**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

The writer divides this chapter this chapter into seven parts which discuses review of related literature, they are: definition of teaching, definition of vocabulary, teaching vocabulary, Total Physical Response (TPR), kind of English should be taught to elementary school’ students, procedure of applying the Total Physical Response (TPR) to elementary school ‘students and testing vocabulary.

1. **Definition of Teaching**

Teaching is a process of giving lesson or process of transformation from the teacher to students. John and Foster (1976:51) explain that:

Teaching is one aspect of education an interaction between a teacher, a person who can induce intelligent behaving and learning, a person who is inquiring intelligent behavior. Teaching will be treated as a subcategory of subcategory of education.

Based on the definition above teaching is helping the students to do something new. Therefore, in teaching and learning process, students can understand about what have been given by the teacher.

The teacher’s job is to help learners learn. This relates both to the formal classroom process and learning outside the classroom. Teachers are responsible for a large amount of what happened in the classroom, such as: what is taught, the resources used, the type of activities, classroom management, assessment, feedback, etc. it is also part of the teacher’s job to encourage learners to take responsibility for their own learning and become active learners. Lindsay and knight (2006:3) explain that as an effective teacher, they must:

1. Understand learners’ language needs and respond to them positively
2. Design lesson which reflect the learners’ need and develop their communicative skill.
3. Monitors and correct sensitively.
4. Provides feedback and encouragement when appropriate.
5. Tell learners not to worry about making mistake
6. Encourages good learning habit inside and outside the classroom.
7. Keeps track of progress, gaps in learning ability, and repeat error.
8. Creates an ‘input-rich environment’ in the classroom.
9. Encourages learner to read English texts or listen to the radio in English.

 Teaching learning process is a system which has some components, such as: learner, teacher, material, objective, evaluation, method, and media. All of them cannot stand by themselves, but they must work together.

1. **Definition of Vocabulary**

Vocabulary is the number of words to which an individual adult or child can attach one or more meanings (Miller, 1999:178). In addition, Burton (1982:99) stated that: “Vocabulary is the range of language of particular person”. Based on the meaning above, the writer can conclude that the vocabulary is number of words that people use for communication with other people easily.

Vocabulary is an essential component or total number of word which make up a language. There are several different types of vocabulary, such as listening vocabulary, speaking vocabulary, reading vocabulary, writing vocabulary.

1. Listening vocabulary is all the words that can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.
2. Speaking vocabulary is all the words which can use in [speech](http://en.wikipedia.org/wiki/Speech). Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misused – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.
3. Reading vocabulary is all the words that can recognize when reading.
4. Writing vocabulary is all he words that can employ in writing.

With reference to the four language skill, “listening and reading are require receptive understanding of vocabulary, speaking and writing are require productive us of vocabulary” (Murcia and Olshtain, 2000:77)

A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for [communication](http://en.wikipedia.org/wiki/Communication) and [acquiring knowledge](http://en.wikipedia.org/wiki/Learning). When the learners acquire new vocabulary, they must know the meaning of the words. They also know how to arrange in word meaning within a sentence. Students are expected to be able to listen, speak, and write a simple composition by using a number of sentence structures. So they must be able to master an active vocabulary. According to Heaton (1974:5), there are two ways of vocabulary:

1. Active vocabulary is a number of words which students use in speaking and writing.
2. Passive vocabulary is a number of words which students should be able to recognize and understand when they are listening to someone or when they are reading.

And the ideal is, constantly to narrow the gap between active vocabulary and an ever-growing passive vocabulary.

Nunan (1991:118) argued that the acquisition of an adequate vocabulary is an important element in the acquisition of second language because, without extensive vocabulary will be unable to use the structure and function. People or learner may expand their vocabularies by engaging in activities such as reading, playing [word games](http://en.wikipedia.org/wiki/Word_game), and participating in vocabulary programs. When the learner has mastered vocabularies as much as possible, they will gain the advantages such as they can understand the people talking easily, they can conduct communication confidently, and they will reach the success in learning English.

1. **Teaching Vocabulary**

Vocabulary is the important component in language acquisition. Teaching vocabulary is one of the fundamental factors that make possible for person to speak the language in the communicative way. The teacher has to be able to apply various media or methods of teaching to make students interested in learning English**.** To improve the learning vocabulary can be done by giving students various types of activities with the words. It is very important how to make students know the meaning of the word without getting bored by using some good technique.

In the teaching and learning English vocabulary process, the teachers must help their students to increase the vocabulary in difference activities which can make them enjoy. They are many activities to teach English vocabulary. Mccarten (2007:20) explains:

All of the materials in the activities of teaching vocabulary must in the following ways:

1. Providing clearly marked vocabulary lessons.
2. Making the target vocabulary set stand out, including focused practice and regular review.
3. Giving lists of vocabulary to be learned for the lesson.

