

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Every human being uses language to express his or her thoughts, feelings, sentiments, ideas, and expressions. Languages, in other words, promote cultural transmission, socialization, status, power division, politics, and knowledge. Despite the fact that there are many other communication systems, the human communication system is well-known for its authoritarian, pattern duality, movement, vocal-voluntary nature, and so on. Languages differ in terms of popularity, culture, dictionary, influence, scope, aspects, accents, popularities, extra-linguistic components, standardization, status, and so on.

English has emerged as the fastest-growing language and has achieved commercial language status. Because English is a lingua franca, a language used by native and non-native speakers as their mode of communication, English is spoken worldwide in all fields such as education, healthcare, technology, business, tourism, the entertainment industry, etc<sup>1</sup>.

English gradually attracts Indonesians to use it on a wide range of occasions and provides as a medium of self-expression, and one of them

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<sup>1</sup> Parupally Srinivas Rao, "The Role of English As Global Language," *Research Journal Of English (RJOE)* 4, no. 1 (2021): 66.

is the rapid development of education. In Indonesia, English has been introduced to younger generations from kindergarten to college. The mastery of a foreign language is essential as an introductory language to acquire a science that thrives in another country<sup>2</sup>.

When we utilize a second language, we encounter the world from a slightly different viewpoint and construct the universe with a somewhat different conceptual structure. However, during the first few months of study, some of the educational benefits of learning a foreign language are received unconsciously. A new language's "feel" appears to be a result of the learner's increasing experience with its written and spoken forms, as well as its subtle impacts on the learner's perceptual, aesthetic, and emotional development<sup>3</sup>.

Based on the MBKM curriculum, learning English has the following goals:

- 1) Develop English communication skills by using a range of multi modal texts (oral, written, visual, audiovisual).
- 2) Develop cross-cultural communication competencies to comprehend and appreciate the perspectives, practices, and products of Indonesian and foreign cultures.
- 3) Develop confidence in themselves to express as an independent and responsible individual.

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<sup>2</sup> Gali Alrajafi, "The Use of English in Indonesia: Status and Influence," *SIGEH ELT: Journal of Literature and Linguistics* 1, no. 1 (2021): 1–10.

<sup>3</sup> Geoffrey Broughton et al., *Teaching English as Foreign Language*, 2nd ed., vol. 21 (New York: Routledge, 2003).

4) Develop the critical and creative thinking abilities.

Vocabulary is incredibly important to master in communication since it helps students develop and employ meaningful phrases. The vital organs and flesh are provided by vocabulary. As a result, in order to interact with others, students must expand and improve their vocabulary. Vocabulary is more than just a representation of ideas, but it is also a component of how to enhance language abilities in the target language. The more language students acquire, the more ideas they should have, allowing them to communicate more effectively. It is critical to be fluent in a foreign language. The more words we know, the more likely we are to comprehend or be understood.

A vocabulary evaluation, or assessing a student's grasp of the meaning of a word, is as ancient as the reading exam itself. When it comes to learning appropriate vocabulary that will help them achieve in all areas, vocabulary is considered a reasonable responsibility for foreign language learners. They need a lot of words to strengthen their four talents quickly when children have the self-assurance and only a well-developed language can generate respect. The value of a large vocabulary in a child's literacy development has been thoroughly demonstrated over the past few decades. According to some research, understanding a child's vocabulary can predict subsequent academic achievement<sup>4</sup>.

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<sup>4</sup> P. David Pearson, Elfrieda H. Hiebert, and Michael L. Kamil, "Vocabulary Assessment: What We Know and What We Need to Learn," *Reading Research Quarterly* 42, no. 2 (2007): 282–296.

There are several classroom conditions when learning English, the first is the use of teaching materials. The teaching materials used at SMPN 1 Majasari are based on books published by the Ministry of Education and Culture. The second is the teaching method, the method used in class is the lecturing and discussion method. The third is learning media, SMPN 1 Majasari experiences limitations in using technology due to the lack of facilities in each class. In learning, the English teacher at SMPN 1 Majasari uses media such as pictures, cards and other simple learning media according to the material to be taught.

