

CHAPTER I

INTRODUCTION

This chapter describes about the background of the study, the reasons for choosing the topic, the research question, the objective of the study, the hypothesis, the limitation of the study, the significances of the study, the definition of key terms and the outline of the study.

1.1. Background of Study

English is an international language that is used as a tool to communicate in daily life and in academics, functioning as a first, second or foreign language. It is not only used in England, country where uses it, but also used by several countries in the world. In Indonesia, English is as a foreign language and it is formally taught from elementary schools until universities. It has become an obligatory subject, and as one of subjects examined in the National Examination particularly for high school students. So learning English is necessary and a must for people in the world, especially in Indonesian schools.

Actually the seventh graders of junior high school were not on the first time getting some basic knowledge of English, because in elementary school they were taught English such as an “extracurricular or local content”. The function of teaching English in elementary school is to introduce English as a foreign language to students so that they are able to communicate in English in simple

conversation. But, not all students join “extracurricular or local content”, so they do not get any English lessons even just a basic knowledge as a vocabulary.

Junior high school level is quite different from other young learners. They are included into adolescents and sometime they are called a teenager. Most of junior high school students are about 12-15 years old. They also have many different characteristics with young learners, especially during teaching learning process. According to Harmer (2007: 15), adolescent has longer attention span as a result of intellectual development. So, they have longer attention span during teaching learning process than young learners. Their mood of learning also can be build by teacher, especially during English learning process.

The materials of teaching English consist of listening, speaking, reading, and writing are as the basic skills in English lesson to get simple language skill. And vocabulary should be integrated into teaching of those skills. In English, learning vocabulary is important to be master for four skills above. Without any words of vocabulary, student can't produce listening, speaking, reading and writing. So the teachers have to give more attention in teaching vocabulary in pronunciations and spelling.

There are similarities and differences during teaching English in junior high school and in young learners. The first similarity, in junior high school, the students who joined English extracurricular or content local when they were in elementary school are just little students. Therefore, much of students in junior high school like in elementary level students which gets English as the first lesson for them. The second similarity, both of students in junior high school and

elementary school do not know how to read word in English as at the time they are learning their mother tongue. And the differences between teaching English in junior high school and in elementary school are elementary school students have shorter attention span than junior high school span, elementary school students have more capability in acquiring lesson than junior high school students.

Teaching vocabulary in junior high school is not easy. It is difficult job for the teachers. It is caused by the students in junior high school have still low knowledge of vocabulary. They are also difficult to be organized. Because, there are some of students are think that English is boring and difficult. So the teachers have to be creative to teach student in junior high school. They have to be able to make student interested in English. Teaching adolescent students are quite different from teaching young or adult learners. According to Harmer (2007: 16), adolescent has a great capacity for learning, big potential for creative thought and a great commitment to things which interest them. So the teachers have to give some motivation, support, and showing the advantages of learning about English and also teach with an appropriate method to junior high school students.

The researcher would like to observe the process of teaching and learning through the research in SMP Islam Sultan Agung 4 Semarang. English in SMP Islam Sultan Agung 4 Semarang is taught since seventh grader. The students in that school were not bad enough about English and the researcher saw there some issues that may be experienced by seventh grade students during teaching learning process, that, namely: 1) the low interest and student motivation, 2) The students are still low, especially in understanding and writing the word correctly the

spelling, 3) the lack of method in teaching vocabulary, 4) the students have difficulty in memorizing vocabulary they cannot acquire what they heard from around them.

From these problems above, the researcher believed that one of the alternative methods to improve the English vocabulary mastery is by applying Total Physical Response (TPR) method as a step to reach the good goals of teaching learning process, because this method has not been taught yet intensively in this school.

Total Physical Response is a method that is developed by James Asher. "TPR attempts to teach language involve speech and motor activity at the same time. Motor activities are means to language learning". (Richards & Rodgers, 2001: 73). So, TPR is a method that involved speech and physical activity during teaching learning.

