CHAPTER I
INTRODUCTION

This chapter presents the foundation and general overview of the study which consists of the background of the study, research questions, aims of the study, the scope of the study, reasons for choosing the topic, the significance of the study, research methodology, data source, data collection and data analysis, clarification of terms, organization of the paper and concluding remarks.

1.1 Background of the study

It cannot be denied that mastering an adequate vocabulary has an important role in communication. The weakness in mastering vocabulary is often assumed as the main problem for people who want to learn a foreign language. The lack of vocabulary can cause many problems. Especially for young learners, it will significantly inhibit them from learning English effectively in the classroom. For example, young learners may find difficulty to write a good essay because their lack of vocabulary. As a result, the essay contains similar or repeated vocabulary. In addition, when students take a TOEFL test, they will find some difficulties in reading comprehension and grammar structure. They cannot answer the questions if they even do not know the meaning of the words in the test. It gets worse while they are doing grammar structure, they will not understand the questions because of their limitation in vocabulary. In fact, many students’ TOEFL score cannot reach the minimum standard. It is because their knowledge about vocabulary. Both of the examples are the real problems that should be a main concern for students and teachers. We have to find out the solution for our education development.

Vocabulary has an important role, especially for young learners, in learning English as a foreign language. Cameron (2005) states that it is very important to build a useful vocabulary repertoire since it is central to the learner. It means that young learners have to learn vocabulary first before they can comprehend other elements of language such as grammar and writing. Hence, teaching English for young learners is considered to be a challenging activity for teacher to find out an appropriate way to build students vocabularies. Children are usually full of enthusiasm and energy when they learn something new. According to Cameron (2005), teaching language to children is often more exciting rather than adult.

In the context of learning English as a foreign language, the crucial role of vocabulary is inevitable. This has been claimed by many linguists and experts in the field. For example, Wilkins (1972) states that “without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed”. Krashen (1993) also states that "When students travel, they do not carry grammar books, they carry dictionaries”. From the statements above, it can be seen that vocabulary is very important rather than grammar as the first thing people should know when they learn a foreign language. Talking about the importance of vocabulary for young learners, their vocabulary development is not only about learning words, but it is also important to expand and deepen word knowledge. Children often need to meet words in order to help them increase what they know about words. As Vygotsky (1962) warned that
although children may use the same words as adults, they may not hold the same meanings for those words. In communication, students need vocabulary to support them to create meaningful sentences. That is why vocabulary is important to be mastered. With some references on how important vocabulary is, teachers should help young learners acquire as many words as they can in order to increase their language competence. It has to be a concern for teachers to find out an appropriate method for students which matches their characteristics and stage of cognitive development.

According to Hadley (2001) there are three traditional methods that have been practised in many countries for years: grammar translation, direct method, and audio-lingualism. Brown (2001) states that it is ironic that grammar translation method has been so stalwart practiced in many educational contexts among many competing methods. Meanwhile, grammar translation method is one of teaching method that has been used in Indonesia in teaching vocabulary.

Krashen (1982) suggests in a second language acquisition field there are four main requirements for optimal input in learning a language: oral proficiency, interesting, affective filter level, and amount of comprehensible input. In contrast, Brown (2001) states that the grammar translation method has main focus on grammatical rules, memorizing vocabulary, translating text and doing written exercise method. Consequently, in oral proficiency aspect, the grammar translation method does not give students a chance to practice in oral, students are expected to be accurate in writing aspect. Besides, the grammar translation method is not interesting because it is not contextual in teaching learning process. It means that the lesson does not relate to the students’ experience. Finally, it does not have sufficient amount of comprehensible input because in a teaching-learning process, teachers speak in their native language in the model of sentence, reading and exercise.

In response to those problems above, this study is conducted to find out what method should be used by teachers to create a good language teaching process. There are several alternative methods in teaching language to develop the quantity and quality of the student’s vocabulary. These methods are cognitive code, Total Physical Response (TPR), the natural approach, Communicative Language Teaching (CLT) approach, Community Language Learning (CLL) approach, the silent way and suggestopedia. The method chosen for this study is Total Physical Response (TPR) method. TPR was developed by Asher in 1977 (Brown, 2001).

