

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer explains the related theories and related studies about implementation of total physical response to improve vocabulary mastery. The purpose of literature review is to support the research that would be proposed by the writer. The writer was going to provide some relevant theories that aimed to show the view of experts regarding the research that is going to conduct.

A. The Definition of Vocabulary

Vocabulary is the one of most important component in learning and teaching English, because vocabulary is one way to improve English skills. Vocabulary is a sum or stock words employed by a language, group, individual, or work or in a field of knowledge. Based on Thornburry (2002:13) stated vocabulary is an aspect of learning that is used to improve students' abilities in four skills, namely listening, speaking, reading, and writing because , without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. This mean that vocabulary is a core component consist of sum or stock word that used to improve English skills.

In this research, there are many expert give their opinion about the vocabulary. According to Hornby (in Rahman, 2016), vocabulary is total number of words in which by combining them will make up language, or range of word known used by a person then the word arranged in alphabetical order and defined or otherwise identified as in a dictionary or

glossary. Vocabulary is a collection of words that are part of a language, used to make a sentence in order to communicate or convey a message. When this vocabulary is combined in several words, it will form a sentence and have a meaning or a message that is used to interact or communicate with other people.

Vocabulary is very important in learning a language, if student have a good vocabulary mastery it will be easy for them to learn the language. Mastering vocabulary can make students proficient in English, by mastering a lot of vocabulary, students will also know a lot about the meaning or terms in vocabulary. As mentioned by Asyiah (2017), vocabulary is regarded as one of essential factors that gives big influence to the people's communication. So, this means that vocabulary is an important aspect of communicating.

Students generally have difficulty learning vocabulary; sometimes they have a hard time memorizing the words. Due to the lack of vocabulary of the students, they cannot master four skills in English. According to Lubis cited in H. Sinaga et al, (2020: 53), there are some factors that affect the difficulty of students to complete daily vocabulary in English, which is related to four built-in English skills. So if students want to master all four level of English, they should first master the vocabulary.

B. Importance of Vocabulary

Vocabulary is one of the most important components in learning English. To understand English, you need to remember a lot of vocabulary, or understand the meaning. Therefore, it is very important for students to learn about vocabulary, because in vocabulary learning there are many components related to vocabulary, such as the meaning of the same words, pronunciation, affix, and others. Then the vocabulary is very influential in four English skills, such as speaking, listening, reading, and writing. By vocabulary, the students are expected to be able in speaking, writing, reading, and listening. According to Adam Robinson (2001: 1) vocabulary is your foundation of your ability to think and your ability to share your thought with other people. When you improve your vocabulary, you improve your ability to bring your intelligence to bear on the world around you. It means that vocabulary takes a crucial role due to the fact that it is one of the components of language that should be owned in the language learning included in learning English. Vocabulary is very important in effective communication so that, students who have a lot of vocabulary would be easier to express their ideas and feelings.

As explained by Richards and Renandya (2002) that vocabulary plays a crucial part in one's foreign language learning and language proficiency that can affect how well learners speak, listen, read and write. Therefore, vocabulary is very important in learning English so that the four English skills such as speaking, listening, reading, and writing become

better and fluent. Then, when studying vocabulary, there will be many components related to vocabulary that can be learned such as meaning of the word, spelling, grammar, and affixes.

C. Types of Vocabulary

Hiebert and Kamil (2005: 3) propose word has two forms, first oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Second, print vocabulary consists of those words for which the meaning is known when we write or read silently. They also define knowledge of words also comes in at least two forms as follows:

1. Productive vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. There are words that are well known, familiar, and used frequently.

2. Receptive or recognition vocabulary

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

uses spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly.

D. Aspect of Vocabulary

According to Nation (2000), the aspect or component of vocabulary are form, meaning, and use. The aspect or components are presented as follows:

1. Form

In this aspect, form has three components, that are spoken, written, and word part. Firstly, the learners have to know what the word sounds like and how it is spoken (spoken for). Knowing the spoken form of word includes being able to recognize the word it is heard. On the other hand, it also involves being able to receptive or produce in order to express a meaning. Secondly, the learner have to know how is the word written and spelled.

