

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer will explain some of the theories that connected with the research by using Total Physical Response in teaching and learning English activity. This theory might useful for the other researcher who will research about Total Physical Response.

2.1 Teaching Vocabulary

The American Heritage Dictionary defines vocabulary as ‘the sum of words used by, understood by, or at the command of a particular person or group’. Based on the Cambridge Learner Dictionaries, vocabulary is all words that exist in a language, or that are used when discussing particular language. Moreover, based on Oxford Advance Learner’s Dictionary, vocabulary is a list of word in a language with their meaning that is known and used by a person. Therefore it can be summarized that the term vocabulary may refer to a stock of words in a language, spoken or written, with meaning conveyed within given society and culture.

According to Nesfield in Alwasilah (2002), vocabulary is ‘*Gugusan huruf-huruf yang dipisahkan oleh spasi*’ or ‘*Himpunan huruf-huruf yang ditulis sebagai kesatuan*’. While Tarigan (1993) in Herawati (2002), says that ‘*Kosakata dasar* (basic vocabulary) *adalah kata-kata yang tak mudah berubah atau sedikit sekali kemungkinannya dipungut dari bahasa lain*’. Therefore, it can be summarized that the term vocabulary may refer to unit of letters that has single meaning.

2.1.1 The Importance of Teaching Vocabulary

Teaching vocabulary is very important since it is the essential term to learn foreign language. Wallace (1982) states that learning a foreign language is basically a matter of learning the vocabulary are that should be connected with the students’

previous knowledge, contextualized, practiced, and then revised to prevent students from forgetting.

Vocabulary is basic to communication (Krashen, 1988). In addition, Zimmerman (2002) says that vocabulary is central to language. Words are the tools that we used to think, to express ideas and feeling, and to learn about world. In language learning, vocabulary is an essential component. It links the four skills of listening, speaking, reading, and writing all together. Wallace (1982) states that learning a foreign language is matter of learning the vocabulary of that language.

2.1.2. Teaching Vocabulary for Young Learners

Teaching vocabulary for young learners refer to teach children age 8 to 9 years old. Problem while teaching children on that age is how to motivate them attract and interact with them so that they would be able to follow the lesson well and pay attention to the teacher teaching children on that age is how to motivate them attract and interact with them so that they would be able to follow the lesson well and pay attention to the teacher and lesson as well. Learner in school age 7 above might have receptive knowledge of a wider range of vocabulary as mentioned in an article by Solange Moras 2001 with the title: Teaching Vocabulary to Advance Students: A Lexical Approach “Students might even have a receptive knowledge of a wider range of vocabulary, which means they can recognize the item and recognize its meaning” (Moras, 2001:1)

According to Piaget children age seven to eleven learn more from their physical experiences (Robert 2008). Piaget also mention that children aged seven to eleven is in concrete operation stage ; “Children ages 7 to 11, as physical experiences accumulates, accommodation is increased. The child begins to think abstractly and conceptualize, creating logical structures that explain his or her physical experiences”.

In learning foreign language, we can't avoid from learning vocabulary. Students are not able to communicate well without a supply of vocabulary. In order to communicate well in a foreign language, the students should get a number of words and should know how to use them accurately. Learning vocabulary is central to learning a foreign language at primary level. Vocabulary plays several important roles in language system development. First, vocabulary is main basis for learning a language. For example, sentences as a piece of language can't be created without words. Moreover, literary and oral levels can't be highly achieved without the fundamental vocabulary learning (Jeffrey, 2005). Vocabulary plays important part in learning to read and also to speak. According to Ur (1996:60) vocabulary is the word which is taught in the foreign language. It means that all words in foreign language that have been taught by teachers, the students can use those words in sentences or daily communication.