Total Physical Response (TPR) method is concerned with principles of child language acquisition. Asher (1997) notes that children in learning their first language appear to do a lot of listening before they speak and their listening is accompanied by physical response (reaching, grabbing, moving, looking and so on). TPR method is similar to the period of children when they learn their first language. The TPR method creates meaningful language learning because it holds in a cheerful situation. Children will not feel that they are forced to memorize vocabulary that the teacher has given. Students are just asked to see, listen, and practice what teacher does.
Considering the facts about teaching vocabulary to young learners, teachers should be aware of students’ cognitive stage and also they have to give an appropriate method of teaching and learning language process. The study conducted is aimed at finding out the benefit of using the TPR method in improving student’s vocabulary and also to find out the student’s response toward this method.

1.2 The Research Questions

The problems of the research can be stated as follows:

1. Is the use of Total Physical Response method effective in improving young learners’ vocabulary?

2. What are the student’s responses toward Total Physical Responses method in learning English?

1.3 Aims of Study

The aims of this study are to discover the effectiveness of using the TPR method in building students vocabulary and to identify students’ response toward the TPR method while they are learning English.

1.4 Scope of Study

This study will focus on the effectiveness of using the TPR method in teaching English vocabulary for the third grade students of an elementary school in Bandung and also how students respond to this method.

1.5 The Significance of Study

The result of this study is expected to give a contribution toward the practice of teaching English vocabulary to young learners related to the method used by the teachers. The writer hopes this research will give a beneficial reference for further research on teaching English vocabulary to young learners, and give some considerations about the kinds of teaching strategies in teaching English vocabulary in elementary school employed by teachers.

1.6 Research Methodology
To find out the effectiveness of the Total Physical Response method in teaching vocabulary in elementary school, this study will use an experimental method with two groups: control and experimental groups.

During the experiment, this study will use TPR treatment in the experimental group in order to prove the effectiveness of TPR method in teaching vocabulary in third grade students of elementary school. An interview is used to find out the student’s responses toward the TPR method.

1.6.1 Research Design

To answer the research questions, this study used a quasi-experimental design. A quasi-experimental study is a type of evaluation which aims to determine whether a program or intervention has the intended effect on a study’s participants. A quasi-experimental design is one of experimental designs in which we compare means of groups’s performance take place normally. Neither experimental nor control group is randomly chosen because individuals naturally belong to one group or the other. A quasi-experimental design is also called ‘naturally occurring group design’ (Brown, 1988).

Moreover, both approaches are used in this study. The quantitative approach is used to analyze the data from the result of pre-test and post-test. On the other hand, qualitative approach is used to analyze, describe and clarify the data from the interviews.

1.7 Population and sample

The population of this study is the third grade students of one of the elementary schools in Bandung. There are two classes of third grade; each of them consists of 20 students. 3A class is the experimental group which received experimental treatments and 3B is the control group which did not receive any experimental treatments.

The study involved the third grade students of an elementary school because they have learnt English and they are still learning basic vocabulary. In this stage, students need guidance and learn a language with appropriate method related to their cognitive stage.

1.8 Hypothesis

A hypothesis is a specific statement of prediction. It describes in concrete (rather than theoretical) terms about what the researcher expects will happen in the study. Fraenkel & Wallen (1990:40) state that research question is often restated as a hypothesis.

There are two kinds of hypothesis namely null hypothesis and alternative hypothesis. In the experimental research, the most common hypothesis used is the null hypothesis. Coolidge (2000:106) defines that null hypothesis is starting point in scientific research where the experimenter assumes there is no effect of the treatment or no relationship between two variables.

