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AN ANALISYS OF APPLICATION TOTAL PHYSICAL RESPONSE (TPR) BY USING DEMONSTRATIVE SONGS AS A METHOD OF TEACHING TO ENRICH ENGLISH VOCABULARY AT THE FIRST GRADE STUDENTS OF MTs MA'ARIF CIKEDUNG

A THESIS

Submitted to English Education Department of *Syekh Nurjati* State Institute for
Islamic Studies in Partial Fulfillment of the Requirements for an Islamic Scholar
Degree in English Education (S. Pd. I)



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2012**



ABSTRACT

Leny Sri Wahyuni: AN ANALYSIS OF APPLICATION TOTAL PHYSICAL RESPONSE (TPR) BY USING DEMONSTRATIVE SONGS AS A METHOD OF TEACHING TO ENRICH ENGLISH VOCABULARY AT THE FIRST GRADE STUDENTS OF *MTs MA'ARIF CIKEDUNG*.

"Babies don't learn by memorizing lists; why should children or adults?" To be able to learn English language as second language, we can apply learning system of baby in learning their mother tongue (first language). In same line with Harrell and Jordan (2004: 65), TPR is an approach to second language acquisition based on first language acquisition research. In first language acquisition, children listen and acquire receive language before attempt to speak, they develop understanding through moving their bodies, and they are not forced to speak until they are ready.

In the fact, students still difficult in remembering of vocabulary, because of this problem are the students' lack in English vocabulary. It is known that vocabulary is very important in learning language, especially English. It means that is needed serious process in teaching and learning English vocabulary. For this reason, teacher should pay more attention to teach vocabulary. Vocabulary should not rely on the spoken words only; teacher should tries to give as clearly as possible the explanation of the meaning of the words being taught by showing picture, dramatizing, demonstrating, illustrating, paraphrasing, or giving the similarity with their native language.

The aims of the research are to know the students' difficulty in remembering of vocabulary, to know the students are able in enriching of English vocabulary, to know TPR by using demonstrative songs becomes an effective method of teaching to enrich English vocabulary.

The approach of the research in this thesis taken by the writer is a qualitative approach. The type of qualitative research the writer had chosen basic interpretative studies.

The result of this research showed that the application of TPR method is very effective and assist in course of students' understanding, because it can stimulate physical censor of student to active movement, so that they do not feel bored in studying English who had hard assumed. Using of demonstrative songs in enriching of vocabulary is good, because more interactive so that students can sing at the same time learn and they can apply it anywhere and anytime. The application of TPR by using demonstrative songs as an effective method to enrich English vocabulary, it is proved the students are interested and enthusiast when the teacher uses this method to enrich their vocabulary. So, the teacher is suggested to use this method in teaching learning process, especially in vocabulary learning.



PREFACE

In the name of Allah SWT, the Most gracious, the Most merciful. All praises and thankfulness be given to Allah. Because of His affection, the writer eventually has been able to finish this thesis. May invocation and safety always be given to the prophet Muhammad SAW (peace be upon him) his family, his colleagues, and his followers up to the end of the world.

This thesis is entitled in **“An Analysis of Application Total Physical Response (TPR) by Using Demonstrative Songs as a Method of Teaching to Enrich English Vocabulary at the First Grade Students of MTs Ma’arif Cikedung”**, presented to the English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies in partial fulfillment of the requirements for the degree of the Islamic scholar in English Education (S.Pd.I).

In writing this thesis, there are a lot people who have participated, supported, helped, and advised. So in this opportunity, the writer would like to convey his sencere gratitude to:

1. Prof. DR. H. Maksum Mochtar, MA, the Rector of *Syekh Nurjati* State Institute for Islamic Studies;
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3. DR. Hj. Huriyah Saleh, M. Pd, Chairwoman of the English Education Department of *Syekh Nurjati* State Institute for Islamic Studies and the first supervisor;



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7. The lecturers and the staff of *Syekh Nurjati* State Institute for Islamic Studies;
8. *MAHAPEKA UKM Syekh Nurjati* State Institute for Islamic Studies gave me many lessons, many experiences and many more;
9. All friends that cannot be mentioned one by one for their motivation.

