CHAPTER II
REVIEW OF RELATED LITERATURES

2.1 Previous Studies

A study conducted by Syatriani (2013) showed that TPR and Role Play used in this research were to improve the vocabulary. The students' progress during the teaching and learning activity by using total physical response is better. The students' mastery in English vocabulary could be improved. Most of the students said that the activities in teaching and learning process using TPR and Role Play could help them in pronunciation of learning speaking. They also helped the students in understanding the word and remember the words easily. The result was the students' motivation in learning English was increased. These kinds of activities are very necessary for the students and they expected that the program is given regularly and continuously.

Based on the study by Nuryani (2013) showed that the students' listening skill is improved through the implementation of the TPR and other supporting actions. Not only successfully improved the students' listening skill, the use of TPR also improved the students' involvement during the listening teaching and learning process and prepared students for other skills including speaking, reading and writing. TPR activity and the use of classroom English provided the students with rich English exposure. By understanding the language expressions that were carried out through actions, the students had better understanding on the daily expressions used and were gradually ready to use the expression. The students' mean scores in the pre-test (7,45), Cycle 1 (8,01) and Cycle 2 (8,83). It has been proven that TPR improved students' listening skill.

According to Kuo (2013), language learning with the form of human body could promote learner performance on the basis of theory of embodied cognition. Total physical response (TPR) has long been used to enhance vocabulary learning. However, TPR has its limitation that teachers are unable to attend to all individual students when the class size is beyond manageable.

Thus, to enhance English vocabulary learning, this study proposes an integration of motion-sensing technology and theory of embodied cognition into the total physical response (TPR) approach, called Embodiment-based TPR approach.

Er (2013) stated that in his paper, the positive sides of using TPR in foreign language classrooms for young learners are discussed and some sample activities are introduced. TPR activities will ensure that young learners can hear the new vocabulary in a meaningful context and respond nonverbally first. So, TPR is said to be the most effective technique which can be used in foreign language classrooms for young learners.

This study has aspects from the studies above. The researcher will use descriptive research in this research. This study focuses on how to total physical response applied in teaching process. Then, this study focuses on the vocabularies is used in this method. This study also focuses on the fourth grade students of State Elementary School 2 Bangsri Jepara. The research can be concluded that total physical response helps students in learning vocabulary. Teaching English vocabulary through TPR is very beneficial for the students in order to facilitate them in learning English vocabulary. It is suggested that TPR in teaching English vocabulary is recommended for the English teacher.

2.2 Foreign Language Learning

Nowadays, learning a foreign language becomes an important thing since learner need to communicate and cooperate with other people from other countries for some different purposes, such as in politics, tourism, science, technology and educational development. Furthermore, the world has no limits and the communication technology develops very fast. This condition forces people around the world to have knowledge of a foreign language that is used for international communication concerning to many aspects of life.

Moeller and Catallano (2015:327) state that a language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs. Study of another language allows the

individual to communicate effectively and creatively and to participate in real-life situations through the language of the authentic culture itself. Learning another language provides access into a perspective other than one's own, increases the ability to see connections across content areas, and promotes an interdisciplinary perspective while gaining intercultural understandings. Language is a tool required for effective human to- human interactions and gets a better understanding of one's own language and culture.

According to Moeller and Catallano (2015:327), foreign language learning refers to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken. A distinction is often made between 'foreign' and 'second' language learning. A second language implies that the learner resides in an environment where the acquired language is spoken. In the area of research, the term second language acquisition (SLA) is a general term that embraces foreign language learning and investigates the human capacity to learn languages other than the first language once it has been acquired. Scholarly inquiry into the acquisition of a nonnative language includes the disciplines of psychology, linguistics, language pedagogy, education, neurobiology, sociology, and anthropology. Inquiries of learning and teaching innovations have provided new insights into successful language learning strategies and environments designed to increase language achievement and proficiency.

