

CHAPTER I

INTRODUCTION

In this chapter, an introduction is presented. It consists of background of the research, research questions, aim of the research, scope of the research, significance of the research, research method, clarification of terms, and organization of the paper.

1.1 Research Background

The importance of English as a foreign language causes a phenomenon where English in Indonesia is introduced at earlier stage. One of evidences that appear is when most elementary school in big cities in Indonesia like Bandung imply English as one of the subjects at earlier grade. It exposes the issue that teaching a foreign language to young children is necessary and advantageous. In communication, students need vocabulary to support them to produce and use meaningful sentences. Harmer (1991:153) states that “Vocabulary provides the vital organs and flesh in English”. For that reason the students have to develop their vocabulary and master it in order to be able to communicate with others.

According to Tinker & Cullough (1975), vocabulary is important in communication to interact with each other to convey an idea. In accordance with Tinker & Cullough, an expert among language teaching specialists, such as Wallace (1982:9) states that learning a foreign language is basically a matter of learning the vocabulary of that language.

For those reason, vocabulary is better taught when children are still young. With reference to how important mastering vocabulary is, teaching learning vocabulary has special effects in every level especially the basic one. Children's language competence will develop if their vocabularies are also increasing. For that reason, the teachers have an important role to build the student's vocabularies.

In this case, teacher is one of the crucial factors that may develop students' ability. Teaching vocabulary to young learners is different from teaching vocabulary to adult. Cameron (2001) says that children are often more enthusiastic and lively as learners than adults. They always have 'activity' to carry out even when they do not quite understand the activities in the classroom. Therefore, young learners will need guided. In guiding the children, teacher has to be more creative and innovative, so that they enjoy the process of learning.

The students usually feel bored when they learn English because the teacher presents the material by focusing on grammatical rules, memorization of vocabulary, and translation of the texts. Thus, to handle those problems in young learner classroom, teachers should know the factors in teaching English vocabulary such as methods, techniques, materials, and students characteristics.

Pinter (2006) suggests that when presenting vocabulary to young children, teacher can first introduce things in which the children are involved, even without having them translated into their mother tongue. Since memorizing a foreign language vocabulary becomes a process that each child has experimented and controlled (Brown & Frossard, 2001), it is important to increase the memory by

doing stimulation, or “tracing”, through association with motoric activities, the use of realia, picture, and demonstration. It then leads to the method of teaching known as Total Physical Response (TPR) that is identical with the action and movement, and it can be implemented in teaching vocabulary.

In addition, previous study on TPR method has proven that this method is suitable to present vocabulary without any translations into mother tongue. Total Physical Response (TPR) method is effective to help the students to increase vocabulary, because the students directly practice using the vocabulary in a real context.

Considering the necessity of Total Physical Response (TPR) method in teaching vocabulary to young learners, the research conducted focuses on “The Effectiveness of Total Physical Response (TPR) Method in Teaching English to Young Learners” which is aimed to find the effectiveness of Total Physical Response (TPR).

1.2 Research Question

The issue to be discussed in this paper is summarized in the following research questions:

1. Is the use of TPR method effective in improving 2nd graders’ vocabulary mastery?
2. What is students’ response on the use of TPR method in learning English vocabulary?

1.3 Aims of the Research

The study is conducted to investigate further about the effectiveness of TPR method in teaching English vocabulary to the young learners. Related to the research question, this research is aimed at:

1. Finding the effectiveness of using TPR method in improving 2nd graders' vocabulary mastery.
2. Finding students' response on the use of TPR method in learning English vocabulary.

1.4 Scope of the Research

This research focuses on identifying the effectiveness of Total Physical Responses method used by English elementary teachers in selected elementary schools in Bandung. The research concerns with TPR techniques in teaching English vocabulary and students' response on the use of Total Physical Responses method.

1.5 Significance of the Research

This study is expected to give information for teachers concerning the method of TPR in teaching English vocabulary to young learners which resulted in leading the teacher to find out the effectiveness of TPR method in improving 2nd graders' vocabulary. Furthermore, this research is expected to be a reference for the next English education students, concerning the effectiveness of TPR method in teaching English vocabulary to 2nd graders' student. Hopefully, Total

Physical Response method becomes alternative method in teaching English vocabulary to young learners.

