CHAPTER I

INTRODUCTION

This chapter presents a general description of the paper. It covers the background of the study, the reasons for choosing the topic, the statement of the problems, the aims of the study, the scope of the study, the significance of the study, the research methodology, the clarification of main terms, and the organization of the paper.

1.1 Background of the Study

Nowadays people use many foreign languages that are important to support their activities. English is one of the most popular and demanded foreign language since it is claimed as an international language. From time to time, more Indonesian people realize the importance of English proficiency. Learning English gives people opportunity to get access to knowledge, to communicate with people, to push their career forward, and to get satisfaction. In this era of globalization and development of technology, having access to information is one of the requirements to be a successful person. In a similar vein, an English mastery is not only needed as the way to get information but also to support our successful life. Moreover, Indonesia needs smart and skilled people who are not only competent in fields, such as business, communication, management, education, advertising, law, and social services, but also competent in English.

The competencies can support Indonesian people to compete and coordinate with people from other countries as well.

Furthermore, the curriculum of English teaching in Indonesia states that English is considered as the most important subject to understand and to express information, thought, and feeling; and to develop science, technology, and culture. As a tool of communication, English should be taught at school both spoken and written. At elementary school level, English has been taught as an elective subject. As cited in Zuraida (2007), teaching English to elementary school has been carried out in line with the policy. The decree of Ministry of Education and Culture (R.I. No.0487/4/1992) states that elementary school can add some extra lesson in the curriculum as long as they are not in contradictory with the objectives of national education. In accordance with this policy, another decree (Ministry of Education and Culture, No 60/U/1193) states that English can be introduced to the students of elementary school.

In addition, recently, parents send their children to schools in order to provide a good education, include English mastery. As written by Musthafa (2002) and cited in Zuraida (2007), the parents do this with assumption that if their children introduced to English since early stage of life, they will get sufficient exposure. Learning English at early age or at the beginning level is important to give basic knowledge that can support the development of the next level of education. In relation with teaching English to children, Philips (2008) mentions children from the first year of formal schooling (five or six years old) to eleven or twelve years old as young learners.

In English teaching process, terms of listening, speaking, reading, and writing have been well-known as four skills, which are important to support language performance and communication (Brown, 2001). Philips (2008) states that young learners still have difficulties in speaking and writing skill. She also argues that listening skill takes an important role for students in the beginning level as illustrated from the way of babies in acquiring language; they listen first and talk later. In addition, Pinter (2006: 45) also proposed that English should start with an emphasis on listening and then speaking just as in the mother tongue.

However, based on the writer's observation, young learners often meet difficulties in responding simple instruction given by the teacher. It indicates that their listening skill needs to be improved. As the consequences, an interactive, interesting, and motivating technique in teaching listening to young learners is needed (Brown, 2001).

One of the suggestions proposed by Linse (2005) in providing listening activities to young learners is Total Physical Response songs. Total Physical Response or TPR is a method proposed by James Asher (Richards & Rodgers, 1986). TPR is based on listening linked to physical activities which are designed to reinforce comprehension (Asher, as cited in Bowen, available at www.onestopenglish.com). Meanwhile, TPR song is a term used by Linse (2005) to mention a combination of songs and actions (as the value of Total Physical Response). This is consistent with Asher's suggestion that TPR should be used in association with other method and techniques (Asher as cited in Bowen, www.onestopenglish.com; Harmer, 2001:90). Moreover, Paul (2003) states that

combining songs with actions is the most effective way for young learners. He also proposes TPR for teaching listening because it supports child-centered learning that make children active, fun, and jump around while teacher is giving the instruction.

Great deals of research had been conducted in finding the effectiveness of TPR for teaching listening. In English as Second Language context, Berty Cook and Asher (2003, can be accessed at http://matsuda.jslw.org/mediawiki/index.php/Total_Physical_Response) reported the success of TPR. Asher has demonstrated how to use his method at over 500 elementary schools, secondary schools, and universities around the world. In English as Foreign Language context, Ji Lingzhus and Dai Jiandong (2008) state that TPR can be an effective approach with university freshmen in listening comprehension.

Furthermore, in teaching listening in Indonesian context, Wiliyanti (2008) has found that TPR storytelling can improve students' listening comprehension and give many good points for teaching young learners. Besides, Maulana (2008) states his quasi experimental study has found that pop songs can be used effectively to improve high school students' listening ability.

However, research on TPR songs in particular is still rare. Therefore, literature on TPR songs such as proposed by Linse (2005) also supporting theories from Goodger (available at http://www.funsongs.co.uk/songs-in-action) and Philips (2008) were used by the writer to observe the use of TPR songs in

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teaching listening skill to young learners. In addition, in this study, the theories of TPR are implied to support the theories of TPR songs.

While the studies conducted by Wiliyanti (2008) and Maulana (2008) cited above are about the use of TPR combination with storytelling; also the use of songs to teach listening skill, this paper tries to investigate the use of TPR combination with songs which is well-known as TPR songs to improve young learners' listening skill in EFL context. Therefore, this study attempts to find out whether there is significant contribution of TPR songs in helping young learners improve their listening skill and the students' responses towards the use of TPR songs.

