

Chapter One

Introduction

The chapter is divided into eight sections, providing the reader with information on the researcher's interest in the Total Physical Response (TPR) approach, problem identification, problem limitation, research question, research aims, research benefits, and a chapter on the organization.

Background of the Research

Vocabulary acquisition is a common challenge for Indonesian students. This can be linked to various factors, including a lack of extensive exposure to the English language and inadequate education in vocabulary (Alrajafi, 2021). In Indonesia, English is not extensively utilized in daily activities, restricting students' chances to interact with the language and enhance their vocabulary. In addition, the Indonesian language curriculum frequently prioritizes grammar and sentence structure, resulting in insufficient vocabulary education.

According to Amalia and Anggraeni (2021), students with a limited vocabulary perform poorly in comprehension tests, decreasing their ability to understand lengthy texts and engage in conversations. Furthermore, their restricted vocabulary makes it challenging for them to interpret and articulate written language. Moreover, a sufficient vocabulary size can help students' capacity to understand and participate in classroom interactions, reducing their overall language competency.

Various research has examined the phenomenon of English vocabulary size. Yashima (2021) determined that elementary school students as a Foreign Language (EFL) learners should possess a vocabulary of 1,000 to 3,000 words. However, a vocabulary competence assessment was conducted at SMA Negeri 15 Bandar Lampung using a 2000-word list experiment. The survey revealed that most students still need to attain a vocabulary of 1,000 words (Ichwan, 2015). This indicates a significant gap in the acquisition of English vocabulary among these students, emphasizing the necessity for efficient language learning strategies and treatments

One of the learning methods that can be used to overcome this problem is TPR. TPR focuses on physical activity in response to language input, which enhances memory retention and makes learning more engaging. As described by Hue (2021), TPR has the potential to address this issue effectively. A study by Celik et al. (2021) demonstrated that when TPR is implemented by considering students' learning speed and the written form of the words taught, it positively impacts vocabulary learning.

Another study indicated that TPR significantly improves vocabulary acquisition and listening comprehension skills. Moreover, Husanović (2020) found that pre-adolescent students develop vocabulary more naturally and effectively through TPR than traditional methods. Therefore, implementing the TPR approach can be suitable for enhancing students' English vocabulary size.

Furthermore, with the ongoing development of educational methodologies, evaluating the compatibility between modern teaching strategies such as TPR and

the current curriculum requirements and learning objectives is crucial. This study addresses the persistent requirement for efficient vocabulary education in a progressively globalized society, where competence in the English language is becoming increasingly crucial. This investigation strives to fill a gap in the existing literature by explicitly focusing on vocabulary size. Several previous studies may have examined the overall effectiveness of TPR in language learning without explicitly targeting this aspect.

Identification of the Problem

The researcher has identified numerous substantial difficulties that restrict students' learning experiences and outcomes in English language learning based on interviews conducted with teachers at the school.

Teachers have observed that students have a limited vocabulary, significantly hindering their ability to successfully communicate and comprehend English literature. This constraint affects their proficiency in language-related activities and restricts their involvement in the topic. Second, students struggle to comprehend English explanations presented in class. Students who find it challenging to follow the teacher's directions and material tend to develop uncertainty and boredom. Particular symptoms of this difficulty include students lacking knowledge and comprehension and failing to grasp fundamental ideas or vocabulary taught in class.

Furthermore, students are inclined to revert to *Bahasa Indonesia* in class. Hence, teachers are occasionally forced to speak in their mother tongue. This

dependence on Bahasa Indonesia can cause English immersion problems, affecting their exposure and practice—essential for language development. Likewise, poor exam results show that students in English classrooms perform poorly. This tendency emphasizes the requirement of creative teaching tactics since it implies that current learning approaches might not efficiently satisfy the needs of students. Despite these difficulties, students indicate a desire to learn. This incentive allows teachers to apply creative and successful teaching strategies that might raise overall linguistic competency and vocabulary size development.

Delimitation of the Problem

This study focuses on applying TPR, especially among fifth-grade students enrolled at one Muhammadiyah elementary school in Yogyakarta, Indonesia. The study applied the TPR approach to vocabulary related to shapes. This study used a quantitative method with a pre-experimental design. Then, pre-tests and post-tests were conducted as data-collecting instruments. The researcher designed a vocabulary size test to assess students' vocabulary size in shape-related vocabulary; this assessment differs from standard tests measuring vocabulary size, so it generally does not reflect vocabulary size. This study is particular to the given grade level and institution and does not reflect every Muhammadiyah elementary school or student.

Research Question

The researcher has developed specific research questions to direct the investigation, acknowledging the significance of vocabulary size in achieving English competency and TPR as the teaching method.

1. What is the English vocabulary size of fifth graders before being taught using TPR?
2. What is the English vocabulary size of fifth graders after being taught using TPR?
3. Does TPR significantly affect fifth graders' English vocabulary size?

Objectives of the Research

The primary objective of a study is to precisely define the objectives that the researcher intends to accomplish through the investigation. This objective outlines the specific areas the researcher aims to investigate, measure, or analyze, establishing a clear and purposeful trajectory for the research.

1. To determine the fifth graders' English vocabulary size before implementing TPR.
2. To obtain data on the English vocabulary size of fifth graders in elementary school after TPR implementation.
3. To investigate the effectiveness of the TPR method in enhancing fifth graders' English vocabulary size.

Significance of the Research

This research benefits three sides, including teachers, students, and other researchers using the information for future research.

For the Teachers

This study provides practical advice for educators on how TPR can effectively teach English vocabulary in the classroom. Promoting active participation in implementing English language learning strategies can enhance the overall English language teaching and learning standard in elementary schools and throughout all educational levels.

For the Students

The study attempts to enhance students' vocabulary size proficiency by implementing TPR. This aid can help students' vocabulary comprehension and application in many scenarios, resulting in improved learning outcomes and academic achievement. Moreover, the research can assist students in cultivating enhanced self-assurance and proficiency in utilizing vocabulary sizes associated with shapes.

For the Other Researchers

The data collected in this study can serve as a reference and basis for future research on the effectiveness of employing the TPR approach in enhancing students' English vocabulary size. Additionally, it can provide other researchers

with a comprehensive comprehension of educational matters, specifically emphasizing methods and classroom environments.

Organization of the Chapters

This research study consists of numerous chapters. Chapter one, "Introduction," sets the stage for the study. It begins by introducing the research problem, emphasizing its significance, and describing the root causes of the issues to ensure TPR is the focused method. This chapter contains the study's research questions. The study's beneficiaries, limits, and flaws are also addressed.

Chapter two, the "Literature Review," summarizes relevant research problem-related papers, theories, models, and frameworks and provides the study's hypothesis. This chapter identifies literature gaps the current study fills. It contextualizes the work and supports additional research.

The third chapter, "Research Methodology," describes the research strategy, data collection, and analysis. This chapter describes the research population, sample, data collecting, and statistical analysis.

This study's fourth chapter, "Findings and Discussion," shows the outcomes of an experimental design that utilized the TPR approach with 5th-grade students. The English vocabulary test data were examined using suitable statistical techniques. The outcomes determine the improvement in the English vocabulary proficiency of the students who received treatment utilizing the TPR approach. This chapter contains comprehensive tables that present an in-depth representation of these findings.

Chapter 5, the "Conclusion," is crucial in summarizing and synthesizing the findings, deriving conclusions from the collected data, and explaining the study's implications. This section presents a thorough study summary, reinforcing its significance in the field. Moreover, it provides practical suggestions for educators, students, and researchers, assuring that the study has a long-lasting influence on future educational research and practice.