

I. INTRODUCTION

This chapter consists of background of the problem, formulation of the problem, objectives of the research, uses of the research, scope of the research, and definition of term.

1.1 Background of the Problem

One of the function of language is as a means for developing knowledge in the field of science, technology, arts, and culture. The SMP curriculum stated that at the end of their study at SMP, the students are hoped to acquire the skill and knowledge of English. The language skills concerned are listening, speaking, reading and writing. The acquisition of these skills should be supported by the acquisition of the language elements such as vocabulary and grammar.

In accordance with the guideline of KTSP 2006 SMP curriculum of English, one of the objectives of teaching English is that the students at the first year learn vocabulary at least 500 words and are able to put them into practice so that they can use them for communication (Depdiknas, 2006). There are many factors which influence the students' problem in mastering vocabulary. Naturally, vocabulary is a complex language elements that should be mastered since vocabulary has some parts, namely, noun, verb, adjective, pronoun and adverb.

Logically, it is very difficult for the students of Junior High School to master English vocabulary appropriately.

However, the writer who also serves as an English teacher finds several problems in relation to the teaching and learning process of English. First, it is very difficult for the students of SMP Negeri 1 Tegineneng to master vocabulary so that they experience difficulties in understanding not only test items, sentences but also texts. The fact shows that the students' inability in comprehending each English materials has caused the students' low average score of semester test.

Second, from motivation side, the students have low motivation in learning English. It can be seen in the teaching learning process. In the teaching learning process, the students do not show their enthusiasm in learning English, they do not interact well or give critical ideas related to material being discussed.

Third, most of the students still think that English is a different subject so that it is very difficult for them to understand the material given by the English teachers. Fourth, it is strange thing for the students to listen to English words sound or to pronounce them. As the result, they feel not only shy to pronounce the English words but also inactive in teaching learning process and difficult to understand the meaning of the words they listened to and pronounced as well.

Fifth, in relation to the problems above, educational environment also give contribution on the students' low motivation. Based on the researcher's analysis,

educational surroundings (the students' social factors) also influenced the students' learning motivation.

Sixth, SMP Negeri 1 Tegineneng does not have English laboratory yet which can motivate the students in learning English. By having the English laboratory, it is expected that the students are able to increase the students' motivation in teaching learning process because they will know the instruments of English learning and they will get new atmosphere that can make them pleasant to learn English in the class.

Finally, in teaching and learning process of English, the English teachers tended to apply conventional technique so far in teaching English, like speech technique. Particularly in teaching vocabulary, they relied on memory technique, lexical technique, etc. The implementation of these technique did not optimally enable the students to increase their vocabulary ability and to be active in learning process. And it even could not improve teacher's teaching performance.

Academically, the most of the students in SMP Negeri 1 Tegineneng have low ability in English subject. The students' low ability in English subject might be caused by their low vocabulary mastery. For instance, most of them just have few words of vocabulary, like *book, pencil, pray, ready, greeting, morning* (the words used daily). The students' low vocabulary mastery has made the students experience difficulties to understand not only test items, sentences but also English texts. As the result, it is very difficult for the students to :

- be active in teaching learning process,
- interact well in teaching learning process,
- understand the material being discussed,
- answer the questions related to the material.

Furthermore, it is also found that the English average score of Semester Test in Academic Year 2010/2011 was 4.5 for the most of classes. In addition, the English average score of First Semester test in Academic Year 2011/2012 was also low, from 4 to 4.6 for all classes. It occurred because the students could not understand the test items they answered. The students' difficulty in understanding the test items is caused by their poor vocabulary.

All of the problems above also happen in the classes where the researcher teaches. For this reason, the writer conducted this Classroom Action Research in order to increase the students' vocabulary achievement, improve the students' activity in learning process of vocabulary, and to improve the teacher's performance in teaching learning process by implementing Total Physical Response (TPR) technique in the class in which the students have lower average score compared the other classes in vocabulary preliminary test. Here is the table of frequency of students who achieved Standard Score in preliminary vocabulary test.

Table 1. The Frequency of the Students who Achieved Standard Score/Kriteria Ketuntasan Minimal (KKM) In Pre-Research

| Score Interval | Frequency | Percentage |
|-----------------------|------------------|-------------------|
| ≥ 65 | 5 | 11.9% |
| < 65 | 37 | 88.1% |
| Total | 42 | 100% |

Based on the table above, there were only 5 students who could achieve the Standard Score or Kriteria Ketuntasan Minimal (KKM) and there were 37 students who gained the score under 65. The table proved that the students' vocabulary ability was very low. The information of the result of preliminary vocabulary test could be seen in Appendix 6.

