CHAPTER I
INTRODUCTION

This chapter presents such topics as: background of study, statements of problem, purpose of study, significance of study, scope and limitation, and definition of key terms. Each section is presented as follows.

1.1 Background of Study

Language is necessary communication tool in human activities to interact with their daily social environment. With language students in this case are able to communicate and interact with the environment so any problems will be solved with language. English is one of languages that should be mastered by the students. Either related with international languages or related with materials in the learning. English is considered difficult by the students. So the teacher must be creative to teach English especially elementary school. English is one of materials that is tested in the National Final Examination that determinate the student graduation. English, as other languages, contains reading, sentence structure, dialogue, and other variations. But the core, the most important element in the language is the vocabulary (Kasihani; 2010).

Vocabulary becomes an important part for the students to master, because with the vocabulary they understand and apply it in any sentence pattern so their linguistic intelligence can be built. The real situation in this case is school environment, vocabularies become difficult to master because there are
assumptions that the vocabularies should be memorized by the students conventionally, or word by word memorizing that is burdensome. It should be understood and responded by the school that is contained in the Governmental Regulation No. 060/11/1993 that determines English as a local content subject which is taught to students in the 4th, 5th, and 6th years. The following decree of Indonesian Minister of Education No. 23/2006 is about the School Graduation Standard Competence (SKLSP: Standar Kompetensi Lulusan Satuan Pendidikan). This decree determines the standard, especially for English subject.

It is the responsibilities of teacher as an agreement mother and also the educator to solve the problems. Teacher has task to help and direct the learners in the learning process. The teacher has a role and position that is important in the learning process. The teacher is the person who conveys the materials, solve various problems in the class, making evaluation, either before or after the learning. The teacher is responsible to build semantic memories of the students to the words and symbols and the meaning that will stay long time and will never lost when the students memorize the vocabularies. In this case the object is elementary school students, so the teacher must be more creative and innovative. According to Harmer (2001: 38), elementary school student should be different from adult. Young learners especially those at the ages of six to ten learn differently from older learners, adolescents and adults. The elementary school students easily get bored, losing interest after ten minutes or so.

Regarding the teaching method, the researcher chooses the Total Physical Response method (Asher; 1977) for teaching English to elementary school
students because TPR is one of the methods in teaching language that may support to realize the expected situation. It can also be presented by using a game that is appropriate to the learner’s characters. Total Physical Response is a language learning method which is based on the coordination of speech and action. It is linked to the trace theory of memory, which holds that the more often a memory connection is traced, the stronger memory will be. In TPR classroom, students respond to command that require physical movement (Richard and Rodgers : 2001). This method is suitable for the children in learning foreign language. The teacher can motivate the students to reach the goal of teaching English. This teaching method also facilitate the teacher to make the class fun and pleasant. The students are involved through teaching learning process by following the teacher’s instruction.

There are previous studies related to this research which have discussed about the implementation of Total Physical Response method. One of them is proposed by Wijayanti(2011) in her study entitled teaching Young Learner English Vocabulary Using TPR Method at Level B TK Sabilil Muhtadin Malang found that "The students’ progress during the teaching and learning activity by using Total Physical Response is better. The students’ mastery in English vocabulary can be improved." She went on to say that "The activities in teaching and learning process using TPR could help them in mastering English vocabulary." This suggests that, although English is foreign language, the elementary school student can studied.
Furthermore, Octaviani (2007) conducted the research under the title ”The Application Of Total Physical Response In Teaching English Vocabulary To The Fourth Graders Of SD Negeri 04 Krajankulon Kaliwungu Kendal In The Academic Year Of 2006-2007.” She analyzed Total Physical Response (TPR) is memorable. Students’ memorization will be stored longer since they use their bodies to acquire the meaning of the words.

From the previous studies above, it can be concluded that the researcher is interested in conducting the observation, it is focused on thesis especially the student of first grade SDN Gading Kasri Malang because of some reasons. First, the students of elementary school especially in first grade SDN Gading Kasri Malang commonly come from very lower capability in mastering vocabulary. This is proved from the students score and teacher interviews of first grade. Second, the first year students character’s of SDN Gading Kasri Malang really enjoy in fun and real teaching variation. The implementation of TPR method in teaching process especially English can give significant effect in increasing the student vocabulary and also it can be used as the alternative way to teach vocabulary for Elementary school students.
1.2 Statements of the Problem

Based on the background of study above, the statements of the problem are:

1. What are the activities done through the Total Physical Response (TPR) method when the teacher teaches vocabulary?
2. What are the students’ responses toward the Total Physical Response (TPR) method in the teaching vocabulary?

1.3 Purpose of the Study

Based on the problems above, the study is conducted for two purposes:

1. To describe the activities done through Total Physical Response (TPR) method when teacher teaches vocabulary.
2. To describe the students’ responses toward the Total Physical Response (TPR) in the teaching vocabulary.

1.4 Significance of the study

This study is expected to give significant contribution to the students, teachers, institution and the researcher herself. For the students it can motivate them how to study English easily and gives the best way to enjoy studying English. Therefore for the teachers, this study will become one of the consideration for the teacher to apply this method in the classroom. For the Institution the researcher hoped the result of the study can be used as input for SDN Gading Kasri Malang in developing English perspective and competency especially in efforts to apply some method in teaching English. Finally for the next researchers, it is hoped that this research can be used as one of the references.
to conduct the similar research. it is also to give contribution for teaching and learning process, especially teaching vocabulary using TPR method.

1.5 Scope and Limitation of the study

This study focuses on the teaching English vocabulary in the First Grade of SDN Gading Kasri Malang. This is limited to the activities that were done in class, as well as students response toward Total Physical Response (TPR) method for teaching English vocabulary. To be more specific, this study investigates two aspects, namely the activities done through the Total Physical Response (TPR) method and the students’ responses towards the Total Physical response (TPR) method in the teaching of vocabulary.

1.6 Definition of Key Terms

Some key terms used in this study need clarification in order to avoid ambiguity as well as misunderstanding and misinterpretation. The key terms needed to be explained are as follows:

1. Teaching vocabulary is a process where the teacher covers the spectrum of learner needs, how long we have to spend on language study will depend on who the students are, what their level is and what elements of language we are asking them to study, Harmer (2007: p.81)

2. Vocabulary is a listing, either selective or exhaustive, containing the words and phrases of a language, with meanings or translations into another language; glossary (Farlex cited in Wijayanti, 2011)
3. **Total Physical Response** (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity (Richard & Rodgers, 2001)