

CHAPTER I

INTRODUCTION

1.1 Background of The Research

Learning English for young learners has increasingly become a common thing to be taught in almost all countries in the world. This is because English has become an international language which already used as a reference for communicate with foreigners. According to Deni & Fahriany (2020), the majority of Indonesian students believe that mastering English can increase their independence. By mastering English, they assume they will be able to compete with other people who use English as their second or main language. Unfortunately, teaching English in Indonesia is not too emphasized and it's only positioned as an additional subject or as an extracurricular, which makes learning English underestimated.

Vocabulary is something that must be mastered first because it is the main means of verbal communication (Wenyuan, 2017). By mastering vocabulary, students will be helped to understand the language they are learning. Without understanding vocabulary, spoken language will sound like an unclear language. According to (Alqahtani, 2015), the meaning of new words is very often highlighted, both in books and in class. Therefore, Alqahtani emphasizes that learning vocabulary is an important part of learning a foreign language. This is because when learning vocabulary, students are also stimulated to be able to read,

understand the meaning of texts, write, and carry out conversations using the language they have learned.

For teachers and students, teaching vocabulary is often a challenge. For them, teaching vocabulary is a process that is labeled as difficult and requires many ways from both parties so that both the teacher and students can convey and receive it well (Sari et al., 2019). Young learners need to memorize a lot of English vocabulary to be able to master English. Young learners who have playful characteristics will tend to get bored if they are only asked to memorize vocabulary. Therefore, learning vocabulary for young learners must be made as fun as possible so they don't easily forget.

One way to make learning more fun is by using songs. According to Pavia et al. (2019), a valuable resource for learning vocabulary that provides the opportunity to acquire a large number of words is a song. Songs enable repetition and enjoyable learning, retain memory, reduce anxiety, and foster acquisition. A further extension of the use of songs currently being studied for teaching English is the inclusion of physical movements such as jumping, waving, touching. This is known as Total Physical Response (TPR), a learning model that uses gestures and images, where children will watch, touch, listen and imitate (Ghani & Ghous, 2014).

The recent research that is conducted by Muttaqiin (2020), with a title "The correlation between children's song and memorizing vocabulary to young learner as foreign language on kindergarten" concludes that children song can be used as strategy in vocabulary learning. Another research that is conducted by Suryana et al. (2021), with a title "English Learning Interactive Media for Early

Childhood Through the Total Physical Response Method” concludes that interactive media for children's English learning through the Total Physical Response method deserves to be used as interactive and quality learning media that is practical and effective for early childhood.

Based on interviews with the English teacher at SDN Darsono 04 Jember, students at the school, especially on 3rd grade, find it very difficult to learn vocabulary. This is based on a lack of interest in English lessons. Most students feel that English is useless because it is not used in their environment, and the most important reason is because they are bored with lessons that require them to memorize. From the learning tools and data on student scores on the weather material provided by the English teacher, the researcher plans to make research preparations more mature.

In conjunction with the aforementioned illustration, TPR with song is proposed as a way to teach and to improve the students' vocabulary mastery. Furthermore, even though there may have been many teachers who have implemented the TPR with song in the previous research, no one has researched the TPR with song in SDN Darsono 04 Jember which is in the outback, far from the city, with a quite difficult access. Therefore, TPR with song can be tried to be test its effectiveness in learning vocabulary mastery.

1.2 Problem of the research

How does TPR with song improve vocabulary mastery of 3rd grade students at SD Negeri Darsono 04 Jember in academic year of 2022/2023?

1.3 Purpose of the research

To find out the way how the use of TPR with song improve vocabulary mastery of 3rd grade students at SDN Darsono 04 Jember in academic year of 2022/2023.

1.4 Operational Definition

An operational definition has a function as guideline to understand the variables of the research. As well as function to avoid misunderstanding in implementing the research.

1.4.1 Vocabulary Mastery

Vocabulary achievement in this research refers to the students can recall memory of vocabulary, and know how to apply in daily context. It deals with how successful are students in memorizing and understanding nouns, verbs, adverbs, and adjectives related to the song and how well are they able to understand the meaning of the vocabulary. The students' vocabulary achievements are measured by test.

1.4.2 Total Physical Response with Song

The TPR with song referred to in this study is the teacher teaches students vocabulary by using body movements accompanied by songs. The teacher moves according to the words in the song, and asks students to imitate the teacher's movements. Later students are expected to be able to move based on the vocabulary contained in the song themselves without having to see the teacher as an example.

1.4.3 Young Learners

Children ages 3 to 12 are generally classified as young learners. The young learner subjects used in this study were children aged 8-9 years of 3rd grade students at SDN Darsono 04 Jember in academic year of 2022/2023.

1.5 Significance of the Research

This research has several benefits, including the following:

1. For teachers, the application of TPR with song strategy can be used as a point of view in carrying out teaching and learning activities to improve the quality of interesting learning.
2. For students, the application of TPR with song strategy can help students understand the material presented better, because students will have a pleasant learning experience.
3. For the researcher, the application of TPR with song strategy can be additional experience and knowledge in developing teaching and learning activities.
4. For other researchers, the application of TPR with song strategy can be used as an example which can later be developed with other techniques or media.

1.6 The Scope of The Research

This research used Classroom Action Research method. It focuses on how to increase students' vocabulary using TPR with songs. The researcher took 3rd grade students at SDN Darsono 04 Jember in academic year of 2022/2023. It is located on Jl. Damar Wulan 59 Dusun Gunitir Desa Darsono, Darsono, Kec. Arjasa, Kab. Jember Prov. Jawa Timur. Participants who will be studied