The second role of vocabulary is interrelated to grammar. Wilkins (1972) wrote that "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111-112). This point reflects, even without grammar, with some useful words and expressions, people can often manage to communicate. The third role of vocabulary is basic to learn even to mastering linguistics. Vocabulary is the first need for all learners in their language learning prior to practicing syntactic structure (Carter and McCarthy, 1988). Due to those important roles, vocabulary teaching should be more given attention in language teaching field. Nowadays, some experts and researcher who concern vocabulary teaching have invented several methods and more effective. The direct method is the method for teaching vocabulary that second language should be more like first language learning – lots of oral interaction, spontaneous use of the language no translation between first and second languages, and little or no analysis of grammatical rules (Brown, 2001: 21). Although the direct method has a lot of good principles, the direct method did not take well in public education, where the constraints budget, classroom size, time, and teacher background made such method difficult to use. It has been considered

ineffective due to weakness of the theoretical foundation (Brown, 2001: 22). The last method is Total Physical Response (TPR). This method was developed by James Asher. This will be more exposed in the next sub point.

2.2 Total Physical Response

TPR is a teaching-learning strategy developed by Dr. James Asher, a professor of psychology at San Jose State University, where the students understand the new language first before they have to speak it, or write it, or read it - just as a child learns language the first time. TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth - including the sign language of the deaf. The process is visible when we observe how infants internalize their first language. "Asher reasoned that the fastest, least stressful way to achieve understanding of any target language is to follow directions uttered by the instructor (without native language translation)" (Larsen 2000: 108). Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. TPR is linked to the "trace theory" of memory in psychology which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g., by rote repetition) and/ or in association with motor activity. Combined tracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall

Children learn their first language by listening to the language around them. They make sense of why they hear because they hear language in context, which provides meaning. Listening linked to physical action, which are design to reinforce comprehension of particular basic items. Considering the fact above, Asher (1984) defines Total Physical Response method as language-teaching method build around the coordination of speech and action, it attempts to teach language through

physically (motor) activity. TPR combines a number of other in sight in its rationale. It draws several traditions, including development psychology, learning theory, and humanistic pedagogy.

James Asher, a professor of physiology at San Jose State University, California, developed TPR in 1960's before the method was widely discussed in professional circle. Thus, in Total Physical Response activities, student listened silently and responds with appropriate physical action or motor activity. TPR aims at teaching English especially oral proficiency, by providing comprehensible input before students begin to speak due to the tendency that when children learn their first language, they seem to do lots of listening before they speak. Therefore, TPR involves a great deal of listening and acting in the instruction process. English as a target language will be directly used as the medium for teaching English. An amount of listening in combination with the physical response, such as grabbing, reaching, moving, smiling, looking, etc, will be include in classroom before the students try to speak. Students response to commands that used physical movement. In the classroom the teacher and students take on roles similar to that of the parents and child respectively. Students must response physically to the words that the teacher given.

TPR applies the natural ability of human beings to listen to the language in context and to get meaning from it. It does not require any speaking, reading, or writing on the part of the student. So that, TPR is suitable for elementary student in which they have limited vocabulary. By creating a good teaching learning atmosphere in the classroom, simple TPR activities can be fun and easy to understand by the students, so they automatically absorb the vocabularies without feeling forced to memorize the words that given by the teacher. The principle of TPR is deceptively simple, it is simple to understand, to require skilful application to be effective, it does not need any complicated preparation related to activity that should be prepared by the teacher. TPR method can work effectively in a classroom with students who have

many kinds of characteristics and disabilities. The principle of TPR can be applied in language body-conversation.

2.2.1. The Characteristics of Total Physical Response

There are some of the key features or the characteristics of Total Physical Response method in teaching English, they are follows:

The teacher directs and the students “act” in response. Understanding of the spoken language must be developed in advance of speaking. Understanding and retention is best achieved through movement of the students’ bodies in response to commands. Listening and physical response skills are emphasized over oral production. Students should never be forced to speak before they are ready. As the target language is internalized, speaking will be emerged naturally. Grammar and vocabulary are emphasized over other long areas. Spoken language is emphasized over written language. Whenever possible, humor is injected into the lessons to make the learners more comfortable in learning languages. (Omagglo, 1986, [http:// www.Englishraven.com/ methods TPR. html](http://www.Englishraven.com/methods_TPR.html))

Based on those characteristics, TPR method is assumed appropriate with the characteristics of young learners. So this method is considered that is good for young learners. In TPR activities, it is not only the teacher who has to give commands but also students can give command to the teacher and their friends. In addition, to apply TPR method in their classroom, the teacher can use several techniques. According to Asher (1977), there are five techniques of using TPR method:

1. The teacher gives command as herself performs the action.
2. The teacher gives command as both teacher and the students perform the action.
3. The teacher gives command, but only the students perform the action.
4. The teacher ask one of the student to do commands as an example in front of the class.

