical Response) method is a method that uses body movements to interpret words. An English teacher used this method to teach vocabulary at Jepang Elementary Schools, Kudus, Central Java.

##### **3. Teaching Vocabulary**

Vocabulary teaching focuses on how teachers teach vocabulary mastery in the classroom using the TPR (total physical response) method at Jepang Elementary Schools, Kudus, Central Java.