

CHAPTER I

INTRODUCTION

The introduction that is discussed in this chapter includes the background of the study, statement of the problem, objective of the study, hypothesis, significance of the study, scope and limitation of the study, definition of key terms, and organization of the study.

1.1 Background of The Study

Nowadays vocabulary becomes an important thing in learning English as a foreign language. We should realize that most textbooks which contain modern technology and knowledge are written in English. Besides, vocabulary is important to make up words in order to make communication work out. Bowen and Marks (1994: 90) as quoted by Yoelianny (1992:2) state that vocabulary occupies the center stage knowing that English is widely used to communicate with people in any field all over the world nowadays. Without knowing vocabulary, how can we speak well? How can we like reading without having ability to determine the meaning of the words? The best answer of these problems is by learning the vocabulary as early as possible.

Therefore, teachers should introduce vocabulary to young learners as soon as possible. Teaching vocabulary to young learners is not easy because young learners usually get bored easily. Because of that the teacher should have a good method to teach the vocabularies. Almost all the teachers still used the traditional method, such as word list in teaching the vocabulary. They usually ask the students to memorize the meaning of a list of English word or translate the words

from English to Indonesian. This kind of teaching technique can make the students get bored. To overcome the problem above, teachers should vary the methods in teaching. Actually there are many methods that can be used to teach vocabulary. One of the methods is the Total Physical Response (TPR) method. According to Asher (1988), the Total Physical Response method has also been proved to be successful in teaching English in many countries in which the native languages are not English. How is the application of the TPR method in Indonesia? Based on the writer's observation, the TPR method has rarely been used by the English teachers here. Almost all the teachers still used word list. They think that word list is the best way to teach vocabulary. Therefore, in this study the writer wants to find out whether the Total Physical Response method is really more effective in motivating the students to learn the vocabulary so that at last the students can have better vocabulary achievement.

1.2 Statement of The Problem

In line with the background of the study, the problem is stated as follows:
“Is there any significant difference between using Total Physical Response method and word list for teaching vocabulary to the third grade students of elementary school?”

1.3 The Objective of The Study

Based on the statement of the problem, the objective of this study is to find out whether the use of Total Physical Response method has a significant effect on the students' vocabulary achievement.

1.4 Hypothesis

There are two kinds of hypothesis that can be drawn in this study.

- HA / Alternative Hypothesis:

There is a significant difference between the vocabulary achievement of students who are taught using Total Physical Response method and those who are taught using Word List.

- HO / Null Hypothesis:

There is no significant difference between the vocabulary achievement of students taught using Total Physical Response Method and those taught using Word List.

1.5 Significance of The Study

This study is designed to give contribution to the teaching of vocabulary to the students of elementary school, especially third grade students. It is hoped that the result of this study can give a clear description of the benefit of using Total Physical Response in teaching vocabulary, so the teachers can use it to teach vocabulary to the students.

1.6 Scope and Limitation of The Study

Actually, the Total Physical Response method can be used to teach listening, speaking, reading and writing, too. However, this study focuses on the teaching of vocabulary using the Total Physical Response method, in particular to the teaching of imperatives and action verbs. The reason the writer only teaches imperatives and action verbs is because the students are young learners.

1.7 Definition of Key Terms

To avoid misinterpretation or misunderstanding that might happen, the writer provides some definitions of the key terms.

1. Vocabulary:

A list of words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary. (Random House Unabridged Dictionary: 2006).

2. Total Physical Response:

A method in which the students respond physically to oral commands (Asher: 1988)

3. Word List:

A list of new words that has not been taught yet that has meanings. It is used for helping the students understand the meanings of the word easily. (Santi: 2000)

4. Method:

A means or manner of procedure, especially a regular and systematic way of accomplishing something. (Random House Unabridged Dictionary: 2006).

5. Effect:

To bring about especially through successful use of factor contributory to the result. (Random House Unabridged Dictionary: 2006).

1.8 Theoretical Framework

There is one theory underlying this study. It is the theory of the Total Physical Response method. In the Total Physical Response method, the students are expected to respond physically to the given commands. The commands at first are given orally. The contents of the commands are the vocabularies to be

introduced to the students and the students are expected to acquire those vocabularies by acting them out. From this theory it is clearly understood that the students must act the commands out. The commands mostly appear in imperative forms.

1.9 Organization of The Study

This study consists of five chapters. In chapter one, the writer would like to present the introduction of the study which includes background of the study, statement of the problem, objective of the study, hypotheses, significance of the study, scope and limitation of the study, definition of key terms, theoretical framework and organization of the study. Chapter two consists of the review of the related study. Chapter three is about the research methodology that deals with the research design, population and sample, the research instrument, data collection procedure and data analysis technique. Chapter four is about the findings of the study and the discussion of the findings. And chapter five presents the conclusion and some suggestions for the further research.