

CHAPTER I

INTRODUCTION

1.1. Background

The ability to communicate in English is crucial in our generation. English education should begin as soon as possible. The TPR (Total Physical Responses) method is one way to create English learning habits. The TPR approach is effective for teaching English vocabulary, particularly to primary school kids. TPR is a language teaching approach that was created by Asher, a former psychology professor at San José State University (Shi, 2018). It can help them to memorize vocabulary.

The TPR approach is used to teach students vocabulary skills in order for them to acquire a foreign or second language. According to (Putri, 2016) Most elementary schools provide students with English materials to help them learn English as an international language is an example of a foreign or second language. It means that English should be taught at a young age in order to prepare the skills of the next generation for the era of globalization. Several studies have shown that early foreign language learning is crucial. In terms of acquiring a foreign language, children are more self-sufficient than adults. Learning a foreign language is important, but the age at which you begin learning a foreign or second language has an impact (Er, 2013). The TPR technique of teaching English should be appropriate for the characteristics of

the students. The teaching of English to children has received special attention. Children begin learning simple phrases when learning a language. Children, in general, acquire abstract laws of language from which they listen, as well as terms they have never heard before. In addition the Children, particularly those aged 8 to 10, are proficient in using their mother tongue. They are aware of the fundamental linguistic laws of their native tongue in this regard. At these years, children may absorb abstracts and symbols, generalize language, and organize it (Widodo, 2005).

The TPR technique of teaching English is frequently used to assist students in their learning process. Because many children enjoy learning by utilizing their physical appearance, the TPR approach may instantly capture student attention. That is why TPR may readily attract children's interest since it incorporates their physical appearance, which is enjoyable for them, particularly primary school students. Young learners have short attention spans and lots of physical activity. Furthermore, children are extremely connected to their environment and are more engaged in the actual and concrete (Kang Shin, 2006).

Students like learning English through media such as films and music as well as their physical appearance. Essentially, young learners want to learn anything in an entertaining way so that they do not become bored while studying. Music can particularly be a powerful source of language learning both in and outside the classroom (Akbar et al., 2018). They discovered that

music had an effect on people's memories. They conclude that employing music as a medium for teaching can help students memorize the subject.

Other than utilizing music as a medium, there are other ways to indicate pleasurable learning for the young learner. It may also employ some fun games or tools to assist kids in the learning process. Games are used to help young learners learn new languages. They make lessons enjoyable and maintain effort and enthusiasm. Furthermore, including physical motions into games will keep young learners engaged and stimulated. When young students attend lessons for an extended amount of time, they frequently become frustrated and bored, therefore including physical exercises every now and then will ensure their engagement (Bakhsh, 2016).

According to (Sehan, 2018) Most young learners' teachers communicate stories using comics or a sequence of drawings. This is advantageous because the picture series assists students in visualizing the chronology of the tale being conveyed. The young students can even recount the story using only the graphics and not the words. It can also assist young learners in learning English by encouraging them to narrate the story behind the picture they have. These instructional strategies can assist students in expressing their thoughts and feelings while they are studying.

Teaching English to young learners should be pleasant so that they can readily comprehend the information. Choosing an effective approach to inspire students to study English is essential. Students should look, listen, and act using

the TPR approach. The TPR approach can assist students in enhancing their listening and speaking abilities and vocabulary knowledge. Those researchers have done so much to assist young English learners in learning the language. The purpose is to prepare the next generation for a globalized world.

The TPR method can also be used to teach action words to young learners. Students can be taught basic daily activities using action words. The goal of teaching action words to young learners is not only to provide them with information about daily activities but also to assist them in finding an easier way to deal with challenges while learning. According to (Hauk et al., 2008) Action-related linguistic material, such as sentences describing actions or visual presentations of single action words, has been shown to activate the motor cortex in a somatotopic manner, and there has been reported overlap between effector-specific brain areas activated by videos of actions and sentences describing actions. It shows that action words really help students in the learning process. Nonetheless, there are studies that show challenges in English learning for young learners.