As stated by Nation (2000), points out that one aspect of gaining familiarity with the written form of word is spelling. Spelling is the ability to describe a word by writing or saying it letter by letter. Thirdly, the learner should also know every part of the word that makes up this particular items (such as prefix, root, infix and suffix). Prefix is an affix that is at the beginning of a word to form a new word and with a new meaning. Meanwhile, root is the base form of a word.

2. Meaning

According to Nation (2000), meaning encompasses the way that form and meaning work together other words, the concept and that 13 items it refers to, and the association that come to mind when people think about a specific word or expression. The meaning of vocabulary often has multiple meanings. For one word sometimes means more than one and has opposite meanings. The meaning of the word can also be understood in terms of its relationship items with other words in the language. According to Harmer (1988) word meaning in language can relate to each other in a range ways, called sense relation, also labeled semantic relations or lexical relations. The types of sense relations that hold between words include: a) Antonym are two words that have the opposite meaning, contradiction, or contrast between one another. Antonyms are also called opposite words. b) Synonym are two or more words which have the same meaning.

3. Use Word

According to Nation (2001), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc), and giving a well known opposite or a well known word describing the group or lexical set it fits into. Here, nation involves

the 15 grammatical function of the use of words, phrases, collocations that usually occur with language usage, and any constraints used (in terms of frequency, level, etc.).

E. Teaching vocabulary

Teaching vocabulary is a language learning process that imparts knowledge in the form of words. According to Wallance (in Octaviany, 2007), stated there are several principles on which teaching vocabulary as follow:

1. Aims

In teaching learning process, a teacher has to be clear about the aims of teaching learning process itself. He has to decide on what is involved in vocabulary learning. He has to decided the words which should be mastered by the students. He should consider how many lists of words he expects the learners to achieve and what kind of word they are.

2. Quantity

Teacher may have to decide the number of vocabulary items to be learn. How many new words in the lesson can be achieved by the learners. If there were too many words, they may be confused, discouraged, and frustrated.

3. Need

In teaching vocabulary, teacher has to choose the words really needed by the students. The students should be put in situation where they have to communicate and get the words they need.

4. Frequent Exposure and Repetition

In teaching vocabulary of a foreign language teachers can not only teach new words once. They have to repeat them to make sure the students have already remembered and understood them. There must be a certain amount of repetition until there is evidence that the students have learnt the target words.

5. Meaningful Presentation

The learners must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning involves many other things as well. This requires that the words can be presented in such a way that its denotation or reference is perfectly clear and unambiguous.

6. Situation Presentation

The choice of words can be various according to the situation in which we were speaking and according to how well we know the person whom we were talking to (from formal to informal). Therefore, students should learn words in situations that are appropriate to them.

Based on the explanation above we could concluded that teaching English especially teaching vocabulary, needs a relevant technique, so a

teacher can use one of the techniques which are related to the topic and curriculum.

F. Total physical Responses

In this part, the writer was going to explain about Total Physical Response. It started from the definition of Total physical response, principles of Total physical response, Techniques of Using Total Physical Response, The implementation of Total physical response for teaching vocabulary, The Advantages and Disadvantages of Total Physical Response. The explanation of Total physical response as follow:

1. The definition of Total physical response

Total Physical Response is the method that the students have fun with the activity in teaching, because the students have to follow all creative activities from the teacher, to make the students remember about the material. Total physical response is language learning method which is based on the coordination of speech and action. It mean this method that uses motion to interpret the word. The purpose of training using this method is to help teachers teach English and create a pleasant classroom atmosphere, especially in increasing vocabulary mastery. According to Englishtina (2019: 115) stated that Total Physical response is a method of using movement and gestures which are linked with spoken language in the form of commands and serves to create an atmosphere in which leaners quickly and easily acquire new vocabulary and structures in a target language. Besides, total physical response is a method that

purposed to teach language physical (motor) activity through the coordination around speech and action. It means that to built coordination between speech and action, we can use total physical response as a language teaching method.

