

CHAPTER I

INTRODUCTION

This chapter consists of background of the research, problem of the research, objective of the research, operational definitions, significance of the research and scope of the research.

1.1 Background of the Research

In Indonesian, English is a foreign language that is taught as a subject in elementary school, junior high school, and senior high school. English is a foreign language used a medium of instruction at school, many students think that English is the most difficult subject.

In education side, Indonesia has curriculums that organize about the teaching and learning English in schools. English is second language that learns after Indonesian language in our country.

Brown (2007:1) states that learning a second language are long and complex undertaking, so English already learn from the elementary school to university in Indonesia, even in kindergarten also started to learn English.

Based on the informal interview with the English teacher in SMP, Moschkovich (2007:63) states, it was known that the students in the seventh grade still have less vocabulary in the class. It caused they did not interest with the lesson and they bored with the way of learning that monotonous and no teaching media in learning process so the students did not interest to learn the lesson. In addition, the students' difficulties in vocabulary achievement can be reduced by using appropriate method.

According to J Richards (1986 : 87) 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. Total Physical Response is linked to the "trace theory" of memory in psychology which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g., by rote repetition) and/or in association with motor activity. Combined *tracing* activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall (e.g, Katona in Richard, 1986:87)

TPR has advantage in teaching vocabulary. TPR can encourage students to be active in classroom, because they are interested in the topic and the techniques in the classroom. In addition, TPR as technique in teaching learning process make it easier for them to know a new word.

TPR is a good media education for teaching second language. It is helping the students to learn a new word. According to Krashen (in J Richard, 1986:97). Krashen (1981), for example, regards provision of comprehensible input and reduction of stress as keys to successful language acquisition, and performing physical actions in the target language as a means of making input comprehensible and minimizing stress. The experimental support for the effectiveness of Total Physical Response is sketchy and typically deals with only the very beginning stages of learning.

Related to the research problem above, the research tried to conduct the classroom action research. The objective is to make the students can memorize the new vocabulary. The problems in the classroom are the learning process is so bored and the teacher unable to handle the technique in the learning process so the

students didn't interest with the lesson. Therefore, the research entitle "Improving the students' vocabulary achievement by using word chart at MTS 1 Sumberbaru in the 2015/2016 academic year" was conducted.

1.2 Problem of the Research

Based on the research above, the problem of the research is formulated as follow: How can Total Physical Responses (TPR) improve the seventh grade students' vocabulary achievement at MTS 1 Sumberbaru-Jember in the 2015/2016 Academic Year.

1.3 Objective of the Research

The objective of the research to implement how Total Physical Responses (TPR) can improve the vocabulary achievement of the seventh grade students' at MTS 1 Sumberbaru-Jember in the 2015/2016 Academic Year.

1.4 Operational Definitions

It is necessary to define the terms operationally to avoid misunderstanding between the researcher and the readers. The terms that are necessary to be defined operationally in this research are vocabulary achievement and Total Physical Responses (TPR).

1.4.1 Total Physical Responses (TPR)

TPR in this research refers to the language teaching method that use verbal language and demonstration to teach large researved vocabulary such as noun, adjective, and verb.

1.4.2 Vocabulary

Vocabulary is important to produce sentences in communication. Pikulski

and Shane (2004:5) said that students get their vocabulary in formally (words that are used over and over in everyday speech in family and society) and informally (words that are likely to be learned only through reading or through instruction in school). As Hornby (1995:133) defines that vocabulary is a total number of words which with rules for combining them to make up a language. Word and language are set of symbol that are connected with can increase their sensibility to language by formal studying of words; it means that by this way they can develop their vocabulary. According of Oxford dictionary (2003:482), vocabulary is total number of words in a language. So all languages are arranged by word in which every word is new vocabulary in learning language, the addition of knowledge about new vocabulary will make learning language easier especially for students who are learning English language.

1.5 Significance of the Research

The result of this research is expected to give contribution to the English teacher the student's vocabulary achievement of the seventh grade students at MTS 1 Sumberbaru-Jember in the 2015/2016 Academic Year, and the future researcher.

1.5.1 The English Teacher

The result of this research is expected to be useful for English teacher as an input and consideration to encourage teacher to use method in teaching learning process to make students interest in learning process. Therefore, Total Physical Responses (TPR) can be used as one of the alternative teaching method in teaching vocabulary and it can make the teacher more creative to motivate students to acheive their vocabulary skill.

1.5.2 The Students

The action in this research is expected to be useful for the students to improve their vocabulary. Therefore, the students can improve their participation in the classroom to answer the questions or to ask some question. Though method, they hopefully can increase their interest in learning English as a foreign language especially on vocabulary.

1.5.3 The Other Researchers

The result of this research can be used as a reference and the source of information for future researchers who want to conduct a further research that deals with vocabulary.

1.6 Scope of the Research

The scope of the research is concern in using Total Physical Responses (TPR) as teaching media to improve student vocabulary. This research will be implemented to the seventh grade students' of MTS 1 Sumberbaru-Jember in the academic year 2015/2016.