

## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the Study**

Teaching English in Elementary School is different from teaching in Junior High School. In stage of Elementary School, the children are introduced the activity to be relevant in activity the children world. Teachers have to use the media, such as pictures, the colour visual games, and other ways that make the children feel enjoyed. As stated in Elementary School curriculum, teaching English consists of four language skills, namely: listening, speaking, reading, and writing. The four language skills are supported by language aspects such as vocabulary, pronunciation, grammar, spelling, and structure.

Vocabulary is an important point to begin and to make someone understand the language. Mastering vocabulary is essential in learning English because it is the basic component to learn the four language skills. Without sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. The people cannot communicate or comprehend and express words and sentences. For example, sometimes the students want to say something but they do not know how to say what they want to say it, because they have less vocabulary and understanding in learning vocabulary. Rivers (1983:125) in Nunan (1995:117) states that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and functions we may have learned for comprehensible communication.

Learning vocabulary is an important matter for children, especially for students in Elementary School. When teaching vocabulary, the teachers only write it on the whiteboard. Then, students rewrite the vocabulary on their notebook and they should repeat the words or vocabulary after the teachers say. Actually, it has the good aims for students. But, it can make the students get bored. Boredom makes the students only repeat without understanding of what they said and the vocabulary is forgotten. However, the teachers also get many

problems in getting new vocabulary. The students are easy to forget the vocabulary.

Because of the reasons, Elementary School teachers need appropriate methods to teach the students. Aimed at making the students do not feel bored when they study in the class and cannot forget the vocabulary easily. So, the teachers use Total Physical Response (TPR) to teach the students of Elementary School. TPR is one of methods of teaching language by using physical activity to respond a command. TPR is linked to the “trace theory” of memory in psychology which holds that the more often on the more intensively a memory connection is traced, the stronger the memory association will be recalled (Richards and Rodgers, 1993:87).

There are several advantages of the use of TPR. Firstly, language learning will be easy to understand by children if associated with physical activity on a particular word and they tend to like physical response than verbal response. Secondly, in learning vocabulary, the actions or activities can help the children for remembering vocabulary and strengthening the connection in the brain. Thirdly, TPR that involves game like movements make the children became active, effective, and creates a positive mood.

From the background above, the writer is interested to research about how the process of teaching English vocabulary especially at the fifth grade of SDN 2 Bonagung. Then the writer wants to conduct a research entitled **THE IMPLEMENTATION OF TEACHING ENGLISH VOCABULARY USING TOTAL PHYSICAL RESPONSE AT THE FIFTH GRADE OF SDN 2 BONAGUNGIN 2014/2015 ACADEMIC YEAR.**

## **B. Problem Statement**

Based on the background of the study, the writer proposes the following problems:

1. How is the implementation of teaching English vocabulary using Total Physical Response at the fifth grade of SDN 2 Bonagung in 2014/2015 academic year?

2. What is the result of the implementation of teaching English vocabulary using Total Physical Response at the fifth grade of SDN 2 Bonagung in 2014/2015 academic year?

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

Based on the research problems, the purposes of the study are:

1. to describe how the implementation of teaching English vocabulary using Total Physical Response at the fifth grade of SDN 2 Bonagung in 2014/2015 academic year.
2. to describe the result of the implementation of teaching English vocabulary using Total Physical Response at the fifth grade of SDN 2 Bonagung in 2014/2015 academic year.

### **D. Limitation of the Study**

In this research, the researcher limits her research on teaching vocabulary using Total Physical Response (TPR) to the fifth year students at SDN 2 Bonagung. The subject of the study is limited to the English teachers and the students. The object of the study is limited on teaching learning process of teaching vocabulary using Total Physical Response.

### **E. Significance of the Study**

The writer hopes that this research has advantages in the English teaching vocabulary learning process. There are two kinds of significance in this research, theoretically and practically.

#### **1. Theoretical Significance**

The writer hopes this research can enrich the theory of teaching vocabulary using Total Physical Response (TPR). It can be used as references for the other research in teaching English.

#### **2. Practical Significance**

- a. For English teacher, the result of the study can help them in teaching vocabulary using Total Physical Response (TPR).

- b. Total Physical Response (TPR) can motivate the students to be interested in learning English vocabulary.
- c. For the researchers, the result of the research can be the reference for the implementation of teaching vocabulary using Total Physical Response.

#### **F. Research Paper Organization**

The writer organizes this research paper in order to make easier to understand. The writer divides this research into five chapters. Chapter I is Introduction which deals with background of the study, problem statement, objective of the study, limitation of the study, significance of the study, and research paper organization.

Chapter II presents review of related literature. It concerns with previous study, notion of vocabulary, kinds of vocabulary, teaching vocabulary, Total Physical Response method, teaching vocabulary using TPR, and characteristic of young learner.

Chapter III is research method. It presents the type of the research, setting of the research, subject of the research, object of the research, data and data source, method of collecting data, and technique of analyzing data

Chapter IV is research finding and discussion

Chapter V is conclusion and suggestion.