1.6 Research Method

1.6.1 Research Design

The general approach that is used in this research is quantitative study, specifically, on quasi-experimental research. Best (1981:73) stated that:

“The quasi experimental non equivalent pretest-posttest control was often used in classroom experiments when experimental and control groups were such naturally assembled group as intact classes which maybe similar”.

There were two groups taken as the investigated groups in this research. One group was the experimental group that received *Total Physical Response* (TPR) as its treatments, while another group was the control group which uses conventional method or non-TPR technique treatment of teaching learning process. The research design of the study will be illustrated below.

Table 3.1
Quasi-experimental Design

Sample	Pretest	Treatment	Posttest
Experimental Group (G ₁)	X1e	T	X2e
Control Group (G ₂)	X1c	-	X2c

X1E: Students' vocabulary scores of experimental group in the pre-test

X1C: Students' vocabulary scores of control group in pre-test

X2E: Students' vocabulary scores of experimental group in the post-test

X2C: Students' vocabulary scores of control group in the post-test

T : Treatment using Total Physical Response (TPR) method

1.6.2 Sample of the Research

This research is conducted in one of Elementary schools in Bandung. The samples of the research are two classes; the first class is for the control group and

the second class is for the experimental group. The samples of this research are selected based on the cluster random sampling. The population and the sample should come from the same level of grade and being taught by the same teacher.

1.6.3 Data Collection and Procedures

There are some procedures in conducting this research. First, preparing and organizing the teaching procedure by using TPR method in teaching vocabulary to experimental group. Second, constructing then trying out the instrument to find out validity, reliability, discrimination index, and difficulty index of the test.

Third, administering pretest to the two groups to find out their vocabulary mastery. Fourth, organizing lesson plan by using *Total Physical Response* (TPR) in teaching vocabulary to experimental group. Fifth, conducting posttest to both groups to find out their abilities after treatment.

Sixth, administering interview to experimental group to figure out information about students' response on the use of TPR method in learning English vocabulary. Seventh, analyzing the results of the data collected from pre-posttest and interview. Eighth, drawing the conclusion then proposing suggestion for further study.

1.6.4 Data Analysis

The data were analyzed through quantitative approaches. The following activity after collecting the data is the data analysis. In order to meet the aims of the study, several steps are established to analyze the collected data.

1. Checking the results of the test and analyzing the data gained. Both of the groups were given pre-test and post-test to investigate their vocabulary achievement before and after the treatment. Furthermore, the data is analyzed using the computer program of Statistical Package of Social Sciences (SPSS) 16.0 for window and Microsoft Office Excel 2007.
2. Analyzing and processing the data gained through interview. In this step, the data related to the students' response to the use of TPR method in learning English vocabulary is collected.
3. Combining the data analyzed through both classroom observations and interview which then lead to the findings and discussion.

1.7 Clarification of Terms

Below are some terms in this paper, which are clarified in order to avoid unnecessary misunderstanding.

1. TPR method in this study refers to the method that is used in teaching English to improve 2nd graders' vocabulary mastery. TPR is a language teaching method built on coordination of speech and action; it attempts to teach language through physical (motor) activity (Asher, 1983 as cited in Brown, 2001)

2. Vocabulary in this study refers to the words that students must understand to communicate effectively using TPR method. Vocabulary is one of the language systems, other than grammar that is important to learn.
3. Young learners in this study refer to students in second grade of elementary school in the age of six and seven years old who learn English to improve their vocabulary mastery. According to Brown (2001: 88), that the children at the age between seven up to eleven years old are enthusiastic, physically active, and they curious to know and learn everything.

1.8 Organization of the Paper

The organization of the research paper is given in order to make the readers understand the content of the paper.

Chapter I is introduction which consists of background of the study, research question, aim of the research, scope of the research, significance of the research, research method, clarification of terms, and research paper organization.

Chapter II is review on related literature. It deals with the previous study, Total Physical Response method (TPR) method, characteristics of children and the principle of teaching vocabulary to young learner, Total Physical Response (TPR) method in teaching English vocabulary to children, and the last things is about choosing activity in TPR classroom.

Chapter III is research method. In this chapter the researcher presents type of the study, population, sample and sampling, research instrument, validity and reliability of the instrument, and technique of analyzing data.

Chapter IV is data analysis and discussion. In this chapter the researcher presents data analysis, the result from interview, and discussion.

Chapter V presents conclusion and suggestion. The researcher draws the conclusion and proposes the suggestion taken from the result of the research.

