

CHAPTER I INTRODUCTION

This chapter includes some significant details about the research's introduction, including the study's background, the question of research, the purposes of research, the significance of the research, the scope of research, the conceptual framework, the hypothesis, and the previous study.

A. Background of Study

Language as a way of human communication is essential. The importance of English as a worldwide language lies in its role as a medium for effective communication. At all educational stages in Indonesia, from middle to college, English is integrated into the curriculum as a foreign language (EFL). Students focus on developing their proficiency in listening, speaking, reading, and writing, which constitute the core language abilities they learn. To support the development of these four language skills, students also gain knowledge of English language elements such as vocabulary, grammar, and pronunciation. Learning English means understanding what is being said so they can speak and write in English. As defined by Thompson and Wyatt (1952), The four goals of learning English are understanding spoken English, speaking English, comprehending written English, and writing English.

When acquiring English, vocabulary plays a crucial role in the enhancement of four fundamental abilities: listening, speaking, reading, and writing. According to Richard & Renandya (2002), in language proficiency, students' ability to speak, listen, read, and write mainly depends on their vocabulary. Mastering vocabulary is essential to understanding English because vocabulary helps to learn new words. Thornbury (2002: 13) states that it is possible to communicate very little without grammar but nothing without vocabulary. It shows the importance of studying vocabulary over grammar.

However, many students still have insufficient vocabulary after a long period of learning English. It was proven when the researcher gave the test; many students still asked about the meaning of the vocabulary in the test, and many of their test scores were below average. Students may need help with applying or using the vocabulary. Consequently, they need more motivation to learn English, especially vocabulary. Some factors can influence their vocabulary usage problems. One of the factors is that the teachers employ an inappropriate teaching strategy. For example, they ask their students to memorize some vocabulary and get them forward one step at a time. Without practice, memorizing vocabulary will not be effective since it is not rooted in meaningful learning.

When the researcher visited MTsN 2 Garut, the English teacher instructed the students to put some new words in a note and then memorize what they had already learned. However, the overwhelming amount of vocabulary that needed to be memorized made the students anxious. With this approach, students would become disinterested and quickly forget the new vocabulary. When vocabulary is necessary, they need a quick and enjoyable method. Harmer (2007) stated that students, particularly those who are younger, are more prone to losing retention of their acquired knowledge if they lack physical engagement during the learning procedure. In order for students to quickly master and comprehend the material being studied, teachers of English must employ engaging techniques and methods in the classroom.

From the mentioned description, utilizing a technique or method of study that corresponds to the student's requirements is highly beneficial for vocabulary acquisition. Many methods or approaches can be used in teaching language, and the Total Physical Response technique is one of them. Freeman & Anderson (2011) say that the traditional way of learning English is called Total Physical Response, in which students learn by following the directions given by the teacher and responding to these directions through movement. According to Asher (2012), students' vocabulary skills, comprehension and listening abilities can be

developed by applying Total Physical Response in the process of instruction and acquisition of knowledge.

Several related studies have been conducted on this subject and affirmed that Total Physical Response has the potential to boost students' vocabulary attainment. A study by Ying Qiu (2016) at Northwestern Polytechnical University. The aim of the research was to outline the approach of instructing English vocabulary through the utilization of the Total Physical Response method. The students were placed into two groups: an experimental group that employed Total Physical Response and a control group that used traditional teaching methods. The result shows that The TPR approach helps improve pupils' vocabulary performance. A study by Anwar (2016) investigated which strategy is the most successful for increasing kids' vocabulary. The outcome suggested that applying the TPR method could benefit students' vocabulary development and production. What sets this research apart from prior studies is that the earlier study solely concentrated on the application of the Total Physical Response (TPR) method and proving whether it helps students expand their vocabulary. In comparison, this research focuses on determining the impact of applying the Total Physical Response method on learning verb vocabulary. In the previous study, elementary school students were also used as participants, whereas junior high students will be used in this study.

