

CHAPTER I

INTRODUCTION

In this chapter the writer explains about the background of the study, problem of the study, objective of study, assumptions of the study, significance of the study, variables of the study, hypothesis, scope and limitation of the study, operational definition of key term, , frame work of the study.

A. Background of the Study

English is the international language formally. English has been taught from elementary, junior high school, to university. English is regarded as an international language that is used in some countries as their national language. Many sciences are also written in English. Almost every school in every country learns English and it is as important subject so that the students have to learn it. So by mastering English, the students are expected to able to get information such as knowledge, art, technology development and about anything that are useful for them. Allah SWT has created different tribes, nation, and language in this world in order that people are able to know each other by using various languages as the tool of communication. It is like said Holly Qur'an the Ar-Rumm, (30): 22 as follow:¹

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاجْتِذَافِ السَّنَتِكُمْ وَالْوَانِكُمْ إِنَّ فِي ذَلِكَ لآيَاتٍ

لِلْعَالَمِينَ (الروم: ٢٢)

¹DEPAG RI, *Mushaf Al-Qur'an Terjemah*, Al-Huda, 2002, p. 407

“And his signs are the creations of heavens and earth and diversity of your tongues and color. Surely, there are signs in this for all worlds”.

In this country, English is seems to be one of main languages used in international communication. The study of English continues to occupy an important place in our education curriculum. English is regarded as the first foreign language to be taught at elementary school as a local content, at secondary school as a compulsory subject, and at universities as an additional.²

In Indonesia, English is regarded as foreign language. To learn English the students have to be through the process of learning language as second language. Moreover English is regarded as an essential language for this time and it the facts many people use it. As an essential language, English has four basic competences that consist of listening, speaking, reading, and writing. These basic needs to be developed in learning and teaching English process. To develop four basic skills, it is needed the knowledge that support it such as grammar, vocabulary mastery, pronunciation, often speaking English, often translating the text, often reading book, often writing in English, etc.

In English, there are four skills (listening, speaking, reading, and writing) and language components (vocabulary, structure, pronunciation) should be mastered by the students. Vocabulary is one of the important elements of language that students should master since they learn about English at Elementary school. They will need several words to express ideas or write something. Vocabulary is

²Endang Fauziati, *Teaching of English As a Foreign Language (TEFL)*, Surakarta: Muhammdiyah Amir Press, 2002, p.188

also one of the language components which should be understood by the students before they do speaking activities. In some cases, students may not be confident to speak English if they are lack of Vocabulary, seldom listening English.

Vocabulary is the most important in communication. Without vocabulary, we cannot express our idea or understand the message. Difficulty of communication means a big problem for everyone and need attention.

Vocabulary improves when you know that words mean. Since vocabulary is the ultimate goal communication and have big impact for all skill. You cannot overestimate the important of vocabulary development.

Improving student's vocabulary is very important; it is not main goal of learning process itself. In other word, when we learn English in any skill, such as reading, speaking, writing, and listening, we also need to learn words at least. We know some words that we might or use sentences because the vocabulary learning will support the learning itself. The writer thinks that in every learning language, vocabulary is one of the most important things. It can help the student to achieve of their mastery of language easier. Because during learning English the student will face many kinds of English vocabulary such us noun, adverb, adjective, pronoun, verb, preposition, interjection and conjunction or it often called as part of speech. Student must know all parts of this case.

According to Nation in his book "Teaching and Learning Vocabulary", teaching vocabulary is directly related to some other language activities. If learning need to cover the whole range language skills, a production vocabulary

are needed. However, teaching vocabulary to young learner is not just simply presenting some word, but it has significant influence to the four language skills. Teaching vocabulary to young learner is not easy. There is a difference between teaching to children and adults. According to Harmer, teaching children is not a simple thing. They have complex characteristics. They do not just focus on what is being taught. They have complex characteristics. They do not just focus on what is being taught, but also learn sorts of other things at the same time, trying to find information from whatever is going on around them.³

Teaching English refers to any stage in lesson where students and teachers focus on a specific of language in order to understand it better. The immediate goal of study is to increase knowledge of the language system so that the longer term aim of improving productive and receptive skills can be achieved.

In this study, the writer will focus on teaching vocabulary considering that vocabulary constitutes the knowledge of meaning which is one of the components of the language. Learning the language cannot be separated from studying vocabulary. It is very essential to improve the four language skills that are very useful in conducting communication and studying other language.

