

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problem, objectives of the study, research hypothesis, significance of the study, scope and limitation of the study and definition of the key term.

A. Background of the Study

English is a language spoken by people around the world, and learning English as the second language in Indonesia requires many components that must be mastered; one of them is vocabulary. Vocabulary is important to learn in English because it can help students to learn new words or explore English (Susanto, 2017). In language study, vocabulary played an important part. It is meant that without adequate vocabulary, where communication occurs, a person cannot effectively express his thoughts either by written form or by speech. Vocabulary must be mastered because it is a component that plays a major role for an English student in developing his or her English skills.

Vocabulary may be understood as the total number of words that a person knows and uses in a language activity and are a group of words that make up a major part of language. Salawazo, Simbolon, Hutabarat, Veronika & Saragih (2020) stated that knowledge in the study of a vocabulary not only quotes a word but also requires understanding its context-based meaning and it can be stored that vocabulary is an important tool of students who learn English as their second language. Knowing the importance of mastering a vocabulary was considered the first requirement for mastering most of the other English components (Dakhi & Fitria, 2019). Vocabulary is often not the primary focus of language learning when

this is necessary because, in reality by combining the entire structure of words together without requiring a grammatical rule is well understood at an event communication (Hasan, 2018).

Mastering vocabulary as a component of learning English can make it easier for students to master other language's components. Suwardi & Sakti (2016) stated that vocabulary mastery would help students master all the components of the language, especially for English learners as a second language such as this in Indonesia, so they could express their thoughts. Students, therefore, should have a good idea of how they can improve their interest in English usage. At this point, language teachers must have sufficient knowledge to know the various ways of managing good classes so that students can attain vocabulary learning with a high degree of success. Furthermore, when teaching the vocabulary, a teacher could use written media from a book and pick up and introduce his or her vocabulary list. In addition, teachers may also give students another vocabulary or a new vocabulary that is relevant in the language learning activity.

Teachers also need knowledge to teaching English. It is about the material given to the student or the knowledge of the transmission of learning or the meaning of the spoken or written vocabulary before the student. According to Hasan (2018), it's not easy teaching English, as a teacher needs to recognize abilities and characteristics of his students. The class of students in language instruction is students as children, young converts, middle and adult students. Within every level of the student's age, the techniques and methods are unequal and must be adjusted

to their age or level. If a technique or method is wrong, then it is certain that the purpose of language teaching will not be properly accomplished.

The teaching of vocabulary at the young learners had a purpose that they could understand and master the English vocabulary as easily as by listening, reading, writing and also by the media around them. Based on Deni & Fahriany (2018), teaching English vocabulary is very different between teaching adult learners and young learners, and is not an easy thing to do either. The vocabulary material for young learners usually relates to the interests and concerns they face in their daily life. Subjects that take advantage of the circumstances surrounding schools or their environment make it easier for them to absorb a vocabulary given by their language teacher (Mariyam & Musfiroh, 2019).

In addition to subjects related to life around the world, teaching English vocabulary must also have the proper method of teaching them. This method must be adjusted to characteristics, motivations and goals studying. Teaching vocabulary to young learners, there is a lot of preparation to start with getting information from various sources on methods and activities the young learners. In this position, a teacher's perspective on the problem of young learners is invaluable helping her perform her teaching duties a language for youth. Harmer (2001, in Rahmadhani 2015) stated that the differences between teaching vocabulary to children and adults lie in their cognitive needs, competence, and skills. The main consideration is that it lies in their characteristics. Methods, strategies, techniques, and materials should be thoroughly mastered by the language teacher in accordance with the characteristics the young students. Evan & Lang (2006, in Rahmadhani 2015) stated

that a good method in teacher's hand is useless if not knowing how to use it and inappropriate methods will not be effective even if a good teacher does so.

Teaching the vocabulary to young learners aside from difficult is also a lot of problems. Putri (2016) stated that teaching vocabulary to a young learner is not an easy problem to complete because for them, English is a second language and therefore requires the merging of both verbal and physical aspects in the process. The problems of teaching vocabulary to young students are overwhelming, either from the teacher or from the young student himself. The first problem is that it is difficult for young students to respond and produce language spontaneously without going through a lengthy process. The next problem is the teacher, which is their lack of innovation. In the use of methods and media (Mariyam & Musfiroh, 2019). Lack of innovation and development makes vocabulary introduced and taught to students through less interesting learning methods and ultimately makes vocabulary mastery abilities difficult to develop (Cahyawati & Antara, 2020).

