

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Kimble and Garnezy in Brown (2000: 7) explained that teaching may be defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge causing to know or understand”. The researcher thinks back to her scholl days at SMP *Negeri 1 Karangkancana Kuningan*. When the teacher taught English just by remember the vocabulary and it encourasges the students not to think but just to remember. In the fact, students still difficult in remembering the vocabulary, and it is the cause of the students’ lack in learning English.

Parallel to the problem above, the researcher observed to SMP *Negeri 1 Karangkancana Kuningan* and share with the English teacher on Friday, 3 May 2013. The English teacher recognized that the students at SMPN 1 Karangkancana Kuningan still difficult in remembering the vocabulary occasion the students do not understand when the teacher taught material by using target language. The teacher should use the method which can make the students enlarge their vocabulary. In this research, the writer will focus on teaching English vocabulary considering that vocabulary constitutes the knowledge of meaning which is one of the components of language.

According to Lindsay and Paul Knight (2006: 3) the teacher’s job is to help learners learn. This relates both to the formal classroom process and learning outside the classroom. In teaching English as 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 teaching and learning process, there are so many kinds of second language or foreign language teaching methods, such as Grammar Translation Method (GTM), Direct Method, Audiolingual Method, Communicative Language Teaching (CLT), the Silent Way, Community Language Learning (CLL), Total Physical Response (TPR) and etc. The author wish to introduce one of the method namely the method of Total Physical Response which developed by James J. Asher as a strategy for learning English as second languages especially in acquire the second / foreign language.

According to Kennedy (2000:14) TPR is successful when used as the core strategy of a course or as a strong supplement. Children and adults are highly motivated by TPR because of the continual and fast moving action, the high rate of success and the low level of stress involved. Besides that, teacher report enjoying TPR as much as their students. They are becoming the reason in writing thesis entitled in “An Analysis of the The Application of Total Physical Response Story telling (TPRS) as a Method of Teaching to enlarge vocabulary at the first grade students of SMP Negeri 1 Karangkancana Kuningan”.

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 research is Method of Teaching.

2. The Kinds of the Problem

This research entitled “ An analysis of the application of Total Physical Response Story telling (TPRS) to enlarge English vocabulary at the first grade students of SMP Negeri 1 Karangkancana Kuningan”. This research focuses on the method of teaching especially TPRS method to enlarge English vocabulary. The field of this research is method of

teaching. From the background of the problem above, the researcher finds out the problems to be recognized in this research, they are:

- a. The children are often boring with the method of teaching stories
- b. The Application of Total Physical Response to enlarge English vocabulary

3. The main Problem

The main problem of this research is the method of teaching in teaching and learning process must be important thing in order to graduate competence standard can achieved with satisfy result.

C. The Limitation of the Problem

In this research the author has decided to limit the problem, it is the application of Total Physical Response Story telling (TPRS) as a method of teaching to enlarge English vocabulary.

D. The Questions of the Research

Based on the statements mentioned in the background of problem above, some questions which become the formulation of problem occur as follows :

1. How is the application of Total Physical Response Story telling (TPRS) at the first grade students of SMP Negeri 1 Karangkancana Kuningan?
2. What are the strengths and the weaknesses of the application of Total Physical Response Story telling (TPRS)?
3. What are the teacher's effort to ward off the difficulties in using the application of Total Physical Response Story telling (TPRS) as a method of teaching to enlarge English vocabulary?

E. The Aims of the Research

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

1. To find out the data of the application of Total Physical Response Story telling (TPRS) at the first grade students of SMP Negeri 1 Karangkancana Kuningan.
2. To find out the data of the strengths and the weaknesses of the application of Total Physical Response Story telling (TPRS).

3. To find out the data of the teacher's effort to ward off the difficulties in using the application of Total Physical Response Story telling (TPRS) as a method of teaching to enlarge English vocabulary.

F. The Usefulness of the Research

1. For Researcher

This study can add the researcher's experience and knowledge about The application of Total Physical Response Story telling (TPRS). This study also hoped can be used by the reader or other researchers as reference.

2. For Instance

This study can add the reference in the instance about the method of teaching, exactly The application of Total Physical response Story telling.

3. For Citizen

This study can add the citizen's knowledge about method of teaching, exactly the application of Total Physical response Story telling (TPRS).

