CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of Teaching English, learning English, concept of vocabulary, vocabulary mastery, teaching vocabulary, and Total physical Respond (TPR) method.

2.1 Teaching and Learning English

The explanation below discusses about teaching English and the definition of learning English.

2.1.1 Teaching English

Teacher plays an important role in the teaching and learning process. According to Brown (1994: 7), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge and causing him or her to know or understand. The teacher acts as a motivator which is motivating students to be more confident in studying English at their next levels. Teaching is also guiding and facilitating learning, enabling the learners to learn and setting the condition for learning. According to Cameron (2001:17), in foreign language teaching, there is teachers’ responsibility to provide exposure to the language and to provide opportunities for learning through classroom activities.

2.1.2 Learning English
Learning a foreign language such as English for speakers of other languages is very important due to the current trend of globalization, becoming an essential competence for having contact with people from different countries for diverse purposes, for instance: technology, education, tourism, business and politics. This circumstance motivates people to learn a foreign language that will be helpful for their integration to the rhythm of the globalized world. Besides, in order to get successful results, the learner is supposed to increase motivation, since learning language is necessarily intellectual and emotional. Learning a foreign language is not as simple as learning a native language, because when children acquire their mother tongue naturally; and there is no interference with another language system. Finocchiaro (1974, in Mohambest: 2009) stated that: “Learning a foreign language is different from learning a native language because the students’ environments in achieving their first language and a foreign language are different”. Like any other learners of English as a foreign language, Colombian learners also find difficulties in learning English, since our native language is considerably different from English. Ramelan (2003, In Delgado: 2011) stated, the degree of difficulty in learning is also determined by the degree of difference between the two languages.

2.2 Concept of Vocabulary

2.2.1 Definition of Vocabulary

Vocabulary is one of the language aspects which people should learn when they are learning language. It will be difficult for us to learn the language without knowing the vocabulary. According to Baker, Simmons, and Kame’enui (1997), vocabulary is a strong indicator of student success. Due to the
fact that all skills in language learning demand much on the vocabulary mastery. Kufaishi (1988, in Fadillah: 2011) states that “students” listening comprehension, writing, speaking, and reading abilities are hampered by their limited vocabulary. Therefore, Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading. By having enough vocabularies, learner will speak fluently, write easily, or understand what the learner reads or hears. It has shown the importance of vocabulary to the learners. Therefore, all English language learners have to put vocabulary subject into the priority of learning before mastering other aspects.

A.S. Hornby (1987, in Yuliana: 2011) stated that vocabulary is the total number of words which make up the language. So language is arranged by so many words and phrases. He adds that vocabulary is collection of words or phrases in language. It means that vocabulary is a language component which gives information or explanation in a language term.

2.2.2 Types of Vocabulary

There are two types of vocabulary that must be known by the students, due to the fact that, it is one of the ways for them in order to be able to understand the context of vocabulary. Hiebert and Kamil (2005: 3) state that “types of vocabulary knowledge come for at least two forms; Productive vocabulary and Receptive vocabulary”.

a. Productive Vocabulary

Productive vocabulary is the words which the learners understand, can pronounce correctly and use constructively in speaking and writing. It involves
what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others. Examples of productive vocabulary are speaking and writing. You use the language that you have acquired and produce a message through speech or written text that you want others to understand. The vocabulary which is spoken and written is called productive vocabulary.

b. Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they are used in the context, but which they cannot produce. It is vocabulary that the learners recognize when they see or meet in reading text but do not use it in speaking and writing. For examples: receptive includes understanding when you listen and when you read. You receive the language and decode the meaning to understand the message. Accordingly, every vocabulary which we read and listen is called receptive vocabulary.

