

CHAPTER I

INTRODUCTION

In this part, the writer explains the background of the research, reasons for choosing the topic, statement of the problem, aims, scope of the research, significance, hypothesis, and also research methodology.

1.1 Background

Vocabulary plays an important role in language learning. Without vocabulary mastery, learning a language especially English will become a great difficulty. Moreover, Rivers states that the acquisition of vocabulary is essential in foreign language learning (cited in Nunan, 1991). By mastering vocabulary, it will be easier for the language learners to develop their ability in using the language for comprehensible communication.

In addition, Cameron (2005) believes that building the useful vocabulary especially at elementary level is central to the learning of a foreign language because the process of learning of words changes in nature as it continues. In line with that, Saville-Troike (2006) also states that at about the age of puberty the development of language will decrease, no matter what level has been reached. Hence, elementary is a stage where we should teach English meaningfully.

One of the meaningful vocabulary teaching methods is named Total Physical Response (TPR). This method is considered more effective than the conventional method that still could be found. Brown (2001) states that learners could not enjoy the process of learning by using the conventional method such as vocabulary lists, definitions, written and oral drills, and flash cards.

On the other side, the learning process in TPR is enjoyable. Young learners could experience the interesting learning process because they are physically engaged. The activities in TPR will ensure that young learners can hear the new vocabulary in a meaningful context and respond nonverbally first (Pinter, 2006). Besides, since they show their preference to proceed input in kinesthetic and tactile modalities, this method can be seen as one of the best methods for teaching vocabulary to young learners (Saville-Troike, 2006).

Nevertheless, TPR can be monotonous when it is used exclusively. Therefore, to make the TPR method become more lively, it should be combined with other methods and techniques (Brune, 2004). There is TPR Storytelling (TPRS) which combines the use of TPR with storytelling. The focus on learners and their interests makes a TPRS classroom has a different atmosphere. Besides, combining storytelling with action is considered as an effective way because both are closely related to the young learners' world.

Moreover, TPRS provides the long term memory strategies, constant comprehensible input, and intense personalization based on the idea of TPR and the

Natural Approach (Anonymous, 2010). For teaching vocabulary, it is a good method. The vocabulary is repeated dozens of times within the story. Therefore, the learners can acquire the target vocabulary easily and save it in a long term memory.

To find out the effectiveness of TPR Storytelling in English teaching and learning, there were some studies that had been conducted. Decker (2008) found out that by the use of TPR Storytelling, the level of engagement of the students could increase. It is because they enjoy the interesting learning process (Decker, 2008). Furthermore, a research by Castro (2010) reveals that TPR Storytelling could make a significant difference on students' memory.

Meanwhile, this research focused on investigating the use of TPR Storytelling in teaching vocabulary to young learners in which the one group pretest-posttest design was employed as the research method. Then, as the result, this research was expected to be beneficial for the teachers of young learners in figuring out an alternative method for teaching vocabulary.

1.2 Reasons for Choosing the Topic

The idea of choosing the topic of the research was based on the writer's concern in English teaching and learning for young learners. Besides, it was also based on the writer's difficulty in studying English vocabulary. Translating and memorizing the vocabulary make the class become boring so that students cannot

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enjoy the process of learning. Therefore, this research was intended to find out an alternative method for teaching vocabulary to young learners.

1.3 Statement of the Problem

The problem of this research was formulated into the following questions.

1. Is Total Physical Response Storytelling effective in improving young learners' vocabulary mastery?
2. What are the students' responses toward the use of TPR Storytelling method in their English class?

1.4 Aims of the Research

The research aimed the following.

1. To find out the effectiveness of using TPR Storytelling in improving young learners' vocabulary mastery.
2. To find out the students' responses toward vocabulary teaching by using TPR Storytelling.

1.5 Scope of the Research

This research focused on examining the use of Total Physical Response Storytelling in improving young learners' vocabulary mastery. Besides, this research also investigated young learners' responses toward the use of the TPR Storytelling in

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their class. In this case, TPR Storytelling was applied for teaching nouns and verbs to the third graders of one of the elementary schools in Bandung.

1.6 Significance of the Research

Teaching language to young learners is not the same as teaching language to adolescents or adults. Conventional methods that have been used for many years are considered as not the proper methods for teaching young learners. There are too many explanations in these methods, whereas young learners will get more involved with the learning process if the activity is interesting. Therefore, this research was expected to have contribution to enrich the theories related to the language learning of young learners and to become a reference for any research involving the same variables. Besides, this research was also expected to bring positive changes for the teacher of elementary school in finding the suitable method for teaching vocabulary to young learners.

1.7 Hypothesis

Hypothesis is the tentative answer from the research problem until it is proven with calculated data. This research proposed the following hypothesis.

H_0 : *“The use of TPR Storytelling method does not improve young learners’ vocabulary mastery.”*

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1.8 Research Methodology

This research was conducted by using the quantitative method. The data from the research was gathered and compared statistically. The one group pretest-posttest design of pre-experimental research was applied as the research design. It was used by considering the impossibility of random sampling because of the limitation of time and cost. This research involved one class of the third grade in an elementary school in Bandung. Here is the scheme of one group pre-test post-test design as proposed by Best (1981).

<i>O1</i>	<i>X</i>	<i>O2</i>
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Where:

O1: Pretest

X: Treatment

O2: Posttest

This research involved some instruments which were pretest, posttest, and questionnaire. First of all, pretest was administered in order to find out the students' prior competence. Then, in the middle of the research, the treatments were given. After that, posttest was conducted to examine the students. Last, questionnaire was distributed to the sample in order to discover the students' responses.

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The data from pretest and posttest was analyzed in order to find out the effectiveness of TPR Storytelling in improving young learners' vocabulary mastery. The scores of pretest and posttest were analyzed by using t-test. Meanwhile, the response of the students to the questionnaire was analyzed by computing the response frequencies then converting them into percentages.

1.9 The Organization of the Paper

Organizing the paper is useful in order to make the paper arranged systematically. This paper organization is as follows.

CHAPTER I INTRODUCTION

In this part, the writer tries to explain the background of the research, the reasons for choosing the topic, statement of the problem, aims, scope of the research, significance, hypothesis, and also research methodology.

CHAPTER II THEORETICAL FRAMEWORK

It explains the theories related to the research such as the characteristics of young learners, teaching vocabulary to young learners, the concept of TPR, the concept of TPR Storytelling, how to use TPR Storytelling, and other related research reports.

CHAPTER III METHODOLOGY

This section talks about the methodology used in the research. It covers research questions, research design, variables, hypothesis, population and sample, data collection, data collecting procedure, and also data analysis.

CHAPTER IV FINDINGS AND DISCUSSION

It presents the findings of the research result which are also elaborated in the discussion section.

CHAPTER V CONCLUSIONS AND SUGGESTIONS

This part contains the conclusions that can be gained from the research result and also suggestions which can be given for the reader or next research.