

CHAPTER I

INTRODUCTION

In this chapter the writer describes about research background, research questions, research purposes, research significances, limitation of the research and terminology.

A. Research Background

English is an international language that is studied in various countries, especially in Indonesia. This international language was studied as a foreign language. Because English is very important, it make so many people are interested to learning and mastering it. Therefore, in the learning process English has four skill that must be mastered, namely, reading, speaking, listening, and writing. The learning process carried out by English teacher includes various subjects one of them is English. It was really difficult to understand by the students at the classroom. Based on pre-observation at the school the writer interview with several students. They said that English lessons are stressful and hard, so that they became uncomfortable in learning.

For the beginners, vocabulary was the first thing would be taught because without enough vocabulary someone will nothing to leran. And also vocabulary was the main component in learned English, because since the early stages of learning English is mastery of vocabulary becomes a reference

for continuing to the next level. Known as the initial stage that is learned before master other skills. For the writer describe directly how to improve students' vocabulary mastery, especially at eight grade in SMP Joseph Khatulistiwa.

The students mastery of English vocabulary can be measured through the students' capability in using them in writing or speaking. They know about vocabulary when the students was capable to write and use them correctly. Immediately the students could not down the words when they listened, they know meaning of them indicated by using correctly in writing.

Knowing the mean is understanding how the words are put in different contexts and use differently. For example. *Good morning*. The students not only know that translation is *selamat pagi*. But the students can great the someone at morning. How to pronounce could be understood from to pronouncing the words was correctly. Students can distinguish the slightly different words such as *eat* and *it*. How to spell means that the students are able to spell the words. It will can difficult thing when the words are similar to the others. For examples, *desert* and *dessert*. And how to use the words is an ability to use or to apply the words either in speaking and writing. For example the students say *close the book*, or *close the window*. In this case, the students already know understood how to used the word in different contexts.

The writer found the students are poor in vocabulary mastery. It caused by some factors including pronunciation, lack of language practice, and most of students do not actively involved in the learning process, only a

small number of the students are glad or happy to learned vocabulary at the classroom. And also the students only memorize the vocabulary the students are not willing to do so as memorizing the words in such way was difficult. The students would not know how to pronounce, how to spelled, and how to used the words. They might know the meaning, but actually they only know translation of particular words.

The students are busy with their friend and the other students just keep silent. When teacher asked questions, they answered just guessed and some are silent. The other problems are many students have less vocabulary, as a result they do not know the meaning of sentences.

In this research, the writer used the Tota Physical Response as a method to improve students' vocabulary mastery. Where the Total Physical Response method is one of the teaching methods that has been used by experts in language learning, this method is also aimed at eight grade in SMP Joseph Khatulistiwa to improve students' vocabulary mastery. Due to the Total Physical Response method, it could be used to introduce new vocabulary and it refer to the way to explain or combine commands, and support the vocabulary that has been introduced.

The target after applied Total Physical Response method to the students of eight grade in SMP Joseph Khatulistiwa is the students can learn vocabulary more easily and motivate them in learning English vocabulary, because students practice directly using target language in the real contexts.

Thus the students could develop vocabulary storage in a short time. In addition, the Total Physical Response method also helps students to expand their linguistic input when they used body movements, or they can find own way in creating physical activity to new words they know. And last Total Physical Response method could attract their attention in the teaching and learning process. So, this method enhanced the students to improve their vocabulary mastery independently, the student could learn new word by themselves after guided for the first.

Based on the explanation above the writer would like to conduct a research entitled “Improving Students’ Vocabulary Mastery Through Total Physical Response Method At Eight Grade In SMP Joseph Khatulistiwa.”

B. Research Questions

Based on the identification of the problem above, the writer formulated some research questions as follows:

1. How is the improvement of students’ participation through Total Physical Response method at eight grade in SMP Joseph Khatulistiwa?
2. How is the improvement of students’ vocabulary mastery through Total Physical Response method at eight grade in SMP Joseph Khatulistiwa?

C. Research Purposes

Based on the research questions above, the research purposes of this research are as follows:

1. To describe the improvement of students' participation through Total Physical Response method at eight grade in SMP Joseph Khatulistiwa.
2. To determine the improvement of students' vocabulary mastery through Total Physical Response method at eight grade in SMP Joseph Khatulistiwa.

D. Research Significances

The results of this research activities are expected to provide good benefits practical.

1. For Student

The results of this research are expected to improve students' interest in learning the process of mastering vocabulary. As well as provide new learning methods for the students, so that it is hoped that the students' learning process could take place well.

2. For Teacher

The results of this research are expected to provide new knowledge for teacher, to find out how to improve vocabulary mastery through the Total Physical Response method. And the teacher could also be expected to be able to develop the use of the Total Physical Response method to improve vocabulary mastery.

3. For SMP Joseph Khatulistiwa

The results of this research are expected to provide an overview to the school about the process of improving vocabulary mastery learning through the Total Physical Response method. And it is hoped that the school is very plays an important role in supporting this research, so that could help the school's success to found new methods for the teaching and learning process at SMP Joseph Khatulistiwa.

4. For STKIP Persada Khatulistiwa

The results of this research are could provided ideas and suggestions both in the field of research and gudiance for other students who will carry out the same research. And this research is expected to be an additional source of knowledge for the library at STKIP Persada Khatulistiwa.

E. Limitation of the Research

Based on the research background, identification of the problem on research purpose. Therefore, the writer limit to this research is Total Physical Response method could improve students' vocabulary mastery or not, at eight grade in SMP Joseph Khatulistiwa, especially noun and action verb.

F. Terminology

As for the clarification to avoid ambiguity, namely some foreign meanings or terms in this study needs to be defined:

1. Total Physical Response

Total Physical Response is a method that is applied through physical movement (motor) activity, or more to body language to provide instructions in teaching and learning activities.

2. Vocabulary Mastery

Vocabulary is a part of language component and list of words that have been used by the people to communicate with the others. The term of mastery is not restricted to simply recognize the meaning of or certain words.

3. SMP Joseph Khatulistiwa

SMP Joseph Khatulistiwa is a private school located in Desa Sungai Ukoi, Kecamatan Sungai Tebelian, Kabupaten Sintang, Provinsi Kalimantan Barat. The subject of the research are the students of the eight grade.