

CHAPTER II

REVIEW OF PREVIOUS STUDY

In this chapter the writer explains about Previous study, Defenition of TPR,kinds of vocabulary,teaching vocabulary using TPR in junior high school.Defenition physical Appearance, Example Physical Appearance, procedures of teaching vocabulary using TPR, Technique using TPR, advantage of using TPR as a method, disadvantage of using TPR.

A. Previous Study

In this chapter, some literatures related to study are reviewed as means to clarify the present study. These previous studies give a view about the issues and discuss. There are some related studies that discussed on TPR in teaching learn, the first is in the thesis by Dian Rizky Amalia , “Found that teaching vocabulary using total physical response more effective than using picture chart”. It can be seen from the mean of post test, the comparison of the number of students who master and did not master vocabulary between using total physical response and picture chart.¹

The second is in thesis Misra Fadilah. “Found that teaching vocabulary through Total Physical response”. It includes the differences on the students’ vocabulary mastery Learn by using Total Physical Response Method compared

¹Rizqy Dian Amelia Saleh, *A Quasy Exprimental Study of Teaching Vocabulary Using Total Physical Response and Picture Chart at the Seventh Grade Students at MtsN-2 of Palangka Raya Academic Year 2008/2009*, Unpublished Thesis, Palangka Raya : Palangka raya University, 2009.

to the students' Vocabulary mastery learnt by using Grammar Translation Method, and the Students' vocabulary achievement learnt by using Total Physical Response Method.²

The third is in thesis Nina Oktiana. Found that Teaching Vocabulary using TPR Method', Therefore, the use of alternative methods which provides a fun and enjoyable learning situation is needed for students.

In addition, the differences between the previous studies with the writer are related to the approach of the study that is uses. Meanwhile, in this study is that the writer focuses to measure teaching vocabulary by using TPR on Physical Appearance at Seventh Grade of Mts Muslimat NU Palangka Raya. The difference from the present study is that writer used TPR on Physical Appearance in Vocabulary to find the effect on students vocabulary. Besides the technique in applying Physical Appearance in class was different with the previous study.

B. Vocabulary

Vocabulary has important role in learning language. By mastering manykinds' vocabularies it is expected to be able to help the students' achievement in their learning. According to Davis, vocabulary knowledge is related to and affects comprehension. The relationship between word, knowledge and comprehension is unequivocal.³

²Fadilah Misra, *The Effectiveness of Teaching Vocabulary Through Total Physical Response Method*, Universitas Islam Negeri Syarif Hidayatullah Jakarta, 2010.

³In Davis (1944, 1968). Allen. Janet. *Words, Words, Words: Teaching Vocabulary in Grades 4-12*, Stenhouse Publishers: Copyright 2006. P.5.

According to Hornby, Vocabulary is (1) the total number of word in language and (2) all of the known to person or used in particular book or subject and (3) a list of words with their meaning especially one that accompanies a text book (1) in foreign language.⁴

From based on two definition above it can be explained that vocabulary is the total number of words in language that arranging and it is known by person and it be used in language as orally or written. Furthermore Fauziati states :Vocabulary is central to language and of critical importance to typical language learner. Without a sufficient one communicative effectively. vocabulary tively or express his ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a foreign language. When they do not know how to enrich their vocabulary, for example, they often gradually lose interest in learning.⁵

From this statement can be understood that if one have little vocabulary so one cannot communicative efficiently. One will get troublesome to express his/her ideas both oral and written text. So that vocabulary is regarded essential important thing in learning language.

1. Kinds of Vocabulary

a. Function words

⁴ Hornby, *Oxford Advanced Learners Dictionary*, New York: Oxford University Press, 1995, P. 137.

⁵ Endang Fuzianti, *Teaching of English As a Foreign Language*, Surakarta: Muhammadiyah University Press, 2001.

Function words are the words we use to make our sentences grammatically correct. Other types of free morphemes are called functional morphemes. Examples are and, but, when, because, on, near, above, in, the, that, it, them. This consists largely of the functional words in the language such as conjunctions, prepositions, articles and pronouns. Because we almost never add new functional morphemes to the language, they are described as a 'closed' class of words.⁶

1) Preposition

Preposition is a word that connects one thing with another, showing how they are related. Some preposition telling you about position or place. For example on, in, into, of, etc.⁷

2) Conjunction

Conjunctions are used to connect words or sentences.⁸ There are seven conjunctions in English: and, but, so, or, for, nor, and yet.⁹

3) Determiners

Determiners are definite article, indefinite article, possessives, demonstrative, and quantifiers. Examples: the, a, an, my, this, some, etc.¹⁰

⁶George Yule, *The Study Of Language*, New York: Cambridge University. Press. 2006, p. 64.