According to Bahtiar (2017), Total Physical Response is thought to be able to distribute space for educators to produce education that is full of creativity and consistency in producing exciting, motivating, and efficient education in understanding ability vocabulary. The students' attention to language learning is increasing so that the level of success in learning to improve language skills also increases. According to Maulidia & Hasibuan (2021) stated that Total physical Response method had a significant effect on the ability to master vocabulary where students could practice the instructions given by the teacher and provide simple responses in accordance with the teacher's commands, while also being able to mention and show the vocabulary that is seen.

2. Principles of Total Physical Response

Before applying the TPR method for teaching a foreign language, in this case is English, a teacher should understand its principles well so he will be able to use it properly in the teaching learning process. According to Nunan (2010: 58) stated there are several principles from the total physical response as follow:

- a. We should stress comprehension rather than production at the beginning levels of second language instruction with no demands on learners to generate the target structure themselves.
- b. We should obey the here and now principle.
- c. We should provide input to learners by getting them to carry out commands. These commands should be coached in the imperative.

It is advised that teachers vary the sequence of the commands so that students do not simply memorize the action sequence without ever connecting the actions with the language.

3. Techniques of Using Total Physical Response Method

According to Diane Larsen-Freeman (2017) there are some techniques that are used in Total Physical Response as follows:

- a. Using Commands to direct behavior

We use the command to get student action as the meaning of the command was given to him. It is the major technique of total physical response. It means, as the teacher needs to keep the pace lively, it is necessary for a teacher to plan in advance just which commands will be introduced in a lesson. If the teacher tries to think them up as the 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 student's action tells the teacher whether or not the students understand.

For examples:

- Teacher: Tony, walk to the blackboard! (Tony gets up and walks to the blackboard).
- Teacher: class, if Tony walked to the blackboard, stand up!(the class stand up).
- Teacher: Tony, write your name on the blackboard!(Tony writes his name on the blackboard).
- Teacher: class, if Tony wrote his name on the blackboard, sit down!(the class sits down).

b. Role reversal

Students command their teacher and classmates to perform some actions. Asher says that students want to speak after ten or twenty hours of interactions, although some students may take longer. Students should not be encouraged to speak until they are already. It means, the teacher does not step to second technique (role reversal) after they are comprehensible the words. Therefore, before the apply role reversal he should know the students understanding the material, because in reversal role, students try to learn speaking and giving instructions to their friends, with this practice will build the courage to speak.

c. Action Sequence

At the point, the teacher gives three connected commands. For examples, the teacher told the students to point to the door, walk

to the door, and touches the door. 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. For examples:

- 1) Take out a pen.
- 2) Take out a piece of paper
- 3) Write a letter. (imaginary)
- 4) Fold the letter
- 5) Put it in envelope.
- 6) Seal the envelope.
- 7) Write the address on the envelope.
- 8) Put a stamp on the envelope.
- 9) Mail the letter.

This series of commands is called an action, or an operation. Many everyday activities, like writing a letter, can be broken down into an action sequence that students can ask to perform.

4. The Implementation of Total physical response for teaching vocabulary.

In Total physical Response method, learners have primary role as listener and performer. They listen attentively and response physically to commands given by the teacher. learners are required to respond both individually and collectively. The teacher gives instruction to the learners and practice it by using total physical response method. “the instructor is the director of stage play in which the students or learners are the actor”.

It means that the teacher who decides the lesson, choose some learner to be models and presents the new materials, and also selects supporting materials for classroom use.

The activities of total physical response instruction in the classroom are the teacher ask the students to be volunteer and at the front of the class, with students who be volunteer seated on either side of the teacher. Based on Wally, (2019) In English, the teacher says “Stand up.” As he says it, only he stands up. Then he says “sit down” and he sits down. Next he looks at the volunteers and says, “Stand up.” As he says it, he stand up and signal for the volunteers to stand up with her. He says, “Sit down,” and they all sit. The teacher and the students perform these commands several times together. The students do not speak.

After several demonstrations of stand up and sit down, next model walk, stop, turn, jump and etc. When the audience has observed teacher and the students on either side of the teacher act in response to commands, the observers are also internalizing the meaning of the spoken language.

After modeling a sequence such as stand up, walk, stop, etc..for a number of times, the student become ready to act alone without the teacher. At this point, the teacher invites an individual student who was performing with the teacher to try it alone. The teacher utter a direction such as stand up, walk, stop, etc and the individual student acts alone in response to each command.

