

CHAPTER I

INTRODUCTION

This chapter presents a brief description of the research. There are; Background of the Research, Research Question, Objective of the Research, Significance of the Research, and Definition of the Key Terms.

1.1 Background of the Research

Vocabulary is essential because learning vocabulary is the principal capital for learning sentence construction and other skills in language. Mastering a lot of vocabulary will make it easier for someone to read, write, listen and speak English. For those learning English as a second language, vocabulary mastery is crucial. Thus students learning English or other foreign languages must have a broad vocabulary. Students proficient in their vocabulary will be able to communicate with strangers more effectively, write in English, and interpret its meaning. If they get the importance of these words, they can communicate in English or translate anything into it (Wardani, 2015).

Effective communication depends on having a significant vocabulary. The success of students' vocabulary is to use effective learning techniques to increase their vocabulary knowledge and English language proficiency (Min, 2013). Therefore, students who learn a second or foreign language should master the vocabulary to understand and express meaning orally and in writing. Teachers' encouragement also motivates students to use unfamiliar words in their writing without embarrassment or fear. To ensure that vocabulary knowledge is used productively, consideration should also be paid to factors like motivation, desire, and environmental support. Additionally, understanding the components of productive vocabulary knowledge gives teachers information and guidance for creating suitable instruments to gauge students' degree of understanding of words, their form, and usage (Maskor & Baharudin, 2016).

The aim of teaching English is to develop the ability to speak English fluently. As we know that junior high school students must master a vocabulary of more or less 1000-1500 words (Biyansyahna & Maulana, 2020). The vocabulary of junior high school students should be a vocabulary that is no longer basic like

that of elementary school students. But in reality, junior high school the seventh-grade students at Madrasah Basis Santri Pondok Pesantren Daruth Thalibin have a low vocabulary. One example is that they don't know the English word for "pintu" which is "door". When teaching vocabulary, the teacher should pay close attention and choose the vocabulary materials that will function as the student's fundamental needs. Much of the teacher's material should be familiar to the students in everyday life. For example, topics like family, relatives, profession, animals, the body, nouns, buildings, descriptions of objects, colors, time, etc.

Based on the initial observation results through an interview that the researcher carried out with an English teacher at Madrasah Basis Santri Pondok Pesantren Daruth Thalibin on January 10, 2023. It is known that seventh-grade students' vocabulary mastery still needs to improve. Because, in reality, students still have difficulty learning English. When learning the four language skills, this challenge is evident. One of the learning media commonly used by teachers is student worksheets (LKS). The teacher have not optimized learning media that are fun, interesting, and varied. This causes students to become bored and pay less attention while learning, resulting in low vocabulary mastery. Students become lazy to studying due to less attractive learning media. As a result, student learning activity and motivation remain low. Thus, allowing students to fall asleep in class during the learning process. The teacher had tried to effectively convey the material by speaking clearly and aloud, looking at every student, and reprimanding those who do not pay attention. However, the teacher's attempts to motivate students to treat learning seriously were in vain. Therefore, most of their English scores are low under the KKM.

Based on the above problem, teachers must come up with interesting methods of instruction to overcome obstacles while also inspiring their students to love learning English. The teacher's onerous duty when teaching children English is to encourage them. Teacher must make the lessons engaging for the students to achieve the desired results. It will also be very beneficial to enable them to learn English. The ability to plan teaching and learning activities is essential for English teachers, for providing English instruction that is effective and efficient is a challenging task. They must employ an effective teaching method when

presenting the topic. Similar to other lessons that require appropriate techniques and strategies, teaching language also requires using proper techniques and methods. A good teaching technique helps students comprehend and master the class. Some students need help learning English, especially memorizing vocabulary.

A teaching strategy that can make students motivated to learn English is to use a varied method. One of the methods that will improve the students' vocabulary mastery is using Total Physical Response (TPR) in the class. It is one of methods developed by James Asher, a professor of psychology at San José State University, California, USA, to aid learning foreign language. Total physical response is a method for learning languages that emphasizes the integration of speech and action. It is related to the trace theory of memory, which postulates that the more frequently or intensely a memory connection is traced, the more robust memory will be. Students respond to instructions that demand movement in a total physical response method classroom (Bahtiar, 2017). TPR is a method that involves physical activity and gestures in the learning process (Rusiana & Nuraeningsih, 2016). A physical activity involving movement can boost students' desire for learning while enhancing their memory (Mohammadian et al., 2016). Furthermore, help the students learn vocabulary more quickly and easily (Sariyati, 2013).

The design of lessons that include physical activity is appropriate for teaching vocabulary to beginners. Techniques like Total Physical Response (TPR), created by James Asher in 1977, in which the learner responds physically to the verbal commands, can help introduce English vocabulary to children because children construct social systems of communication using their imagination, experimenting with ideas, developing kinesthesia, and feeling in control of their body. Total Physical Response encourages children's imaginative play and creativity while supporting their cognitive development by engaging all of their senses. TPR helps children develop language and social skills, including collaboration, negotiating, competing, and adhering to rules while also allowing them to use their physical and mental energy in a beneficial way (Hounhanou, 2020).

