

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter deals with relevant theories to this study. In details, this chapter would explore some theoretical foundation about previous study, teaching to young learners, vocabulary and explanation about Total Physical Response (TPR).

2.1 Previous Study

Some of the researchers had written down in thesis about using TPR to improve students' vocabulary achievement. There are some studies about TPR method and vocabulary achievement:

First, Ilwana (2010) in her thesis entitled "The Effectiveness of Total Physical Response (TPR) to Enhance Students' Vocabulary Mastery (An Experimental Study at the Seventh Grade of SMP N 3 Ajibarang) In Academic Year 2009/2010. She used a experimental research, the members of the research consisted of the researcher, the English teacher and the students picked out from the population are 70 students coming from two classes consisting of 34 students of VIIB as the experimental group and 36 students of VIIC as the control group. The result of the research is TPR effectively improved the students' vocabulary achievement.

Second, Sunardi (2012) in his thesis entitled "The Effectiveness of Using Total Physical Response (TPR Method on Vocabulary Viewed from the Students' Learning Interest (An Experimental Study at the Fourth Grade Students' of SDN 1 Tegaldowo in the Academic Year of 2011/2012)". The researcher used multiple-choice test, oral test and questionnaire as the instruments in collected the data. By conducted this research he found that TPR is very useful improve the students' interest in learning vocabulary.

Third, Pujiningsih (2010) in her thesis entitled "Improving Students' English Vocabulary by Using Total Physical Response (A Classroom Action Research in the Sixth Grade of

MI NU Manafiu Ulum Kudus in the Academic Year of 2009/2010). She used a classroom action research, the subject of the research are the students sixth grade of MI NU Manafiu Ulum Kudus which are consist of 25 students. In collecting the data, she used tape recorder, photograph, interview, portfolios and field notes. The result of the research, by using TPR can improve the students' English vocabulary mastery in four aspects; meaning, spelling, pronunciation and using the word. In addition, TPR can improve the students' motivation, achievement and confidence.

Fourth, Sariyati (2013) in her journal entitled "The Effectiveness of TPR (Total Physical Response) Method in English Vocabulary Mastery of Elementary School Children". Based on her analysis in that journal, there were some findings. Those findings, TPR method is effective to improve vocabulary mastery of elementary children. TPR is very suitable for children's characteristics; as they love moving around and get bored easily if just sit on the chair. TPR method can motivate the children to be interested in learning English vocabulary. Moreover, TPR can cause some students over acting as they are too excited participating in learning activity.

Fifth, Hanim, Kiptiyah & Astuty (2013) in their journal entitled "The Use of Total Physical Response (TPR) to Teach English Vocabulary". They found that, Total Physical Response method involves children actively in the classroom activities. It can be effective in introducing English vocabulary and delivering explicit instruction, the usefulness of this method has been proven by many experts in several countries and it has given significant benefits to the students' achievement in learning English vocabulary. In this research, the writer found

some facts that should be described as the conclusion of the research itself. The use of the Total Physical Response method to the second grade has produced facts about how the class is conducted using Total Physical Response method; the students' vocabulary ability after Total Physical Response method is applied.

Sixth, Anwar & Fitriani (2016) in their journal entitled "Total Physical Response and Direct Method in Students' Vocabulary Mastery Learning". They concluded that, the use of TPR method could increase students' vocabulary achievement. It could be seen in the pre-test, the mean score was 64.35 and after got the treatment, in the post-test the mean score was 78.65. They could also produce more vocabulary, before they got the treatments, the students did not know how to respond the command from the teacher and after being taught by using Total Physical Response, the students were able to respond that command, give command and able to understand the language. The use of Direct Method could increase students' vocabulary achievement. It could be seen in the pretest the mean score was 65.30 and after got the treatment, in the post-test the mean score was 71.70.

In case of the research here, the researcher wants to apply TPR as the method in improving the students' vocabulary achievement at SD Negeri 5 Suwawal at fourth grade. With that difference of object, the technique in collecting and analyze the data, the researcher also can receive helps from the previous study above.

2.2 Teaching to Young Learner

Teaching cannot separate in the education life. Brown (1987:6) state that "Teaching is a process of showing or helping someone to learn how to something, providing with knowledge, causing to know or understand". It means that

teaching does not only give some explanations, but it also should make the learners know and understand well what the teaching give.

Teaching is described as a process of transferring knowledge by someone to others in all aspect of development. Teaching also can define as process of facilitating and guiding learners to learn and understand something to be learnt. Teacher not only transfers knowledge for learners, but also facilitate and guide the learners learnt the subject materials. So, the teacher and the learner should have a good cooperation during the learning process.