In this study, the researcher employs the Total Physical Response (TPR) technique to teach seventh-grade students at MTsN 2 Garut vocabulary lessons. With the TPR method, students practice directly utilizing the target language's vocabulary in natural contexts. Students learn vocabulary more quickly and become more interested and motivated to study English. The students can quickly develop their vocabulary storage by doing this. However, because TPR uses body movement to engage students' attention during teaching and learning, it helps develop the learners' linguistic intake.

According to the previous explanation, the researcher conducted a research with the title **“Improving EFL Students’ Noun and Verb Vocabularies through Total Physical Response Method: A Pre-Experimental Study at the Seventh Grade of MTsN 2 Garut”**.

B. Research Questions

In this study, the subsequent questions of research were specifically addressed:

1. What is the students’ vocabulary mastery before being exposed with Total Physical Response?
2. What is the students’ vocabulary mastery after being exposed with Total Physical Response?
3. What is the significant difference between students’ vocabulary achievement before being exposed with Total Physical Response and after being exposed with Total Physical Response?

C. Research Purposes

Based on the concerns mentioned above, the objectives of this research are to find out students' vocabulary mastery before being exposed with Total Physical Response, to find out students' vocabulary mastery after being exposed with Total Physical Response, and to find out whether effect of using Total Physical Response improves students' vocabulary ability.

D. Research Significance

This study is significant from both a theoretical and practical standpoint.

1. Theoretically, the expected results of this study is that students can improve their English skills and feel comfortable while learning English.
2. Practically, teachers are expected to use the TPR method and find interesting learning activities. Teachers are also expected to get more information about the methods used in learning English.

E. Research Scope

The research seeks to explore the impact of Total Physical Response on the acquisition of verb vocabulary among students. For the sake of the research, it involved the research population consisting of pupils from Islamic Junior High Schools.

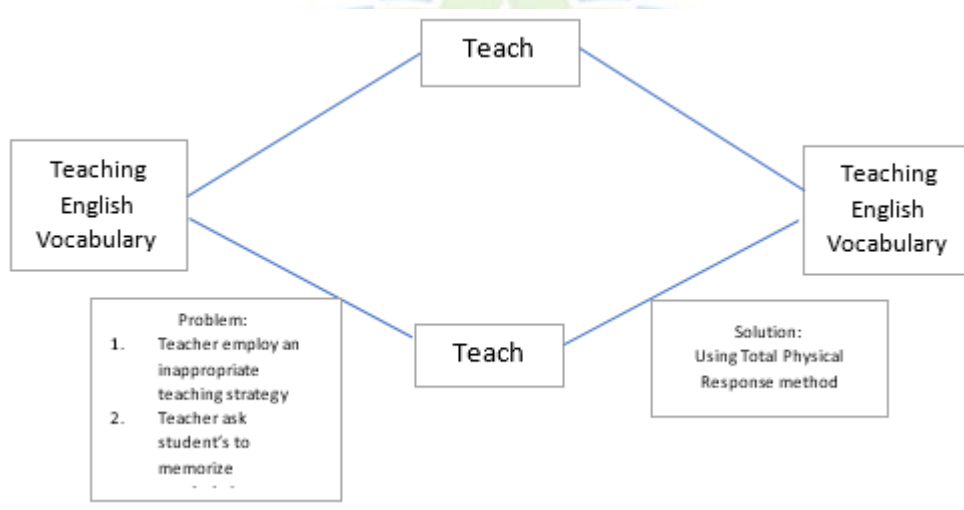
F. Conceptual Framework

According to BBC English Dictionary (1992: 1316), the total count of words you possess knowledge of in a language is known as vocabulary. Richard (2002) stated that in language proficiency, vocabulary is a crucial component that determines the ability of students to speak, listen, read, and write. According to the statement above, vocabulary encompasses a compilation of words employed in a language, whether spoken or written, which contributes to language proficiency enhancement.

