CHAPTER II
REVIEW OF RELATED LITERATURE

Chapter II presents review of related literature which is based on relevant theories and previous research findings. It covers Vocabulary Mastery, Teaching Vocabulary for Young Learners, Teaching Method, and Total Physical Response (TPR).

2.1 Vocabulary Mastery

The role of English vocabulary in communication field requires a great attention on the teaching English itself. Vocabulary is needed for expressing meaning, in using the receptive (listening and reading) and the productive (speaking and writing) skills. It is considered to be necessary for English students to achieve huge improvement in learning vocabulary. The understanding about vocabulary mastery will be discussed as follows.

2.1.1 The Definition of Vocabulary

In some literatures, researcher finds some meanings of vocabulary. There are some definitions of vocabulary. According to Webster’s Ninth collegiate dictionary (1978), vocabulary is:

a. A list or collection of words and phrase usually alphabetically arranged and explained or defined.

b. A sum or stock of words employed by a language group individual or a work or in a field of knowledge.
c. A list or collection of terms or codes available for use.

Additionally, as mentioned by Cameron (2001: 94), “A major resource for language teaching terms, the development of words, the meaning and the links between them will be covered under vocabulary.” It means when the students improve their vocabularies, they will be more confident because they will understand what they listen, speak and write. Thus, vocabulary has a parallel role with phonology and grammar to help the learner master four language skills.

In addition, vocabulary is a part of the language components used to communicate between someone to another. Although vocabulary is the one that is emphasized, it does not mean other kinds of language components grammar and pronunciation are less important. All of these aspects are learned together, because they are attached one to another. Teaching and learning vocabulary relate to words and their meanings. The more words we learn, the more ideas we should have. It means that without vocabulary we will be unable to use the language communicatively.

### 2.1.2 The Definition of Vocabulary Mastery

Vocabulary mastery is needed to express our ideas, transfer our message, and to be able to understand others’ sayings. According to Webster (1992) mastery refers to (1) a. the authority of a master: dominion, b. the upper hand in a contest or competition; superiority, ascendancy and (2) a. possession or display or great skill or technique, b. skill or knowledge that makes one master of a
subject comment. While Hornby (2000) defines mastery as complete knowledge or complete skill.

Moreover, mastery means complete knowledge or great skill that makes someone a master in a certain subject. The specificity of any individual’s vocabulary knowledge depends on the person and his motivation, desires, and need for the words (Hatch and Brown, 1995).

Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession (Rivers, 1989) For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language.

Furthermore, in order to understand the language, vocabulary is crucial to be mastered by the learners Lewis and Hill (1990:12). When people have mastered vocabulary, they are able to use it and produce a sentence to build a good communication.

From the definition above, we can conclude that vocabulary mastery is an individual’s great skill in using words of a language, which is acquired based on their own interests, needs, and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.
2.2 Teaching Vocabulary for Young Learners

Young Learners are children at Elementary school. Harmer (2001:38) commented that “young learners especially those up the ages of nine to ten learn differently from older learners, adolescents, and adults: they easily get bored, losing interest after ten minutes or so on”. They have lower levels of awareness about themselves as language learners as well as about process of learning. They also have a limited knowledge about the word or vocabulary.

The teaching and learning process should be fun and natural for young learners. Slattery and Willis (2001:4) describe several characteristics of young learners. (1) They are growing quickly as individuals. (2) They learn in various ways, for example: by watching, by listening, by imitating, by doing things. (3) They are not able to understand grammatical rules and explanations about language. (4) They try to make sense of situations by using non-verbal clues. (5) They talk in their mother tongue to help their understanding. (6) They can generally imitate the sounds they hear quite accurately and copy the way adults speak. (7) They are naturally curious. (8) They love to play and use their imagination. (9) They are comfortable with routines and enjoy repetition. (10) They have quite a short attention span and so need variety.

Furthermore, Suhartik (2008:3) states that there are some principles to teach young learner. They are:

1. Learning activities should involve physical and sensory activities.
2. Improving teaching variation in the class.
3. Providing reinforcement.
4. Motivating the student that learning English is exciting.
5. Providing relax and joyful atmosphere of learning English.

From the information mentioned above, young learners at Elementary School need to adapt to a learning process that makes them feel comfortable and want to know more about something that they have learned. That is why teachers should be able to provide a good method of learning in the classroom. Teachers also need to make an enjoyable atmosphere to increase students' motivation in learning.

2.3 Teaching Method

There are some various designs in order to get success in learning teaching. They can be approach, method, and technique. In this research will describe as focuses on method. Method is one of components of teaching and learning process. According to Richard and Rodgers (2001:19), method is “the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and order in which the content will be presented”. In addition, method is a generalized set of specification in the classroom for achieving linguistic objectives (Brown, 2001:15).

From the definitions above, it is concluded that teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. The teaching method is a science that talks about ways to deliver
lessons for success of students in a lesson. Therefore, teacher has to use a good method for the purpose in teaching learning process.

2.4 Total Physical Response (TPR)

The types of principles used for instruction are called teaching methods. There is some kind of teaching methods depending on what information or skill the teacher is trying to convey. The teacher may be flexible and willing to adjust their style according to their students. Effective teaching is the base in the success of a student. Based on Larsen and Freeman (2001:107), one of the methods is Total Physical Response. It can be described as follows.

