

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the statement of the problem, the purpose of the study, the significance of the study, the scope and limitation, and the definition of key terms.

1.1 Background of the Study

English as one of the most widely used foreign languages plays a very important role today. It is an international language which is very useful in this globalization era. Some people want to study English because they realize that it will give a good chance for their career. English is also the key to enrich our knowledge by reading many literature sources which are written in English. Therefore, English is included into Indonesian schools curriculum, including in kindergartens. This phenomenon leads to the ideas that some kindergarten students should get the English subject. It may be because a consideration that by learning English earlier, the students will have enough background regarding with English as early as possible.

Children are social beings who spend their time at most with playing and their young bodies like to be active. School has been considered the opposite of play, as a time to learn, to be serious. They are different from adults because they are still developing (Beckman & Klinghammer, 2006). Accordingly, it can be seen that kindergarten students cannot be forced to learn something in the same

way as the students in elementary school. They are still learning about living in society. They are very fond of playing and most of their lesson time in kindergarten is conducted by playing and indirect learning. Furthermore, students are not being able to read and write yet. Here, the teacher should be creative to select certain methods which are suitable for the students.

It is not easy to teach young learner students because teaching young learners is different from teaching adult students because of some factors. One of the factors is the characteristic of the student him/herself. Young learners have a very short attention and concentration span (Scott & Ytreberg, 2002). Therefore, the teacher should be creative to select the teaching method used to teach English for young learners.

As regards to the teaching method, experts propose eight popular methods. They are Grammar Translation Method, Direct method, Silent Way, Audiolingual Method, Desuggestopedia, Community Language Learning, Community Language Teaching, and Total Physical Method (TPM) (Larsen – Freeman (2000). The Total Physical Response method is chosen to teach English in kindergarten because it is one of the methods in teaching language that may support an expected situation. Total Physical Method not only makes the students being more active and interesting in learning English, but also makes the teacher easier to deliver the materials. Total Physical Response is a language learning method which is based on the coordination of speech and action. It is linked to the long term memory because it is learning by doing. In TPM classroom, students respond to command that requires physical movement (Richard and Rodgers: 2001). This

method is appropriate for the children to learn foreign language. This method also can facilitate the teacher to make the class fun and enjoyable.

There was a previous study related to this research, which has discussed the use of Total Physical Response method which was conducted by Permatasari (2014), by the title “A study on Total Physical Response (TPR) in teaching English vocabulary to the first grade of SDN Gading – Kasri Malang”. She found that both the teacher and students gave positive response toward the application of the TPR in the teaching of vocabulary. Her investigation showed that the teacher delivered the material in a happy and joyful situation. The students enjoyed the English lesson because there were many fun activities.

Another study was conducted by Fadillah (2010) entitled “Teaching Vocabulary through Total Physical Response Method (An Experimental Study of MTS Khazanah Kebajikan Pondok Cabe Ilir)”. She focused on the effectiveness of Total Physical Response method in teaching vocabulary. The finding of this study showed that using Total Physical Response in teaching vocabulary is quite successful. By using Total Physical Response method, it is not only effective to lead students to feel more interested and enjoy in doing activity in the class, but also it can give the students the opportunities to be active in learning English vocabulary.

This study is different from the two previous studies because this study neither focused on activities done during using TPR and the teacher and students’ response toward the application of the TPR, nor knowing the effectiveness of Total Physical Response method in teaching. This study focused on the

implementation of using TPR in kindergarten, the problems faced by kindergarten teacher in applying TPR method, and the teacher's solution for the problems. Besides, the result of this study is assumed to be different because this study is conducted in kindergarten.

Based on the background, an investigation of using TPR method in Little Camel Kindergarten of Mojokerto is interesting to conduct because in this school, English and Arabic are provided as classroom language instruction. Little Camel kindergarten of Mojokerto is one of Islamic International Schools in Mojokerto which uses English and Arabic as daily language in the school and its curriculum comprises unique curriculum of Islamic Super Learning (ISL), Super Learning Revolution (SLR), and Creative Super Learning (CSL) in an engaging way that encourages a lifelong learning. ISL is the curriculum which allows children to have good habits based on the norms of Islamic religion; SLR is the curriculum which helps to build brain power by supporting the development of judgment, perception, memory, reasoning, critical thinking, and language through a series of age-appropriate cognitive activities; while CSL is the curriculum which leads to help to be creative. The implementation of using Total Physical Response (TPR) method by Kindergarten teacher in this school is supposed not to be investigated yet.

1.2 Statement of the Problems

In this research, the statements of the problems are formulated in questions as follows:

1. How is TPR method implemented by the kindergarten teacher at Little Camel Mojokerto?
2. What problems are faced by the kindergarten teacher in applying TPR method at Little Camel Mojokerto?
3. How does the kindergarten teacher solve the problems in applying TPR method at Little Camel Mojokerto?

1.3 Purposes of the Study

Related to the statement of problems above, the purposes of the research can be explained as follows:

1. To describe how the TPR method is implemented by the kindergarten teacher at Little Camel Mojokerto.
2. To identify the problems faced by the kindergarten teacher in applying TPR method at Little Camel Mojokerto.
3. To describe how the kindergarten teacher solves the problems in applying TPR method at Little Camel Mojokerto.

1.4 Significance of the Study

It is expected that this study has significance and expected result. First, this study will give description of the TPR method in teaching English used by

Kindergarten teacher at Little Camel Mojokerto. Second, for the English teacher in Little Camel Mojokerto, the finding of this study will become her reflection and reference in applying TPR method to teach English for Young Learners at Little Camel Mojokerto. In addition, this study is expected to make the students easy to understand new material through Total Physical Response (TPR) method.

1.5 Scope and Limitation

The scope of this study is TPR method to teach English for Young Learners. Since TPR method is important to be taught in beginning level, this study focused on using TPR method to teach kindergarten. To avoid misperception on this study, the writer limited into the implementation of TPR method, the problems faced by the teacher in applying TPR method, and the ways the teacher solves the problem in applying TPR method.

1.6 Definition of Key Terms

To avoid misunderstanding, the writer makes definition of the key terms as follows:

1. 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).
2. Method is a generalized set of classroom specifications for accomplishing linguistic objectives (Brown, 2001).

3. Young Learners is a large number of children who are coming to school age of three, four or five with their skills abilities that are useful for their life situation including in their skill abilities that are useful for their life situation including in their growing and learning (Ronald, K Parker, 1992).
4. Kindergarten refers specially to education program of children in the year prior to Grade I and is part of the ECS (Early Childhood Service) continuum (Alberta, 2008).
5. *Little Camel* is an Islamic International School which has been established by Fadhilah Success Group (FSG) education and social (Islamic Education Center Little Camel).