Once students are responding rapidly and with confidence to sequence of commands. Next the teacher give new words with expansions of the commands such as “Walk to the chair”. “Walk to the door”. “Walk to the blackboard” etc.

As students become more and more comfortable and confident that they understand everything the teacher are saying in the target language, then recombine constituents to create imperative directions, ones the students have never heard before but understand perfectly. For the example, the students have experienced:

Walk to the chair. Walk to the door. Walk to the blackboard. Now, they will understand if you recombine elements to create a imperative sentence such as: touch the blackboard. After students are responding rapidly and confidently to any direction from lessons, they are ready to begin total physical response exercise in reading and writing.

5. The Advantages and Disadvantages of Total Physical Response

Every method certainly has advantages and disadvantages, its also in Total Physical Response Method has advantages and disadvantages in teaching learning process.

Total physical response had some advantages. The first, the students can involved active in teaching learning, because students use their action to perform the teacher’s instruction. they listen to the teacher’s command, and then perform it well. The second, the students are not difficult to understand the materials, because they practice the material

directly by their action. With the experience of those action can make them remember about the word, likewise, the more the student remembers the material the better he does. The third, the students can achieved speaking skill as the purpose of language teaching. Because with repeatedly the action or perform the teacher's instruction, make them more comprehensible the words. If they have comprehended the words automatically the speaking skill can be achieved.

While, Total physical response also had some disadvantages. The first, the teaching learning process is influenced by teacher's skill. Because the teacher is main role to make this method enjoyable. The teacher should master the language skill, and should know what intruction that suitable for their students. He must know students's vocabulary. The second, this method can be applied only for the beginning level who learn second language, Because the target language lends itself to such activities even though it can succesfully be applied at intermediate and advanced levels. In this respect, it is essential to adapt the language accordingly. The third, the weakness of this method is very dependent on its syllabus, because this method can only be used for the material which coordinated with action. Not all the material can use with this method.

G. Related study

There were a number of studies regarding the Implementation of Total physical response to improve the students' vocabulary mastery. In this

research, there were four studies that related to this topic. The first study by Eldawati, this research was conducted in 2021 at MTs Negeri 2 Kuantan Singingi, entitled “Improving Students’ English Vocabulary Mastery through Total Physical Response Method at Grade VII A of MTs Negeri 2 Kuantan Singingi”. The design of research use was Classroom Action Research. The research aims to know how far the Total Physical Responses can improve the students’ English vocabularies mastery. Data collection methods are observation and test. This is the test in multiple choices. Data analysis is quantitative, which got from the result of the test. The result of this research is that total physical response could increase the students’ vocabulary. The students’ rate in pre-test is 40.00 %, the rate result in the first cycle is 54.54 %, . While in the rate result in the second test is 82.06. the final rate result in the third cycle is 90.00. Total Physical Response can improve students' English vocabularies at grade VII A in MTs Negeri 2 Kuantan Singingi.

The second study by Zulfitri, this research was conducted in 2021 at SMP Negeri 29 Medan to be exact in class VIII with a total of 12 students, entitled Improving the Students’ Vocabulary Mastery Through TPR Method at SMP Negeri 29 Medan, by using the Classroom action research techniques to get student scores. The results of this study are sought to support the creativity of teachers in teaching and increase knowledge to students about the ease of memorizing vocabulary.

The third study by Misra Fadillah, this research was conducted in 2011 at the Seventh Grade Students of MTs Khazanah Kebajikan Pondok Cabe Ilir. This research entitled The Effectiveness of Teaching Vocabulary through Total Physical Response method. This research was using an experimental method in the quantitative form by collecting data from documentation, and test. The teaching vocabulary through TPR method has shown positive significant difference in vocabulary teaching and learning process. It can be seen based on the students' post-test scores in learning vocabulary by using TPR method are higher rather than the students' post-test scores by using GTM method and it also can be seen as students' responds of the writer's commands, they look enjoyable learn vocabulary using vocabulary, because they can practice directly. The result of the research showed that teaching and learning by using TPR method in teaching vocabulary is quit success; it is really helpful in increasing the students' ability and achievement in English vocabulary mastery.