⁷ Anne Seaton Y.H.mew, *Basic English Grammar For English Language Learner Book 1*, saddleback educational publishing, 2007.p.132

⁸Ibid,p.135

⁹ Alice oshima, ann hogue, *introduction to writing*, united states America: Longman. third edition ,2007.p. 30

4) Pronoun

Pronoun is a word that takes of a common noun or proper noun. The kinds of pronoun are personal pronouns, reflexive pronouns, and demonstrative pronouns.¹¹

b. Content words

Content words (lexical words), are words that carry the content or the meaning of a sentence and are open-class words.

1) Nouns

Noun is traditionally defined as the part of speech (or word classes) that names or identifies a person, place, thing, quality, or activity. Most nouns have both a singular and plural form, can be preceded by an article and/or one or more adjectives and can serve as the head of a noun phrase.¹² For example, thumb, doctor, book, etc.

2) Verbs

Most verbs are action words. They tell you what people, animals, or things are doing. For example, move, jump, read, etc.¹³

3) Adjectives

¹⁰Anne SeatonY.H.mew, *Basic English Grammar for English Language Learner Book 1*, saddleback educational publishing, 2007. p.71

¹¹Ibid, p.44

¹²Fadilah Misra, *The Effectiveness of teaching Vocabulary Through Total Physical Response Method*, Islam Negeri Syarif Hidayatullah University, Jakarta, 2010. P.29

¹³Anne SeatonY.H.mew, *Basic English Grammar For English Language Learner Book 1*, saddleback educational publishing, 2007. P.72.

An adjective is a describing word. It tells you more about a noun. An adjective usually appears before the noun it describes. Sometimes though, the adjective appears, after noun, later in the sentence. For example, smart, tall, windy, etc.¹⁴

¹⁴Ibid. P.52.

4) Adverbs

Adverbs are words that describe verbs, adjectives, or other adverbs. ¹⁵ adverbs tells you about an action, or the way something done. Many adverbs end in. Such as beautiful (adjective) became beautifully (adverb), loud (adjective) became loudly (adverb), etc. ¹⁶

2. Level of Vocabulary

According to nation in his book “ teaching and learning vocabulary”, in Esna state that teaching vocabulary is directly related to some other language activities. If learners need to cover the whole range of language skills, a productive vocabulary of around 3000 base word and large receptive vocabulary are needed. Scott thornbory state that they are seven level of vocabulary such as. ¹⁷

Level of Vocabulary

Level	Words
Easy Start	200 Words
Level One Beginner	300 Words
Level Two Elementary	600 Words

¹⁵ Laurie Rozakiz, ph.D, *English Grammar for The Utterly Confused*, publisher : farming bale state college, P. 5.

¹⁶ Anne Seaton Y.H. mew, *Basic English Grammar For English Language Learner Book 1*, saddleback educational publishing, 2007.P.127.

¹⁷ Scott Thornbury, *How to Teach Vocabulary*, England: Pearson Education Limited, 2002, p. 59.

Level Three Pre-Intermediate	1.200 Words
Level Four Intermediate	1.700 Words
Level Five Upper-Intermediated	2.300 Words
Level Six Advanced	3.0 Rds

Because the students are still at the beginners level, the writer will take 200 words in her research, based on handbook of the teacher. The level of vocabulary in Mts Muslimat NU Palangka Raya is easy starts based on the book based on the book based on handbook of the teacher.

3. Teaching Vocabulary to Junior High School

English subject has different characteristics with the other subjects; English learning is not only vocabulary and grammar but also the offer to use or apply that knowledge in from of knowledge. Specifically, vocabulary knowledge is integrated with the receptive (listening and reading) and productive (speaking and writing) skills. Moreover, the students often repine about English words which have difference word formation or families.¹⁸ Furthermore, junior high school the main focus of kind part of speech is noun, adjective, verb, and adverb.¹⁹

¹⁸ *Depertement Pendidikan Nasional Direktoral* pembinaan sekolah menengah pertama, panduan pengembangan syllabus mata kuliah bahasa inggris smp, Jakarta.2006

¹⁹ Adopted from English syllabus of MTs Muslimat NU Palangka Raya.

In this stage the students' characteristics are adult like, they are frequently more nervous of learning than younger students are and dislike being made to look foolish in front of their classmates. The most nightmares for the teachers of junior high school students is often losing control, spending the lesson talking to their neighbors when the teacher is trying to focus their attention or disagree vocally with much of what the teacher is saying.²⁰ As a result, the students are perhaps paying much attention and interesting in the classroom activity.

