CHAPTER I

INTRODUCTION

1.1 Background of the Study

In studying English, the students have four skills that should be mastered, there are listening, speaking, reading and writing. it is also supported by three language components in English skill, those are grammar, vocabulary and pronunciation. To master each ability, the first thing that must be learnt is vocabulary. Mastery vocabulary is the basic requirement that should be mastered by students in learning English as foreign language (Perwitasari, 2014:04).

In general, the understanding of vocabulary is important part in learning language and developing person's skill in mastering language. The students often receive new vocabulary as part of certain subject and many people consider the establishment of vocabulary as an activity that is interesting and educative. Hence, language vocabulary is absolute thing that should be owned by language learner. When the students have adequate vocabulary, then they will more support in achieving English four skills, such as listening, speaking, writing, and reading. Without having adequate vocabulary, the students will be difficult to master the four skills.

Therefore, the basic skill that young learners have to learn and understand is vocabulary. Vocabulary is a key to learn language. In accordance with Richards

(2001:4) cited in Nur & Rosa (2012:263) states vocabulary is a core component of language proficiency that learners used to listen, speak, write and read. Vocabulary is very important thing even can be said as one of the capital element to study English. Without mastering vocabulary, it will be difficult for students to improve the four skills.

Nowdays, many young learners cannot master vocabulary. Lack of vocabulary is a problem that makes students do not able to use English in their daily communication both written or spoken. The lack of vocabulary is main and large obstacles to the students. Students should know that communication has competence to recognize the word. Without competency, the students will be difficult to deliver their idea/information to their friend.

In the other hand, the competency of teacher is one of the obstacles (Yauri, 2007:1133). The teacher also has a role that influences obstacles and defiances in the learning process. When the teaching and learning process takes place, problems would appear to the teachers. When the teacher teaches young learners, he/she should find the interesting method or media to make the students interested to the material, do not focus too much on the handbook, and search various media that make students easy to understand English. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Moreover, teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom.

Based on the information from English teacher in SMP Muhamadiyah 2 Semarang, there were some problems that were still being obstacles in learning foreign language, especially learning vocabulary. One of the problems was not all students learnt English in elementary school, so the basic skill of each students in Junior High School was different. The main problem was the way the teacher delivered the material. Sometimes, the teacher focused on the handbook and explained the material monotonously. The teacher did not apply the other method to teach English, especially in teaching vocabulary.

Therefore, a proper learning method is needed to improve students vocabulary. The effort to improve students vocabulary is with Total Physical Response method and wordwall media. Developed by Dr. James J. Asher, TPR attempts to teach language through intructions and actions. According to the research that has been done by Dewi (2010:154), TPR has been proven to be applied successfully and can make students acquire vocabulary more actively. It could be seen from the students' behavior during the treatment. Students were very happy and enthusiastic for learning vocabulary introduced by using actions, gestures and movement. Furthermore, the media such as wordwall is also important. In accordance with Cronsberry (2004:03) cited in Anindyajati & Choiri (2017:15) Wordwall is a group of words placed on walls, bulletin boards or whiteboards in the classroom. The words are printed large and can be seen from any chair.

Based on the phenomena described by the researcher above and consider the importance of vocabulary to be mastered by students, the researcher feels interested

in researching a research entitled the effectiveness of teaching vocabulary using Total Physical Response and Wordwall. She hopes that this method can support the teaching learning process, raise students' vocabulary, and make the students enjoy to learn English.

1.2 Reason for Choosing the Topic

Based on the explanation above, the researcher has reasons for choosing the topic, there are as follow :

1) English vocabulary is one of English components that must be mastered by students, because vocabulary is a key to study language.

2) The English teacher is rarely using variation media in learning process to teach vocabulary. So the students' vocabulary does not increase.

3) The students get difficulties in learning English vocabulary, so the students' do not master the skill well.

4) Using Total Physical Response (TPR) and wordwall media will help students attracted to learn vocabulary and their vocabulary also increase significantly.

1.3 Statement of the Problem

This study is conducted to reveal the following research questions :

1) How is the implementation of teaching vocabulary using Total Physical Response (TPR) method and wordwall?

2) How is the effectiveness of teaching vocabulary using Total Physical Response (TPR) method and wordwall on the students' response?

1.4 The Objective of the Study

The objectives of the study are:

1) To describe the implementation of teaching vocabulary using Total Physical Response (TPR) method and wordwall.

2) To know the effectiveness using Total Physical Response (TPR) method using wordwall on the students' response.

1.5 Significance of the Study

After doing the research, the researcher expects the result of the research will be useful for students, teachers, and school. The first is the students as the subject of this research. It makes a pleasant learning situation, developes students' motivation, actively participate in learning process, and increases students' achievement in learning. Secondly, for the teacher as the facilitator in learning activity, the result of this research can be reference for the teacher to improve teaching learning activity and also as an alternative teaching to motivate the students' participation. Thirdly, for the school that the advantage is creating teaching and learning condition which is more conducive. It meant that the students' will be motivated and the teacher will also gets the benefit to improve the students' vocabularies. So, it will create the well teaching learning processes.

1.6 The Scope of the Study

The study only focuses on the effectiveness of teaching vocabulary using Total Physical Response (TPR) method and wordwall for Junior High School. The participants for this study are the second grade (VIII A & VIII B) of SMP Muhammadiyah 2 Semarang. The material that used are short monolog text, recount text, and narrative text.

1.7 Outline of the Study

This study is arranged into the following five chapters :

Chapter I is introduction which consists of background of study, reasons for choosing topic, statements of the problem, objectives of the study, singnificance of the study, scope of the study, and outline of the study.

Chapter II is review of the related literature which contains the description of vocabulary, the description of Total Physical Response (TPR), the description of wordwall, curriculum and teaching vocabulary in the seventh grade

Chapter III consisted of the research methodology. This chapters has several sub chapters, they are research design, subject of the study, method and instrument of collecting data, data analysis, and research procedure.

Chapter IV presents of research findings and discussion which in research consist of data analysis of try out, data analysis of try out questionnaire, data analysis of pretest & posttest in experimental class and control class, the different result

between experimental class and control class, the result of questionnaire and discussion.

Chapter V consists of conclusion and suggestion.