From all the explanations above, it can be concluded that Productive vocabulary is the famous words, familiar, and frequently used. It is a set of words that can use by people to write or speak. On the contrary, receptive vocabulary is words that are not common, and rarely heard by the crowd. It is a set of words that can assign meaning when they listening or reading. People may be able to establish some sort of meaning to them, even though they may not know the intricacies of differences. Usually, these are also the words that people do not use spontaneously. However, when they encounter the receptive vocabulary, they recognize them, even if it is not completely.
2.2.3 The Importance of Vocabulary

Vocabulary is the most important thing in learning English. We can call it as a central of English language teaching and learning, because without enough vocabulary students cannot express their own ideas or understand each other. Wilkins (1972) states “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It means that even without grammar, students can often manage to communicate with some useful words and expressions. The more vocabulary we have it will be more easy to understand speech or writings of others and also we can fill our minds express written and oral. Lewis (1993) states, “Lexis is the core or heart of language”. Students often automatically recognize the importance of vocabulary to learn their language. Due to students need to be more active in showing their opinion in the classroom, so it is important for them to acquire more productive vocabulary knowledge and to develop a personal vocabulary learning strategies of their own. As Schmitt (2010) stated, “learners carry around dictionaries and not grammar books”. It is because vocabulary is the main part of English language teaching that have to be mastered by the students in other to ease them to learn another part such as grammar, speaking, writing, reading, and listening. Learning vocabulary also helps students master English for their purposes. Harmer (2001) states, “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh”. Thus, if the student was able to master the vocabulary they will easily master other skills of English.
2.2.4 Teaching Vocabulary

Teaching English vocabulary is a priority when students are in the early stages of the process. It’s better for The English teachers to teach English vocabulary first then other aspects of the language, such as grammar, speaking, reading and writing. In the teaching vocabulary teachers must explain the new words in the English language, pronunciation modeling, and word-building to help students understand English vocabulary. Classification and association with other words will help students to understand new vocabulary.

Seal (1991) divides vocabulary teaching into planned and unplanned activities. Unplanned vocabulary teaching happens when the students ask the meaning for a vocabulary item during a lesson or when teacher realizes that a word that has just come up needs to be clarified. That means the teachers are allowed to improvise the activities on the spot. In contrast, planned vocabulary teaching involves two types; one incidental to the objective of the lesson and the other one specifically designed as vocabulary lesson. Quite similar, Armbruster, Lehr, & Osborn, (2001) describe two ways to teach vocabulary. Those are indirectly and directly. Students can learn vocabulary indirectly when they engage in conversations with others, through read alouds, and through independent reading. In contrast, Students can learn vocabulary directly when teachers target individual words and promote word-learning strategies.

According to Michael Graves (2006), there are four essential components of vocabulary instruction.

1. Providing rich and varied language experiences
2. Teaching individual words explicitly
3. Teaching word-learning strategies

4. Fostering word consciousness

2.2.5 Vocabulary Mastery

Vocabulary mastery consists of two words, Vocabulary and Mastery. Vocabulary is one of language components which is important to be learned from a side of pronunciation and grammar. Vocabulary influence to obtain good communication. The more vocabulary will provide an accurate word choice intake, so that the thoughts and ideas will be conveyed effectively. Whute (1986, in Pujiningsih: 2010) states, “Vocabulary is the word that is used in language. They are elements that are combined to make sentences or discourse. The more vocabulary will be needed in order to intake accurate word choice, so it will effectively convey thought and ideas. According to Hatch and Brown (1995, in Hafid: 2015), the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. It means that the learning of vocabulary is needed due to the fact that vocabulary is uses in the daily communication. While the definition of mastery is how people can apply much of what they have learned as a whole in more complex and in-depth. It demonstrates how skillfully people can apply their learning. It can be said that mastery is possession of skill, ability, and technique in conducting a certain activity. In other word, Mastery is defined as completely understanding something, which means one has already known all about the things. Mastery is defined as the complete control of knowledge (Oxford Advanced Dictionary).
Mastering vocabulary deals with learning words at the first. Learning words is a cyclical process of meeting new words and initial learning, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language (Cameron, 2001: 74). In short, mastering vocabulary means knowing the form and the meaning of words and having ability to use them communicatively either written or spoken. The aspects in vocabulary mastery include pronunciation, spelling, meaning, and the use of the word.

2.3 TPR Method

2.3.1 Definition of total physical Respond

Total Physical Response (TPR) is one of method that has been developing by Dr. James J. Asher, teacher of psychology of the State University of San Jose; with the purpose of develop an efficient method for the learning and teaching of languages. The method was originated based in the assumption that when an additional language is learned, this language is internalized through a process of decoding similar to the development of the first language, and this process demands a long period of comprehension’ development before the production of language.