4. The Importance of Vocabulary in Language Learning

Vocabulary is very important to be learned . vocabulary is one of language components which has important role in learning English. Vocabulary is a basic and a foundation to learn English . In David Nunan's book, Hockett argued that vocabulary was the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom. Rivers also argued, Vocabulary is essential for successful second language use because , without an extensive Vocabulary, We will be unable to use the structures and functions we may have learned for comprehensible communication.²¹ According David Wilkins in Norbert's Book, he summed up the importance of Vocabulary learning. "Without grammar very little can be

²⁰ Jeremy Hammer, *How to Teach English*, Essex: Addison Wesley Longman Limited, 1998,

²¹ David Nunan. *Language Teaching methodology*. Prentice Hall International. 1998. P.

conveyed , without vocabulary nothing can be conveyed.²² It mean that if someone had little grammar , he still could convey something, but if he hadn't vocabulary, he couldn.t convey antyhing . it showed that how vocabulary important for the students in mastering English.

²² Norbert Schmitt. Researchingvocabulary : A Vocabulary research Manual, University of Nottingham : Palgrave Macmillan, 2010, p. 3

C. Physical Appearance

Physical appearance is the outward phenotype or look of human beings. there are infinite variations in human phenotypes, though society reduces the variability to distinct categories.

Example Adjective with Physical Appearance :

- 1) Complexion : dark : fair height: Tall, pretty tall, short, fairly, short, medium of average height.
- 2) Build / figure : Muscular, skinny, thin, fat, slim, slender, plump, small, stocky.
- 3) Looks : Beautiful, ugly, charming, attractive, cute, handsome, cool, plain, good looking.²³
- 4) Face : Long, round, oval hair : short, long, shoulder, length, black, gray, blond, curly, wavy, straight, pig tail.
- 5) Nose : Small, big, flat, pug, big, aquiline, pointed.
- 6) Eyes : Small, bright, shiny, beady, almond shaped, narrow, big, brown, green, blue.
- 7) Lips : Red, pink, thick, full, thin.
- 8) Waist : Small, big, no waist.

²³ Dewi andam, *Identifying vocabulary about people and their physical appearances*. Mei 20, 2014. P. 3

- 9) Chin : Pointed, Round.
- 10) Mouth : Small, round, thin large
- 11) Eye brow : Thick, thin, dark, straight, arced.
- 12) Eye lashes : Long, Thick, Curled, short, short, straight.
- 13) Cheeks :Chubby, fat.
- 14) Legs : Slender, long short, big, slim
- 15) Shoulder : Narrow, broad.²⁴

D. Total Physical Response (TPR)

1. Definition of Total physical Response (TPR)

The method that will the writer uses is total Physical response (TPR).

Total physical response is a Total physical response is stated by James T. Asher. TPR takes into account that people learn best when they actively involve and understand the language they hear. According to Richards and Rogers, “TPR is language teaching method build around the coordination of speech and action,it attempts to teach language through physical (motor) activity.”²⁵

Total Physical Response is linked to the “trace memory” of memory in psychology which holds that the more often or the more intensively a

²⁴ Ibid. p. 4

²⁵ Dorothy Grant Henning, *Communication In Action: Teaching the Language Art*,(Boston: Houghton Mifflin Company, 1986), P.87

memory connection is trace, the stronger the memory association will be recalled.²⁶

Helena Anderson Curtain & Carol Ann Pesola, said the process is just the same as the first time they start knowing their first language. The teacher will be able to teach their students how to express a request. That is why Total Physical Response is suitable to teach vocabulary. Total Physical Response is an effective method in teaching foreign language for children and adults, especially for beginner students. "TPR has become a common and an effective means of introducing children and adults to a foreign language, and particularly to listening, especially in early stages of instruction."²⁷

Richard and Rodgers said that the general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Then Larsen Freeman also stat that TPR was develop 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.²⁸

2. Design of Total Physical Response

a. Language Objectives

²⁶ Endang Fauziati, *Teaching of English As a foreign language (TEFL)*, Surakarta : Muhammadiyah University Press 2002, P. 61

²⁷ Helena Anderson Curtain & Carol Ann Pesola, *Language and Children making the Match: Foreign Language Instruction in the Elementary School*, (Massachusetts, 1988), P. 127

²⁸ Yeni Octaviany, *The Application of Total Physical Response in Teaching English Vocabulary to The Fourth Graders of SD Negeri 04 Krajankulon Kaliwungu Kendal in Academic Year of 2006/2007*, Semarang, 2007, P. 6