TPR technique is chosen in this research because it is the method of English teaching which coordinates speech in action. It uses command and physical activities in teaching learning process (Learning by Doing) so that the students are expected to have strong memory toward English words through commands and actions they listened to and acted (Richard and Rodgers, 1986: 76).

Besides that, previous study that conducted by Rustina in Eva (2011:2) showed that SMP students experience difficulties in learning language. This problem principally occurred because many students did not have sufficient knowledge of parts of speech in relation to their application to form meaningful sentence construction. For this reason, the teacher needs to apply certain technique in order to enable the students to comprehend the language besides making their memory stronger so that they are able to use it for communication in very simple English. Moreover, in classroom interaction, it is important for the teacher to know the students' responses when the teacher gives commands in teaching learning process.

Considering the importance of students' vocabulary achievement in learning

English, this classroom action research entitled “Increasing Students’ Vocabulary Achievement Through TPR Technique At the First Year of SMPN 1 Tegineneng Pesawaran”, tried to help the students at class seven of SMP Negeri 1 Tegineneng to have better achievement in vocabulary they learn through TPR technique.

1.2 Formulation of the Problem

Based on the background of the problem above, the researcher formulates the problem as follow :

1. Can TPR technique be used to increase students’ vocabulary achievement in class VIIC of SMP Negeri 1 Tegineneng?
2. Can TPR technique be used to improve students’ activities in teaching learning process of vocabulary?
3. Can TPR technique be used to improve teacher’s performance in teaching learning process?

1.3 Objectives of the Classroom Action Research

The objectives of this classroom action research are:

1. To find out if TPR technique can be used to increase the students’ vocabulary achievement at class VIIC of SMPN 1 Tegineneng Pesawaran.
2. To find out if TPR technique can be used to improve the students’ activities in teaching learning process of vocabulary.
3. To find out if TPR technique can be used to improve teacher’s performance in teaching learning process.

1.4 Uses of the Classroom Action Research

The significances of this Research are:

1. Practically, the result of this classroom action research can be used by English teacher as an information that TPR technique can be used to increase students' vocabulary achievement, students' participation/activities, and teacher's performance.
2. Theoretically, the result of the classroom action research are expected to be used as references for English teacher about teaching vocabulary through TPR technique.

1.5 Scope of the Classroom Action Research

This classroom action research was conducted at SMPN 1 Tegineneng Pesawaran. The subjects of the research were the students of class VIIC in academic year 2011/2012. This class consisted of 42 students.

Before doing the research the researcher selected and prepared the material. The material was based on the guideline of the KTSP 2006 English curriculum of the Junior High School which indicated that the students at the first year should have learned vocabulary, at least 500 words. In implementing the materials, the writer applied TPR technique because in this technique the students would listen to and act the English words in the form of commands/imperative sentences so that they

were expected to have strong memory toward the English words they listened to and acted.

The vocabulary to be taught was limited in term of action verb, concrete noun, adjective, and adverb. These words were choosen because the students had difficulties to understand them even though it was easy for the students to use them in daily activity because they were common instruction used in their ages and in their first language.

1.6 Definition of Terms

There are some terms need to be clarified as shown below aiming at avoiding misunderstanding.

Vocabulary

Vocabulary is a set of lexime including single words, compound words, and Idioms (Lamb, 1963: 19). Vocabulary is a set of words known to person entity, or it is a part of specific langauge which will make the language meaningful. Vocabulary is classified into four types, they are: content words, function words, substitute words, and distributed words. The researcher focused on using content words which has some categories, namely: verb, noun, adjective, and adverb.

Content Words

Content words constitute the bulk of the vocabulary of the language which represent : noun, verb, adjective, and adverb.

- a. Noun is a word used to refer to the name of a person, place or thing.
- b. Verb is a word used to expresses the actions, events, or states of being.
- c. Adjective is a word used with a noun to add something to its meaning or qualities of the things.
- d. Adverb is a word to modify how the action is done.

Total Physical Response

It is the method of English teaching which coordinates speech in action. TPR is a language learning method which uses command and physical activities in teaching learning process. It introduces the students the sound and foreign language and the students illustrates their understanding of the meaning of the words through responses (Richard and Rosdgers, 1986: 76).