The activities that can be practiced in the classroom are:

* 1. Reading Out Loud

One of the activities for teaching vocabulary is read out loud to the children. The teacher must choose books that suitable with the students’ level. And the last session, the teacher asks questions about the content of the book.

* 1. Dictionary drill

Choose a word from the book that children read and ask them to look it up in the dictionary and write down the definition .The teacher can adjust the difficulty based on the age of the children.

c. Vocabulary game

Vocabulary game is very suitable activities for children because it doesn't have to be boring. There are many kinds of vocabulary games, and the teachers must choose the suitable game for their children. For example, word of day, this is a fun game to play in which the children is rewarded for remembering to use an appropriate vocabulary. The teacher gives the children a new word and challenges them to find a time to use the word in correct context. If the children use the word correctly, give them a reward.

Teaching vocabularies can be applied if the students are provided with more exercise or activities and more explanation.

 So, in this study, the writer hopes that the technique will make the student interested in learning and mastering vocabularies.

1. **Total Physical Response (TPR)**
2. **The Definition of Total Physical Response (TPR)**

Total Physical Response (TPR) is a [methodology](http://teflpedia.com/Methodology) for teaching [language](http://teflpedia.com/Language) by involving [students](http://teflpedia.com/Students) in physical activity. Richard and Rodgers (1986:73) explain that:”TPR or Total Physical Response is a language teaching method built around the coordination of speech and action”. Larsen-Freeman has been named TPR with “the Comprehension Approach”. It is called this because of the importance it gives to listening comprehension or method which begins with the listening skill.

This method was developed by James Asher, a Professor of psychology at San Jose State University California. TPR is linked to the developmental psychology, learning theory, and humanistic pedagogy. It is based on the belief that the fastest, least stressful way to achieve understanding of any target language is to follow instruction uttered by the instructor without native language translation.

1. **Theory of Language**

TPR considers as silent period. As the students are not ready enough to speak, the teacher should force them to speak before then will only create anxiety. The teacher gives some instructions and these are must be simple, clear, and short. This method seems to focus in classroom drill. Here, the imperative of the teacher is very dominant. Teacher uses imposture when introducing new words and they should have good English, preposition and also pronunciation.

In psychology, “TPR is developed out of the trace theory of memory, 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” (Richard and Rodgers, 2001:73). Retracing can be done verbally such as rote repetition or in association with motor activity. It is also based on the theory that the acquisition of a second language is made easier with a speech-sensory-kinesthetic approach.

In addition, in a developmental sense, Asher claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. The teaching strategies used in TPR reflect a model of the way children learn their primary language.

1. **Theory of Learning**

Asher’s language learning theories are almost similar to the views of other behavioral psychologist. For example, the psychologist Arthur Jensen, which describe of development of verbal, learning in children, which is called Sv-R type learning?

“Sv refers to verbal stimulus – a syllable, a word, a phrase, Etc. R refers to the physical movement the child makes in response to the verbal stimulus (or Sv) the movement may involved touching, grasping or otherwise manipulating some object”. This theory is very similar with Asher’s View of child language acquisition. Asher still sees a stimulus response view as providing the learning theory underlying language teaching pedagogy. In addition, Asher has elaborated an account of what he feels facilitates or inhibit foreign language learning.

The consideration of Asher views about influential learning hypotheses:

1. The Bio-Program

Asher’s Total Physical Respond is a “Natural Method” as he sees that the first and second language learning as parallel process. Second language teaching and learning should reflect the naturalistic process as central. There are three processes students should go tough in natural order. There are:

1. Students develop listening competence before they are able to speak.
2. Student’s ability in listening is acquired since they are required to respond physical to the spoken language from their teacher.
3. Once a foundation in listening comprehension has been established, students will produce spoken language naturally and effortlessly. Parallel to the process of first language learning listening should be accompanied by physical movement. Speech and other productive skills should come later. The speech production mechanism will function spontaneously when the basic foundation of language are established through listening training.
4. Brain Lateralization

One of the foundations of TPR is an uncommon assumption about how language is learned on a neurological level. While most second language learning methods are only directed at the left brain hemisphere, Asher believes that “both hemispheres need to play a role when a learner acquires language” (Richards & Rodgers, 2001:75). The learner should first undergo motor movements, which are controlled by the right brain hemisphere. Then the left brain hemisphere is supposed to process this information and go on to produce language and to initiate other, more abstract language processes. Thus, the movements of the students acting according to the commands of the teacher are supposed to prepare them for processing the language.