The general objectives of TPR are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills. A TPR course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker, specific instructional objectives are not elaborated, for these will depend on the particular needs of the learner. Whatever goals are set, however, must be attainable through the use of action-based drills in the imperative form.²⁹

b. The Syllabus

The syllabus draws from an analysis of the exercise types employed in TPR classes. The analysis reveals the use of a sentence-based syllabus, with grammatical and lexical criteria being primary in selecting teaching items. TPR requires initial attention to meaning than to the form of items. Hence, grammar is taught inductively.

c. 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

²⁹Jack C, Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*. P.91

Learners in TPR method have the primary roles of listener and performer. They listen attentively and respond physically to command 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.³⁰

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,

³⁰Virginia French Allen, *Techniques in Teaching Vocabulary*, (New York: Oxford University Press, 1983), P.35

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.³¹

3) Activities

This method has simplicity as its most appealing feature. Its strength lies in the internationalization of the material covered. The teacher gives commands and the students carry them out. There are four basic types TPR could be seen as follow:

- a) The imperative drills are used to elicit physical actions and activity on the part of the learners.

³¹Jack C, Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*. P.93

- b) Presentation slides are used to provide a visual center for teachernarration, which is followed by commands and questions to students.
- c) Role play center on everyday situations.
- d) Action sequence³²

In addition, typically TPR heavily utilized the imperative mood, even into more advanced proficiency level. *Commands* are an easy way to get learners to move about and to loosen up. *No verbal response* is necessary. *More complex syntax* can be incorporated into the imperative. *Humor* is easy to introduce. *Interrogatives* are also easy dealt with.

3. Principles of Total Physical Response Method

In regarding to Total Physical Response method, there are four principles TPR method stated by James T. Asher cited by Robert W. Blair.³³

- a. Languages are best learned when the learner receives lots of comprehensible (understandable) or comprehension must be developed first before learners are asked to speak.
- b. Comprehension and memory is well acquired through physical movement.

This statement is supported by Oller, Richard and Amato, “physically

³²Jack C, Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* P.93

³³ Fadilah Misra, *The Effectiveness of Teaching Vocabulary Through Total Physical Response Method*, Universitas Islam Negeri Syarif Hidayatullah Jakarta, 2010. P.36

responding to commands seems to produce long term memory...". From the statements, it can be concluded that students will remember the lesson they learn longer, if it is involving their body movement.

- c. Beginning language learners can benefit greatly from a "silent period" in which they learn to understand and respond to parts of the language without attempting to speak it. This is referred to as delayed production; it means that students will begin to speak when they are ready.
- d. Meaning in the target language can be conveyed through actions. Memory is activated through learner response.

In a TPR lesson, teachers model actions which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word and phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles. Students who learn language through TPR method will not soon forget it.³⁴

4. Procedure of TPR

Some procedures in Total Physical Response method are:

- a. *Review* this was a fast-moving warm-up which individual students were moved with commands.
- b. *New commands* these verbs were introduced.

³⁴Jack C. Richards, *Error Analysis: Perspective on Second language Acquisition*, (England: Longman Group Limited, 1984), P.10

- c. Role reversal* students readily volunteered to utter commands that manipulated the behavior of the instructor and other students.
- d. Reading and writing.* The instructor wrote on the chalkboard each new vocabulary item and a sentence to illustrate the item. Then she spoke each item and acted out the sentence. The students listened as she read the material. Some copied the importation in their notebooks.

5. The Advantages of TPR

There are three advantages and disadvantages of TPR³⁵ :

- a. TPR is instant understanding of the target language does not depend anacademic aptitude.
- b. TPR is working effectively for children and adults.
- c. TPR is high speed long – term retention.

6. Disadvantages of TPR

There are disadvantages of Total Physical Response, as follow³⁶:

- a. It is mainly in the imperative mode, generally excluding the rest of thetarget language.
- b. It is often focused on short phrases or single item vocabulary words.
- c. It fosters only passive language skills.
- d. It takes along time.
- e. TPR method seems to be especially effective in the beginning levels oflanguage proficiency.
- f. In reading and writing activities students are limited to spinning offfrom the oral work in the classroom.³⁷

³⁵ Rizqy Dian Amelia Saleh, *A Quasy Exprimental Study of Teaching Vocabulary Using Total Physical Response and Picture Chart at the Seventh Grade Students at MtsN-2 of Palangka Raya Academic Year 2008/2009*, Unpublished Thesis, Palangka Raya : Palangka Raya University, 2009. P. 45

³⁶ *Ibid.*, P. 45

³⁷ Fadilah Misra, *The Effectiveness of Teaching Vocabulary Through Total Physical Response Method*, Universitas Islam NegeriSyarifHidayatullah Jakarta, 2010. P.36

Moreover, Asher stated that, “our research suggests that most grammatical structure of the target language and hundreds of vocabulary items can be learned through skillful use of imperative”.

