

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Nowadays, the English language in Indonesia has developed into the most important language among other foreign languages. It is simply because of its status as an international language. In fact, every advancement in science, engineering, trade, politics, and in every branch of human thought is discussed, printed, disseminated, and made available in English too (French, 1963: 1). This reason leads Indonesian people to learn English, and even the government has put English as a compulsory subject included in the curriculum.

Based on the Competence Based Curriculum 2004 for elementary school, English is considered as an important subject to be taught. The Education and Culture Minister Decree's no. 060/V/1993 also states that English as a local content subject is decided by local government of the related elementary school. The number of glossary to be taught is about 500 words until the students reach the sixth grade (Suyanto, 2004: 1).

When the teacher is teaching English, he/she usually deals with vocabulary. Vocabulary is one of the language elements that has a high influence in mastering the language skills such as reading, writing, listening and speaking. According to Palmer in Richards (2001: 37), vocabulary was one of the most

important aspects of foreign language learning. The greater amount of vocabulary that we have means we have an easy way to master the language.

The students can easily get bored to learn English because there are no variations in learning its vocabulary. Most of the teachers still use the traditional method which is also known as Translation method. Translation method is not new; this method was used for the purpose of helping the students master the language by translating the target language into their native language (Maier, 1998: 30). In Translation method, the teacher is the one who has the authority and the students' role as the object. In Translation method, the students always have the same class arrangement (sitting face to face between the teacher and the students while the teacher explaining the subject) and the same activities, such as being introduced the new vocabulary, pronouncing the vocabulary, and memorizing the vocabulary.

On the other hands, there is a method namely Total Physical Response method consisting of many techniques to raise the students' comprehension in receiving new vocabulary.

Ganiadi (2001) state that by applying Total Physical Response method, the students' learning can be improved and their academic achievement can also be increased since the students can study actively in class. The students will get better vocabulary achievement if they enjoy the vocabulary lesson by doing some Total Physical Response activities which can chase away the students' boredom.

By considering the students' difficulties in learning vocabulary and the condition of teaching vocabulary state above, the writer conducted a research on

the effect of Total Physical Response method with pictures and Translation method on the students' vocabulary achievement. This study is in the form of comparative study.

1.2 Statement of the Problem

This study is going to compare the effect of Total Physical Response method with Translation method on students' vocabulary achievement. Thus the writer would like to answer this following question:

Do second grade students of elementary school who were taught by using Total Physical Response method with pictures show higher vocabulary achievement than second grade students of elementary school who were taught by using Translation method?

1.3 The Objective of the Study

The objective of the study is to see whether the second grade of elementary school students who are taught using Total Physical Response method with pictures get a better vocabulary achievement than those who are taught using Translation method.

1.4 The Significance of the Study

The study is expected to give some contributions in teaching vocabulary in the English lesson to the students in elementary school. It is expected that this study can provide an English teacher some variations in teaching vocabulary.

1.5 Theoretical Framework

This study is suggested in order to raise students' comprehension in learning new vocabulary. This study was based on the theory of Translation method and the theory of Total Physical Response method.

Translation method focuses on translating the new vocabulary from one language into the other. The students will get the same formal situation, such as receiving the translation of the new vocabulary and memorizing them. In this method, the teacher is the one who control the class, while the students are the recipient or the object.

In contrast with Translation method, Total Physical Response method is employed to overcome the students' boredom by giving a fun atmosphere. The students will do a lot of body movements. Total Physical Response method also does not force the students to speak until they are ready.

1.6 Hypotheses

The hypotheses are formulated as follows

1. The Null Hypothesis (H_0)

There is no significant difference between the vocabulary achievement of the second grade of elementary school students who are taught vocabulary using Total Physical Response method with pictures and those taught using Translation method.

2. The Alternative Hypothesis (Ha)

There is a significant difference between the vocabulary achievement of the second grade of elementary school students who are taught vocabulary using Total Physical Response method with pictures and those taught using Translation method.

1.7 Definition of the Key Terms

The writer feels that it is important to define some key terms used in this study in order to avoid ambiguity and misunderstanding. Those key terms are:

a. Method

According to Anthony (1963: 63-67), method is an overall plan for the systematic presentation of language material, no part of which contradicts, and all of which based upon, the selected approach.

b. Total Physical Response

According to Richards (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.”

c. Translation

Translation is a method which put something written or spoken from the target language into the native language. (Maier, 1998: 30)

d. Vocabulary

Vocabulary is a total number of words which (with rules for combining them) make up language. (Oxford, 2002: 461)

f. Picture

Picture is a painting, drawing or photograph, especially as a work of art.
(Oxford, 2002: 310)

e. Achievement

Performance by a student in a course; quality, and quantity of a student work during a given period. (Webster, 1986: 724)

1.8 Scope and Limitation

This study is focused on the effectiveness of Total Physical Response method compared with Translation method on students' vocabulary achievement. In this study, the subject is limited to the second grade of elementary school students of Santo Yusup Sidoarjo which have the same English proficiency.

1.9 Organization of the Thesis

This thesis consists of five chapters. Chapter I presents introduction. Chapter II presents review of related literature, Chapter III presents research methodology, Chapter IV presents data analysis and discussion of the findings, and Chapter V presents conclusion and suggestions.