MTs Muslimat NU is one of the Junior Islamic schools in Palangka Raya. English is one of subject that is taught in this school. Beside, in English subject, the seventh grade students of MTs Muslimat NU have studied about vocabulary. The method used by the teacher in teaching learning process. Commonly, teacher

³I.S.P. Nation, *Teaching and Learning Vocabulary*, Victoria University of Wellington: Cambridge University Press, 1990, p. 23

only transferred the material to the students without knowing whether or not the students understand with the material given. This way make the students tend their own in understanding the English lessons because of the less interesting lesson. In addition, students tend to get bored and less enjoyed this lesson. Based on the fact, the teacher has to find another way to ever come those problems. It is consider that the new methods can make the students more enjoyable and relax in teaching learning process. One way that writer interested was trying to apply the learning by using Total Physical Response to the students in this school to investigate whether or not the students score in vocabulary size.

There are many methods used in teaching language to students. Total Physical Response, is a method developed by James j Asher, is one of methods in teaching language that may support to realize the expected situation. It can also be presented by using a game that is appropriate to the learner's characters.⁴

TPR is a language learning method based on the coordination of speech and action. It is linked to the trace theory of memory, which holds that the more often or intensively a memory connection is traced, the stronger the memory will be. There are six principles Asher elaborates: Second language learning is parallel to first language learning and should reflect the same naturalistic processes listening should develop before speaking children respond physically to spoken language, and adult learners learn better if they do that too once listening comprehension has brain motor activities, while the left hemisphere watches and learns delaying

⁴Asher J. James, *The Total Physical Response Approach to Learning Language*, [www. Tprworld. Com/ organizing. Htm](http://www.Tprworld.Com/organizing.Htm). (Accessed on 01 Mei 2013)

speech reduces stress. Some of the objectives of total Physical Response Are: teaching oral proficiency at a beginning level using comprehension as a means to speaking using action based drills in the imperative from TPR uses a sentence based grammatical syllabus. TPR main learning techniques and activities are based on the situations where a command is given in the imperative and the students obey the command.

The advantages of Using TPR in teaching English vocabulary are:

- TPR motivates the students since it is enjoyable. Students are enjoying getting up out of their chairs and moving around. They do not sit on the chair only.
- In TPR class, the language is directly used in context.
- TPR is memorable. Students' memorization will be stored longer since they use their bodies to acquire the meaning of the words.
- TPR is a good tool for building vocabulary.

TPR also has some disadvantages, they are:

- It is easy to overuse TPR. It is proved by as stated by Asher "No matter how exiting and productive the innovation, people will tire of it."
- It is limited in terms of language scope. Certain target language may not be suited to this method.

It is different from this study. In this study the researcher emphasized on the effect of Total Physical Response on Vocabulary size. To make students more enjoy in study.

By using Total Physical Response (TPR) method, it is hoped that the teacher will be able to motivate them to learn and pay attention to the material presented by the teacher, and finally, they are able to master English well. Total Physical Response is linked to the "trace theory" of memory in psychology, which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g., by rote repetition) and/or in association with motor activity. Combined *tracing* activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall.

In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels adults should recapitulate the processes by which children acquire their mother tongue. Asher shares with the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. A method that is undemanding in terms of linguistic production and that involves game like movements reduces learner stress, he believes, and creates a positive mood in the learner, which facilitates learning.

Based on the description above, this study is intended to investigate **THE EFFECT OF TOTAL PHYSICAL RESPONSE (TPR) METHOD ON VOCABULARY SIZE OF THE SEVENTH GRADERS OF MTS MUSLIMAT NU PALANGKA RAYA.**

B. Problem Of The Study

Do the seventh grade students at MTs Muslimat NU Palangka Raya taught using Total Physical Response have better vocabulary size than those taught using Direct method ?

C. Objective Of The Study

Based on formulation of the problem above, The study aims to measure the effect of Total Physical Response method toward vocabulary size of the seventh grade students at MTs Muslimat NU Palangka Raya.

D. Assumptions of the Study

There are some assumptions of this study as follow:

1. Total Physical Response is one of effective method in vocabulary.
2. The Student will be interested and active in learning English using Total Physical Method
3. The students score in vocabulary will increase if Total Physical Response method is used in teaching vocabulary.

