

**TEACHING ENGLISH USING TOTAL PHYSICAL RESPONSE (TPR)**

**METHOD IN KINDERGARTEN OF PEMBINA KROYO**

**KARANGMALANG SRAGEN**



**RESEARCH PAPER**

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by

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is taught as a compulsory subject in both Junior and Senior High School. The application of teaching English in the high school is to respond the need of English in this country, which is to prepare for the higher education. It shows that the mastery of English is the main matter or need for future.

Regarding the information above, the improvement of teaching English is always done to find out the way to make Indonesian students better in learning English. The improvement includes the improvement of curriculum, teaching method, or teaching materials that can support the teaching of English.

Since young children are given a chance to learn English, it inspires teachers and administrators of Kindergarten to introduce English to their children. Introducing English to Kindergarten children is a great chance for them. English can be called a new matter for the children.

Teaching English as a foreign language to the Kindergarten students who have not studied English at all is not easy. Although common observation tells us that children are “better” as language learners than adults, it is difficult because English is completely new and it is not their mother tongue. Beside in Indonesia almost all the teacher training institutions produce English teachers

for adult and high schools, so that the numbers as well as the qualification of English teachers for children are quite limited.

Today, English has been given not only in elementary school but also in kindergarten. From this phenomenon the writer is interested in conducting a research about teaching English to young children at kindergarten of Pembina Kroyo Karangmalang Sragen Kindergarten. The English lesson is a new subject to the children in that school. The English teachers teach the students by using conventional method. The students not only listen to the teacher explanation, but also use the repetition method with songs, interesting pictures and the body movements based on theme to teach them.

Considering the characteristics of young children they need the teacher's body movements or physically movements as a means to ease them catching and memorizing the vocabulary of English. This method is called Total Physical Response (TPR). By using body movements, it is expected that learning English well will be conducted. Claire (1988: 28) states that TPR activities greatly multiply the amount of language input that can be handled by beginning students. TPR activities tie comprehension with the performance in non threatening, low anxiety, whole-body response. Students become ready to talk quicker when they are under no pressure to do so. The movement of the body seems to be powerful mediator for understanding organization, and storage of macro details of linguistics input. Language can be internalized in chunk, but alternative strategies must be developed for fine-tuning to macro details (Asher, 1994:28).

In this paper, the writer would like to describe the implementation of method proposed by Asher (1982) to teach English vocabulary for the pupils of Pembina Kroyo Karangmalang Sragen Kindergarten. TPR builds around the teacher of speech and action. It attempts to teach language through physical (motor) activities. Since the Kindergarten children's like to move, the TPR will be exiting for them.

### **B. Problem Statement**

Based on the background of the study, the writer formulates the problem as follows:

1. How is the implementation of the TPR method in teaching English Vocabulary to the Pembina Kroyo Karangmalang Sragen Kindergarten?
2. What are problems faced by the teacher when he/she teaches English using TPR?

### **C. Limitation of the Study**

In this research, the writer limits the study to make the research easier. The writer focuses on the implementation of TPR by the teacher on teaching English of Pembina Kroyo Karangmalang Sragen Kindergarten in learning English.

### **D. Objective of the Study**

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

1. to describe the teaching learning process in the classroom, especially how the implementation of the TPR method to teach English vocabulary to the Kindergarten students.

2. to describe some problems faced by the teacher in teaching English by using TPR.

#### **E. Benefit of the Study**

##### 1. Theoretical benefit

The finding of this research will enrich the theory of teaching English using Total Physical Response. For the other researchers, it can be the reference for the further research.

##### 2. Practical benefit

- a. The research will give the way to solve the problem in teaching English.
- b. Other teacher can adopt this research when they teach English in kindergarten school.

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

The writer organizes this research paper in order to make easier to understand. The writer divides this research paper into five chapters.

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

Chapter II is review of related literature that presents previous study, total physical response, vocabulary, characteristic of kindergarten children

Chapter III is research method that consists of type of research, subject of the study, object of the study, method of collecting data, technique for analyzing data

Chapter IV is related to the data analysis that consists research finding and discussion.

Chapter V is conclusion and suggestion.