7. Techniques in Using TPR

There are six steps in teaching using Total Physical Response (TPR)³⁸:

Step 1 : The teacher say commands as he himself performs the action.

Step 2 : The teacher the command as the both the teacher and the students and then perform the action.

Step 3 : The teacher say command but only students performs the action.

Step 4 : The roles of teacher and students time to do commands.

Step 5 : The roles of teacher and students are reserved. Students give command to the teacher and students time to do commands.

Step 6 : The teacher and students allow for command expansion or procedures new sentence.

8. Total physical response in Teaching Vocabulary

In the classroom the teacher and students take on roles similar to that of the parent and child respectively. Students must respond physically to the words of the teacher. The activity may be a simple game such as simon says or may involve more complex grammar and more detailed scenarios. TPR can be used Practice and teach various things . it is well suited teaching classroom language and other vocabulary connected with actions. It can be used to teach

³⁸ *Ibid.*, P. 46

imperatives and various tenses and aspect. It is also be useful alternative teaching strategy for students with slexia or related learning disabilities, who typically experience difficulty in learning foreign language with traditional classroom instructions Total Physical response is largely about movement. By physically moving to learn verbs and even nouns, learning increases and stress decreases. However, it is recognized that TPR is most useful for beginners, thought it can be used at higher levels where preparation becomes an issue for the teacher. It does not give students the opportunity to express their own thoughts in creative way. ³⁹The following are the steps in using TPR for teaching:

a. Aspect of meaning

- 1) Teacher explain in native language about the rule of TPR, that is the students just listen and need not to speak at first. They have to act out the commands from the teacher.
- 2) Teacher ask some volunteers to come to the front of the room and sit with her / him in chairs that are lined up facing the other students. other students listen and watch.

³⁹ Puji Ningsih Nining, *Improving Students English Vocabulary by Using TPR (a Classroom action Research in the sixth year of MI NU Manafiul Ulum Kudus in the academic year of 2009-2010*. P. 27

- 3) Teacher give various commands beginning with verbs while doing them together with the volunteers , for example : “swim “ (use both hands and do something general like a butterfly free stroke in the air).
- 4) Teacher allows the volunteers to do instructions and she / he remains seated.
- 5) Then, teacher asks one of volunteers to perform in instructions alone.
- 6) Teachers approaches the other students who have been sitting observing her \ him and the volunteers and gives the same commands.
- 7) The students follow the teacher actions
- 8) After the students master the instructions, the teacher give the new ones the step above.
- 9) Teacher turns to the rest of the class and gives the command randomly to the students
- 10) The last step, teacher writes the new command on the blackboard.
Each time she /he writes a command, she acts is out.
- 11) The students copy the sentences from the blackboard into the notebooks.

Using TPR in teaching vocabulary can be fitted to the real situation in the classroom. Sequence steps above are intended to make the students understand the new vocabularies given. To be said knowing vocabulary, students have to know the meaning, the spelling , the pronunciation and the use of the words. In order to equip the students in those four aspect of

pronunciation, and aspect of using the words, that are actually elaboration of previous step to teach vocabulary holistically.

b. Aspect of spelling

- 1) The teacher ask the students to write the instructions on the board.
- 2) The teachers ask volunteers to spell the words along with her.
- 3) The teacher asks the students randomly to spell the word alone.

c. Aspect of pronunciation

- 1) The teacher ask a students to be an instructor.
- 2) Then, the first students who becomes instructor gives instructions to the second student.⁴⁰
- 3) From the first student, teacher can check the pronunciation, and from the second student, teacher can check whether the meaning is correct.⁴¹

d. Aspect of using word

- 1) The teacher asks the students to make a new imperative sentences spoken or written using the same words on the board.
- 2) The teacher asks the students to practice using their sentence.⁴²

⁴⁰ Puji Ningsih Nining, *Improving Students English Vocabulary by Using TPR (a Classroom action Research in the sixth year of MI NU Manafiul Ulum Kudus in the academic year of 2009-2010*. P. 28

⁴² *Ibid* , 29

9. One –Way repeated measure ANOVA

In a one way repeated measures ANOVA design each subject is exposed to two or more different conditions, or measures on the same continuous scale on three or more occasions. It can also be used to compare respondents' responses to two more different questions or items.⁴³

⁴³ Pallan, Julie F, A step by – step guide to data analysis using SPSS(version10),2000,p.9