Based on (Dockrell & Messer, n.d.), in the present study 31 children with Word Finding Difficulties (WFDs) were identified through a wider survey of educational provision for those with language and communication difficulties. It demonstrates that children's ways of acquiring a language, particularly English, may be flawed. The goal of employing action words as learning

material is to provide young learners with new experiences while they learn the language. They can study by using their physical appearance, which is enjoyable for them. It may be enjoyable since learning action words requires us to perform actions, which necessitates the utilization of our physical appearance.

1.2. Research question

Based on the states of the art of studies about TPR and the research gap explained in the background the researcher may frame the study question information as follows:

1. How is the TPR method applied in teaching action words to the 4th grader of elementary school?
2. What is the students' perception of the application of the TPR method in the teaching of action words?
3. How do the students achieve the mastery of action words using the TPR method?

1.3. Research objective

Based on the research questions the research objectives could be formulated as follows:

1. To find out how the TPR method would be applied in teaching action words to the 4th grader of elementary school.

2. To elaborate on the student's perception of the application of the TPR method in the teaching of action words.
3. To find out how students manage the mastery of action words using TPR methods.

1.4. Scope of the study

a. TPR Method

Because children construct social systems of communication using their imagination, trying out ideas, developing kinesthesia, and creating a sense of control over their world in a stress-free environment, Asher's Total Physical Response (TPR), in which the learner responds physically to verbal commands, can be helpful in introducing English vocabulary to children (Hounhanou, 2020).

The TPR approach can assist teach action words to youngsters since they are still active and learn more via their physical appearance than through theory. Children are easily bored, thus they should study using an exciting approach like TPR.

b. Action Words

Verbs, also known as action words, are words that indicate an action, occurrence, or state of being. They are terms used to describe what someone or something is doing or what is happening. Physical activities like as sprinting,

leaping, or dancing are examples of action words, as are cerebral acts such as thinking, learning, or believing.

Since the beginning of study into language and the brain, it has been thought that word meaning is processed in specific brain areas, which most current neuroscientists believe are located in the left temporal lobe. We used event-related fMRI (functional Magnetic Resonance Imaging) to show that action words referring to face, arm, or leg actions (e.g., to lick, pick, or kick) differentially activated areas along the motor strip that were either directly adjacent to or overlapped with areas activated by actual movement of the tongue, fingers, or feet when presented in the passive reading task (Hauk et al., 2004).

c. 4th Grader Students of SDN Tambangan 01

A fourth-grade pupil is a young learner in the fourth year of elementary school in Tambangan 01, Semarang. The new curriculum will teach English to elementary school children, particularly those in grades 1 and 4. Foreign languages, especially English, are still simple to teach to students of this age. They can learn English readily at their age if they have a pleasant way to supplement their lessons. They are still considered youthful learners, which means they have a lot of energy to put to use. As a result, youngsters must study utilizing an engaging learning strategy to help them grasp the material quickly. The purpose of giving a pleasurable learning strategy to fourth-grade student is

to make them happy and minimize monotony. As we all know, students their age still experience turbulent emotions that they are unable to control. As a consequence, they should find the learning process pleasurable and comfortable.

1.5. Significance of the study

The findings of this study will help readers understand how the TPR method works in teaching action words to elementary school students, specifically fourth-grade students. This study also discusses the use of the TPR approach to teach English vocabulary. This study can help us understand how young students learn. Young learners prefer studying through their physical appearance over theory or just sitting in class and listening to the teacher's explanation.

1.6. Organization of the research report

In order to present a systemic final project and to comply with the researcher principles, the researcher organizes the researcher as follows:

Chapter I, which contains an introduction, consists of background, research question, research objective, scope of the study, significance of the study, and organization of the study.

Chapter II, which contains a review of literature, consists of the elaboration of TPR method, English materials appropriate for the TPR method, action words, and 4th grader.

Chapter III, which discusses research methods, consists of research design, subject, instrument, and data analysis.

Chapter IV, which contains findings and discussion, it presents research findings and discussion.

Chapter V, which contains conclusions and suggestions that tells about conclusion of the research paper and suggestion for further research.