

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the writer will presents the elaboration of the related theories of this study begins with the previous of the study, approach, method and technique, vocabulary, total physical Response.

#### A. The Previous of Study

Related to the study, before conducting the study, the writer reviewed some related previous studies. First, Yeni Oktaviany<sup>1</sup> had conducted a study entitle “The Application of Total Physical Response in Teaching English Vocabulary to the Fourth Graders of SD Negeri 04 Krajangkulon Kaliwungi Kendal in Academic Year 2006/2007”., She founded the students achievement in the post-test (90,1%) was higer that that of pre-test (44,51%). The average of the student’s achievement in the first cycle was 87, 06% and the second cycle was 89,56%. The relative frequency showed that the mastery level of vocabulary in the second cycle is better than that on the cycle. The main factor effecting this improvement was the student’s interest in teaching learning process through Total Physical Response (TPR).

After that Aswandi<sup>2</sup>, srn: 22401108026, the title is “The Effectiveness of Using Total Physical Response Method in Learning Imperative Sentence at

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<sup>1</sup>Yeny Oktaviany, *The Application of Total Physical Response in Teaching English Vocabulary to the Fourth Graders of SD Negeri 04 Krajangkulon Kaliwungi Kendal in Academic Year 2006/2007*, Accessed on 01 Mei 2013.

<sup>2</sup>Aswandi, *The Effectiveness of Using Total Physical Response Method in Learning Imperative Sentence at Second Year Student of SMA Negeri 8 Makassar*, Accessed on 0n Mei 2013.

Second Year Student of SMA Negeri 8 Makassar". He found that the use of Total Physical Response was significantly effective in learning imperative sentence. He concluded that the second year students of SMA Negeri 8 Makassar could be effective their learning by using Total Physical Response. The result of this study was. (1) The mean score obtained by students through pre-test of experimental group was 55.35 and pre-test of control group was 51.75 and pos-test of experimental group was 78.15 and post-test of control group was 60.65. (2) The t-test value was higher than t-table ( $15.1 > 2,021$ ). It means that there was a significant different between the results of the students pre-test and post-test. Therefore,  $H_0$  was rejected and  $H_1$  was accepted. It is different from this study. In this study the researcher emphasized on the effect of Total Physical Response on Vocabulary size. To make students more enjoy in study.

From those previous the writer interest in inquiring further vocabulary teaching strategies, but it is conduct in different set. This study applies quantitative analyses to measure the vocabulary size investigation. The duty of the writer is to measure the effect of Total Physical Response method on the students' vocabulary size where the quasi- experimental design will be used. In addition, the study is conduct at MTs Muslimat NU Palangka raya, particularly in the seventh grade students.

## **B. Approach, Method and Technique**

The term of method are often mixed with approach and techniques, they have different among one with the other. About decades ago Edward Anthony gave as a definition that admirably withstood the test of time, his concept:

“Method” was the second of three hierarchical elements, namely approach, method and techniques.<sup>3</sup>

### **1. The Approach**

According to Anthony, An approach is a set of assumption dealing of the nature of the language, learning, and teaching.<sup>4</sup> Besides, Jack C. Richards said “*Approach*” is a set of correlative assumption dealing with the nature of the language teaching and learning”.

In approaches there are closest guidelines are linked directly to two factors. (1). The teachers own understanding of an insights into the nature or language, the child and of classroom practices themselves, (2). Theories which are directly intended to highlight classroom practices in general language teaching in particular. These comparatively remote principles and theories which on the one hand highlight the language behavior in the classroom, and on the other indirectly control the teacher’s classroom performance are known as approaches. The approaches further are determined by the theories on language which may psychological theories or linguistics theories.<sup>5</sup>

### **2. The Method**

Method is a way of teaching a language which is based on systematic principles and procedure. And justifying to use of them. Admittedly, we sometimes have found it difficult to use the term method with more recent innovation, such as content based instruction and cooperative learning. Method is

