

# CHAPTER 1

## INTRODUCTION

### *1.1 Background of the Study*

Every child is unique. He/she will develop differently based on the child's social/ emotional, physical, cognitive, and moral (qtd. Brazelton and Greenspan 3). They will also grow with different interests or some people called it multiple intelligences (Gardner, 1985). Some children maybe like to sing and be the center of every attention while others just keep silent and always sit in the corner of the class. Some children will have an interest in learning mathematics, but others will have an interest in learning a language. They are not only focusing or interested in one area but maybe two. They sometimes use their intelligence to solve the problem given. The teachers have two important jobs. They have to provide care and provide instruction. That is why the teacher should be aware of each student's development. The teacher should be very careful in designing the curriculum for the class. The curriculum should contain the need of the students and also the objectives that the teacher wants to achieve. The teacher cannot force one subject to all students with only by one method of teaching. The teacher cannot force the students to master a language by only using one method.

The teacher can help students in learning vocabulary by various ways of teaching. The first method that is very useful for students is TPR (Total Physical

Response). This approach focuses on how the student's ability to learn better in second language and in this case is learning vocabulary. The second method is Audiolingual method. This is also one good method in teaching young learners because it focuses on the oral lesson; how student can master L2 unconsciously. One thing that language teacher needs to know that teaching vocabulary to young learner is important to their ability in mastering language.

The curriculum of teaching vocabulary should be included in writing, listening, reading, and speaking. If the teacher can include these four language skills with various interesting activities in the curriculum, the students will easily understand the lesson. The easiest part of speech that young learners can master is noun because they can directly relate the words to their environment. But the teacher should not pay attention only to noun words. The teacher must also include verbs, adjectives, adverbs, and prepositions as part of the vocabulary curriculum. This study discusses the improvement of students' vocabulary by using TPR and Audiolingual method for 1<sup>st</sup> grade students.

### ***1.2 Research Questions***

This study aims to answer the following research questions:

1. How are words taught using Total Physical Response (TPR) and Audiolingual Method (ALM)?

2. What are the strengths and the weaknesses in teaching vocabulary by using these two methods?
3. What are the results of teaching vocabulary using Total Physical Response (TPR) and Audiolingual Method (ALM)?

### ***1.3 Purpose of the Study***

The purposes of this study are:

- To inform how words are taught in Total Physical Response (TPR) and Audiolingual Method (ALM)
- To show the strengths and weaknesses of these methods in teaching vocabulary.
- To show the results that might happen in teaching vocabulary in the classroom.

### ***1.4 Significance of the Study***

This study is significant because it is helpful for the principals, the teachers, the students, and the next researchers.

#### **1. Principals**

The principals will understand what methodology that can be used in the classroom. The principals may get new information about teaching vocabulary to students.

## 2. Teachers

The teachers will also get new knowledge in using TPR and Audiolingual method in teaching vocabulary.

## 3. Students

Although the 1<sup>st</sup> graders cannot get a lot from this study, the higher grade students can see and reflect themselves on this study and they can get some better knowledge from the results of this study.

## 4. The next researchers

The next researcher can get additional knowledge to do their research and continue this study to one step higher by including other methods that can be appropriate in teaching a language to young learners.

### ***1.5 Definitions of Terms***

According to the title of the study, the definitions of terms include:

#### 1. Teaching

Teaching is an academic process by which students are motivated to learn in ways that make a sustained, substantial, and positive influence on how they think, act, and feel. Teaching is also a process that elevates students to a level where they learn deeply and remarkably because of the teacher attributes, such as subject matter expert,

pedagogical expert, excellent communicator, student-centered mentor, and systematic and continual assessor (The Schreyer Institute).

## 2. Vocabulary

Vocabulary is the collection of words that an individual knows. There are parts of speech that students need to learn. They are nouns, adjectives, verbs, adverbs, and prepositions. But as young learners, the first part of speech they can get and learn is noun because they can reflect it directly to the things around them (Linse 121).

## 3. 1<sup>st</sup> grade of elementary

Elementary level has 6 levels. The first grade students are taught from the basic knowledge of English and relate knowledge to the reality.

## 4. TPR (Total Physical Response)

TPR stands for Total Physical Response and it was created by Dr. James J Asher. TPR trains students to respond quickly and naturally while also teaching vocabulary in a fun, lively lesson. Most often, TPR is used with basic commands (teacherjoe.us). This method uses the parent-child like conversation like where parents give commands to their child and the child replies the commands into physical responses. In the classroom, the teacher plays the role as parents, models the command, and repeats the command for several times until the students understand what to do and how to react upon the commands given to them (Cummins)

## 5. Audiolingual Method

Audiolingual method is a method which focuses on the drilling in both speaking and listening skills. This method describes that the development of language skills is a matter of habit formulation. ALM also supports kinesthetic learning styles. ALM starts teaching students from the vocabulary and sentences that are used in everyday conversation. The teacher will teach concrete vocabulary through demonstrations, objects, and also pictures to build on students' imagination ([saskschools.ca](http://saskschools.ca)).