5. The roles of the teacher and students are reserved. One student gives command to the teacher and to other students.

From these techniques, it is clear that TPR only focused on the training students' skill of listening and speaking. By using one of those technique and repeat it every meeting, the students will be used to listen and use the words. It is good for students at elementary school, because they are early learners and started for a new thing. The most important thing for students is to be able to catch what 'sounds right'.

2.2.2. Total Physical Response Method in Teaching English for Young Learners

The basic principal of TPR is the channel of learning engaged all sense (Asher, 2009). The sense are sight, hearing, taste, touch, smell, and all motor activities. Many people will find learning is so easy though those channel or some of them.

The keys of teaching English though the TPR method by James Asher, those are :

1. Learning a second language is similar with how people acquire their first language and the process is naturalistic.
2. Before speaking, listening must be developed first.
3. Children response kinaesthetically to spoken language.
4. After listening comprehension has been developed, speaking also develops in a natural way and without any effort.
5. Postponing speaking diminishes stress.

In addition, Larsen & Freeman (2000) suggest the following principles in order to describe the ideas about applying the TPR method in teaching language :

1. The meaning of a word can be conveyed through an action. In addition, memory of the learner is activated through their response. The target language should be presented integrally, it is not in chunk or word by word.

2. Listening and understanding the target language should be developed first before speaking development.
3. Students can start to learn parts of the target language quickly by the kinaesthetic ability.
4. By using an imperative voice, the teacher can direct the students. The imperative voice is such a powerful linguistics device for the teacher.
5. Student can learn vocabulary by observing and performing.
6. The teacher makes some correction for students in an encouraging way.
7. The language learning will be more effective if the students enjoy in the classroom.

Based on the principle above, it can be conclude that by using kinaesthetic ability, the students will easily to understand the meaning of the word when they are learning a foreign language, especially learning English. Moreover, physical movement is appropriate with the characteristics of young learners, because they like to be involved in kinaesthetic activities.

In addition, children like to pay attention to others and try to imitate what people do. This is the way children learn and get a new knowledge. To make young learners active in a language learning process, the teachers should create an appropriate activity that suitable with the characteristics of the children.

2.2.3. The procedures of Total Physical Response Method

A teacher needs to know the procedures or steps to use TPR before she used the method in her classroom so that she would not be distracted when she applies the TPR method in the classroom. According to Larsen and Freeman (1986:119) the procedures are:

1. Prepare

The teacher introduced the importance of vocabulary items by pronouncing them without telling the meanings. Select the vocabulary that you are going to teach. Gather any equipment, props or pictures you will need to illustrate the meaning of the words.

2. Teacher Modeling (Demonstration)

Say the new vocabulary word for the students. As you do this, use gestures, facial expressions, props or body movement to illustrate the meaning of the word.

3. Student Modeling

Have student volunteers mimic the same gestures, facial expressions, use of props or body movement modeled as you say the word.

4. Student Participation

Have all students mimic the same gestures, facial expressions, use of props or body movement modeled by the teacher and student volunteers. Ask them to say the word as they are making the movement. Vary this activity by then doing the action and while students say the word.

5. Writing

Write the word or phrase where all students can see it so that students can make the connection between oral and written words.

6. Repetition and Practice

Teach the next word or phrase using the same method. Review and practice words with students multiple times to ensure learning. Recycle words regularly to make sure that students do not forget old words.

2.2.4 The Variations of Total Physical Response

Total Physical Response (TPR) may be used to teach many types of vocabulary but works best when teaching vocabulary connected with action. It is an effective strategy to use with English Language Learners as well as with native speakers when learning new words.

- **TPR Circles**

Organize the students into a circle around the teacher. The teacher says the word and the last person to do the action is out. This person then stands behind the teacher and watches for the student who does the action last. Eventually there is only one student, he or she is the winner.