Total Physical Response (TPR) is one of new methods developed by James Asher, a professor of psychology as San Jose State University, California, USA, to aid learning foreign language. TPR is language learning method which is based on the coordination that the more often or intensively a memory connection is traced, the stronger memory will be, in TPR classroom, students respond to commands that require physical movement. Asher defines that the method of TPR relies on the assumption that when learning a second language or a foreign language, that language is internalized through a process that is similar to first

language development and that the process allows for long period of listening and development prior to production

E. Significance Of The Study

1. Theoretical Significance

The writer hopes that this study can useful in giving information about how English is taught at Junior high school or SMP/MTS using Total Physical Response and to improve that TPR method as a way of teaching can be applied as the effective teaching in teaching English.

2. Practical Significance

- a) The writer hopes that this research can be give valuable contribution to improve students' competence and score in English term.
- b) The research is expected to help the English teachers in designing the process of teaching English. Especially in using TPR approach in teaching English at junior high School.
- c) For future researches in teaching, they are expected to be able to use the result of this research as an additional reference in carrying out further research.

F. Variables of the Study

Variable is the object of the study which indicate variable.⁵ There are two variables of this study, as below:

1. The first variable of this study is total physically response that used in teaching vocabulary. It is independent variable (X).

⁵Sutrisno Hadi, *Metodologi research*, (Yogyakarta: graha ilmu,2004), p. 250.

2. The second variable of the study is students English vocabulary size toward scores. It is dependent variable (Y).

G. Hypothesis

According to Donald Ary, Lucy C J, and Asghar Razavieh hypothesis is the researcher's prediction the outcome of the study.⁶ Meanwhile, the hypotheses of this study are:

1. Alternative Hypothesis (Ha)

Teaching English by Total Physical Response give significance effect on vocabulary size at the eighth grade students of MTs Muslimat NU Palangka Raya.

2. Null Hypothesis (Ho)

Teaching English by implementing Total Physical Response does not give significance effect on vocabulary size at the eighth grade students of MTs Muslimat NU Palangka Raya.

H. Scope and Limitation of the Study

The study is to measure the total physically response, especially the effect of using total physically response in teaching English process. The study is limited to the seventh grade MTs Muslimat NU Palangka Raya.

In this study, the writer using total physically response to improve vocabulary size of students. The reason why the writer total physically response in this study because total physically response is teaching learning process was helped the students in English vocabulary size, especially in class VII. It means

⁶Donald Ary and Friends, *Introduction to Research in Education*, New York: t pub, p.85

that the students was learned and memorized the English vocabularies easily and fun by using total physically response and with mastering English vocabularies, they was learned the other aspects of English well.

I. Operational Definition of Key Term

There are some key terms used in this proposal, so to make the readers understand, the writer tries to give definition of key term:

1. Effect is a change that results when something is done or happens.⁷
2. Vocabulary size is an important component of lexical competence and has been observed to be instrumental for both reading and writing. Vocabulary sizes are related to the quality of written compositions and reading comprehensions skills. Vocabulary size reveres to the number of words a learner knows and uses.⁸
3. Total Physical Response (TPR) is one of new methods developed by James Asher, a professor of psychology as San Jose State University, California, USA, to aid learning foreign language. TPR is language learning method which is based on the coordination that the more often or intensively a memory connection is traced, the stronger memory will be, in TPR classroom, students respond to commands that require physical movement.⁹

J. Framework of the Study

The framework of the discussion of the study as follows:

⁷ English Dictionary, *Definition Of Effect*, p.35

⁸A. D'Anna Chaterina Eugene B. Zechmeister, andW. Hall Jams. *Journal Toward a Meaningful Definition of vocabulary size*. Literay research 1991. p .109.

⁹Asher J. James, *The Total Physical Response Approach to Learning Language*, www. Tprworld. Com/ organizing. Htm. (Accessed on 01 Mei 2013)

- Chapter I : Background of the study, problem of the study, objective of the study, assumptions of the study, significance of the study, variables of the study, hypothesis, scope and limitation of the study, definition of key term, and frame work of the study
- Chapter II : The previous of study, approach, method and technique, vocabulary, total physical response.
- Chapter III : Time and place of the study, research design, approach, population and sample, data collecting procedure, instrument of the study, instrument try out, and data analysis procedure.
- Chapter IV : The data presentation, the result of data analysis, and discussion.
- Chapter V : Conclusion and suggestion.