Nowadays, English has been taught in elementary school, even kindergartens also have taught English to their students. Learning English in elementary school is very good. It can be the foundation for the students at the higher level of education, junior high school, senior high school, etc.

Teaching young learners should understand some aspects, one of the important aspects is knows the young learners' characteristics. According to Scott and Ytreberg (1998:2) there are some characteristics of young learners, there are:

- a. They can tell about what they are doing
- b. They can tell you about what they have done or heard
- c. They know that the world is governed by rules. They may not always understand the rules, but they know that they are to be obeyed, and they rule helped to nurture a feeling of security.
- d. They understand situation more quickly that they understand the language used.
- e. Their own understanding comes through hands and eyes and ears. The physical world is dominant all times.
- f. They can direct human interaction.
- g. They have a very short attention and concentration span.
- h. Young children cannot decide for them self what to learn.
- i. Young children love to play, and learn base when they are enjoy themselves but they also take themselves seriously and like to think what they are doing is a 'real' work.

- j. Young children are positive and enthusiastic about learning. It is important to praise them if they are to keep their enthusiasm and feel successful from the beginning. If we label children failures, when they believe us.

From those characteristics, it can be conclude that young learner love an enjoyable and enjoyable learning process. The teacher should give that student a method appropriate a fun learning process. That why, the researcher used TPR in this research.

2.3 Vocabulary

Vocabulary is one of the most important aspects in language. Without sufficient vocabulary, people cannot communicate effectively or express his ideas in both of oral or written form. There are some definitions of the vocabulary proposed by experts. Hornby (1995:131) states, “Vocabulary may be defined as a total number of words in a language and vocabulary is a list of words with their meanings”. Further, Hatch and Brown stated that the term vocabulary refers to a list or a set of words that individual speakers of a language might use.

From the definition above, it can be concluded that vocabulary is the total number or stock of words used by person, class or profession, to share their experiences, feeling and ideas. People use words to think, read, write, listen, and speak. In this case, vocabulary is defined as the total of English words used by the students in primary school.

2.4 TPR

Total Physical Response (TPR) method which was proposed by James Asher, a Professor of psychology at San Joe State University, California and it has been applied for almost thirty years (Brown, 2001). Richards and Rodgers (2001:87) claimed that TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity”.

Richard and Rodgers (2001:73) stated that “Total Physical Response (TPR) method is a language teaching method that involves the coordination of speech and action”. Teachers give a set of instructions to students in a

target language to have them to do some tasks in order to activate their kinesthetic sensory system.

Total Physical Response method is regarded as a simple teaching method that can be applied in teaching language, in which students do not need to give verbal response, but they can respond in physical action to the teachers' commands. The TPR method involves two different roles between teacher and students; the teacher plays an active role as director of a play and instructs the students to do what the teacher wants. On the contrary, students play actively as the actors, do actively what the teacher instructs.

Total Physical Response in learning the target language aims at letting children learn both vocabulary and also grammatical structure, in other words, grammatical structure and vocabulary can be exposed by using this method. In line with statement, Asher (1977, cited in Richard and Rodgers, 2001:73) stated that "most of grammatical structure and hundreds of vocabulary of the target can be learned from teacher's instruction".

The view of the discussion above, TPR is regarded as a simple method that combines commands and physical movement to teach both vocabulary and grammar of the target language. It only involves series of teacher's instructions to let students respond to those instructions in physical movement. TPR is regarded as appropriate method in introducing new language, since it helps people to learn a target language in the same way they learn their native language. Fact shows that people acquire their first language through instructions from their parents and they respond to it physically.

Asher's Total Physical Response is a "natural method" since Asher views first and second language learning as parallel processes. He argues that second language teaching and learning should reflect the naturalistic processes of first language learning. For this reason, there are such three central processes:

- a. Before children develop the ability to speak, they develop listening competence. At the early phases of first language acquisition, they are able to comprehend complex utterances, which they hardly can spontaneously produce or imitate. Asher takes into accounts that a learner may be making a mental blueprint of the language that would make it possible to produce spoken language later during this period of listening;

- b. Children's ability in listening comprehension is acquired because children need to respond physically to spoken language in the form of parental commands; and
- c. When a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

Asher believes that it is crucial to base foreign language learning upon how children learn their native language. In other words, TPR is designed based upon the way that children learn their mother tongue.

2.5 Research Hypothesis

According to Saleh (2012) “Hypothesis is a tentative answer to research questions (Mubarok, 2015:23)”. Hypothesis is a prediction of some sort regarding the possible outcomes of a study. The researcher proposes the hypotheses as follows:

Total Physical Response can improve the students’ vocabulary achievement of the fourth grade students of SD Negeri 5 Suwawal.