- **TPR Simon Says**

Play Simon Says. The teacher gives a command and students should only do it if the teacher "Simon says..." at the start. The teacher might say, "Simon says, 'slice some bread'" or "Simon says, 'chop an onion'" and the students must do the action.

However if the teacher says, "Whisk an egg" the students shouldn't do this. If anyone does the action that Simon doesn't say then they are out and have to watch for the mistakes of the other students.

- **TPR Sounds**

The teacher will first get the students to do the actions connected with each vocabulary word. Then, the teacher adds a sound related to the word and the students practice hearing the word and doing the action along with making the sound. The students are then ready to give commands to each other.

2.2.5 The Function and the Importance of TPR Method in English

The major technique in this research is the use of commands to direct behavior. Asher acknowledges that, although this technique is powerful, a variety of activities is preferred for maintaining student interest. A detailed description of using commands is provided below.

a. Using commands to direct behavior

It should be clear from the class we observed that the use of commands is the major teaching technique of TPR. The commands are given to get students to perform an action; the action makes the meaning of the command clear. Since Asher suggests keeping the pace lively, it is necessary for a teacher to plan in advance just which commands she will introduce in a lesson progresses, the pace will be too slow. At first, to clarify meaning, the teacher performs the actions with the students. Later the teacher directs the students alone. The students' actions tell the teacher whether or not the students understand. Asher advises teachers to vary the sequence of the commands so that students do not simply memorize the action sequence without ever connecting the actions with the language. Asher believes it is very important that the students feel successful. Therefore, the teacher should not introduce new commands too fast. It is recommended that a teacher present three commands at a time. After students fell successful with these, three more can be taught.

b. Role reversal

Students command their teacher and classmates to perform some actions. Asher says that students will want to speak after ten to twenty hours of instruction, although some students may take longer. Students should not be encouraged to speak until they are ready.

c. Action sequence

At first the teacher will give three connected commands. For example, the teacher told the student to take out a pencil, put it in his/ her pencil case, and put the pencil case in his / her bag. As the students learn more and more of the target

language, a longer series of connected commands can be given, which together comprise a whole procedure. While we did not see a long action sequence in this very first class, a little later on students might receive the following instructions:

Take out the book!

Put it on the table!

Now your book is on the table.

Take out a pen.

Write your name on your book.

Put the pen under the book!

This series of commands is called an action sequence, or an operation.

2.2.6 The Advantages and Disadvantages of Using TPR Method

Research in learning language indicates that foreign language has many features. Asher suggested that students would remember better if they had a long action experience with hearing the words of the target language.

In addition, to belief that TPR method has been well known for its many advantages when it is used for teaching young learners. Students will enjoy doing physical activity such as moving around the class and getting up of their chairs.

Asher points out eight advantages of using TPR method, there are:

Advantages of TPR

Like any other method, TPR method has some advantages. In the following, according to Setiyadi (2006:126), the researcher would like to show the advantages that TPR has. Here, are the advantages of using TPR :

1. TPR can be used to teach any foreign language not only to children but also adults.

2. TPR creates fun and lively atmosphere to attract students' interest to study.
3. TPR can be applied in teaching any language.
4. TPR procedure can be set according to the size of the class.
5. It works well with the mixed-ability classes, the physical action get across the meaning effectively so that all learners are able to comprehend and apply the target language.
6. It is no need to have a lot of preparation or materials using TPR.
7. It is very effective with teenagers and young learners.

Disadvantages of TPR

1. Students who are not used to such things might find it embarrassing.
2. It is only suitable for beginner levels .
3. It is not flexibly used to teach everything and if used a lot it would come repetitive. This method is often focused short phrases or single item vocabulary words.

2.3 Teaching English for Young Learner

Like Lynne Cameron said: “learning a foreign language is different from learning the first language, even for children at the young end of our age range. It is different because the first language is already a huge system that a child has in place; because in comparison, the child will encounter such a small amount of the foreign language, and because it is foreign-often the language belongs to people in a distant and strange culture” (Cameron, 2001; 241). According to the statement, we know that children learn the foreign language based on the vocabulary and discourse. Using foreign language as a discourse it might work for promote learning. And the vocabulary is important aspect because it is an element that links four skills in

English. So the English teacher must understand of young learners' development, needs and characteristics.

