

CHAPTER I

INTRODUCTION

This chapter explain about background of the study, research problem, significance of the study, scope and limitation of the study, and definition of key term.

1.1 Background of Study

The English language in Indonesia is the first foreign language taught to young learners in the school. Learning English language has a benefit for their next life. Teaching vocabulary to young learners is not equal with teaching vocabulary for adult learners. Teaching vocabulary for young learners needs more attention than adult learners. Because of this, the teacher should be creative to motivate young learners in learning vocabulary. So, the teacher needs to be aware of use teaching methods to suit the class.

However, one of the severe issues in learning English is the difficulty in remembering vocabulary. Mastering vocabulary is one of the basics of learning English, without mastering vocabulary, there will be difficulties when interacting with others (Ekawati, 2017). In teaching vocabulary, especially to young learners, the teacher should use a good technique and method. The teacher has to make a positive environment inside the classroom. Using media in teaching vocabulary is a good method to improve the student's ability. Students will be interested in teaching methods that involve the media in its implementation. Rokhayani (2017, p. 76) says that children can be frightened to learn, so teachers need to build a

pleasant classroom environment. In addition, the use of media in the learning process can build the motivation of young learners to learn vocabulary.

There are many researchers indicate that students feel hard in learning vocabulary. The teacher must be innovative in teaching learning to make the classroom more enjoyable. One way is combining some methods with media. Teaching words will be more practical if a teacher has several techniques as well as a set of class specifications to achieve linguistic objects (Richard and Rodgers 2001:18). However, without the right way and method of language learning can also be difficult (Cameron, 2002). So, mix the technique and tools in teaching vocabulary is significant (Ur, 1998; Nation, 1990; and Cross 1991). For example, a combination between studentcentered learning and audio-video to teach speaking, a combination of direct method with games to teach reading and to teachvocabulary, a combination of total physical response with picture media can be more power full.

Previous research has investigated that using picture media can build interest in learning vocabulary for young learners. Izza (2016) in her thesis entitle *The Effectiveness of Using Pictures in Teaching Vocabulary* stated that using picture is effective in improve vocabulary mastery to young learners. Stefani (2014) in her thesis “*Improving Students’ English Vocabulary Through Total Physical Response (TPR) Storytelling*”. stated that TPR storytelling suitable to teach young learners because it taught English vocabulary in a very fun away and the atmosphere encouraged students to be more active in class activities.

Every teacher has unique methods and media in teaching vocabulary. The use of pictures in the learning process will help the students improve their ability, especially in mastering vocabulary. The function of picture media can help the students easier to know and remember many words. Pictures can be in the shape of flashcards, big pictures, cue cards, and illustrations. This can help students to show their ideas and share what they see in the picture (Harmer, 2007).

Using Total Physical Response (TPR) is suitable for young learners because this method involved body movement. Relation with Brown (2007) who said that TPR is a learning method for early stage. TPR is a teaching technique through commands, speech, and body movement (Ulfa&Salimah, 2016). Moreover, Asher in Suniati (2015) also defined TPR as a method that applies speech coordination and movement to language teaching.

Some teachers still use only one type of learning media and inappropriate learning styles. Teachers need to determine the right strategy and provide a variety of learning media to students based on their learning styles. The reason for using a combination of total physical response with picture media is proposed because this method can make students more enthusiastic, not bored, and the learning atmosphere is fun. This is hope that every student's learning style can be fulfilled with a combination between TPR and picture media. Through this method, students can learn and memorize vocabulary easily through gestures and pictures to describe the meaning of the vocabulary being taught.

Based on the problems and statements above, teaching vocabulary using picture media can be easy to understood because the students will be more

interested and spirit in the teaching and learning process if combined with another method (Marzuki, 2015). So, this research will use the combination between TPR and picture media to improve the students' ability in mastering vocabulary.

1.2 Research Problem

Based on the background above, the formulation of the research problem is how can TPR with picture media improve students' vocabulary mastery of Madrasah Ibtidaiyah Nurul Ulum?

1.3 Significance of The Study

1.3.1 Theoretical Significance

This research gives solution the use of total physical response with picture media to find the right method of teaching vocabulary.

1.3.2. Practical Significance

a. For students

The results of this study can help students improve their vocabulary proficiency by using total physical responses with picture media.

b. For English teachers

English teachers can use TPR as an innovative technique in vocabulary teaching to encourage the students and make the learning process easier and enjoyable.

c. For researcher

This research is expected to provide new knowledge and also develop teaching methods applied in the learning process

d. For the readers

The readers get benefit and new information to improve students' vocabulary by using TPR with picture carriers.

1.4 Scope and Limitation of The Study

This research will be limited to the use of TPR technique in teaching English to improve the vocabulary mastery of fifth-grade students' in Madrasah Ibtidaiyah Nurul Ulum. Furthermore, it is also going to describe the students' perception after learning vocabulary using TPR technique with picture media.

1.5 Definition of Key Term

The researcher would like to divide the terms to make this thesis can be understand:

1. Vocabulary mastery means the words set that at individual knows. Vocabulary is the overall wide variety of words in a language. it's also a set of phrases a person is aware of and used in talking and writing.
2. Total physical response (TPR) is method of language teaching which is combining between speech and action. At TPR, teachers give commands to students with gestures, and students respond with action.
3. Picture are the most commonly used medium in learning. The use of images as a medium, the cost is quite cheap and easy to make and use in the classroom. This allows that picture media can be used for teaching materials.