According to Harmer (2001:9), English is being learnt in an expanding circle country. English is taught as the foreign language in Indonesia. It has been taught from elementary school, junior high school, and senior high school to University for some semesters. Learning English is something new, especially for students of elementary school because it is different from learning their native language.

According to Nation (2014:10), learning a language involves both deliberate and incidental learning, and these both involve the conditions of repetition, retrieval (recall), varied meetings and varied use, using visuals, and deliberate attention. Good learning also involves avoiding interference

which makes learning more difficult. Language learning can occur through all kinds of methods. What is most important is that good principles of learning are applied. The methods are like grammar-translation, aural-oral, the silent way, Suggestopaedia, the communicative approach, and TPR (Total Physical Response). These all have their supporters and attackers. Each method has its strengths and weaknesses and there is no research that shows the superiority of one method over another. What is important is that there is a balance of learning opportunities across the four strands of meaning-focused input, meaning-focused output, language-focused learning, and fluency development. It is also important that the learning conditions of repetition, retrieval, varied meetings and varied use, deliberate attention, and deep processing occur.

Many people begin learning a language and then give up when they see how much work is required. It takes young native speakers many years to learn their first language and they are highly motivated to learn it. When learning a foreign language, there is often not the immediate motivation of being able to use what learners have just learned. It is usually easier to learn when the language is being used around us. A learner of a foreign language needs to set short-term goals where there are signs of progress and achievement. A very useful principle to follow when learning most things is the time-on-task principle. This principle says if learners want to learn something, do it a lot. If learners want to learn to read, read a lot. If learners want to learn to speak, speak a lot. This is a rather crude quantity-based principle, but it works. The more time learners spend doing something, usually the better learner will become at doing it. It is easy to criticize this principle because it concentrates on quantity rather than quality (Nation, 2014:11).

Arnold and Fronseca (2004:125) state that language learning can be supported by bringing in the musical, visual-spatial, body kinesthetic, interpersonal, intrapersonal, mathematical and naturalistic abilities as they constitute distinct frames for working on the same linguistic content. Not only does this variety of presentations allow students to learn in their own best

ways, it also helps to reduce boredom as language learning requires frequent circling back over the same material if learning is to be sustained. Language learning tasks can be developed around different types of intelligences. For instance, an activity such as that of writing the lyrics of a song implies the use of linguistic and musical intelligences. In a role-play where learners may need to express their feelings while being considerate of the feelings of others, linguistic, intrapersonal and interpersonal talents are needed. In a task where learners need to mime the title of a film for others to guess, the body kinesthetic and interpersonal abilities are brought into play.

Learning is important to get new knowledge for someone. There are many definitions of learning, Brown (2000:7) defined learning as acquiring or getting of knowledge of subject or skill by study: experience, or instruction. Then the definition is extracted as follows:

1) Learning is acquisition or 'getting'.

2) Learning is retention of information or skill.

3) Retention implies storage systems memory and cognitive organization.

4) Learning involves active, conscious focus on and acting upon events outside or inside the organism.

5) Learning is relatively permanent, but subject to forgetting.

6) Learning involves some form of practice, perhaps reinforced practice.

7) Learning is a change in behavior.

Kimbley and Garmezy in Brown (2000:7) state that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. In relation to foreign language acquisition and language learning, he suggests that language acquisition and language naturally and it takes place in the informal setting on in the communicative situations. It is a subconscious process and it occurs because there is a real need to use the language. On the other hand, language learning happens when one is thought a language. It takes place in a formal setting. It is about knowing the rules, having conscious knowledge about grammar.

2.3 General Concept of Vocabulary

Vocabulary is one of the important factors in learning English besides pronunciation, grammar, and culture. Students who want to learn English as their first foreign language have to learn those elements first. If people do not use vocabulary, they cannot communicate to other people. People who have many vocabularies are more proficient in language skills than those who only have little vocabulary. According to Suhaimi (2014:6), vocabulary is important in learning a language especially as a foreign language for students.