1.2 Reason for Choosing the Topic

The idea of choosing this study came from the writer's concern on teaching English to young learners. It is also based on the writer's experience that she faced difficulties in improving her own listening skill. The lack of interesting and effective listening practice possibly is one of the causes. On the other side, experts (as will be presented in the chapter II) have proposed the importance of listening skill in learning English. Then, the writer tries to investigate the use of TPR songs in teaching listening skill. The writer hopes this study can take a part in solving the problems of teaching listening skill to young learners in Indonesian context. Moreover, the writer wants to dig deeper about the students' response on the learning process.

1.3 Statement of the Problem

This study is conducted to answer these two questions, "Can Total Physical Response songs help young learners improve their listening skill?" and, "What are the students' responses towards the use of Total Physical Response songs in practising listening?"

1.4 The Aims of the Study

This study is aimed as the following:

1. to find out whether or not Total Physical Response songs can help young learners improve their listening skill.
2. to find out the responses of the students toward the use of Total Physical Response songs in listening practice.

1.5 The Scope of the Study

The study focuses on investigating and describing the teaching and learning English of listening skill of third grade of SDN 2 Cihideunghilir. It is specified only to describe the implementation of Total Physical Response songs in teaching listening skill that is experienced by the students and the teacher in the classroom.

1.6 Significance of the Study

The writer expects this study can give a significant contribution not only for English teachers but also for institutions and organizations concerned with

teaching English for young learners. The writer expects that using songs can be used as an alternative technique to be associated with Total Physical Response. The writer also expects that exploring TPR songs can develop her own proficiency in using TPR songs in English teaching and learning process with young learners.

1.7 Research Methodology

This section discusses four main points, including: research design, research site and participant, data collection, and data analysis.

1.7.1 Research Design

This study used a case study method. The decision to use this method was based on the writer's intention to get an in-depth understanding by investigating the process that occurred in this type of teaching and learning process. Moreover, it was also used to investigate the effectiveness of Total Physical Response songs in improving students' listening skill.

Both qualitative and quantitative research approaches are used in this study. This is consistent with Yin (2003) who mentions that a case study can be based on any mixture of qualitative and quantitative evidence. Further explanation about research design will be presented in the chapter III.

1.7.2 Research Site and Participant

This study was conducted at SDN 2 Cihideunghilir, Kuningan**.** The participants of this study were 30 third graders of class 3A. The participants' age ranges from eight to nine years old. Further explanation about research site and participants will be presented in the chapter III.

1.7.3 Data Collection

In this study, multiple data sources were used in data collection techniques. First is the observation, where the writer took part as a participant observer, that was, as their teacher in the teaching program, to investigate the students' learning activities. In addition to classroom observation, listening pre-test and post-test were given to compare initial and final abilities of the students. Second is the questionnaire, which was given to the participants. Third is the interview, which was conducted with nine students from different levels of achievement. The data obtained through these data collection techniques were organized and analyzed then presented and discussed to draw conclusions. Further explanation about data collection will be presented in the chapter III.

1.7.4 Data Analysis

Qualitative and quantitative data analyses were used in this study. A qualitative method was used to analyze the data from classroom observation and interview, while the quantitative method was used to analyze the data from listening test (which was also part of classroom observation) and the

questionnaire. Moreover, the data gained from observation, questionnaire, and interview were triangulated to answer the research questions. Further explanation about the steps of data analysis will be presented in the chapter III.

1.8 Clarification of Main Terms

Having a clear interpretation and understanding about main terms in a paper is urgently needed. Thus, there are some main terms that highly relate to this study which are clarified in this part. The terms are:

1. **The use**: refers to the implementation of Total Physical Response songs in the classroom of third grade elementary students.

2. **Total Physical Response songs**: refers to a teaching method which combines songs that presented by doing action as a value of TPR.

3. **Young learners**: refer to children at the age of four to twelve years old who learn English. In this study, the students are third graders of elementary school whose age is range from eight to nine years old.

4. **Listening Skill:** refers to active process, as the mind actively engages in making meaning by remembering and responding by doing the action.

1.9 Organization of the Paper

This study is presented into five chapters as follow:

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problems, the aims of the study, the scope of the study, the significance of the study, the research methodology, the clarification of main terms, and the organization of the paper.

Chapter II Theoretical Foundation

This chapter explains the theoretical foundations relevant to the study. It covers: the basic principles of Total Physical Response, the concept of Total Physical Response songs, the characteristics of young learners, and the use of Total Physical Response songs for teaching listening skill to young learners.

Chapter III Research Methodology

This part elaborates the method of the study. Research Methodology describes the purpose of the study and research question; research design; research site and participant; data collection; and data analysis.

Chapter IV Data Presentations and Discussions

This chapter is the findings and discussions chapter. It presents, describes, analyzes, and discusses the data and the findings of the study.

Chapter V Conclusions and Recommendations

The last chapter is the conclusions and recommendations chapter. It contains the writer's interpretation of the result of her study in the form of conclusions and recommendations.