

## I. INTRODUCTION

### 1.1 Background of the Problem

At the Elementary School level, the aim of teaching English is only as an introduction of English for the children. Oliva (1969:16) notices that the third or fourth level of elementary school provides customary and acceptable solution to begin the phase of foreign language instruction because their basic concepts are formed. It means that, children are good language learners. Therefore, if they learn English at the early stage, they have a very good basic to learn more about English. One of the important parts of language is vocabulary, because language involves vocabulary. Harmer (1991: 161) says that, language structures are to make up the skeleton of language, and then it is vocabulary that provides the vital organs and the flesh. However, effendi (cited in restina. 1997: 1) says that one of students' weaknesses in using English is they lack of vocabulary.

Vocabulary is one of language components that are presented in the classroom during the process of language teaching. Wallace (1986: 1) states that 'vocabulary is the vital element of the language'. Vocabulary has been considered important for those who learn a language, since it was a term that should be acquired by the students in order to communicate effectively. Since students were lack of in understanding the meaning of words, but it did not mean that the teacher should give the students a list

of the words to be learned and memorized. It is in accordance with Wallace (1983:13) that learning vocabulary is something more than memorizing list of words. Then the students get bored easily because of their learning condition. In fact, the students look frustrated.

When the researcher observed at SD N 1 Pasir-Ukir, the researcher found that, the teacher in there taught the English subject to the students was from third grade. And the researcher found that the graduates of the Elementary school did not master 200–500 words. Again, there were a gap between the curriculum target and the reality, the result in the field did not reflect by the target, and the teachers did not use an appropriate method that can increase the students' vocabulary Achievement. Therefore, referring to the problem above the researcher was interested in how to made the learner have vocabulary of the language they were learning and interest in learning it as soon as since they begin to learn it to face further skill.

Because of that, the teachers have to consider the vocabulary knowledge of the students'. Increasing student's vocabulary is possible for the teacher by using the methods, in order to reach general and specific instruction objectives of material can be achieved by the students. Although, using method only support and made the condition in teaching learning process run well. Nevertheless, method had important role in teaching learning process. Antony (in Allan, 1979:7) says that, the technique is a particular trick or contrivance used to accomplish the immediate objective. Because of that, the researcher assumed that the teachers must develop their teaching method variations in order to increased student's vocabulary achievement. in this research;

the researcher will compare the methods of TPR (Total Physical Response) and ALM (Audio Lingual Method).

Total physical response (TPR) provided physical activities for the students and can make learning activities fun. (Larsen – Freeman, 1986: 144) says that, Physical activities are meant to reduce stressed students' feel when studying foreign language. then learning may take place when language learners observed and performed the action themselves. Then, the students were able to guess and internalized performing the actions in accordance with the commands.

As comparison, the researcher had chosen Audio Lingual Method. Setiyadi (2000:10) states that Audio-lingual method that is originally introduced to prepare people to master foreign language orally in short time emphasizes oral form of language. The teaching of listening comprehension, pronunciation, grammar, and vocabulary were all related to development of oral fluency. In teaching vocabulary At the beginning children listen to the sounds as input and try to understand the sound, after that they produce their utterances based on the input they get (Setiyadi, 2000:10). Dialogues and drills form is used for the basis of audio Lingual Method.

Besides the differences above, TPR and ALM have similarities. Both of the methods TPR and ALM were emphasized on teaching vocabulary. They were applicable to be used to teach vocabulary, but they were different in the way of teaching. Through TPR, vocabulary was learned through association between command and action. It is supported by Larsen Freeman as quoted from Setiyadi (2000:69) states that by observing the actions and performing, the students would understand the language

they are learning. The meaning of the words can be understood by making association between the utterance they heard and the action they were observing. Moreover, Larsen-Freeman (1986; 117) says that grammatical structure and vocabulary are emphasized over other language areas. These were embedded within imperatives. The imperatives were single words and multi word chunks.

While through Audio Lingual method, vocabulary was learnt through imitation of native speakers of the target language or the language teacher as the model of the target language. The language learners should not be asked to produce original utterances in the target language until they have become thoroughly familiar with the structural patterns involve through presentation and drills in the class.

Based on the statement above TPR and ALM were applicable to be used to teach vocabulary, but they were different in the way of teaching. TPR involved physical activities, association between command words and action. While ALM did not involve physical activities but it is through drills.

Considering the subjects of the research (the students at elementary school), the researcher focused on the learning material of vocabulary with very little attention to the rule. The researcher conducted the research in order to see whether there is any significance difference of students' vocabulary achievement between, the students taught through TPR (Total Physical Response), and taught through Audio Lingual method at the fourth year of elementary school. Therefore, to see which one of two methods will be better to be used in teaching vocabulary, especially vocabulary of

concrete noun, and command and request verb at the fourth year of elementary school.

## **1.2 Formulation of the Problem**

Based on the explanation above, the researcher like to focused on

- Is there any significant difference between vocabulary achievement of the students who are taught through TPR and those taught through ALM of the fourth year at SD N 1 Pasir-Ukir?
- Which one of the two methods is better in teaching vocabulary in helping the students to increase their vocabulary achievement of the fourth year at SD N 1 Pasir-Ukir?

## **1.3 Objective of the Research**

The objectives of this research are:

- To find out whether or not there is a significant difference of vocabulary Achievement of the students who are taught through TPR and those taught through ALM of the fourth year at SD N 1 Pasir Ukir.
- To determine which one of the two methods is better applied in teaching vocabulary in helping the students to increase their vocabulary achievement of the fourth year at SD N 1 Pasir Ukir.

## **1.4 Uses of the Research**

1. Theoretically

The result of the research can be made as an alternative way of solving the problem in teaching vocabulary especially teaching English vocabulary at fourth year of elementary school.

2. Practically

The result of the research can be used as information for the English teacher to select one of the two methods that is better to apply for teaching vocabulary in helping the students increase their vocabulary achievement at fourth year of elementary school.

### **1.5 Scope of the Research**

This research was conducted at fourth grade at SD N 1 Pasir Ukir Pagelaran. In this research focused on the implementation of total physical response (TPR) and Audio Lingual Method in helping the students to increase their vocabulary at the fourth grade of elementary school. The vocabulary that was taught to the students was taken from book for the fourth grade of elementary school as a content of teaching learning material. In this case, the researcher also carried things (students' equipment) into the classroom and used available facilities, things and picture in there as media to demonstrate the learning material in the class, Includes content words focused on concrete noun, command and request verb, which was related to KTSP curriculum for Elementary School.

### **1.6 Definition of Key Terms**

- Vocabulary is a set of lexeme include a single word, compound word, and idiom. Lamb (1963) defines a simple word as single word that may or may not have a prefix and suffix, compound word is, a word joined from two or more other words, idiom is a group of words with a meaning, which is different from the individual words and often difficult to understand the individual words.
- Total physical Response (TPR) is method of teaching that is built around the coordination of speech and action; it attempts to teach language through physical (motor) activity (Richard and Roger, 1986:86)
- Audio-lingual Method (ALM) is a method originally introduced to prepare people to master foreign language orally in short time emphasizes oral form of language, dialogues and drills form is used for the basis of Audio Lingual Method. Setiyadi (2000:10)