According to Hanson and Padua (2011:5), vocabulary refers to words learner use to communicate in oral and print language. In order to communicate effectively using oral and print language, learner must be able to flexibly use words that learner recognize and understand. Word recognition is the readers' ability to pronounce or figure out the word by using word attack strategies. Word meaning refers to words students know or can define. Though learners recognize the importance of both word recognition and word meaning, the emphasis of this book will be on word meaning.

Hiebert & Kamil (2005:3) state that a first consideration in delineating the construct of "vocabulary" in research and practice is that individuals have various types of vocabulary that they use for different purposes. Failure to distinguish among the different kinds of vocabulary can lead to confusion and disagreement about both research findings and instructional implications. Generically, vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive that which learner can understand or recognize and productive the vocabulary learner use when learner write or speak.

According to Hiebert & Kamil (2005:3), oral vocabulary is the set of words for which learner know the meanings when learner speak or read orally. Print vocabulary consists of those words for which the meaning is known when learners write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral

representations. As they learn to read, print vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.

Hiebert & Kamil (2005:3) state that productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly.

In general, recognition or receptive vocabulary is larger than production vocabulary. And, as noted earlier, for beginning readers, oral vocabulary far outstrips print vocabulary. This is one of the determining factors in shaping beginning reading instruction. Beginning reading instruction is typically accomplished by teaching children a set of rules to decode printed words to speech. If the words are present in the child's oral vocabulary, comprehension should occur as the child decodes and monitors the oral representations Hiebert & Kamil (2005:3).

Learning vocabulary is one of the important factors in all language teaching, students must keep learning words as they learn structure and as they practice sound system. Wagner (2007:1) stated that acquiring the vocabulary learner use for thinking and communicating is a linguistic achievement of nearly incomprehensible importance and complexity. The study of vocabulary acquisition is a scientific discipline characterized by compelling empirical data and a good bit of theorizing.

According to Wagner (2007:10) cites Graves (1987), considered aspects of vocabulary knowledge from the perspective of tasks that represent stages of acquisition of vocabulary words:

1. Learning to read known words.
2. Learning new meanings for known words.

3. Learning new words representing known concepts.

4. Learning new words for new concepts.

5. Clarifying and enriching known words and meaning.

6. Moving words from receptive to expressive vocabulary.

In every language, vocabulary is important to convey meaning, to express intentions, desires, and feelings, and to communicate with others. Vocabulary is one of the components that support the speaker in communication, whenever learners want to communicate with other people using a language, learner should have mastered a stock of words.

2.4 Teaching Vocabulary

Vocabulary is very important for second language learners, only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language. Language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

Alqahtani (2015:24) states that teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students.

A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom. The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his or her learners. They moreover need to prepare good techniques and suitable material in order to gain the target of language teaching.

According to Hanson and Padua (2011:9), students need to spend time reading books and having books read to them in order to be exposed to vocabulary that is more sophisticated and academic. It is essential that students be provided time to engage in oral language activities such as discussing the book in class after the read aloud and discussing it at home. Students who can read with ease tend to read more difficult material and are thus exposed to a greater number of rare words.

Hanson and Padua (2011:10) cites (Graves, 2006) state that in addition to learning vocabulary indirectly through various reading and writing activities, students benefit from direct and explicit teaching of individual words . Although students will learn many words from the various classroom language experiences, explicit instruction of carefully selected words is needed for students to understand content-specific texts. Through the direct teaching of key words, students acquire the in-depth knowledge they need in order to understand the meaning of words they will encounter while reading.