The writer realizes that his thesis is still far from being perfect and of course there are many mistakes both in the arrangement and in the content. Accordingly, any comment and suggestion given by the readers would be gladly welcome.

Hopefully, this thesis will be useful for the readers especially, for the writer herself and also for the students of *Syekh Nurjati* State Institute for Islamic Studies as a reference in general.

Cirebon, July 2012

The Writer



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

"Babies don't learn by memorizing lists; why should children or adults?" The secret is a unique "conversation" between the parent and the baby. For example, the first conversation is a parent saying, "Look at Daddy. Look at Daddy." The baby's face turns in the direction of the voice and daddy exclaims, "She's looking at me! She's looking at me!" According to Dr. Asher calls this "a language-body conversation" because the parent speaks and the baby answers with a physical response such as looking, smiling, laughing, turning, walking, reaching, grasping, holding, sitting, running, and so forth.

Notice that these "conversations" continue for many months before the child utters anything more intelligible than "Mommy" or "Daddy." Although the baby is not yet speaking, the child is imprinting a linguistic map of how the language works. Silently, the child is internalizing the patterns and sounds of the target language.

When the child has decoded enough of the target language, speaking appears spontaneously. The baby's speech will not be perfect, but gradually, the child's utterances will approximate more and more that of a native speaker.



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Freeman (2000:107) explains that a baby spends many months listening to the people around it long before it ever says a word. The child has the time to try to make sense out of the sounds it hears. No one tells the baby that it must speak. The child chooses to speak when it is ready to do so.

Like statement Freeman above, to be able to learn English language as second Language, we can apply learning system of baby in learning their mother tongue, because language learning is needed intensive time. According to Brown (2000:1), learning a second language is a long and complex undertaken. Your whole person is affected as you struggle to reach beyond the confines thinking; feeling and acting. Total commitment, total involvement, a total physical, intellectual, and emotional response, they are necessary to successfully send and receive messages in a second language.

Asher explains about mastering of children Language. Asher presented three study hypothesizes, they are:

1. The bio-program

Asher's Total Physical Response is a "Natural Method" in as much as Asher sees first and second language learning as parallel processes. Second language teaching and learning should reflect the naturalistic processes of first language learning. Asher sees three processes as central. First, Children develop listening competence before they develop the ability to speak. At the early stages of first language acquisition they can understand complex utterances that they

cannot spontaneously produce or imitate. Asher speculates that during this period of listening, the learner may be making a mental "blueprint" of the language that will make it possible to produce spoken language later. Second, children's ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands. Third, once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it. As writer noted earlier, these principles are held by proponents of a number of other method proposals and are referred to collectively as a Comprehension Approach.

Parallel to the processes of first language learning, the foreign language learner should first internalize a "cognitive map" of the target language through listening exercises. Listening should be accompanied by physical movement. Speech and other productive skills should come later. The speech-production mechanisms will begin to function spontaneously when the basic foundations of language are established through listening training. Asher bases these assumptions on his belief in the existence in the human brain of a bio-program for language, which defines an optimal order for first and second language learning.

A reasonable hypothesis is that the brain and nervous system are biologically programmed to acquire language in a particular sequence and in a particular mode. The sequence is listening before speaking and the mode is to synchronize language with the individual's body.



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2. Brain lateralization

Asher sees Total Physical Response as directed to right-brain learning, whereas most second language teaching methods are directed to left-brain learning. Asher refers to neurological studies of the brains of cats and studies of an epileptic boy whose corpus callosum was surgically divided. Asher interprets these as demonstrating that the brain is divided into parts according to function, with language activities centralized in the right brain. Asher holds that the child language learner acquires language through motor movement - a right - part activity. Right brain activities must occur before the left brain can process language for production. Similarly, the adult should proceed to language mastery through right brain motor activities, while the left brain watches and learns. When a sufficient amount of right brain learning has taken place, the left brain will be triggered to produce language and to initiate other, more abstract language processes.