1. Reduction of Stress

In a language [class](http://teflpedia.com/Class) setting, the students might have several conditions, as like stress or emotional and anxiety with the lesson. When a learner is for example anxious, tired or hungry he will not be able to absorb input as complete as learners who are relaxed and not distracted by stress or emotions. Asher sees TPR as a stress-free way of learning where the student is “liberated from self-conscious and stressful situations” (Richards & Rodgers, 2001: 75). The student is supposed to learn the [second language](http://teflpedia.com/Second_language) in such a carefree way as a child encountering its mother tongue.

1. **The Objective of Total Physical Respond (TPR)**

The general objectives of Total Physical Respond are:

1. To teach oral proficiency at a beginning level.
2. To teach basic listening skills
3. To have mastered the material given if he/she can respond what the teacher ask him/her to do physically.
4. To have understood the meaning of the teacher command.
5. **The Teacher’s and Learner’s Role**

Learners in Total Physical Respond have the primary roles of listener and performer. The students listen attentively and respond physical to command given by the teacher or classmates, whether understand or not with that instruction. There are able to perform the actions together. So they can learn by watching each other.

After the students learning to respond some oral commands, the students learn to write and read them. And the students should not encourage speaking until they are ready to speak. After the students begin speaking, activities expand to include games or skits.

The teacher’s role in TPR is to select the teaching material and plan the tasks the students are going to do (Knight, 2001:154). The teacher’s main role in the classroom is to give commands to the students. The teacher might for example tell the students: “Stand up!”, “Sit down!”, “Take your pencil!” etc. Stiyadi, as quoted by Garcia has argued that technique in teaching using TPR divided into two terms. They are introductory technique and working technique. The introductory technique refers to the many ways in which a new item or command can be presented for the first time to the students. And working techniques refers to the ways in which the command and supporting vocabulary already presented to the students can be combined and explained in order to advance in the target language. The teacher also serves as a model and gives feedback to the students. The feedback that gives is likened to the feedback children receive from their parents.” The teacher is to gradually increase the amount of correction given to the learner as he progresses in his knowledge of the target language just as parents will tolerate less mistakes as a child gets older”(Richards & Rodgers, 2001:76). So, when the students make an error, the teacher should repeat the command while acting out, the correction is carried out in an unobtrusive manner.

1. **Learning and Teaching Activities**

Imperative drill is the major classroom activity in TPR. Asher points out that “TPR should be used in combination with other techniques and methods” (Richards & Rodgers, 2001:79). Many teachers nowadays like to do this and TPR usually does not show any apparent conflict with other approaches. An example for including an element of TPR in a lesson is to include the game, everyday situation and role plays. Reading and writing activities may also be employed to further consolidate structure and vocabulary and follow up to oral imperative drills.

1. **Kind of English Should be Taught to Elementary School’ Students**

According to Asher TPR is effective not only because it is accordance with natural order but also gives the students feel relax, because they are not forced to produce utterance in unfamiliar target language. Here are some considerations to choose what kinds of language should be given to elementary school students:

1. The language should be comprehension

Teaching elementary students is to make the students comprehend simple oral instruction or imperative to be the basic of further communicative activities. The teacher should introduce the simplest classroom language instructions which are used in daily teaching and learning activities. Such as: sit down, stand up, raise your hand, etc. grammatical and vocabulary items are selected not according to their frequency or use in target language situation, but according situation in which they can be learned.

1. The language should be interesting or relevant

English in elementary school is considered as a new thing to the students. Teaching English is also considered as introducing a new subject. The most of objective of here is to arouse students’ interest or motivation in learning it. The students will highly motivated if the material is interesting and relevant for them to use in the classroom activities. The English is taught in many requirements. The teacher should introduce the English which deals with the students’ need in the classroom. That is the one which students may use to involve themselves in the activities. Then it should deal with the students live. Soon after the students have mastered the language used in the classroom activities, the teacher had better introduce the vocabulary dealing with students’ family or vocabulary which related with the student. To avoid boredom and to draw most attention the teacher should make the unique activities and different with other activities.

1. Not grammatical sequence

As English is a new subject, the students have just started to learn it may seem to be difficult for them to learn the grammar. According to Thornbury (2004:13) “if the learners spend most of the time studying grammar, their English will not improve very much”. The teacher should suit the syllabus not based on grammar sequence but the students’ need for the activities. Grammar should come later when the students have mastered basic foundation for communication.

1. The quantity must be sufficient

The teacher do not need to make students over learn the language. The teacher should only introduce the language need for the activities gradually. The students will bore and didn’t understand if the teacher forces them to over learn the language.