2.4.1 The Definition and Concept of Total Physical Response

Total Physical Response (TPR) which has been developed and promoted by Professor James Asher of San José State University in California is a language teaching method built around the coordination of speech and action (Richard & Rodgers, 2001). According to Larsen and Freeman (2001:107), TPR emphasizes on learning while doing physical activity and respond commands that require physical movement. The students may not be bored. It is also asking students to have fun in learning foreign language.

Teaching English for young learners is not easy. Teacher should have different way to teach them. By using TPR gives different dimension. Teaching material and methods are also well suited. As Sakhaweti (2004:29) stated that “The use of TPR in the language classroom has different dimensions, and it can be used for different purposes. It is a very useful method for teachers who believe
that students’ enjoyment during the lesson is very important and who also believe that students to be taught in different ways to meet the differences in their learning styles”. It means that TPR helps teacher to provide direct experience and physical activity to young learner and present the enjoyment during the lesson at the same time. Moreover, TPR will attract students to involve to the lesson and help students to acquire a new language in real situation without feeling bored.

From the explanation above, it is concluded that TPR places more emphasis on word and action. The purpose of TPR method is to have basic oral expression ability through using imperative sentences. The learners listen and obey the command are the main activity of TPR. Therefore, it will be easier for the students to recall the words that have learned if they use their body in learning vocabulary items. The powerful method of TPR is best applied to introduce new vocabulary, new grammatical feature and listening at any level in fun activity.

2.4.2 The Principles of Total Physical Response

Total Physical Response as a teaching method has a number of principles. Based on Larsen and Freeman (2000:111), there are some principles of TPR. The detailed information will be explained as follows.

1. The teacher gives a command in target language, then the students perform it. Target language should not be presented word by word but in chunks. The meaning of target language can be responded through actions. The students’ response can activate a memory.
2. The students’ understanding of the target language should be developed before speaking when students say nothing.

3. The teacher will give the commands quite quickly. The students can move their bodies to learn a part of the language rapidly.

4. Imperative instructions are the prominent classroom activity in TPR by the teacher to the students. It is because imperative is a powerful linguistic device that can help the teacher encourages the students’ behavior directly.

5. Observing actions can be learnt the students for imitating their action when the teacher directs the students rather than volunteers.

6. The teacher gives new commands until the students are satisfied in order to make students’ feel success and get low anxiety to facilitate learning.

7. The order of the commands will be changed not to make the students memorize fixed routines.

8. When the error happened, the teacher repeats the command while acting it out. The correction should be carried out in an unobtrusive manner.

9. When the students have not heard the commands, they must develop flexibility in understanding novel combinations of target language chunks.

10. Language learning is more effective when it is fun.

11. Spoken language should be emphasized rather than written language.

12. The students are encouraged to speak when they feel ready to speak.

13. Making error in the students’ first speaking should be tolerant until the students have become somewhat proficient.
According to the principles above, it can be concluded that students will understand the meaning of vocabulary items easily if they are learning based on their own experience. They use their body while learning. A teacher should be careful in correcting the students’ mistakes.

2.4.3 Learners’ and Teacher’s Role in TPR

In the teaching process using TPR method, the learners and teacher play different roles.

1. Learners’ Role

Learners play main roles as listeners and performers what the teacher tells in TPR. They listen attentively and respond physically to commands both individually and collectively. The learners are also imitators of teacher’s verbal and non-verbal models. They have little influence over the content of learning since the teacher give the imperative form for lesson that must be followed. (Richard and Rodgers, 2001:93).

Larsen and Freeman (2000:113) say that the learners are as imitator of the teacher’s nonverbal model. Interaction between a teacher and learners is signified by the teacher speaking and the learners respond nonverbally. In TPR, learners monitor and evaluate their own progress. Later on, the learners become more verbal and the teacher responds nonverbally because they are encouraged to speak when they are ready.

2. Teacher’s Role
According to Larsen-Freeman (2000:113), teacher plays as director. It means that the teacher is the one who decides what to teach, presents the new material, and who support material’s tool for classroom use. Native language is used for instruction and observation as an assessment tool. Moreover, teacher is as the model that is responsible for giving commands and monitoring actions taken by the learners. The teacher is a director.

2.4.4 Advantages and Disadvantages of TPR

According to Richard (2001), TPR has some advantages and disadvantages. Those advantages include: 1) it is a lot of fun. 2) it is very memorable. It assists students to recognize phrases or words; 3) it is good for kinesthetic learners who are required to be active in the class; 4) it can be used both in large or small classes. In this case, it is no matter to have how many students you have as long as you are prepared to take the lead, the learners will follow; 5) it works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the learners are able to comprehend and apply the target language; 6) it is no need to have a lot of preparation or materials using the TPR. In this regard, as long as the teachers are competent of what they want to practice (a rehearsal beforehand can help), it will not take a lot of time to get ready; 7) It is very effective with teenagers and young learners; and 8) It involves both left and right-brained learning.

In addition to such advantages, TPR has disadvantages. Among them are: Students who are not used to such things might find it embarrassing. This can be
the case initially that if the teacher is prepared to perform the actions, the students feel happier about copying. In addition, the students are in a group and do not have to perform for the whole class. This pleasure is reserved for the teacher; It is only really suitable for beginner levels. Whilst, it is clear that it is far more useful at lower levels because the target language lends itself to such activities even though it can successfully be applied at Intermediate and Advanced levels.