3. Reduction of stress

An important condition for successful language learning is the absence of stress. First language acquisition takes place in a stress-free environment, according to Asher, whereas the adult language learning environment often causes considerable stress and anxiety. The key to stress-free learning is to tap into the natural bio-program for language development and thus to recapture the relaxed and pleasurable experiences that accompany first language learning. By

focusing on meaning interpreted through movement, rather than on language forms studied in the abstract, the learner is said to be liberated from self-conscious and stressful situations and is able to devote full energy to learning.

Brown (2000:50) describes some myths about relationship between first and second language in teaching method:

1. In language teaching, we must practice and practice, again and again, just watch a small child learning his mother tongue. He repeats things over and over again. During the language learning stage he practices all the time. This is what we must also do when we learn a foreign language.
2. Language learning is mainly a matter of imitation, you must be a mimic. Just like a small child. He imitates everything.
3. First, we practice the separate sounds, then words, then sentences that is the natural orders and is therefore right for learning a foreign language.
4. Watch a small child's speech development. First he listens then he speaks. Understanding always precedes speaking. Therefore, this must be the right order of presenting the skills in a foreign language
5. A small child listens and speaks and no one would dream of making him read or write. Reading and writing are advanced stages of language development. The natural order for first and second language learning is listening, speaking, reading and writing.
6. You did not have to translate when you were small. If you were able to learn your own language without translation. You should be able to learn a foreign language in the same way.
7. A small child simply uses language. He does not learn formal grammar. You don't tell him about verbs and nouns. Yet he learns the language perfectly. It is equally unnecessary to use grammatical conceptualization in teaching a foreign language.

Language represent determinant key go to efficacy and have central role, especially in intellectual growth, social, and is emotional of someone and in studying all study area. Language expected can assist someone in this case which I discuss is educative participant (students or learners) to recognize their self, their cultural and others culture, telling of feeling and idea, participating in society using the language, finding and also use analytical abilities and imaginative in self.





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The existence of language in the world plays a very important role for all activities of the life of human beings all over the world. It is the only instrument being used by us to communicate. Without the existence of language we will not be able to communicate with the other.

Language as a means of communication plays very significant part in social relationship among human beings. English as one of the international languages is very important since it requires as a bridge of communication. In Indonesia, English is one of the compulsory subjects which are taught in Junior High School, Senior High School and University as the first foreign language. In addition, it is taught in Elementary School and some Kindergartens.

Existence of language in the world used as an instrument of communication automatically consists of listening, speaking, reading and writing. The four skills of languages are supposed to be the unity in which it is related to one another. However, from the four skills of language, one language skill which is very dominant is speaking. People from getting up until coming back to bed even in a sleep (dream) they absolutely speak. In short, the daily activities of people cannot be separated from speaking.

Boey (1975:1), as human being, we all learn to speak at least one language (the language which we hear as we grow up) unless we are abnormal. Because of this common ability, we tend to take this precious possession of language very much for granted. Language is used for communication, and it is made up of sounds.



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According Hadfield and Hadfield (2008:4) say that people may be learning English because of some external reason or extrinsic motivation: for their career or for their study, in which case they may have an examination to pass. Other learners may be learning English for pleasure, for socializing and conversation, or simply out of interest in English – speaking country and culture. These students, whose motivation comes from within them, have an intrinsic motivation. Some students may not be motivated, but be learning English because they have to. Students will have different needs and wants depending on their reason for learning English. Some way want a focus on grammar and exam practice, while others are more likely to be interested in vocabulary and conversation than exam skills.

Hadfield and Hadfield (2008:4) explain that another important learner's difference to take into account is learning style. Different people rely on different senses to help their language learning. You may have a / an:

- Auditory learning style: learning best when using listening stimuli such as spoken language, music, or sounds
- Visual learning style: learning best when using visual material such as picture, diagrams, or writing
- Kinesthetic learning style: learning best when using movement.

