

CHAPTER I

INTRODUCTION

The introduction that is discussed in this chapter includes background of the study, statement of the problem, the objective of the study, theoretical framework, hypothesis, significance of the study, scope of the study, definition of key terms, and organization of the study.

1.1 Background of the Study

Nowadays, English becomes one of the important languages in this globalization era. People will have difficulties in communicating with other people from other countries if they don't know how to speak English. This is one of the reasons why English becomes important to learn. English consists of four language skills, such as listening, speaking, reading and writing. It also consists of three language components, namely vocabulary, pronunciation and grammar. Among the three language components, vocabulary is the basic. Saville and Troike (1976:87) as quoted by Narthadiyana (1999:1) say that "Vocabulary is the most important for understanding, knowing names for things, actions and concepts." By mastering vocabulary, someone can understand what other people say (listening skill), she can understand the written words (reading skill), she can express her idea in written and orally (writing and speaking skill).

Adults and children are also trying to face the globalization era. Because of that parents want their children to learn English. They believe that the best time to begin studying a foreign language is during childhood. Teaching English for

children is not as easy as teaching English for adults. The adults are easier to learn English. They have already had their motivation to learn English because they realize that they need English language to face the globalization era. It is different from children, if the teacher cannot build up the children's interest to learn English in the class, they will feel bored and frustrated in learning vocabulary because they usually forget what a word means. They usually don't have their motivation to learn English because their knowledge about language is limited. Steven (1983:7) as quoted by Narthadiyana (1999:2) points out that "... the kind of teaching which is appropriate for young children is different from the kind of teaching that is most helpful to an adult learner."

To make the children interested and motivated in learning English vocabulary, the teachers should vary the methods in teaching. Actually, there are several methods that can be used to teach vocabulary. One of the methods is Total Physical Response Storytelling (TPRS) method. Based on the writer's observation, Total Physical Response Storytelling (TPRS) method has frequently been used by the English teacher in Indonesia. Therefore, in this study the writer wants to find out whether the Total Physical Response Storytelling (TPRS) method is really more effective in motivating the students to learn the vocabulary so that at last the students can have better vocabulary achievement.

1.2 Statement of the Problem

In line with the background of the study, the problem is stated as follows:

“How does the Total Physical Response Storytelling (TPRS) method to the kindergarten 1 students affect students’ achievement in vocabulary?”

1.3 Objectives of the Study

Based on the statement problem above, the objective of this study is to find out whether students are taught using Total Physical Response Storytelling (TPRS) method have better vocabulary achievement.

1.4 Theoretical Framework

There is one main theory underlying this study. It is the theory of Total Physical Response Storytelling (TPRS) method. In Total Physical Response Storytelling (TPRS) method, the pupils are expected to respond physically to given stories. The stories are given orally. The students have to answer the teacher’s question by writing the number. The questions use the vocabulary words. From this theory, it is clearly understood that the students must act the stories out. The stories are mostly interesting stories.

1.5 Hypotheses

There are two kinds of hypotheses that can be drawn in this study.

- H_a / Alternative Hypothesis:

There is a significant difference for the vocabulary achievement of kindergarten students are taught using Total Physical Response Storytelling (TPRS) method.

- Ho / Null Hypothesis:

There is no significant difference for the vocabulary achievement of kindergarten students are taught using Total Physical Response Storytelling (TPRS) method.

1.6 Significance of The Study

This study is designed to give contribution to the teaching of English to the students of kindergarten, especially kindergarten 1 students. It is hoped that the result of this study can give a clear description of the benefit of using Total Physical Response Storytelling (TPRS) method in teaching English, so the teachers can use it to teach English to the pupils.

1.7 Scope of The Study

Actually, the Total Physical Response Storytelling (TPRS) method can be used to teach listening, speaking, reading and writing. However, this study focuses on teaching vocabulary using Total Physical Response Storytelling (TPRS) method, in particular the teaching of action verbs. The reason the writer only teaches action verbs is because the students are young learners. There are some certain story books that will be used in this study. The reason the writer only chooses certain story books is because of the syllabus of the school.

1.8 Assumptions

In this part, there are some assumptions that can be drawn as follows:

1. The teacher is qualified to give the test to the pupils since she had passed Teaching English to Young Learners subject.
2. The test made by the teacher is valid and reliable based on the purpose of the test.
3. The test to the children has been approved by her advisor and supervisor.

1.9 Definition of Key Terms

In this part, there are several key terms that are used to be discussed to avoid misconception and ambiguity as follows:

- a. Importance:

Having a great effect or value. (Oxford, 1995:209)

- b. Vocabulary:

A list or collection of words and phrases usually alphabetically arranged and explained or defined. (Webster, 2003:1400)

- c. Total Physical Response Storytelling (TPRS):

A method for teaching foreign language that use funny stories to help students apply the world learned. (Wikipedia, 2008:1)

- d. Method:

A way, technique, or process of or for doing something. (Webster, 2003:781)

e. Achievement:

The act of achieving or performing; an obtaining by exertion; successful performance; accomplishment. (Brainy Quote, 2008:1)

1.10 Organization of The Study

This study consists of three chapters. In chapter one, the writer would like to present the introduction of the study which includes background of the study, the statement of the problem, the objective of the study, theoretical framework, hypothesis, significance of the study, scope of the study, definition of key terms, and organization of the study. Chapter two consists of the review of the related study. Chapter three is about the research methodology that deals with the research design, population and sample, research instrument, the treatment, data collection procedure and data analysis technique. Chapter four consists of the findings and discussions, and discussion of the findings. Chapter five is about conclusion, suggestions for English teachers and recommendation for further reaserch.