Based on an observation of September 2022 to the student of the fifth grade in MIN 3 Kediri, the students are still struggling with the English vocabulary because teachers still use simple methods and do not develop existing ones to be more attractive to their students in class. Another problem is that students still have trouble in remembering, writing, and uttering a vocabulary that has been learned in the book even though it was previously explained and taught by the teacher in the class. Preliminary results suggest that the material presented is of little interest. Passive students listen to the teacher's explanation and practice only according to the instructions. In addition, some students also felt inferior and feared that they

were wrong to answer the teacher's questions. Such phenomena certainly have an important impact on the results of learning both in daily life and in primary school.

Introducing or teaching about vocabulary to students should be by means of a learning method that requires students to be active always in the classroom, because the correct method will influence the results of their study. Vocabulary learning methods that can be used include Total Physical Response (TPR). According to Putri (2016) Total Physical Response (TPR) is a language teaching method presented by Dr. James J Asher, a professor of psychology at San Jose State University, California. Total Physical Response (TPR) is one of the methods of language teaching developed on the basis of mastery and the ability to communicate and to make body movements in response to language signs. It was built by coordinating with speech and actions on which there were tools of the language vocabulary fitted with precise physical action. Based on Asher (in Rambe,2019), TPR methods are appropriate for use at all ages in application. According to research already done, the use of TPR methods is more appropriate in adults than in children. Regardless of the suggestion or statement, it is widely used in teaching children, especially in the study of English vocabulary. This is because at a young learners they needed things or activities that were evident in their process of acquiring knowledge of the English vocabulary in its learning process.

The selection of the TPR method is based on several previous studies that show the effectiveness of this method. Putri (2016) who conducted a study on the children age 8-10 found that the TPR method is one of the interesting learning methods for children because of it they can practice directly by acting out what the

teacher has commanded. For this reason, it feels more appropriate for children than for adults. TPR is effective in teaching primary school vocabulary and in this study is focused in the reaching vocabulary with TPR method for the fifth grade students in MIN 3 Kediri. However, to create an atmosphere in a TPR class must be supported by other interactive media such as pictures or objects (Lutviana & Mafulah, 2018).

Based on an explanation above, the researcher would like to do research by focusing on the teaching vocabulary entitled “**The Effectiveness of Total Physical Response (TPR) Method in Teaching Vocabulary Mastery for The Fifth Grade Students of MIN 3 Kediri**”

B. Research Problem

Based on the background of the study, the research problem of this research is formulated as follow “Is Total Physical Response (TPR) method effective in teaching vocabulary mastery for the fifth grade students of MIN 3 Kediri?”

C. Objective of the Study

Based on the research problem, the purpose of this research is to investigate the effectiveness of the Total Physical Response (TPR) method in teaching vocabulary mastery for the fifth grade students of MIN 3 Kediri.

D. Significance of the Study

The results of this study are expected to benefit teachers, students and the next researchers:

1. For teachers, Total Physical Response (TPR) method while teaching vocabulary can be used to help teachers contribute and alternative information about methods in vocabulary teaching.
2. For students, when teachers use Total Physical Response (TPR) method, teaching vocabulary can give spirit and can help learners to master or increase their vocabulary level.
3. For the next researchers, this study is expected to be used as an additional source especially for those who conduct research on their ability to learn when using the Total Physical Response (TPR) method.

E. Hypothesis

The researcher states the hypothesis to make the purpose of this study clear.

The researcher's hypothesis are:

Ho: There is no significant difference on vocabulary mastery between the students taught by using Total Physical Response (TPR) method and the students taught by using direct method.

Ha: There is significant difference on vocabulary mastery between the students taught by using Total Physical Response (TPR) method and the students taught by using direct method.

F. Scope and Limitation

Based on the background and the statement of the problem above, this research focuses on the effect of Total Physical Response (TPR) method in

Teaching Vocabulary at MIN 3 Kediri. The research is limited to the fifth grade student of MIN 3 Kediri.

G. Definition of the Key Term

In order to avoid misunderstanding of the terms used in this study, the following definitions are given:

a. Vocabulary

Vocabulary is all the words found in a language, words used in a language, a speaker's wealth of words, or a glob of words compiled by a dictionary and a short and practical solution.

b. Teaching Vocabulary

An activity intended to teach students English vocabulary along with relevant methods and media on the subject.

c. Total Physical Response (TPR)

The Total Physical Response (TPR) method is one of the methods for teaching language in children of an early age because its application is between command coordination, speech and motion, making it easier for a child to master a language in his learning.

d. Direct Method

A way of teaching foreign-language lesson materials where teachers directly use the foreign language as the language of the media, and without the use of the language of the little portage in teaching.