

# **Chapter I**

## **Introduction**

This chapter presents the discussion on the background of the study, statement of the problems, objective of the study, significance of the study, scope and limitation of the study, and definition of the key terms.

### **1.1 Background of The Study:**

The language is one of the most important media in communication. People need to communicate each other to express their idea. Each nation has their own national language such as Indonesia is using Bahasa Indonesia for their everyday communication. As one of the developmental countries, Indonesia chooses English as the first foreign language. Indonesian learned English to communicate and build relationship with another country. As an international language, English is very important and has many interrelationship with various aspects of life owned by human being. In Indonesia, English language taught in elementary school (SD), junior high (SMP), high school (SMA), at the university and many programs. Also, there are many pre-school (kindergarten) introduce English to the children.

English lesson is taught start from elementary school level in Indonesia. However, some kindergarten school started to teach their students foreign language such as English. Pre-school students we call as young learners. Young learners are defined as children between the age of 5-12 according to Linse and Nunan 2005). In this period, they learn very quickly, they have fun with learning, they are energetic, processing new experiences and they like to asking question. The language they learn in the classroom is the media they use to build their thoughts and feelings.

One of the ways to teach English for young learner is by using storytelling. It's because children love to listen to the stories. The methods used to teach English for young learners is usually using flashcard (picture), sing an English

song, flashcards, storytelling, etc. Storytelling can be a tool for teacher to teaching English to young Learners. Indonesia has printed many kinds of storybook for children. It is printed in 2 language version, Indonesia and English. Story book in English version can be a media to teach English for young learner because it use a simple language and interesting pictures. It helps student to study language in fun ways.

Story is frequently claimed to bring many advantages including language development to Young Learners classrooms (Wright 1997, Garvie 1990). Story gives a motivating reason for English-language learners to speak and write English. It's also a good teaching tool for teacher to learn a new language. By reading, pronouncing and showing the pictures, students will develop their listening skills and imagination. It's also a good method to deliver the moral value to the children. It also can promote the development of the student's vocabulary since it's a good tool for sharpening children's memory. Meanwhile, just a few Kindergarten teacher who use story to teach foreign language for the students.

Only a few people know the Teaching Proficiency through Reading and Storytelling (TPRS) method by Blaine Ray. But a lot of people know about Total Physical Response by James Asher. TPR by James Asher is the predecessor of TPR Storytelling by Blaine Ray. The differences is TPR by Asher based on the coordination of language and physical movement of the students (Caroline Linse, David Nunan 2005), While TPRS by Blaine Ray is an input-based approach to teaching language that focuses on the systematic instruction of vocabulary in a highly comprehensible, personalized and contextualized manner (Carol Gaab, 2011). Based on the website: [trpsbook.com](http://trpsbook.com), the Developer Blaine Ray itself is still continuing give his workshops and guest teaching on TPRS. He travelling all over the United States and the world as a volunteer, consulting with language departments, improving his own teaching, and constantly searching for what yields the best results.

Compared to storybook where teacher only need the text, TPRS comes with several benefits in teaching English for Young Learners. It is a language

teaching method which also can be used to help students to improve their vocabulary and develop real fluency based on Lichtman (2013). It encourages active participation during the lesson and enhanced listening skills. It is acquired comprehensible input (listening and understanding) as a tool to teach language for children. According to Hedstrom (2012), TPRS is also can be adapted for the upper levels of learners and curriculum. Meanwhile, the skill of teacher is mostly needed without any specific technology and materials.

The problem was because of the teaching English with TPRS method had never been used in most of pre-school level. In JAC School which the writer conducted the study also had story telling time in the class. The teacher told a story and the student listen. The story was written and told in English but it was just story reading. The student didn't involve in the story. The writer tries to find out the students improvement in English using TPRS in teaching English for young learners also teacher presentation using TPRS. The writer chose young learner to study with TPR Storytelling method because it was easier for young learner to receive the lesson that teacher give especially when they are learning foreign language.

The other benefit from TPRS method is to train teachers how to do repetitive, interesting comprehensible input by asking stories. According to Bryce Hedstrom (2012) in TPRS the students continue to get repetitions of the focus structures because the teacher keeps adding them through questioning. In TPRS, Students and teachers spend class time speaking in the target language about interesting, comprehensible stories (Lichtman & Krashen, 2013). In the story, teacher gives personal question and answer. So, the students will get involved in the story. Stories are the heart of the method, but the story is only a part of it. It is a good method especially for the teacher who taught Kindergarten, so they can teach English as a foreign language for their students in a fun and easy way.

This study will explain the TPRS process in the class. The writer mentioned the students as young learners in this study. The observation study will be held at Junior Activity Centre (JAC) School in Kindergarten level. The school

use English to deliver the lesson and daily communication. The writer will observe when the teacher conduct the TPRS method in the class and the students respond in TPRS. Also, to find out how TPRS can help students develop their vocabulary, grammar use and practice in retelling story.

## **1.2 Statement of The Problem**

Based on the background mentioned the writer conducts a study focusing on the use of Teaching Proficiency through Reading and Storytelling technique to teach English for Young Learners. The statements of the problem are:

- a. How is the implementation of Teaching Proficiency through Reading and Storytelling in teaching English for Young Learners?
- b. How is the improvement of Young Learners students' skill in retelling the story using English as foreign language?

## **1.3 Objective of the study**

Based on the statement of problem above, the objectives of the study is to:

- a. Describe the use of Teaching Proficiency through Reading and Storytelling using TPRS method to improve students' vocabulary in English.
- b. Know the improvement of student's grammar, vocabulary, fluency, comprehension, pronunciation and story sequence in retelling story using TPRS method.

By using TPRS by Blaine Ray, the writer hopes that kindergarten teachers finds a new way to teaches English as foreign language with interested story while the students also learn language by listening and understanding with interactive story that asked the students to involve.

## **1.4 Significance of the study**

By conducting this research, the writer wants to get a knowledge related to the teaching and learning process using the Teaching Proficiency through Reading and Storytelling (TPRS) Method. The significance of the study hopefully useful for:

### **1.4.1 Teacher**

TPRS expect to be useful for English teachers in pre-school or even until High School level. It is usually for the foreign language teacher who looking for new teaching technique which can improve their teaching skill without any technology or special materials.

### **1.4.2 Students**

Make the students have fun by telling them an interesting story while they are studying English. Also, can improve their English vocabulary, listening, and speaking skills by retelling the story and understand the use of grammar.

### **1.4.2 Theoretical**

The results of the study are expected to enhance TPRS development in English for young learners and to provide a beneficial reference for further research on TPRS.

## **1.5 Scope and Limitation of The Study**

The scope of this study is on teaching and learning process to the Young Learners students in JAC School by using TPRS. While the limitation of the study is focuses on developing students' vocabulary and fluency of retelling story by using TPRS to teach English for Young Learners.

## **1.6 Definitions of the Key Terms**

To avoid misunderstanding in this study, definition of key term will be provided to obtain same interpretations in understanding the study. Those terms are:

- a. Young learners are defined as children between the ages of 5-12. Most of them are in Kindergarten to the Primary level
- b. Teaching Proficiency through Reading and Storytelling (TPRS) is a foreign language teaching method that uses highly-interactive stories to provide students' listening and understanding to know the story and acquire the language.
- c. Story telling is an oral activity which made to be listened to and participated in, that offer an imaginary world, created by language so, children can enter and enjoy learning language as they listen to it.