TPR can easily be used in classroom routine. The teacher asks the student to recognize and respond the simple instructions and gestures, such as; up your hand, stand up, sit down, etc. and the teacher makes the students understand the word that they can learn and mime especially descriptive words. For example: tall, long, happy and little. It should be kept in mind that they try to mime professions, animals, vehicles, weather conditions etc.

Therefore, the researcher will give an effort to investigate whether the use of Total Physical Response method is effective improve students' vocabulary mastery of the seventh graders of SMP Islam Sultan Agung 4 Semarang.

1.2. Reasons for Choosing the Topic

There are four reasons why the researcher chose this topic.

They are as follows :

- a. Junior high school students tend to get bored in the class. Teacher has to make dynamic situation in the class. So the teacher needs suitable method such as TPR as alternative methods to make teaching learning process better.
- b. Students in junior high school grade still have difficulties to memorize the vocabulary because of limited media and method used by teacher.
- c. The researcher wants to know the effectiveness of TPR in teaching vocabulary to junior high school students
- d. TPR method has not been taught yet intensively of the seventh graders of SMP Islam Sultan Agung 4 Semarang.

1.3. Research Question

The research question of this study is as follows: Is TPR effective to improve students' vocabulary mastery of the seventh graders of SMP Islam Sultan Agung 4 Semarang in the academic year 2016/2017?

1.4. Objective of Study

The objective of the study is to find out whether TPR is effective to improve students' vocabulary mastery of the seventh graders of SMP Islam Sultan Agung 4 Semarang in the academic year 2016/2017.

1.5. Hypothesis

In this study, the researcher used two hypotheses.

Alternative hypothesis (Ha): There is a significant difference in students' vocabulary mastery between students who are taught vocabulary by using TPR method and those who are taught without using TPR method in the seventh graders of SMP Islam Sultan Agung 4 Semarang in the academic year of 2016/2017.

Null hypothesis (Ho): There is no a significant difference in students' vocabulary mastery between students who are taught vocabulary by using TPR method and those who are taught without using TPR method in the seventh graders of SMP Islam Sultan Agung 4 Semarang in the academic year of 2016/2017.

1.6 Limitation of the Study

This study was limited to focus on finding out the effectiveness of TPR method to improve students' vocabulary mastery. This study was only conducted to seventh graders of SMP Islam Sultan Agung 4 Semarang. The students were also only in the academic year of 2016/2017.

1.7 The Significances of the Study

The researcher hoped that the research has some significant limitations. They are as the following:

1. Pedagogical Significance

Hopefully, the teachers can develop the students' vocabulary mastery by using TPR.

2. Practical Significance

Practically, this study may show the students how to use TPR method to improve students' vocabulary mastery. For the teacher, it can be an inspiration for them to teach vocabulary by using TPR.

3. Further Research and Development

For other researchers, this study can be one of references to get information in the next study.

1.8. Definition of Key Terms

Definition of key term is very important to understand the meaning of the topic. The key terms of the research are defined as follows :

1. Total Physical Response

According to Richards & Rodgers (2001: 73), Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. It has been developed by James Asher.

2. Vocabulary

According to Kamil and Hiebert (2005: 2-3), vocabulary is knowledge of words and words meaning in both oral and print language and in productive and receptive forms.

1.9. Outline of the Study

To help the readers in understanding this study, the researcher made the study outline. In this proposal writing, there are three chapters. They are as below:

Chapter I consists of the background of the study, the reasons for choosing the topic, the research question, the objective of the study, the hypothesis, the limitation of the study, the significances of the study, the definition of key terms and the outline of the study.

Chapter II consists of teaching English for junior high school, general concept of vocabulary, general concept of total physical response, and the review of previous studies.

Chapter III consists of the research design, the variable of the study, the subject of the study, the techniques and instrument of the study, the procedure of the study, the validity of the test, the reliability of the test, the scoring technique, the technique of data analysis, and the calculating data using *t*-test.

Chapter IV consists of school's profile, respondents, the instrument validity and reliability, the experiment, the pre-test, the treatment, the post- test, and the discussion of the research finding.

Chapter V consists of the conclusion and the suggestion on what have been discussed and explained in the previous chapter.