

CHAPTER I

INTRODUCTION

A. Background of The Study

Vocabulary is one of the English components that needs to be mastered by the learners. People use vocabulary to express their opinions, ideas, and feelings and without sufficient vocabulary students cannot understand others or express their own ideas. When student has a lot of vocabulary, they could express their opinions, ideas, and feelings effectively. In the context of learning foreign language, vocabulary means a basic knowledge and useful material in the form of words which are always used by learners in learning a certain language. With a limited vocabulary has a limited understanding in terms of listening, reading, speaking, and writing. Therefore, vocabulary mastery must be the first priority in English teaching and learning.

Teaching vocabulary to young learners is important because have characteristics that can make them easier to learn new word. Based on Cameron, building up a useful vocabulary is central to the learning of a foreign language at primary level.¹ Although they have those special characteristics, they need a teacher as a facilitator that can motivate the in

¹ Lynne Cammeron, *Teaching Language to Young Learners* (New York: Cambridge University Press, 2001), 37.

learning vocabulary. Their different characteristics become the main consideration in treating them differently as the teaching subject. It causes that children should require special treatment to explore their skills especially in increasing their vocabulary mastery. Children seem less able to give selective and prolonged attention to features of learning tasks than adults, and are more easily diverted and distracted by other pupils.² Based on that statement, the writer can argue that English for children have to get more attention from the teacher. Furthermore, they need suitable formulas and to achieve the desired success, then the teacher must understand how to teach them as well as their mental and physical development.

However, the main problem faced by many students is the lack of interest in student learning, the lack of support from the parents and the surroundings, they cannot master varieties of vocabularies that influence their English skill. As a teacher, it is necessary to find new teaching technique to overcome the problems and not to forget to motivate the students so that students have a passion for learning. The cause of the teaching vocabulary problem that teachers actually encounter. The English teacher is suggested to be more active and the lesson to be more interesting, as Jeremy Harmer suggested that English teacher should make their lessons

² Cammeron, *Teaching Language to Young Learner*, 15.

interesting so the students do not fall asleep in them.³ Through the interesting lesson, students will be able to understand the lesson and they can increase their motivation to learn vocabulary. The use of appropriate teaching methods can improve the results of teaching and learning in the classroom for the better.

Method includes various procedures and techniques as part of their standard fare. Then, applying Singing Total Physical Response (TPR) will alternatively motivate them to be ready to study English of higher level of education.

Singing activities has long been part of human life. It can be do by whoever and anywhere no exception young children. TPR in which language and body movement are synchronized through action response and the use of imperative. So, Singing Total physical response (TPR) is a teaching strategy that uses the imperative form to teach vocabulary for beginning student. The student sing a song attentively and responds physically to command given by the teacher.

In this case, when the teacher taught vocabulary by listening a song the students excited, fun and enjoyed learning process. But, the students only sang the rhythm and did not understand what they were singing. Singing

³ Jeremy Harmer, *How To Teach English: An Introduction To The Practice Of English Language Teaching* (Harlow: Pearson Education Limited,2007),1.

TPR is one the methods that have determine the effectiveness in vocabulary acquisition.

The researcher uses Singing TPR to determine young learners effectiveness in vocabulary acquisition in early childhood students because TPR is one of the popular methods for teaching the young learners and usually sing a song is great interest to children in the learning process. Therefore, the researcher chooses Singing TPR in early childhood as the learning method to determine the effectiveness in vocabulary acquisition.

B. Statements of the Problem

The problem of this study can be stated as follows:

1. How Singing be applied with Total Physical Response (TPR) for enhancing Early Childhood Students' vocabulary mastery?
2. What are the advantages and disadvantages of using Singing Total Physical Response (TPR) for enhancing Early Childhood Students' vocabulary mastery?

C. The Aims of the study

The aims of this study are as follows.

1. To observe how the Singing be applied with Total Physical Response (TPR) for enhancing Early Childhood Students' vocabulary mastery?

2. To identify the advantages and disadvantages of using Singing Total Physical Response (TPR) for enhancing Early Childhood Students' vocabulary mastery?

D. Significance Research

Theoretically

young learners learn differently from older learners. They easily get bored, loose interest after ten minutes or so.⁴ Then, applying Singing Total Physical Response (TPR) will alternatively motivate them to be ready to study English of higher level of education.

Singing activities has long been part of human life. It can be do by whoever and anywhere no exception young children. While TPR is a method which is built around the coordination of speech and action, in other words, it is to teach language through activity.⁵

Practically

1. For learners

The result of this study might help the students to improve their english vocabulary by using singing total physical response.

⁴ Harmer, *The Practice Of English Language Teaching*, 38.

⁵ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, First Edition (New York: Cambridge University Press, 1986), 87.

2. For english teachers

The english teacher can use Singing TPR as a technique in teaching learning process of vocabulary in order to motivate the students, and make teaching and learning process easier, fun, enjoyable.

3. For researcher

This study also can be a starting point to develop the teaching method which applies in the school.

4. For the readers

The researcher will get the advantages by having the knowledge to improve young learners english vocabulary by using Singing TPR.

E. Clarification of the Term

It is important for the researcher to make clear the terms used in this paper as this followings:

1. Vocabulary mastery

Accodring to Richard Nordquist, vocabulary mastery is the process of learning the words of a language.⁶ The ways in which young children acquire the vocabulary of a native language differ from the ways in which older children and adults acquire the vocabulary of a second language.

⁶ Richard Nordquist, "Vocabulary Acquisition", *ThoughtCo.*, 29 July 2019, <http://www.thoughtco.com>.

2. Singing Total Physical Response (TPR)

Singing Total physical response (TPR) is a teaching strategy that uses the imperative form to teach vocabulary for beginning student. The student sing a song attentively and responds physically to command given by the teacher.

F. Writing Organization

In this study will be divided into five chapter. Each of them can be explained as follows.

Chapter I is the Introduction. This chapter consists of background of the study, statement of the problem, the aims of the study, Significance research, clarification of the term, and Writing Organization.

Chapter II is Theoretical Foundation. This Chapter review of Young Learners, General Concept of Vocabulary and Singing Total Physical Response (TPR).

Chapter III is Method of the Research. This Chapter consists Research Design, Location and Time, Subject of the Study, Data collection Technique, Data Analysis Technique, and Research Procedure.

Chapter IV deals Result and Discussion. It consists of Data Description and Data Analysis of the research

Chapter V contains the conclusion and suggestion.