I. INTRODUCTION

This chapter discusses about the basic problem of the research. It consists of background of the problem, formulation of the problem, objective of the research, the uses of the research, scope of the research, and definition of terms.

1.1 The Background of the Problem

Learning language will automatically involve learning vocabulary, meaning that vocabulary is an inseparable part of language learning process. Vocabulary is the element that links the four language skills; listening, speaking, reading and writing all together. Tarigan (1986:2) states that the quality of one's language proficiency depends on the quality and the quantity of his knowledge of vocabulary. The richer one's vocabulary, the better his language proficiency will be. Experienced English teachers know very well how important vocabulary is. He knows that students must learn thousands of words that the speakers and writers of English use. Fortunately, the need for vocabulary is one point on which teachers and students agree (Allen, 1983:1). In order to express one's ideas, he needs to master a number of words, so that he can express his ideas well. These statements imply that learning English cannot be separated from learning its vocabulary.

Students often claim that their primary problem in acquiring English is lack of vocabulary (Murcia, 1978:253). However, although Indonesians students have learned English for a long time, they are not able to communicate both in written and spoken forms. They are not able to use English for understanding spoken language, using it in conversation, comprehending the written text, or expressing their ideas into writing. This condition might be caused by some problems.

Firstly, at the beginning, the focus of Indonesian curriculum in teaching English as a foreign language is only at junior and senior high school. In contrary, at the elementary school level, the aim of teaching English is only as an introduction of English for the children. In fact, based on the writer's experience in teaching English, she found that children are good learners. They are at stage of critical period when the brain is still flexible and language learning can take place naturally and easily (Little Wood, 1984:65). So if they learn English at early stage, they have a very good basis to learn more about English.

Secondly, Indonesian students are lack of motivation (Nurweni and Read 1999:161). They get bored easily because of their learning condition. They have to memorize list of vocabularies. In practice the writer found that many students have trouble in memorizing a new vocabulary. The teacher found difficulties in making students memorize the new vocabulary in oral and written form. It takes time for them to memorize and pronounce the new vocabulary correctly. In fact, the students looked frustrated.

Thirdly, in my opinion, the skills and ability of the English teachers in some of elementary schools are beyond our expectation. To overcome these problems, the teachers should develop their teaching method variations in order to increase students' vocabulary achievement. Wilkins (1983) claims that the pupils' learning depends upon the effectiveness of teaching methods used by the teacher. It means that the teachers have to know how to implement them in the class.

The problem above is supported by Hapsari (2006:25) who has found in her research that 80% of students in her classes fail in doing vocabulary test. Furthermore Effendi (1993) says that according to his experience, one of our weaknesses in using English well is that we are lack of vocabulary. So although we master the structure or the grammar of that language, but if we do not master the vocabulary, it would be still difficult to be able to use English well, either in spoken or written.

The use of various methods in teaching English is not only for adjusting the material with the situation but also for avoiding the students' boredom. In fact, the students' boredom is very dangerous since it will cause the students' motivation become lower and the students will get difficulty to receive the material. To revive the students' motivation, the teacher should be able to create, to foster, and to maintain motivation (Simanjuntak, 1989:2).

English teacher should find the way of teaching that will make teaching learning process successful. He should firstly comprehend the concepts of approach, method, and technique in language teaching. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. It is axiomatic. It describes the nature of the subject matter to be taught. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. It is procedural. Within one approach, there can be many methods. A technique is implementational, that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance, used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well (Anthony 1963; 63).

According to Anthony's model, method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented. Furthermore there are many kinds of methods which can be implemented in the class in order to foster and to maintain the motivation of the students for improving their achievement in mastering the subject. The method used by the teacher can influence the teaching learning process or activities in the class. Antonym (in Allan, 1979:7) says the method is a particular trick or contrivance used to accomplish the immediate objective.