According to Asher (1977), the TPR is based on the theory that the human brain is biologically programmed to learn any natural language within interaction. The process is visible when we observe how the children internalize the language, the communication among parents and children combines the verbal and kinesthetic skills, the child answers physically to the verbal commands of the
father, and the response of the child is reinforced positively by the voice of the father. In other word TPR has a concept in which concept has an important role in the learning process of young learner.

TPR is a very good method to teach young learner because this method involves a physical response which is needed by young learner in the learning process due to the way children learn is different from adult. Generally, children learn from what they see directly, and from what they practice directly. Besides, the concept of this method contributes directly through the right of brain in language learned with action. Therefore, this method can build children’s right brain. It is mentioned by Richard and Rodgers (1986) that “The movement of the body seems to be powerful mediator for the understanding, organization and storage of macro details of linguistic input.

In addition, Total Physical Responses is a method based on the premise that the human brain has a biological program for acquiring any language. Using Total Physical Response method is effective to help the students to learn the target language because the students practice directly using the vocabulary in real context. By doing so, the students can develop the storage of the vocabulary in a short time. Besides that, Total Physical Response method also helps the children to understand and memorize linguistic input because the children use body movement as media in the process of learning.

2.3.2 The goals of T.P.R.

Total Physical Response aims to teach oral proficiency to students, especially for the beginners. For students to provide communication skills in accordance with what is in their mind. In order to produce learners who are able to
communicate without feeling confuse with what the speakers says. According to Richard and Rodgers (1986, in Delgado: 2011) states that: “The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a mean to an end, and the ultimate aim is to give basic speaking skills. T.P.R. aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker.”

To gain student's academic improvement, appropriate methods or techniques must be developed. T.P.R. was developed in order to improve the result of teaching-learning process of a second language, especially in teaching the beginning level. In order to make students feel comfort and enjoy in learning the language. It is also supported by Larsen-Freeman (1986) when they declare that “T.P.R. 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”. In this point, it shows that the TPR method is a good method in language learning. Due to the fact that physical reactions to verbal instructions can reduce the resistance and stress on students, consequently students will enjoy the class. We think that this method is a good tool for vocabulary learning. From the report above, there are some objectives of T.P.R:

1. Developing listening and speaking skills at a beginning level. However, Listening and physical response skills are emphasized over oral production.

2. Using comprehension as a mean to speaking. Students are not required to speak until they feel naturally ready or confident enough to do so.
Grammar and vocabulary are emphasized over other language areas. Spoken language is emphasized over written language.

3. Injecting humor into the lessons whenever possible to make them more enjoyable for learners. The imperative mood is the most common language function employed in T.P.R., so the teacher must add the funny side.

4. Memory retention is long when a concept is learned and associated to physical movement.

2.3.3 Teacher and Learner Roles

There are some roles for students and teacher in teaching learning activities by using Total Physical Response method.

1). Learners Role

Learners in TPR method have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively. Learners have little influence over the content of learning, since content is determined by the teacher, who most follows the imperative based format for lesson. Learners are also expected to recognize and respond to novel combinations of previously taught items. Besides, in teaching vocabulary, after several students have demonstrated comprehensions of the new vocabulary by responding to the teacher’s commands, individual members of the class take the role of the teacher. Each gives the same commands, which have been demonstrated, and classmates perform the actions. Besides offering practice in the use of the new vocabulary,
the activity helps to keep students’ minds alert Virginia (1983, in Fadillah: 2011).

2). Teacher Roles

In the TPR method, the teacher plays a central and active role in the sense that most of the activities are planned and coordinated by him. He serves as a model of the sentence structures, which are translated into imperative forms; in this way, he is the initiator of the process of learning. In addition to the previous roles, the teacher has the responsibility to direct the classroom activities, such as the various kinds of drills, exercise, modifications of previously learned patterns, and so forth. In sum, he is expected to finish all feasible opportunities for the students to achieve successful learning. Asher stressed, however that the teacher’s role is not so much to teach as to provide opportunities for learning. The teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalize the basic rules of the target language Jack and Theodore (1986: in Fadillah: 2011)