

CHAPTER I

INTRODUCTION

A. Background of the Study

In this globalization era, English is used for international communication. As an international language, English is used for connecting people have different varieties of language in the world. In Indonesia, English is the second language. English is important to improve the quality of human resource in Indonesia, so the students must master it. In Indonesia English lesson is started from elementary school up to universities.

Teaching English is important in elementary school to prepare the students to introduce English in early ages. We know that young learners have big memory to memorize everything what they learn. But, it is not easy for teacher to teach English lesson for the students. So the teacher must make the teaching learning process easy to make the students enjoy teaching learning process. There are four skills in Teaching English, such as : Listening, Speaking, Writing and Reading. Elements of language to support four skills in language teaching are: vocabulary, grammar, fluency and pronunciation.

Vocabulary is the first component that must be learnt by students in language teaching, because without having enough vocabulary someone will learn nothing. Fauziati (2010 : 61) states that vocabulary is central to language. Without sufficient vocabulary, one cannot communicate or express his idea both in oral or written forms. The students in elementary school have limited vocabulary because they get difficulties to memorize the meaning. So, the teacher must be use appropriate methods to teaching vocabularies for them.

There are many methods in teaching vocabularies and one of them is Total Physical Response (TPR). To be fitted with the students age, this method seems to be appropriate to teach vocabulary since the children seem like playing and moving all the time. As they are interested in body

movement, vocabulary actually can be taught through action. Basically, first vocabularies for children are easy to be conveyed in action. Take it for granted, all of students are willing to do some actions in the classroom together with their friends.

Total Physical Response (TPR) is a method in teaching vocabulary in SDN Tenggak 2 Sragen. Total Physical Response (TPR) is teaching method proposed by James Asher (1988). TPR is built around the coordination of speech and action, it attempts to teach language through physical (motor) activity (Richard and Rodgers, 2001:73). TPR makes learning become enjoyable and less stressful.

There are several principle of Total Physical Response (TPR) : (1) Meaning in target language can often be conveyed through actions. (2) The students understanding of target language should be developed. (3) The students can learn through observing actions as well as by performing the actions themselves. (4) Students can initially learn one part of the language rapidly by moving their bodies. (5) Language learning is more effective when it is fun.

Teaching in line may be appropriate with the principle for Teaching English vocabulary to Elementary school. SDN Tenggak 2 is an elementary school in Sragen. Overall it has 87 students, 17 of them in third grade. In teaching learning process, the teacher uses target language in opening, but in explaining the material the teacher uses mother tongue in order to help students understand the material.

Based on the explanation above, the writer is interested in the implementation of teaching English vocabulary using Total Physical Response (TPR) to improve the students master in vocabulary. The writer conducted a research entitled **“TEACHING ENGLISH VOCABULARY USING TOTAL PHYSICAL RESPONSE (TPR) FOR THE THIRD GRADE STUDENTS OF SDN TENGGA 2 SRAGEN IN 2014/2015 ACADEMIC YEAR”**.

B. Problem Statement

Based on the background of the study, the writer states the following problems as follows:

1. How is the implementation of teaching English vocabulary using TPR for the third grade students of SDN Tenggak 2 Sragen? Specific questions are as follows:
 - a. What are the objective of teaching English vocabulary using TPR?
 - b. What are the materials for teaching English vocabulary using TPR ?
 - c. How is teaching procedure of teaching English vocabulary using TPR?
2. How is the students response of teaching English vocabulary using TPR?
3. What are the advantages and disadvantages of teaching English vocabulary using TPR?

C. Limitation of the Study

In this research, the writer limits the problem in teaching English vocabulary using Total Physical Response (TPR) for the third grade students of SDN Tenggak 2 Sragen in 2014/2015 academic year to know student's ability in mastering vocabulary in English. Because, in this school, there are many students that have lack of vocabulary ability. The subject of the study is limited to the English teacher and the students. The object of the study is limited on teaching English vocabulary using Total Physical Response (TPR).

D. Objectives of the Study

Based on the problem statements above, the objectives of the study in this research are:

1. The implementation of teaching English vocabulary of the third grade of SDN Tenggak 2 Sragen, Specially, it is :
 - a. to know the objective of teaching English vocabulary using TPR.
 - b. to describe the materials for teaching English vocabulary using TPR.
 - c. to describe teaching procedure of TPR.

2. to describe the response of teaching English vocabulary using TPR.
3. to describe the advantages and disadvantages of teaching English vocabulary using TPR.

E. Benefit of the Study

There are two main benefits. They are theoretical and practical benefits:

1. Theoretical Benefit

The result of research may enrich the study on teaching vocabulary and give more information about technique in teaching English vocabulary.

2. Practical Benefit

a. For the teacher

The teacher may combine many ways to teach vocabulary and they can select appropriate method to teach vocabulary.

b. For the students

By using TPR, the students could understand the vocabulary well.

c. For the researcher

The result of this research can give many advantages to other researcher observing other problem in learning problem.

F. Research Paper Organization

The writer conduct the research paper divided into five chapter, as follows:

Chapter I is introduction. It consists of background of the study, problem statement, limitation of the study, objective of the study, benefit of the study and research paper organization.

Chapter II is underlying theory. It consists of previous study, vocabulary, kinds of vocabulary, level of vocabulary, teaching vocabulary, Total Physical Response (TPR).

Chapter III is research methods. It consists type of study, subject of study, object of study, data and data source, technique of collecting data, technique of analyzing the data.

Chapter IV is Research Finding and Discussion. It consists of Research Finding and Discussion.

Chapter V is the last chapter, here the writer presents the conclusion and Suggestion about the teaching vocabulary using TPR at elementary school.