

**A COMPARATIVE STUDY ON TEACHING VOCABULARY  
USING GTM AND TPR METHOD TO THE FIFTH YEAR  
STUDENTS IN SD N I NGADIROJO**



**RESEARCH PAPER**

Submitted as a Partial Fulfillment of the Requirements  
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by

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Communication is very important to human beings; they need each other to make it through. As a social culture we need an instrument to communicate with them, which is called language. It is used by people to express and receive the information, emotion, messages, etc.

In the world, there are many kinds of language used by people such as English, French, Dutch, and so on. In our country, our second language is Indonesian and the foreign language is English. English becomes important in the recent years. It is the key to international currencies of technology, science, as well as commerce. By this condition, Indonesian government has given a special status of English language. According to Department of Education and Culture 2004 of Central Java, English is taught as a local-content subject in elementary school from the first grade up to sixth grade. Some schools can give additional subjects to their students in accordance with their own need as long as those subjects are still in line with the national educational goal. Since English is a new subject for most elementary school students, the teacher has to make them interested in it.

Teaching English in elementary school is different from teaching English in higher level. The higher level school students are adults who can adapt in any situation. On the other hand, young learners still need guidance

from the teachers. They have no initiative and follow along the teacher's explanations. Besides, teaching English in elementary school is less focused on grammar instead of vocabulary and they must memorize long list of vocabulary. That is why teacher must be creative and innovative so that the students can enjoy mastering the materials.

As a matter of fact, some Indonesian teachers still use a conservative or traditional method. The teacher presents the material by focusing on grammatical rule, memorization of vocabulary, and translation of the texts. Reading, structure, and writing are the primary skills that the students work on, by giving little attention to speaking and listening. This method is called Grammar Translation Method. Grammar Translation Method in teaching vocabulary is too much emphasizing the learning of grammar than learning to use the language (Fauziati, 2002: 11). Vocabulary were taught using the same procedures that were used for teaching Latin. Textbooks usually consist of abstract grammar rules, list of vocabulary, and sentences for translation.

Grammar Translation Method is different with Total Physical Response method. Total Physical Response is an approach developed based on comprehension input. It emphasizes comprehensible and meaningful practice activities, rather than production of grammatically perfect utterance and sentence. Learners are not required to say anything until they feel ready, but they are expected to respond physically to teacher's command. This approach, of course, will make the students feel interested in learning English in different way.

This method involves the students actively in teaching-learning process by doing what teacher commands to them. According to Asher (1982:20), the main objectives of teaching vocabulary through action (by using TPR method) ; a. To give interactive experience of rich meaningful and comprehensive inputs, b. To help students to develop positive attitude towards the learning of English, c. To help the students to acquire the basic receptive competence on which they can grasp the communication skill at the end.

It seems that the teacher involves the students actively in teaching-learning process so that they will experience feeling of success to be accepted, to be loved, to be admired, and to be respected, since in language learning itself confidence is a kind of an absolute requirement for gaining a success.

In SD N 1 Ngadirojo, the researcher found out that the teacher still uses GTM as teaching method and this makes the students feel bored because the procedure of teaching is very monotonous. Then, the researcher tries to introduce TPR as a new method. Hopefully, the students can acquire the materials better because TPR can minimize their stress when studying English. Here, the writer is interested in comparing two methods on teaching vocabulary. So, the writer is choosing a topic on his study entitled “ A Comparative Study on Teaching Vocabulary Using Grammar Translation Method and TPR Method to the Fifth Year Students in SD N I Ngadirojo”.

## **B. Problem of the Study**

Based on the background of the study, the writer states the research problem as the following:

Which method is more effective, either TPR or Grammar Translation Method in the teaching of vocabulary to the fifth year students of SD N 1 Ngadirojo?

## **C. Objective of the Study**

In line with the problem formulation mentioned above, the objective of this study is to know which method is more effective, TPR or the Grammar Translation Method, in teaching English vocabulary to the fifth year students of SD N 1 Ngadirojo.

## **D. Benefits of the Study**

There are two kinds of advantages, namely theoretical and practical. The expected results of the study both theoretical and practical are:

### 1. Theoretical Benefit

- a. The result can be used as the reference for those who want to conduct a research in English teaching learning process.
- b. The result can be useful for English teacher in giving additional input in teaching learning process.

### 2. Practical Benefit

- a. This study helps the students to find the way of learning English correctly.
- b. It also helps the teacher to teach English better by applying the more effective method .

## **E. Research Paper Organization**

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, problem of the study, objective of the study, benefits of the study, and research paper organization.

Chapter II is review on related literature. It deals with the previous of the study, method of teaching, Total Physical Response, Grammar Translation Method, and Vocabulary.

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, hypothesis testing and discussion.

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