As we know that children is an active learners. "Piaget's" concern was with how young children function in the world that surrounds them, and how this influences their mental development. The child is seen continually interacting with the word around her/him, solving problems that are presented by the environment. (As a cited in Lynne Cameron, 2001:2) We can see from Piaget statements and idea is a child as young learner are active learners. They learn by doing, and like to have fun, they are curious about the world around them.

2.3.1 The Lack of Teachers' Ability and Knowledge

Of course teaching young learner is different from teaching adult, we need to consider many things before teach item. Although they were children, but not only need the simple material but also need more. Children can always do more than we think they can (Cameron, 2001; XXI). So, if the teacher teaches them something, in their mind they already establish that material with their own way. Actually, the children have huge and positive potential, if the teacher does not support their need, their potential will not develop. In teaching, the teacher should make the students active. If the students are active and enjoy themselves, they would acquire the lesson that be taught quickly.

As an English teacher, they should acquire English well, they can give the students the right lesson and do not teach the same materials/songs every day. Teacher should be able to create a learning environment that supports and addresses the students' development, needs and characteristic. Teacher also must consider their particular emotional, social and physical needs. It means the teachers' foreign language should knowledgeable, understand and able in managing children. Because teacher is a model in the class, so the teacher should be educated. About the lack of teachers' ability and knowledge, it can be minimized by a good education that given

to probationary teacher. The school also expected to have high requirement for the teacher to teach there. And above all teachers to young learners are expected to have ability to teach their students by imitating the L1 environment. They have to teach language in context. They also have to create an English speaking environment in their class and try to make English more fun through pictures, songs and chants, storytelling, drama, and games. Teaching a lesson is not just about 'telling' students what they need to know, effective lessons are those that cause the students to think. And it is challenging to learn foreign language, and teachers must teach in a way that increases the students' interest and enthusiasm.

2.4 The Review of Previous Study

Pujiningsih (2010) in her research, "Improving Students' English Vocabulary by Using Total Physical Response (A Classroom Action Research in the Sixth Year of MI NU Manafiul Ulum Kudus in the Academic Year of 2009-2010)" concluded that this technique can help students to improve reading comprehension of the second year students of MI NU Manafiul Ulum Kudus. The result of this research showed the value of t -test (5.5916) was greater than the value of t -table (1.71).

Pimwan (2012) in his research, "The Effect of Teaching English Vocabulary through Songs of Prathomsuksa 4 Students at Watratchaphatigaram School" concluded the study showed that the participants were able that vocab more accurately after learning English through songs and the students who learned English through songs were able to remember words more effectively.

Widayanti (2012) in her research about "Using English Songs Minilyrics Collaboration to Improve Student's Pronunciation In LPKM Mitra English Course Jatinom In 2011/ 2012 Academic Year" The previous research concluded that song is one of alternative media of teaching speaking and good tool for learns English as an International fun language. Song can motivate students to learn pronunciation like

native speaker. The teacher has to keep the students' ideas in improving pronunciation and must be able to make the students have fun with English.

Sariyati (2013) in her research, "The Effectiveness of TPR (Total Physical Response) Method in English Vocabulary Mastery of Elementary School Children" concluded that the result of experiment class score computation to compare pre-test score with post-test score showed that there was significant difference between the pre-test and post-test score of experiment class. Therefore, the vocabulary mastery of experiment group was significantly improved.

Budiarti (2012) in her research, "The Implementation of Total Physical Response Method to Improve Students' Vocabulary Mastery (An Action Research At The Third Grade Students of Sdit Al Kamilah Semarang, Academic Year 2011/2012)". The finding of her research showed that there was significant from 74,06 to 97,63. It means that the method could improve the student achievement in vocabulary mastery by using TPR method. They had a similarity with this research because had some objective to improve the students' vocabulary. This research has difference with the research above, because it will be conducted by different strategy and procedure. A good strategy should present an easiest and a simplest one and it can reduce to the teacher in class activities as trigger student's creativities to independent learners. Finally, the researcher will try to use method namely TPR (Total Physical Response) method. This method can help students more understand what the kind of meaning vocabulary and the command word.