

CHAPTER I

INTRODUCTION

A. Background of the Study

One of the elements of language that cannot be separated from learning English is vocabulary. It is hard to understand a number of vocabulary, because it is fundamental in language learning. It will be hard to master language without understanding a certain number of vocabulary.

Teaching vocabulary earlier is better than teaching it later. Teaching English at elementary school is regarded as one way to teach English as early as possible to get students more familiar with it. It is supported by Lightbown and Spada (1993:164) who state that “if second language teaching programs are to succeed, they had been beginning with very young children”.

Based on School Level-based Curriculum at elementary school, the goals of teaching English language to the fourth year especially in vocabulary are the students know about public places and direction. Beside that the student can describe people and the object. Then they should understand the names of shopping places and the name of the daily needs. Then, they can use ownership in a dialog. The last, they can understand and retell the story with a simple sentence and good pronunciation. National Education Department states that one of purposes of Teaching English based on the 2006 Curriculum or in Indonesian it is called *Kurikulum Tingkat Satuan Pendidikan (KTSP)* is the students understand the vocabulary.

The way of teaching vocabulary to beginners is intended to give basic competence about how to read new vocabulary, how to speak it, and how to write it. The proper learner is when they are still very young or in primary school. SDN 3 Sambu is one of schools that give opportunity to the students to express idea in vocabulary class.

Based on the observation in fourth year students of SDN 3 sambu, the writer found three problems in mastering English Vocabulary. First, the students' capability of the concept of meaning is not so bad, but sometimes, they are still confused to the word that its object is closed.

Second, the students' pronunciation is still poor. The writer thinks that their pronunciation is influenced by their mother tongue and the spelling of the word.

Third, their spelling is also poor. It can be seen when they are asked to write the word, they write the sound of the word. It is because their spelling is influenced by the pronunciation of the word. In fact, the pronunciation and spelling in English word are different.

To solve some problem above the writer tries to use Total Physical Response. Total Physical Response, a method developed by Asher (1942), is one of methods in teaching language that may support to realize the expected situation. Asher (1977: 4) in Fauziati (2002: 62) states that most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by instructor.

Indeed, the writer is interested in improving the students' vocabulary and in this research she will try to apply Total Physical Response aid as the method in teaching vocabulary. Thus, the writer formulates the following title: "IMPROVING ENGLISH VOCABULARY USING TOTAL PHYSICAL TO THE FOURTH YEAR STUDENT OF SDN 3 SAMBI SRAGEN".

B. Problem of the Study

In order to get the objective of the study systematically, the following questions are raised:

1. To what extend can Total Physical Response improve vocabulary's meaning of fourth year students of SDN 3 Sambu?
2. To what extend can Total Physical Response improve vocabulary's spelling of fourth year students of SDN 3 Sambu?
3. To what extend can Total Physical Response improve the vocabulary's pronunciation of fourth year students of SDN 3 Sambu?

C. Objective of the Study

The objectives of this study can be stated as follows:

1. To identify the student's vocabulary meaning improvement at the fourth year of SDN 3 Sambu.
2. To identify the student's vocabulary spelling improvement at the fourth year of SDN 3 Sambu.

3. To identify the student's vocabulary pronunciation improvement at the fourth year of SDN 3 Sambu.

D. Limitation of the Study

In order that the study can be deeply examined, the writer needs to limit the study as follows:

- a. The subject of the study is limited to the English teachers and the students of fourth year of SDN 3 Sambu.
- b. The object of the study is limited on teaching vocabulary using TPR method at SDN 3 Sambu in 2010/2011 academic year.

E. Benefit of the Study

There are two benefits of this study; they are theoretical benefit and practical benefit:

1. Practically;

The result will help the students in learning vocabulary by using Total Physical Response, and help teachers in solving their problem in vocabulary class.

2. Theoretically;

The writer hopes this research can be used by English teachers in selecting an effective method, especially in teaching vocabulary.

F. Research Paper Organization

In writing this paper, the writer divides it into five chapters and the organization is as follows.

Chapter I is introduction that presents Background of the Study, Problem of the Study, Objective of the Study, Limitation of the Study, Benefit of the Study, and Research Paper Organization.

Chapter II concerns with review of related literature that covers previous study, General Concept of Vocabulary, Kind of Vocabulary, Vocabulary Classification, Type of Vocabulary, Vocabulary Mastery, Teaching English Vocabulary, Total Physical Response (TPR), Teaching Vocabulary Using TPR, and Characteristics of the Fourth Year Student of Elementary School.

Chapter III is research method. It discusses Type of the Research, Object of the Study, Subject of the Study, Data and Data Source, Method of Collecting Data, and Technique for Analyzing Data.

Chapter IV presents research finding and discussion.

Chapter V is conclusion and suggestion.