It is compulsory for English teacher to use appropriate method that can increase the students skill especially vocabulary. In this case, teachers play important role in increasing the students' proficiencies. It seems that the success of the students' learning depends on the teacher methods, drills, and exercises used in the classroom. To overcome the situation, the teacher should provide methods that make the students interested in learning English.

One of the methods is Audio-Lingual Method. It is based on behaviorist theory, which professes that certain traits of living things, and in this case humans, could be trained through a system of reinforcement—correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback. This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students be taught a language directly, without using the students' native language to explain new words or grammar in the target language.

Applied to language instruction, and often within the context of the language lab, this means that the instructor would present the correct model of a sentence and the students would have to repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. In audio-lingualism, there is no explicit grammar instruction—everything is simply memorized in form. The Audio Lingual Method emphasizes oral forms of language. The method considers that the oral forms: speaking and listening should come first, and reading and writing come later. The idea is for the students to practice the particular construct until they can use it spontaneously. In this

manner, the lessons are built on static drills in which the students have little or no control on their own output; the teacher is expecting a particular response and not providing that will result in a student receiving negative feedback. This type of activity, for the foundation of language learning, is in direct opposition with communicative language teaching.

Another possible method to teach vocabulary for students might be done by Total Physical Response. Total Physical Response is a language learning method based on the coordination of speech and action. It was developed by James Asher, a professor of psychology at San Jose State University, California. It is linked to the trace theory of memory, which holds that the more often or intensively a memory connection is traced, the stronger the memory will be. Through TPR vocabulary is learned through association between command and action. It is supported by Larsen-Freeman as quoted from Setiyadi (2000:69) who states that by observing the actions and performing, the students will understand the language they are learning. The meaning of the words can be understood by making association between the utterance they hear and the action they are observing.

Based on the background above, ALM and TPR are applicable to use in teaching vocabulary, but they are different in the way of teaching. ALM emphasizes oral form of language. The teaching of listening comprehension, pronunciation, grammar, and vocabulary are all related to development of oral fluency (Richard and Rodgers 1986:52). While TPR involves physical activities during the teaching learning process, and the students get meaning of vocabulary inductively through association between commanded words and the action.

For these, the writer will conduct a research by having a comparative study between the two methods to see the significance difference of those two methods toward students' vocabulary achievement.

1.2 Formulation of the Problem

Based on the background above, the problems are formulated as follow:

1. Is there any significant difference of students' vocabulary achievement between the students taught through ALM and those taught through TPR?

2. Which one of the two methods is better in teaching vocabulary in helping the students to increase their vocabulary achievement?

1.3 Objectives of the Research

The objectives of the research are as follow:

1. To find out whether there is a significant difference of vocabulary achievement between the students taught through ALM and those taught through TPR.

2. To determine which one of the two methods is better applied in teaching vocabulary in helping the students to increase their vocabulary achievement.

1.4 Uses of the Research

The writer describes the uses of the research as follows:

1.4.1 Theoretically, the results of this research are expected to confirm and clarify the previous theories about teaching vocabulary.

1.4.2 Practically, the results of this research can be used as an alternative consideration in choosing the appropriate method especially in teaching vocabulary.

1.5 Scope of the Research

This research concerns with the implementation of Audio Lingual Method and Total Physical Response method in teaching vocabulary. This research will be conducted at SLTP N 22 Bandar Lampung. The writer will use two experimental classes. The first experimental class will be taught through TPR and the second experimental class will be taught through ALM. One class will be the try out class. The research will be conducted in six meetings with presentation as follows: The first meeting is for tryout test. The second meeting is pre-test. The third, fourth, and fifth meetings are treatments. The last meeting is post-test. The time allocation is 2 x 40 minutes in one meeting. The vocabulary that is taught covers content and function word. The materials are based on the education unit level curriculum (KTSP) for the Junior High School.

1.6 Definition of 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.

- Audio Lingual method is originally introduced to prepare people to master foreign language orally in short time. It emphasizes in oral forms of language dialogues and drill form.

- Total Physical Response is a language learning method based on the coordination of speech and action. It attempts to teach language through physical (motor) activity.