

CHAPTER I

INTRODUCTION

This chapter presents the research background, questions, purposes, significance, scope, conceptual framework, and previous research.

A. Background

In learning a mother tongue or any foreign language, vocabulary is the most significant component. Language acquisition cannot take place without learning its lexis with unlimited shifts in meaning caused by various contextual variables (Yang & Dai, 2012). Vocabulary is one of the most essential parts, along with phonetics / pronunciation and grammar, required to learn a foreign language (Pan & Xu, 2011).

Yang & Dai (2012) also states vocabulary is a fundamental component in learning language skills, namely writing, listening, speaking, and reading. If someone has a lot of vocabulary, they will be able to speak fluently, they can spill it in the writing their want. On the other hand, if someone only has a minim vocabulary, then they only speak in limited sentences or words. Therefore, it is not an exaggeration to say that grammar and vocabulary are fundamental elements of the language used to master the four language skills: speaking, writing, reading, and listening. Learning vocabulary in English is not easy because writing and pronunciation are different especially for junior high school students. In this case, it is difficult to learn vocabulary for children because many teachers still rely on application of the memorization method. For example, the students were asked to memorize the words recorded by the teacher on the blackboard and it continued from time to time. The implementation of learning system in vocabulary acquisition makes the student forget quickly what they have learned (Rusdiyanti, 2015).

In the other hand, the importance of studying vocabulary for junior high school students is because by studying vocabulary they can master few words and can learn to speak in front of many people because language without vocabulary will not have communication, "Vocabulary is a fundamental thing to grasp concerning English and vocabulary appertain to acquisition of second language"(Winita & Rasyida, 2018). Moreover, Sulistiana (2019) also stated that

“Lack of vocabulary affects other skills in learning language such as meaningful listening, speaking, reading, and writing skills”. Thus, some students get some difficulties in learning vocabularies such as; lack of vocabulary, lack of motivation, bored in understanding vocabulary, and also their memory and capture are limited. Those are caused by traditional method used by English teacher.

The case of the problem in teaching methods and techniques can actually be solved by applying several language learning methods that can increase students' interest in learning because it allows a more pleasant classroom atmosphere, is not monotonous, and makes students more active in class. A teacher is required to have the skills and wisdom to be able to choose which method or technique is most appropriate to teach a particular topic. Teachers need to really think about and prepare teaching methods and materials with all their completeness so that implementation can be carried out optimally. The teaching method is a complete package of thinking and practice. The two cannot be separated (Agustina & Widya, 2019). (Larsen-Freeman & Anderson, 2011) states that “Language teaching method is a coherent set of links between actions and thoughts in language teaching. The actions are the techniques and the thoughts are the principles.”

One method of teaching language skills that is able to create a pleasant learning atmosphere is the Total Physical Response (TPR) method. One method which can be used in learning for young learners is Total Physical Response (TPR). For further, the method term be shortened to be TPR. This is one of the appropriate methods to teach language especially English. The method was developed by Dr. James J. Asher, a professor of psychology at San Jose State College in 1965 (Curtain and Dahlberg, 2010). Asher developed TPR as a result of his experience observing young children learning their first language. TPR is method that students listen to the teacher using the target language. This method can make students fun and comfortable in learning. In the other hand, Tsai-Ling, Lian (2004) as cited in Hsu & Lin (2012) suggests that a teacher must make the instruction interesting, and active to make the students' attention span longer and from the view of sensory input, TPR or role play helps to stimulate children's sense and encourage them to participate.

From the previous research also stated that “one method of studying English language comes from this principle which is the Total Physical Response Method” (Sayd et al., 2018). Hence, the researcher endeavored to find out the effective method to teach the students English and tried Total Physical Response (TPR) as an alternative one. Moreover, it also that teaching vocabulary makes use of Total Physical Response Method was potent to rectify the students’ vocabulary ability” (Hidayat & Munandar, 2018). In this research, the application of the TPR method for the children at the first time will be asked to only listen and respond to the teacher's orders. Furthermore, movement is repeatedly so that children really know the meaning of a vocabulary. The next step, when the teacher feels the child can remember the movement, then they are asked to say the words. So, what is explained above is that mastery of a second language is parallel to mastering the first language, namely by listening, paying attention, responding with gestures, saying, and writing.

Therefore, the researcher analyses the Total Physical Response as a method which is used by a teacher in teaching vocabulary in SMP Plus Al Aqsha Jatinangor. Total Physical Response is a language teaching centered around speech and action coordination it is attempted by physical motor movement against each language. This methodology does not require much preparation if teachers choose to teach a variety of student materials and this methodology is very useful for teens and youthful learners. TPR makes learning become enjoyable and less stressful. Many students will be interested with this method that can make them happy, like doing a body movement, speak loudly about something while they are move or demonstrate something.

Thus, this current research focus on the implementation of the Total Physical Response method in process of teaching and learning vocabulary also the enhancement of students’ vocabulary acquisition.

B. Research Questions

Based on the description above, this research has two questions to be investigated:

1. How is the Total Physical Response method implemented to teach students vocabulary?
2. How do students acquire vocabulary in the Total Physical Response process?