Yopp (2009:25) reminds teachers of the following important principles for supporting English language learners as they develop their vocabularies in a new language:

a. Encourage native language development. It is easier for individuals to learn new labels for already-known concepts than to learn new concepts. For instance, the word *indifferent* is easier to learn in a new language if students already know the concept and its verbal representation in their native languages.

b. Create a safe, comfortable, and nonthreatening atmosphere that encourages students to use their new language and ensure that they have authentic reasons to engage in language use with you and one another.

c. Respect and draw on students' backgrounds and experiences and build connections between the known and the new.

d. Know students and capitalize on their interests. All of us are more likely to attend to and communicate about what we find fascinating.

e. Model and scaffold language used.

f. Take advantage of the cognates that exist between languages. For instance, many English and Spanish words, such as *family* and *familia*, have a common origin.

g. Using of realia, concrete materials, visuals, pantomime, and other nonlinguistic representations of concepts to make input comprehensible. Write new words on the board as they are shared or provide each student with a set of cards that contain the words. Those way students can see the words as well as hear them.

h. Introduce new words in rich contexts that support meaning.

i. Ensure that students have ample opportunities for social interactions, especially in the context of content learning. English language learners need many occasions to practice the academic language they are learning.

j. Provide wait time. Allowing students time to put their thoughts into words is important for all students, but it is especially so for students who are learning to communicate in a new language.

k. Keep expectations high for all students and for the teacher. Work for depth and breadth of understanding of challenging content and promote critical thinking.

According to Brown (2000:7), teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching vocabulary for beginner is a hard task for teacher. Students should increase their vocabulary. The important of increase

vocabulary is when they get communicate to each other, so they should be mastery in stock of vocabularies.

In teaching vocabulary, teacher has an interesting and enjoyable way in which the students can easily learn new vocabulary without forcing to remember them. By using games, pictures, discussion, commands, and the other interesting ways, the goal of teaching and learning process can be achieved. For example by using pictures, the teacher can show the picture with the words. Then, the teacher asks the students to pronounce the words.

2.5 Teaching Vocabulary in Elementary School

The choosing of appropriate vocabulary is important for the elementary students. They are introduced English pattern with simple vocabulary. Increasingly, there is also need to limit the vocabulary that is introduced to the students. Haycraft (1978: 44) suggested that some guidelines on which the choice of vocabulary can be based. It is important choose the words that are commonly used or the words that the students need. The students motivation will help them to remember a special word that they want to know. It is important in taking the right technique in the teaching learning process especially the technique to deliver the material, so that the learners will create a sense of need to use the words taught.

Furthermore, the vocabulary should be selected in such a way that they start from the easier to the more complex and difficult ones. The vocabulary should also be classified into groups, for example: fruits, colors, vegetables, government, weather and season, library, etc. besides, the limitation of the vocabulary may help the students in completing the topic that is taught without being confused.

Yopp (2009:21) states that vocabulary instruction is the promotion of students' interest in words and word learning. Word consciousness is the term used in literature to describe an awareness of an interest in words, and it involves both a cognitive and affective stance toward words. They are motivated to learn new words, and they seek out opportunities to experiment with words. Teachers can establish word-conscious environments by

modeling and stimulating a curiosity about and enthusiasm for words. They can spark students' interest in words by exploring the etymology (history) and evolution of words. They can engage their students in word play and involve them in conducting investigations about words.

Teachers can group the types of vocabularies so the students will be easier in learning the vocabulary. The groups of vocabulary can provide like verbs, the names of fruits or jobs and occupations. For example:

Table 2.1. Types of Vocabularies

Verbs	Fruits	Jobs and occupation
Ask	apple	accountant
Become	apricot	actor
Begin	avocado	actress
Call	banana	athlete
Can	blackberry	author
Come	blackcurrant	baker
Do	blueberry	banker
Feel	boysenberry	barber
Find	cherry	carpenter
Give	coconut	chef
Go	fig	coach
Have	grape	craftsman
Help	grapefruit	dentist
Keep	kiwifruit	doctor
Listen	lemon	editor
Look	lime	engineer
Make	lychee	farmer
Move	mandarin	fire fighter
Need	mango	fisherman
Play	melon	judge
Put	nectarine	lawyer
Read	orange	mechanic

Run	papaya	musician
Say	passion fruit	nurse
See	peach	pharmacist
Show	pear	pilot
Take	pineapple	policeman
Tell	plum	professor
Think	pomegranate	sailor
Try	quince	salesman
Use	raspberry	soldier
Want	strawberry	tailor
Write	watermelon	teacher

The students will easy to remain the vocabularies based on the types of vocabularies. For example, they will know about the group of fruits, animal, jobs, etc. It is helps students to learn about English, especially about vocabularies.