Style of language learning is also dependent on personality. Learners can be extrovert or introvert: sociable or shy. The more extrovert learners will enjoy speaking activities, and the more introvert ones will be more comfortable working on their own with a quiet activity like reading. They may be impulsive risk takers, willing to try out new language immediately, or more cautious, reflective types who need time to feel confident with new language before using it. They may prefer to 'absorb' the language. Picking it up subconsciously by listening and reading, or they may prefer more conscious analysis of the grammar.

Traditional education is based towards a visual or auditory learning style, but there are lots of activities you can do. Modern English language teaching (ELT) is mixed all style in one method. Because, most Indonesian learners also meet difficulties in learning English since their native language is quite different from English. Learning a foreign language which is quite different from native language is very difficult for Indonesian learners. Consequently, the learners should have a great motivation. They should be serious in learning English because learning language actually needs a total physical, intellectual, and emotional response.

There are some kinds of method which commonly use a instructor or teacher in improving ability learn educative participant of like GTM (Grammar-Translation Method), CLT (Communicative Language Teaching) method, CLL (Community Language Learning) method, TPR (Total Physical Response) method, the silent way, disuggestopedia, the audio-lingual method, the direct method, etc. writer wish to introduce one of the method namely method of TPR as one of the presentation technique in instruction especially in study of foreign language, that goodness of English.

In teaching a foreign language, a teacher should have an objective. The common objective of teaching a foreign language is to make learners to be able to communicate by using the target language orally and written form. In this study, the writer will focus on teaching English vocabulary considering that vocabulary constitutes the knowledge of meaning which is one of the components of language. Studying a language cannot be separated from studying vocabulary. It is very essential to improve the four language skills that are very useful in conducting communication and studying other language. By learning vocabulary first, learners will be able to communicate in English. We need vocabulary because in learning language we need the words in skills of language, such as speaking, listening, reading, and writing. So, vocabulary is important in language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing. But without vocabulary, language never increases because there are no words.



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In the fact, students still difficult in remembering the vocabulary, because of this problem is the students' lack in English vocabulary. It is known that vocabulary is very important in learning language, especially English. It means that is needs the serious process of teaching, learning and understanding in English vocabulary more seriously. For this reason, teacher should pay more attention to the teaching vocabulary. Vocabulary should not rely on the spoken words only; teacher should try to give as clearly as possible the explanation of the meaning of the words being taught by showing picture, dramatizing/demonstration, illustrating, paraphrasing, or giving the similarity with their native language. It is becoming the reason in writing thesis entitled in "An Analysis of Application Total Physical Response (TPR) by Using Demonstrative Songs as a Method of Teaching to Enrich English Vocabulary at the First Grade Students of *MTs Ma'arif Cikedung*."

B. The Identification of the Problem

The problem in this research is divided into the following sections:

1. The Research Area

The research area of this thesis is method of teaching.

2. The Kinds of The Problem

- a. The students' difficulty in remembering of vocabulary.
- b. The students' lack in English vocabulary.
- c. The students less motivation to learn English vocabulary.



3. The Main Problem

The main problem of this thesis is difficulties of the students to enrich English vocabulary.

C. The Limitation of the Problem

In this research the writer has decided to limit the problem, it is the application Total Physical Response (TPR) by using demonstrative songs as a method of teaching to enrich English vocabulary.

D. The Questions of the Research

The questions of the research in writing this thesis are as follows:

1. What is the students' difficulty in remembering of vocabulary?
2. How are the students able in enriching of English vocabulary?
3. What can Total Physical Response (TPR) by using demonstrative songs becomes an effective method of teaching to enrich English vocabulary?

E. The Aims of The Research

The aims of the research that will be obtained are as follows:

1. To know the students' difficulty in remembering of vocabulary.
2. To know the students are able in enriching of English vocabulary.



3. To know Total Physical Response (TPR) by using demonstrative songs becomes an effective method of teaching to enrich English vocabulary.

F. The Usefulness of the Research

The research product is hoped to be able to increase developing of teaching method in language learning, especially vocabulary and the application TPR method by using demonstrative songs is able to be one of strategies to enrich students' English vocabulary.



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