C. Research Purposes

From the inquiry about questions above, this consideration is pointed at getting these two taking after purposes:

1. To find out the implementation of the Total Physical Response method to teach students vocabulary.
2. To find out the students' vocabulary acquisition in the Total Physical Response process.

D. Research Significances

Theoretically, this research is expected to become a source of information about enhancing students' vocabulary acquisition using the Total Physical Response (TPR) method. Furthermore, this study is also expected to provide some ideas and understanding about the implementation of the TPR method to teach students vocabulary, because this method explains that a joyful environment in studying could make a student's less stressed while learning English vocabulary.

Practically, this research gives significance to:

1. Teachers

The result of this study will guide English teachers in practicing TPR in any way as a joyful learning process to build and enhance students' English vocabulary with physical action.

2. Students

This research is expected to enhance students' vocabulary acquisition while learning English vocabulary, providing a cheerful and joyful atmosphere in studying with the TPR method.

E. Research Scope

This study is aimed to find out the enhancement of students' vocabulary acquisition using the TPR method focusing on how is the method being implemented. The limitation of this present study is limited to SMP Plus Al-Aqsha Jatinangor. The object is limited to the female students' in seventh-grade of junior high school by using a case study as a qualitative method.

F. Conceptual Framework

Vocabulary is the basis for language skills, namely, listening, speaking, reading, and writing (Pan & Xu, 2011). Without learning vocabulary, it is difficult to attain any language proficiency. Vocabulary is the basis of acquiring a second language also without learning vocabulary communication as foreign language becomes harder and implied the competences (Rohmatillah, 2017). Others stated that vocabulary is the foundation of language. The type of vocabulary that can make a language important is a verb, adverb, adjective, and noun (Gayanti & Satriani, 2020).

The Total Physical Response method places a strong emphasis on temporal learning. When students as young learners learn English, action is taken at least making it simple for them to study the vocabulary. So, students quickly respond to what the teacher instructed about their movements in the activity (Supriyatin & Argawati, 2021). Furthermore, using TPR method in teaching English to students as young learners is a lot of fun and enjoyable, does not demand many preparation or materials. It is very effective for young learners, appropriate for kinesthetic learner to be active in the class, memorable for the students to remember phrases and words well, and work properly with mixed-ability classes (Sophaktra, 2009). Moreover, according to Maroto, Garrido & Fuentes (2009), it makes students obtain good pronunciation and memorize learnt things for long.

Furthermore, incorporating motion-sensing technology and the theory of embodied cognition into the total physical response (TPR) approach, which includes bodily action and environmental interventions in the learning process, improved learners' learning performance and attitude (Inciman Celik et al., 2021).

When a teacher tries to apply the TPR method in language learning, there are three important aspects to consider;

1. Speaking is necessary for developing an understanding of spoken language
2. Body movements are a good way to gain understanding and memory. Commands are answered or responded to by children.
3. The teacher does not push the student to speak until he or she is ready because speaking will come naturally to the student (Karini, 2018).

Based on those points, the teacher should have followed every step since TPR method required the students respond from the teacher instruction by speaking up the phrase or the word that to be followed by the students correctly through body movement to improve their English learning competences. In this case related to what Octaviany (2007) mentioned that TPR method was the main factor affecting students' improvement in learning English as foreign language.

G. Previous Research

The preceding study conducted by Ekawati (2017) explored the effect of Total Physical Response on elementary school students' English vocabulary mastery with regards to their Intelligence Quotient (IQ). This study is meant to investigate whether or not there is an interaction between the teaching method and IQ in teaching vocabulary. As a consequence, TPR was an efficient way of teaching vocabulary in primary school, according to the study, and the efficiency of the method was influenced by the IQ level of the students. Besides, Ekawati (2017) stated that TPR was a successful way of teaching vocabulary in primary school, and the method's effectiveness was influenced by the students' Intelligence Quotient (IQ) levels. IQ is also a significant factor in predicting topic scores. Moreover, IQ test scores predict school grades and career performance.

Ortiz and Guaraca (2018) did yet another investigation on the effects of the method in teaching language through reading and storytelling (TPRS) on the acquisition of English vocabulary in second-year students at the Catholic University of Cuenca, extension Cañar; and the students' perceptions of this method while

teaching. This study determined the effect of the TPRS method in the classroom to help students in the University of Cuenca's second-year English class expand their vocabulary and improve their communication skills, allowing them to be more engaged and perform classroom interventions.

In another research conducted by Nuraeni (2019) entitled “Using Total Physical Response (TPR) Method on Young Learners English Language Teaching”. The results showed that there was an improvement in vocabulary score about 27.40 and comprehension score about 28.77. The research finding first showed that when using the TPR method children enjoyed and were also very active in learning English.

Besides, the research conducted by Katemba (2020) entitled “Students’ Vocabulary Enhancement in Grade V: A Comparative Study Using Total Physical Response Storytelling and Jigsaw IV”. After analysing the data, the researchers found that there was a significant difference in vocabulary mastery between students who were taught using TPRS and those who were taught using the Jigsaw technique. Between these two techniques, Jigsaw IV was better in enhancing primary students’ vocabulary. Moreover, the novelty in this research is to know the enhancement of student’s vocabulary acquisition with the implementation of the Total Physical Response Method in SMP Plus Al-Aqsha Jatinangor.