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THE USE OF TOTAL PHYSICAL RESPONSE METHOD IN TEACHING VOCABULARY TO YOUNG LEARNERS: A quasi experimental study in the third grade of an elementary school in Bandung
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Therefore, the null hypothesis is needed as the foundation of this study. The hypothesis of this study: there is no difference of student’s vocabulary mastery between the students who receive experimental treatments and the students who do not receive experimental treatments.

1.9 Data Collection

The data of this study are collected through administering tryout test, pre-test, post-test and interview. Tryout test is conducted to validate the test and to know the reliability of the test. After validating the test, pre-test is used to measure initial ability of the children before they receive any experimental treatments. After all treatments, post-test is administered to control and experimental groups. The scores from post test are used to measure whether the implemented method influence the experimental group or not.

The interview is conducted for students in order to answer the second research question about student’s responses toward TPR method.

1.10 Data Analysis

In this study, the scores which are obtained from pre-test of control and experimental group are analyzed using independent t-test formula as the two groups are paired. The scores show that there is no difference between the two groups before TPR treatments is given to the experimental group.

The matched t-test is used to analyze the two dependent groups of scores; pre-test and post test that are paired. The analysis of matched t-test is aimed to find out whether there is any development after treatments or not. This formula shows the possible change of the group influenced by the implemented method.

The data collections from the interview are used to strengthen data taken from the scores of pre-test and post-test.

1.11 The Clarification of Terms

To avoid misinterpretation of terms and make the terms stated clearly in this research paper, the writer would like to clarify and specify each term as follow:

a. Effectiveness in this research refers to better improvement of students’ English vocabulary through the use of TPR method.

b. Total Physical Response (TPR) is a language teaching method built around the coordination of physical (motor) activity. (Brown, 2001: 29)

Total Physical Responses in this study is a language teaching method that is used by the teacher to teach vocabulary in the third grade of an elementary school in Bandung.
c. Vocabulary is defined as all the words that exist in a language, or that are used when discussing a particular subject. (Cambridge learner’s dictionary, second edition)

Vocabulary in this study is defined as words that will be learned by the students.

d. Young learners are young children up to the ages of seven until twelve (Slatterly and Willis 2001, p.4)

Young learners in this study are third grade students of an elementary school in Bandung.

e. Students’ responses in this research cover the level of students’ satisfaction to learning result and the level of students’ enjoyment during learning activity.

f. Teaching refers to giving lessons in a particular subject at a school, university, etc (Cambridge Learners’ Dictionary, 2004).

1.12 Organization of Paper

This research paper is divided into five chapters. Chapter I is about introduction. Chapter II is theoretical foundations. Chapter III is the research methodology. Chapter IV is the findings and discussion of the research. Last, chapter V is the conclusion and suggestion.

Chapter I Introduction

This chapter provides background of the study, research questions, aim of the study, scope of the study, significance of the study, research methodology, data source, data collection, data analysis, clarification of terms, organization of the paper and concluding remarks.

Chapter II Theoretical Foundation

This chapter contains some theoretical foundations. It consists of TPR methods, vocabulary, young learners learning characteristics, importance of learning vocabulary for young learners and concluding remarks.

Chapter III Methodology

This chapter presents methodology conducted in conducting the research. It includes research design, research questions employed, the instrument of the research, the site and respondent of the research, the data collecting procedures, and data analysis.

Chapter IV Findings and Discussion

This chapter consists of findings and discussions which present the result of the research.

Chapter V Conclusions and Suggestions

This chapter concludes research result and recommendations for teaching process and further research.

1.13 Concluding Remarks

_Hana Siti Nur Ainun, 2013_

_THE USE OF TOTAL PHYSICAL RESPONSE METHOD IN TEACHING VOCABULARY TO YOUNG LEARNERS : A quasi experimental study in the third grade of an elementary school in Bandung_
This opening chapter provides several basic points of the research that is conducted. This chapter is the foundation for the proceeding chapters. The researcher will explain each point in details on the next four chapters. Next, the theoretical foundation of the research will be explained in chapter II.