Based on Charty (1995: 64), the most successful teaching strategy for vocabulary is to teach students how to pronounce, spell, and utilize these words in context, not just teach by telling students to memorize. Finocchiaro (1974: 38) stated that vocabulary will make it easier for students to practice the structure, will help them communicate in everyday situations, will and strengthen their belief in the ability to utilize English for articulating thoughts or emotions that might be challenging to convey in their mother tongue. It may be argued from the previous definition that teaching vocabulary is very important in language acquisition because students can acquire all language skills by mastering vocabulary. Teachers should not teach separately word for word in teaching vocabulary, because this will cause the student to memorize the words without knowing or understanding how to use them in a sentence or paragraph orally or in writing. In conclusion, when teaching English vocabulary, teachers must select and implement engaging teaching strategies to make sure that students are not bored or stressed.

The Total Physical Response method, as Richards and Rodgers (2001) outlined, involves instructing language using physical motor actions that involve speech and action control. According to Brown (2001), the TPR class is a technique in which students do many actions and listen. According to the definitions above, Total Physical Response (TPR) is an English teaching approach that integrates physical (motor) engagement with listening and various movements. The Total Physical Response method imparts English language skills to students within an enjoyable setting through speech and action. It is proven that learning activities that involve reactions are a method to stimulate interaction between teachers and students.

Figure 1. 1 The relationship between teaching English vocabulary and TPR



G. Hypothesis

According to the study's research question and objectives, two types of hypotheses have been developed:

H₀: there is no significant effect on students' vocabulary mastery before and after using Total Physical Response method

H_a: there is significant effect on students' vocabulary mastery before and after using Total Physical Response method

H. Previous Study

This study has five previous studies related to using the TPR approach for teaching English vocabulary. The first research was conducted by Qiu (2016), who delved into enhancing students' vocabulary in a Primary School context through the employment of the Total Physical Response approach. The study engaged a cohort of forty students from two distinct courses. The research was carried out at Dong Da Central Primary School in Xi'an, Shaanxi, China. Employing a quantitative methodology and a quasi-experimental research design, the researcher employed pre-test and post-test assessments as data collection tools. The findings demonstrated that the experimental group exhibited a more impressive vocabulary acquisition compared to the control group. Conversely, this present study centers on the application of the Total Physical Response technique among Primary School students as its focal respondents.

The second research was conducted by Baiza (2020) which centered on exploring the utilization of the Total Physical Response method. The research involved fourth-grade students from MIN 11 Banda Aceh and employed a quantitative approach with a quasi-experimental research design. Data collection for this study involved the use of tests and questionnaires. The study's findings indicated that implementing the TPR approach can enhance students' drive and enthusiasm for learning English. Notably, this research distinguishes itself by concentrating on the application of the Total Physical Response method within an Elementary School context as the participant.

The third research was conducted by Anwar (2016). He examined the application of Total Physical Response to enhance students' grasp of vocabulary. The study indicated that the utilization of the TPR technique holds promise in enhancing both the comprehension and production of students' vocabulary.

The fourth research was conducted by Susanti (2016). The study examined English vocabulary teaching through the Total Physical Response (TPR) technique. Two classes from SDN Sariwang participated in the research. The researcher employed a quantitative approach utilizing a quasi-experimental

research design. Data collection for the study involved administering tests. The results of the investigation indicated that the implementation of Total Physical Response effectively facilitated the teaching of English vocabulary at the elementary school level, as evidenced by its positive impact on students' vocabulary knowledge.

The fifth research was conducted by Rahmi (2017). The study explored the efficacy of employing the Total Physical Response method to teach English vocabulary to students with autism enrolled at SDLB Negeri 027701 Binjai. Participants in the study were sixth graders from SDLBN 027701 Binjai. The researcher used descriptive qualitative and simple quantitative approaches with an action research design. This study's data collection instrument consisted of tests, diary entries, and observations. The study led to an enhanced understanding of certain vocabulary among students, showcasing the benefits of employing the Total Physical Response technique to teach English vocabulary to students with autism. In comparison, this research specifically centers on evaluating the effectiveness of the Total Physical Response approach when utilized with autistic students as the subjects.

However, this research and the previous study have similarities in terms of applying the Total Physical Response (TPR) method. The difference between the previous studies with this research is that in this study, the researcher involves junior high school students as participants and seeks to determine the impact of employing the Total Physical Response technique on vocabulary mastery. In comparison, the prior research engaged elementary school students as participants and concentrated on the utilization of the Total Physical Response (TPR) method.