There were several advantages to using the Total Physical Response method to teach English. Without ignoring the teacher, they can concentrate on paying attention to the teacher. When a teacher uses physical examples to convey concepts to the class, the students pay closer attention and learn English more effectively because they can understand the meaning of the words when they look at the physical examples. With this method, the teacher can create a more conducive learning environment for students learning English. The teacher actively participates in and personally involved in the TPR. The teacher determines what is being taught, serves as a role model, and introduces new material.

There are differences between this research and previous research. First previous research from Juwita (2019), entitled *Improving Young Learners' Vocabulary Mastery by Using Total Physical Response with Object (TPR-O) Technique*. Second previous research from Bahtiar (2017), entitled *Using The Total Physical Response to Improve Students' Vocabulary Mastery*. Third previous research from Ibrohim et al., (2018), entitled *Students' Perception Toward Teaching English Vocabulary Through Total Physical Response (TPR) Method*. Fourth previous research from Harahap & Zulfitri (2022), entitled *Improving The Students' Vocabulary Mastery Through TPR Method at SMP Negeri 29 Medan Tahun Ajaran 2020-2021*. Fifth previous research from Khakim & Anwar (2020), entitled *Improving Students' Vocabulary Mastery Through Total Physical Response Learning Method*.

The current research is entitled "THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE (TPR) METHOD TO IMPROVE STUDENTS' VOCABULARY." Several things distinguish this research from previous research, among others, are subject, location, research setting and media. Of the various forms of activity that use the Total Physical Response (TPR) method in the teaching and learning process in the classroom, the novelty in this research is to use the LCD Projector. Using an LCD Projector can indirectly educate students to issue more creative ideas in the use of technology, which can be helpful for self-development in the growing era of modernization.

Based on the urgency of research on the problems the researcher had reviewed above, that seventh-grade student at MBS PP. Daruth Thalibin had a low vocabulary, so the researcher conducted research using the TPR method that can improve their vocabulary because the title of this research is still related to the current conditions and follows the suggestions of previous researchers to conduct further research that can be extended to other subjects and also in different settings.

1.2 Research Question

Based on the background described above, it can be concluded that the formulation of the problem in this research are:

1. How to implement the total physical response (TPR) method to improve students' vocabulary?
2. Can total physical response (TPR) method improve students' vocabulary?

1.3 Objective of the Research

From the statements of the problems, the researcher can write the objectives of the research:

1. To find out how implementing the total physical response (TPR) method improves students' vocabulary.
2. To find out whether the total physical response (TPR) method can improve students' vocabulary.

1.4 Significance of the Research

1.4.1 Theoretically Significance:

After finishing this research, the researcher hopes that its findings will help improve English teaching and learning, particularly the total physical response (TPR) method.

1.4.2 Practically Significance:

1. For the Teacher

The researcher hopes that this research can improve the teacher's ability to help students in teaching English using the total physical response (TPR) method in the class. Besides, the English teachers is can use engaging

media to improve the students' vocabulary using the total physical response (TPR) method. As a result, teachers can understand the total physical response (TPR) method and its advantages and disadvantages when used to improve students' vocabulary.

2. For the Students

The researcher hopes this research can become a benchmark for developing students' knowledge in applying the total physical response (TPR) method to improve students' vocabulary. Besides that, students can learn English with innovative, engaging, and fun resources that suit their developmental needs. Therefore, to make students' enjoy and not get bored with the material.

3. For the School

The researcher hopes this research might help organizations like schools broaden their understanding. Additionally, this research is anticipated to produce information for institutions and schools to develop and improve various English teaching strategies using the total physical response (TPR) method so that the teaching and learning is implemented more effectively and efficiently.

4. For the Other Researcher

The researcher hopes this research can provide helpful information for other researchers about students' experiences with this learning method. As a result, this research can be a consideration for future research to find an effective way to copy the problem.

1.4.3 Scope and Limitation of the Research

The scope of this research is to find out how the implementation of teaching English uses the total physical response (TPR) method to improve students' vocabulary at MBS PP. Daruth Thalibin. The researcher limited the subject to seventh-grade students'.

1.5 Definition of the Key Terms

This section will present the definition of both vocabulary and total physical response (TPR).

1.5.1 Vocabulary

Vocabulary refers to all the words in a language that a particular person or group understands. More simply, vocabulary is a treasury of terms. Vocabulary mastery is the activity of mastering or the ability to understand and use words in a language, both spoken and written language. Vocabulary mastery will significantly affect aspects of language skills, both listening, speaking, reading and writing, concerning vocabulary mastery. The higher the level of education, the higher of vocabulary mastery.

1.5.2 Total Physical Response (TPR)

Total Physical Response (TPR) is a method that uses body movements to interpret words. The purpose of holding learning using this method is to help teachers teach English and create a pleasant classroom atmosphere. In addition, the general objective of the TPR method is to teach oral language skills at the beginner level to increase students' vocabulary.

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