1. Tool to obtain more input should be provided

The teacher should provide as much comprehensible input as possible. Whatever help comprehension, like video or visual aids, tape recorder, etc. the tool are lower effective filter than students work should center on meaning rather than forms. The tool may also contribute to a relaxed classroom atmosphere.

1. **The Procedure of Applying The Total Physical Respond To Elementary School’s Students**

After explain about TPR, writer divide the procedure of applying this method to elementary students into four stages. Each stage may be divided into some session depending on the imperatives introduced. Those are:

1. Stage 1

In this stage the teacher just introduces the most common or simple instructions, such as: stand up, come here, raise your hand, open your book, look, point, etc. The focus of this stage is mainly listening comprehension, as it follows the natural language acquisition: no word is spoken before it is heard, Dian Larsen-Freeman (1989:114) State that the steps are:

1. Introduce a simple word by reading it aloud. Ask the students to listen carefully.
2. Act the word in such clear way that the meaning is understood.
3. Ask students to act the word together.
4. Read the word aloud and see if the students cannot respond.
5. Act the word by reading it and ask the students to respond spontaneously.
6. Ask some students to respond the word individually.
7. If they have really understood, ask the students to respond together for the last time.
8. Introduce another word following the same procedure or make a group and who act the first will be the winner.

Note: in this case, we introduce the word closest the students by using two words which antonyms, like stand up and sit down, close and open, walk and stop, come and go, in the procedure.

1. Stage 2

In this stage we introduce the word closest to the students ‘environment, like part of body or family members. Before starting make sure that students have mastered or comprehend the imperatives used like: point, touch, show me, move, draw, etc.

The steps are:

1. Read out word by showing, pointing or touching the aids in such a way that meaning is comprehended.
2. Ask all students or some students to do action: Touch your …... show me your…., Point to….
3. See if they have done carefully.

Note: in this stage 2 we introduce some words in simple context.

1. Stage 3

In stage 3 is combination of TPR with the other method. Here, the teacher may ask the students to repeat the word that introduced to develop their speaking and reading skill. However, speaking should come earlier than reading.

The steps are:

1. Introduce the simple words by reading them allowed
2. Ask the students to repeat what you say.
3. Ask the students to act or respond what the teacher says.
4. Divide the students into some group and then choose one of them to be the instructor and other to respond to what instructor say.
5. Stage 4

In this stage we develop students ‘reading and writing skill. We start introducing how English word spell. However, the activities are still carrying integrated skill, listening, speaking, writing and reading.

The steps may vary or following the first, second and third stage depend or teacher favorite way. The most important thing is that we start introducing the spelling of some imperatives they have learned.

The next stage the teacher may choose their favorite methods like Communicative Approach if they are sure the students have been able to communicate simple. But as soon as introduce new word may go back to TPR again.

1. **Testing vocabulary**

A good knowledge of English vocabulary is important for anyone who wants to use the language, so knowledge of vocabulary is often tested. Vocabulary knowledge can be divided into four types. There are speaking vocabularies, listening vocabulary, reading vocabulary, and writing vocabulary. A test may test one or all of these types of vocabulary, and the test maker should know of the differences among these types and which is being tested.

In any case, when testing vocabulary, the grammatical structures used should be easy to understand for the students. Heaton (1974:42) said that “test of vocabulary should avoid grammatical structure”. If the grammatical structures are difficult to understand, the test is testing both the ability to understand the grammatical structure and knowledge of vocabulary.

There are many types of the test vocabulary, such as:

1. Multiple – choice items

The most popular of vocabulary testing is multiple-choice items. Mainly for the reason practicality: it is easy to administer and can be scored quickly. In the multiple-choice format when choosing the four or five alternatives, the alternatives should be the same part of speech. If one is a different part of speech, it can easily be eliminated as a possible answer. Some time the students choose it not because they know that it is correct but because all of the others can be eliminated.

1. Matching items

Matching item is the test that presented with a short passage or several unconnected sentences with blanks. The test chooses from among a list of words that are given with the word which fits in the blank. Students need to choose what fits in the blank based on meaning. The tester can give extra words, the purpose is the test cannot answer the last item by having eliminated all other possibilities and the more likelihood that two items could fit in the same blank.

1. Picture Items

The simplest multiple choice item has a single picture in the stem with four or five alternatives. The test chooses which of the four or five alternatives matches the picture. It should be clear what is being depicted in the picture, so the test is of the meaning of the word, not the test's ability to interpret the picture. This type of test is appropriate for elementary students.

Beside of that three types of vocabulary testing, there are the other types of vocabulary testing, as like context items, Synonym/Definition Items, Sentence items, completion items, etc. and all of the vocabulary testing ‘procedures must creative linked by means of the target word.