According to Harmer, teachers must employ suitable media and approaches based on the students' capacity throughout the teaching-learning process, and instruction is crucial in foreign language classrooms because it may give intelligible information to the learner at the proper level<sup>5</sup>.

The widely known TPRS method for teaching foreign languages foregoes textbooks in favor of short, amusing stories illustrated with gestures and dynamic motions. Students and the instructor co-create each tale, which introduces grammatical and lexical topics in context and serves as the framework for speaking, listening, reading, and writing exercises. When compared to early twentieth-century language instruction approaches such as grammar translation, the direct method,

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<sup>5</sup> Jeremy Harmer, "How to Teach English by Jeremy Harmer" (Edinburgh: Pearson Education, 1998), 24.

and the audiolingual method, TPRS looks to be a completely different approach.

TPRS is more similar to traditional language teaching approaches than current proficiency-based instruction. In TPRS, for example, the use of recurrent questioning (a circle of questions) and limited language is reminiscent of the Audiolingual Method. Similarly, the Direct Method is strongly tied to dependence on question-and-answer exchanges for listening and speaking practice, as well as inductive grammar education. Finally, with TPRS, guiding words and reading selections are used in a manner similar to the grammar translation approach.

Based on the idea mentioned above, the researcher proposes to undertake the research titled **“The Effectiveness of Teaching Proficiency Through Reading and Storytelling (TPRS) for Improving Students’ Vocabulary Skills”**.

## **B. Identification of Problem**

Based on background of the study, the researcher found a problem:

1. The lack of students’ vocabulary

According to observation carried out at SMPN 1 Majasari against the English teacher of 7<sup>th</sup> grade, 70% students struggle with vocabulary. In 2022, 7<sup>th</sup> grade will be the first class to enter SMPN 1 Majasari after direct learning was implemented after the Covid-19

pandemic was over. Because they have been in elementary school during a pandemic for 2 years and online learning has been implemented, students do not receive optimal English language learning, this affects students' abilities regarding English vocabulary. This is being a concern for English teachers at SMPN 1 Majasari, how they work hard to teach students with limited vocabulary that should have been obtained in elementary school. The pandemic's influence and English was abolished in elementary schools made students have lack of vocabulary. Researcher will use the TPRS method in teaching and learning process with the aim improving students' vocabulary skills.

### **C. Limitation of Problem**

The focus of this research is concern in examining the effectiveness of Teaching Proficiency through Reading and Storytelling (TPRS) for improving students' vocabulary skills in grade 7 of SMPN 1 Majasari.

### **D. Research Questions**

The problem with this statement can be found as follows, depending on the background research above :

1. How is students' vocabulary skills utilizing TPRS method?
2. How is the response of students using the TPRS method?

## **E. Objectives of the Problem**

Based on the research questions above, the purpose of this research is as follows:

1. To find out the significance of the TPRS method in improving students' vocabulary.
2. To find out students' responses to the TPRS method.

## **F. Significance of the Study**

The author expects that the thesis will be useful to:

1. The teachers

The study's findings will help teachers enhance their vocabulary instruction and will be a valuable technique.

2. The students

Employing an appropriate method of teaching will be more useful and interesting, allowing pupils to quickly memorize the material.

3. The researcher

The researcher will obtain sufficient indirect knowledge and new experience to encourage the growth of positive motivation toward the researchers' attitudes.

## **G. Organization of Writing**

This writing is divided into five chapters :

**The first chapter** discusses about introduction that consist of background of study, identification of problem, limitation of the problem,

research questions, objective of the research, significance of study, and organization of writing.

**The second chapter** about literature review that consist of theoretical studies, previous studies, theoretical framework, and hypothesis.

**The third chapter** describes about methodology of research consist of place and time of the research, research design, population and sample, research variable, instrument and data collecting technique, and data analysis.

**The fourth chapter** discusses the research findings and their implications. All data analysis results are displayed in the findings. In this chapter, the research questions are solved with the answers. The researcher discusses the findings in order to make it comprehensible for the readers.

**The fifth chapter** provides a conclusion and suggestion. This chapter explains some conclusions and suggests solutions to obstacles. A bibliography is also included at the end of the research.