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<sup>3</sup>H. Douglas Brown, *Teaching by Principles-An Interactive Approach to Language Pedagogy 2th Edition*, (San Fransisco: Longman,2001), p.48

<sup>4</sup>Ibid, p.48

<sup>5</sup><http://www.shvoong.com/social-sciences/education/2031512-approach-method-technique>. (Accessed on 28 April 2013)

an overall plan for the orderly presentation of language material, no part of which contradicts and all is based upon the selected approach.<sup>6</sup>

According to Anthony's model "Method is the level at which theory is put into practice and choices are made about the particular skills to be taught, the content was taught, and the order in which the content will be presented."<sup>7</sup>

A study of methods is invaluable in teacher education at least five ways:

- a. Method serves as a foil for reflection that can aid teacher in bringing to conscious awareness the thinking that underlies their action.
- b. By becoming clear on where they stand, teacher can choose to teach differently from the way they were taught.
- c. Knowledge of methods is part of the knowledge base of teaching.
- d. A professional discourse community may also challenge teacher's conception of how teaching leads to learning
- e. Knowledge of methods helps expand a teacher's repertoire of technique.

The last levels of conceptualization and organization within a method what we will refer to as procedures.<sup>8</sup> This encompasses the actual moment to moment techniques, practices, and behaviors that operate in teach a language according to a particular method. It is the level at which describe how a method realizes its approach and design in classroom behavior. At the level design it can be seen that

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<sup>6</sup> Jack, C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching: A Description and Analysis*, (Cambridge: Cambridge University Press: 1986). p.27

<sup>7</sup>Ibid, p.15

<sup>8</sup>Diane Larsen, Freeman, *Technique and Principles in Language Teaching, second Edition* (Hongkong: oxford University Press, 2000), p.1

a method will advocate using of certain types of teaching activities as a consequence of its theoretical assumptions about language learning.

At the level of level of procedures we are concerned with how tasks and activities are integrated into lesson and used as the bases for teaching learning. There are three dimensions to a method at the level at the level of procedures: (a) the use of teaching activities (drills, dialogues, and information-gap activities, (b) the way in which particular teaching activities are used for practicing language, (c) the procedure and techniques used in giving feedback to learners concerning the form or content of their utterance or sentences.<sup>9</sup>

Finnocchiaro and humfit (1993) illustrate how the phases of instruction are handled in what they call a national functional approach:<sup>10</sup>

- a. Presentation of a brief dialogue or mini dialogues
- b. Oral practice of each utterance in the dialogue
- c. Questions and answers based on the topic and situation in the language.
- d. Question and answers related to the student's personal experience but centered on the themes of dialogue
- e. Study of the basic communicative expressions used in the dialogue or one of the structures that exemplify the function.
- f. Learner discovery of generalizations or rules underlying the functional expressions of structure.
- g. Oral recognition, interpretative procedures.
- h. Oral production activities, proceeding from guided.

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<sup>9</sup>Ibid, p.16

<sup>10</sup>Diane Larsen, Freeman, *Technique and Principles in Language Teaching, second Edition* (Hongkong: oxford University Press, 2000), p.5

A study of methods requires leading to the skilling of teacher but rather can serve a variety of useful functions when used appropriately in teacher education. It can help teacher particular, and perhaps transform, their understanding of the teaching learning process. Method can serve as models of the integration of theory (the principles) and practice (the techniques).

### **3. The Techniques**

Techniques re the specific in the classroom those are consistent with a method and therefore harmony with an approach as well.<sup>11</sup>

Technique is implementation that which actually takes place in a classroom. It is particular trick stratagem or contrivance used accomplish an immediate objective, technique must be consistent with method and therefore in harmony with an approach. According to Anthony's technique is the level at which classroom procedures are described.<sup>12</sup>

A technique called walling can be with utterance exchanges that expressed implying some kind of conflict. Just as grammar points seem to pair naturally with other aspects of language, teaching technique should vary according to the match being emphasized. For example, in structural social, match such as modals and request, the degree of politeness depends on the social relationship between the speakers.

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<sup>11</sup>H. