

CHAPTER I

INTRODUCTION

1.1. Background of the Study

English is the most important foreign language to be learned in Indonesia since it is internationally used as communication. It is generally taught as a subject in all levels of education in Indonesia. Nowadays, students have an opportunity to learn English starting from Kindergarten or Elementary School

Many students, however, find out that learning English is not easy. Their problems are in understanding the vocabulary and grammatical patterns of the language. One of the most difficult parts in learning grammar is prepositions (Thomson & Martinet, 1986: 86). In Indonesia, prepositions are usually taught by translating the meaning into Indonesian. This kind of technique can not help the students to master the material well. Some students still get difficulty in using the appropriate prepositions and even omit the prepositions in a sentence since they do not really get the correct and clear meaning of the prepositions.

Kaplan (1995: 25) points out that it is not easy to define a preposition. It is typically a little word, which has meaning and has something to do with location or direction, for example: in, above, under, behind, across, inside, below, at, from, to, with.

Buckingham (1972: 19) also states that, “The first kind of error arises because some languages do not use these special words to signal relationship

between events or observations. The second kind of error often follows from the habit of translating preposition from the first language.

Because of those reasons, the writer is focusing on teaching prepositions to Elementary School students. In the process of learning, they love to do enjoyable and fun activities. These activities might increase students' mastery of prepositions and creative thinking in learning new things.

Prepositions are usually taught by the teachers using translation. Teachers give the students a list of prepositions then explain the meaning using the Indonesian translation. Then, the students are asked to memorize the meaning of each preposition. Pictures can also be used to teach prepositions to the students

Therefore, the writer would like to propose Total Physical Response as a suggested method in teaching prepositions. Total Physical Response is a method that guides students to learn through physical movements. Elementary school students like to do many physical and fun activities. Providing them with that kind of activity might result in the improvement of their grammar mastery which is limited to the prepositions of location.

1.2. Statement of the Problem

Based on the background of the problem that is described above, the writer will formulate the problem as follows: "Is there any significant difference between the Prepositions Achievement of the students taught by TPR with real objects and those taught using the Translation of Word List?"

1.3. The Objective of the Study

The objective of the study is to find out whether there is significance difference between the prepositions achievement of the students taught by TPR with real objects and those taught using the Translation of Word List.

1.4. Hypotheses

On the basis of the problem resigned above, there are two hypotheses to answer, those are:

1. The Alternative Hypothesis (H_A)

There is a significant difference between the prepositions achievement of the students taught by TPR with real objects and those taught using the Translation of Word List.

2. The Null Hypothesis (H_0)

There is no significant difference between the prepositions achievement of the students taught using TPR with real objects and those taught using the Translation of Word List.

1.5. Significance of the Study

This study is expected to show the effectiveness of using Total Physical Response in teaching English. The Faculty of Teacher Training of Widya Mandala University and English Teachers of Elementary School get more information a possible method in teaching prepositions. English teachers may also apply this method in teaching prepositions in their learning activities.

1.6. Limitation of the Study

This study is limited as follows:

- The subjects of this study are limited to the Third Grade Students of Elementary School.
- The writer focuses on using TPR with real objects as a suggested method.
- The writer limits the material only on Prepositions of Location.
- The dependent variable which is the achievement in grammar is limited to the prepositions of location.

1.7. Definition of Key Terms

For the clarity of this study, the writer is going to define the following terms that are used in this study.

- Teaching : The process of showing or helping something, giving instruction, guiding in the study of something, providing with knowledge, causing to know and understand (Kimble & Garnezy, 1963: 133) In this study, the teaching activities are limited to the third grade of elementary school students.
- Prepositions : A relating particle expressing a relation such as direction, position, time between its noun or pronoun and providing with knowledge (Ehrlich, 1986) In this study, the prepositions are focused on the prepositions of location that explain the position of certain objects
- TPR : A language learning method based on coordination of speech action (Richards & Rodgers, 2002) In this study, the writer used the TPR method to demonstrate the exact position of certain prepositions of location.

- Achievement : A success of doing something and reaching particular goal by effort and skill (Oxford University Press, 1995) In this study, the writer focused on the prepositions achievement of the students after they were taught using Total Physical Response with Real Objects and Translation of Word List.

1.8. Organization of the Study

This study consists of five chapters. Chapter I is the Introduction that contains Background of the Study, Statement of the Problem, Objective of the Study, Hypotheses, Significance of the Study, Limitation of the Study, Definition of the Key Terms, and Organization of the Study. Chapter II is Review of Related Literature, which deals with theories in Total Physical Response, Prepositions and Grammar Translation Method. Chapter III is about Research Methodology, which discusses in more detail from the research design, population and sample up to technique of data analysis. Chapter IV concerns on the Data of Analysis and Interpretation of the Findings; and Chapter V discusses the Conclusion and Suggestions.