**CHAPTER I**

**INTRODUCTION**

Thischapter presents introduction concerning background of the study, statement of the problems, purpose of the study, significance of the study, scope and limitation and definition of key terms.

1. **Background of the Study**

“Language is a signaling system which operates with symbolic vocal sound, and which is used by a group of people for the purpose of communication” (STAIN Tulungagung, 2007:2). In other hand, Kreidler (1998:90) argued that “a language is a system of symbols through which people communicate. The symbols may be spoken, written or signed with the hand”. Language as a means of communication has important role in human life. It seems it is too hard to think that the existence of human is separated from the essential meaning and using of language. Language is dynamic set of visual, auditory, or tactical symbols of communication and the elements used to manipulate them. Language can also refer to the use of such system as a general phenomenon. Language is considered to be an exclusively human mode of communication although other animal make use of quite sophisticated communicative system, none of these are known to make use of all of the properties that linguists use to define language. We use spoken language in everyday face to face as mean of communication , and written language that allows us to record and hold on to our history across generation.

English is a foreign language that is taught at school in Indonesia. Nowadays, English is needed for everyone because information, scientific books and other reference are written in English language. Because of that reason, English is very important and becomes a subject for elementary school, junior high school, senior high school and also university.

Choosing English subject to be taught in elementary school is good decision, because the students can learn English sooner and they will have strong memory about English. So, the students can be able to enrich their knowledge about English lesson when they continue their study to the higher education. By introducing English lesson in elementary school, the Indonesian government shows that English lesson is important to be taught and every student must master English language in this era (globalization era).

In learning English, students should master the language skills and components. The language skills are listening, speaking, reading and writing. And the language components are: vocabulary, structure, pronunciation and etc. The language skills should be taught in interesting way and the language component such as vocabulary should be mastered, so the students can use English language.

Vocabulary is the set of [words](http://en.wikipedia.org/wiki/Word) which are familiar in a [language](http://en.wikipedia.org/wiki/Language) and used by a particular person. And it is one of the English components. To be a master in English, the students should know how to apply the suitable vocabulary in order that the listeners know the sentences that they are talking about.

Based on that explanation, there are many methods that are used by teachers at elementary school to teach English vocabulary. In this case, most of the English teachers in MI Karanggandu introduced English vocabulary by using translation and asked the students to memorize them. In fact, translation should be avoided because it has several disadvantages, such as: student will get verbalism and not all the words can be translated. So, many students feel bored and uninterested in learning vocabulary, and the effect is the students just have limited vocabulary.

Helping the students to learn English in interesting method is an important aspect. In general, the big problems that students face in English are the lack of vocabulary, and pronouncing correctly even to arrange the word into good sentence. So, it is the teachers ‘duty to help them. We know that the teachers in elementary school should have the unique or more interesting technique and method that make the students enthusiasm and enjoy in learning English.

Teaching using TPR method is used to make the students easier to learn vocabulary. Total Physical Response is suitable for students in elementary school, because TPR method is built around the coordination of speech and action (motor activity) and that is suitable with the children’s character. The students can learn new word by listening and speaking. This TPR method is very easy to make the students memorize a new vocabulary. Diane Larsen-freeman (1986:116) explains that “Teacher who uses the Total Physical Response (TPR) method believes in the importance of having their students enjoy their experience in learning to communicate in foreign language”.

The technique does not make students feel bored, they can practice the new vocabulary and feel enjoy to study in the classroom. Total Physical Response makes students easier to know and memorizes a new vocabulary. In teaching vocabulary, it is very important. The learners must be interested in following the lesson. It is the teachers’ responsibility to provide a variety of activities that keep them interested in the lesson. Teacher should also help the learner to understand the material.

In this case, writer would like to make a research about the effectiveness of teaching English vocabulary to elementary students using Total Physical Response (TPR) in MI Karanggandu – Watulimo academic year 2010 – 2011.

1. **Research Problems**

Based on the title and the background of the research, the formulated problems are following:

1. How is the student’s mastery on vocabulary before being taught by using TPR method?
2. How is the student’s mastery on vocabulary after being taught by using TPR method?
3. Is there any significant difference between the students’ mastery of vocabulary before and after being taught by using TPR method?
4. **Objective of the Study**

According to the formulation of the research problems, the purposes of the study can be stated as follows:

1. To know the student’s mastery on vocabulary before being taught by using TPR method.
2. To know the student’s mastery on vocabulary after being taught by using TPR method.
3. To know whether there is a significant difference in the students’ mastery of vocabulary between before and after being taught by using TPR.
4. **Significance of the Study**
5. Theoretically

The result of this research is expected to give contribution of understanding about the application of TPR method in teaching English vocabulary to elementary students.

1. Practically

The result of this study is expected to be useful for:

1. The English teachers

It is expected that the result of this study can enrich the knowledge about teaching vocabulary using Total Physical Response (TPR).

1. Students

The result of this study is as a feedback to motivate the students to improve their English achievement.

1. Other Researcher

The result of this research might become useful for other research as reference or information to conduct a further research in the same field.

1. **Scope and Limitation of the Study**

In this study the researcher limits the study on the students’ achievement in mastering vocabulary especially vocabulary in command and prohibition expressions taught using TPR method and the significant influence between before and after teaching English vocabulary using Total Physical Response (TPR) to fourth graders of MI Karanggandu Watulimo.

1. **Definition of Key Terms**

In order to avoid the ambiguity and misunderstanding of the terms used, the writer gives the definition of the terms as follows:

1. Effectiveness

In Oxford Learner’s Dictionary (2005:138), Effectiveness is producing the result that is wanted or intended. The meaning of effectiveness in this study is there is any significant difference in the students’ mastery of vocabulary between before and after being taught by using TPR.

1. Teaching

 Teaching is a process of transferring knowledge, skill, attitude, value from teacher to students.

1. Vocabulary

Vocabulary is the total number of words to which an individual adult or child can attach one or more meanings (Miller, 1999:178).

1. Method

Method is an overall plan for the orderly presentation of language material, no part of which contradicts and all of which based upon, the selected approach (Richards and Rodgers, 1986:19).

1. Total Physical Response (TPR)

Total Physical Response is a language teaching method built around the coordination of speech and action. It attempt to teach language through physical (motor) activity. (Richards and Rodgers, 1986:73).