The teacher can use the picture or drawing to teach the students about vocabulary. The students feel excited to learn about vocabulary, because students interest to learn with the picture or drawing. For example:

Table 2.2. Vocabularies about shape

Star	Hearth
Sun	Moon
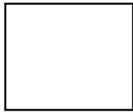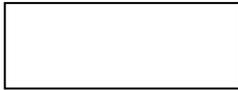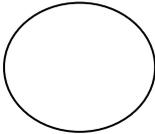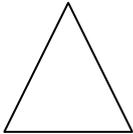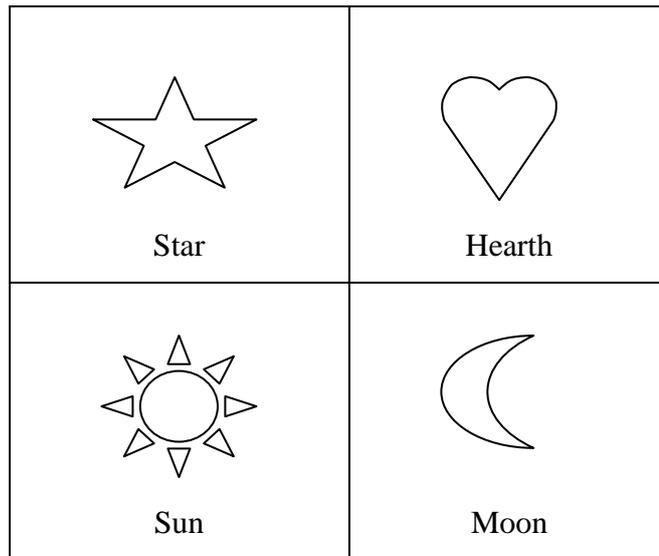
Yopp (2009:23) states that an effective vocabulary program is incomplete if teachers do not develop students' word-learning strategies. One strategy that supports students' abilities to continue to acquire new words is the use of word parts to unlock meaning. A second word-learning strategy is the use of context. Students can be taught that sometimes text provides enough information to support understanding of an unknown word. A third word-learning strategy is the effective use of a dictionary. The dictionary can be a powerful tool, especially when students are motivated to understand the meaning of a word.

2.6 Total Physical Response (TPR)

TPR is one of the English teaching methods developed by Dr. James J. Asher (1968), a professor of Psychology at San Jose State University, California. TPR works on the coordination of speech and action through physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter. TPR comes firstly when Asher sees that adult second language learning is as a parallel process to children's first language acquisition. His idea is based on the speech directed to young children that consists of commands. Then, the children respond to the command physically before they begin to produce verbal responses (Richards and Rodgers, 1986:87).

In TPR, learners are expected to respond non-verbally to commands before they are expected to speak. 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 or in association with motor activity, hence increase the probability of successful recall.

The principle of developing TPR is the process through which children acquire their mother tongue. Students receive a lot of listening input without having to produce it immediately, but communication occurs by responding through reaching, grabbing, moving, looking, and so forth. The purpose of developing TPR with this principle is to lower anxiety and stress, and also build students self-confidence.

Before applying the TPR method for teaching a foreign language, in this case is English, a teacher should understand its principles well. Larsen and Freeman (2000:113) present some principles in teaching using total physical response. The first principle says that the students' understanding of the target language should be developed before speaking. Next, students can learn through some observing actions as well as by performing the action themselves. It is also stated that language learning is more effective when it is fun. Finally, Larsen and Freeman also describe that students are expected to make errors when they first begin speaking.

