

CHAPTER I

INTRODUCTION

In this chapter the writer discusses the background of the study, the statement of the problems, objective of the study, significance of the study, theoretical framework, hypothesis, scope and limitation of the study, the definition of the key terms and the organization of the study.

1.1 Background of the Study

There are three language components that are important in learning English, namely vocabulary, pronunciation and grammar. As one of the components of language proficiency, vocabulary plays an important role in developing the language skills. Therefore, many English teachers introduce the vocabularies as early as possible.

Many English teachers realize that learning vocabulary items give learners a chance to comprehend the meaning of languages. Terrel in Hadley (2001) also agrees that the acquisition of vocabulary is the key to comprehension. In addition, vocabularies give learners the basic ideas to speak, listen, read, and write.

The use of media in teaching vocabulary is an essential part to encourage young learners to learn the vocabulary items. Many media can be used to introduce the vocabularies- by using pictures, songs, realia, and toys. Most English teachers use pictures as the media to help their students comprehend the meaning of a new word. In teaching young learners, teachers usually introduce the vocabulary by using pictures with many colors and types. According to Mehta (2009), to show the meaning of words and sentences, pictures with

many colors and types can be used successfully. However, teachers should be aware of the variety of methods used to encourage young learners in learning vocabulary.

For English teachers, selecting an appropriate method to teach young learners is important. Teachers must provide enjoyable and interesting activities that can motivate them in learning English. A method known as Total Physical Response (TPR) is a method that can be used to increase their comprehension of new vocabulary words through enjoyable learning. According to Asher (as cited in Hadley, 2001:119), Total Physical Response method gives warm and accepting atmosphere that acknowledges the students to attempt their skills in creative ways.

In reality however, many English teachers still use translation in teaching vocabulary. Translation method focuses on translating one language into the target language. In the translation method, the students sit and listen to teachers. This situation often makes the students passive and get bored easily.

Realizing the importance of vocabulary, the writer is interested in finding out whether the Total Physical Response method with pictures is effective to teach vocabulary to the second grade students of elementary school.

1.2 Statement of the Problem

This study is going to compare the effect of using Total Physical Response with pictures and Translation method on the students' vocabulary achievement of the second grade students in elementary school. Therefore, this study is directed to find the answer to the following problem:

“Do the second grade students of elementary school who are taught using Total Physical Response method with pictures show higher vocabulary achievement than those who are taught using Translation method?”

1.3 The Objective of the Study

The objective of this study is to find out whether the second grade students of elementary school who are taught using Total Physical Response method with pictures show higher vocabulary achievement than those who are taught using Translation method.

1.4 The Significance of the Study

This study is expected to give contribution to the teaching of vocabulary to the second grade students of elementary school. It is hoped that the result of this study can provide English teachers with some variation in teaching vocabulary to young learners and can give a clear description of the benefit using TPR method with pictures.

1.5 Theoretical Framework

The theory underlying of this study is related to vocabulary teaching to young learners.

There are many methods in teaching vocabulary, but this study only focuses on teaching vocabulary using Total Physical Response (TPR) method developed by Dr. James J. Asher. TPR method gives a lot of fun and is a very effective method to young learners. This method is suitable for young learners, considering that they love to play and they learn best when they are enjoying themselves (Scott and Ytreberg, 2003).

In this study, the TPR method is combined with the use of pictures. According to Cross and Cyper (1834), pictures can give the viewer experience to achieve the contact with real objects. It conveys the suitable information to the learners need. Furthermore, pictures that have colors can give visualization to the real objects. According to Mehta (2009), the use of the colorful pictures can be used successfully to show the meaning of words and sentences.

1.6 Hypotheses

The following hypotheses are formulated

1. The Null Hypothesis (HO)

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

2. The Alternative Hypothesis (HA)

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

1.7 Scope and Limitation of the Study

This study is focused on the effectiveness of Total Physical Response method with Pictures compared with Translation method on students' vocabulary achievement. In this study, the subject is

limited to the second grade students of elementary school outside Surabaya. In addition, the writer limited the scope of vocabulary nouns because the subjects are still seven to eight years old. The length of the research is two sessions of thirty-five minutes in each meeting.

1.8 Definition of The Key Terms

As a means of clarification, the writer is going to define the following terms that are used in this study:

a. Method

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach (Richards and Rodgers, 2001:19).

b. Total Physical Response

Total Physical Response (TPR) is a method to build around the coordination of speech and action; it attempts to teach language through physical (motor) activity (Richards and Rodgers, 2001:73).

c. Translation Method

A translation method in this study is a way of teaching vocabulary by translating each new word into the native language (Richards and Rodgers, 2001:107).

d. Picture

Picture is a visual representation of something, such as a person or scene, produced on a surface, as in a photograph, painting, etc. (Collins dictionary, 2014).

e. Vocabulary Achievement

Vocabulary achievement refers to the students' vocabulary mastery which is shown by the result of the pre-test and post-test.

1.9 The Organization of the Study

This thesis consists of five chapters. The first chapter is about the Introduction of the study which includes the Statement of the Problems, Objective of the Study, Significance of the Study, Theoretical Framework, Hypotheses, Scope and Limitation of the Study, the Definition of the Key Terms and the Organization of the Study. The second chapter is the Review of the Related Literature which deals with Theories of Teaching English to Young Learners (TEYL). Chapter three is about 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 Finding of the Study and the Discussion of the Finding. Chapter five presents the Conclusion of all chapters and Suggestion for Further Research.