From the first principle, learners know that imperatives are the main structures to transfer or communicate information. The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances. (Larsen and Freeman, 2000:114).

The second principle indicates that the students can learn through some observing actions as well by performing the action themselves. So, we can say that the use of model is very important before the students are expected to move. First, the teacher performs the action with the students. Later, the

teacher directs the students to do alone. Last, from the students' actions tell to the teacher whether or not the students understand the command given. (Larsen and Freeman, 2000:114)

The third principle describes that language learning is more effective when it is fun. From the statement, we know that the main reason of total physical response is to reduce the students' stress when they learn a foreign language so the teacher should be able to make language learning enjoyable. Making noise is permissible as long as they still pay attention to the lesson. (Larsen and Freeman, 2000:114)

The fourth principle indicates that students are expected to make errors when they first begin speaking. In this case, the teacher should be tolerant of them and only correct major errors. Even these should be corrected unobtrusively. As students get more advanced, the teacher can correct more minor errors. (Larsen and Freeman, 2000:115)

A method or technique in teaching and learning process must be developed in order to get a better purpose for a better life. Teacher who use TPR believe in the importance of having the students enjoy their experience in learning to communicate a foreign language. According to Larsen and Freeman (2000:113), TPR was developed in order to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency.

2.7 The Characteristics of Elementary School Students

Dealing with the development of curriculum in Indonesia, teaching English to young learners has become important in recent years. However, it is not always an easy task to teach young learner. There are many considerations that should be taken on how to teach and what to teach. It is fact that children are different from adult physically and mentally.

Woodworth (1921:2) said that psychology is distinctly a study of actions rather than of things. Psychology helps to understand the child's peculiar conduct and attitude. So, the teacher can learn about psychology to know about the characteristic of the students.

The age has become a major factor to formulate decisions on teaching students. The students who are considered as young learners enjoy studying language through loads of cheerful activities in a bright and colorful room. While adult are expected to use abstract notions since they can think rationally. As Harmer (2001:40) affirms that adults often encompass clear understanding of why they are learning and what they wish to comprehend out of it.

Children have different characteristics from adults. Even different age of children leads to different language skills. For example a ten year old child may have different ability from a five year child. It is supported by Wendy Scott and Ytreberg (2004:3) who stated that children often are relatively mature children with an adult side and a childish side. Therefore, teachers of young learners are required to know the students' characteristics in order that they can design learning activities which are suitable to the students' level.

In addition, Scott and Ytreberg (2004:4) add some points about children language development. Children's general development shows that by the age of ten children can understand abstract, understand symbols (beginning with words), generalize and systematize. There are many similarities between learning one's mother tongue and learning a foreign language. For that reason, the development of one's mother tongue can support foreign language learning. However, the development depends on the language itself and on social and emotional factors in the child's background. What is clear is that most eight to ten year olds have some sort of language awareness and readiness which they bring with into the foreign language classroom.

In general, the elementary school students are the children at the age between six up to twelve years old which are enthusiastic to know and learn everything. Harmer (2001:38) states some general characteristic of children. There are (a) they respond to meaning even if they do not understand the words, (b) they often learn indirectly than directly, (c) their understanding comes not just from the explanation, but also from what they see hear and crucially have a chance to touch and interact with, (d) they generally display an enthusiasm for learning and curiosity about the world around them, (e)

they have a need for individual attention and approval from their teacher, (f) they are taken on talking about themselves and responding well to learning that use themselves and their own lives as main topic in the classroom, (g) they have limited attention span, unless activities are extremely engaging can make them easily getting bored, losing interaction after 10 minutes or so.

Based on the points stated by Harmer above, the researcher assumes that elementary school students are very enthusiastic in finding out, understanding and learning everything. Elementary school students still have a clear brand to learn new anything.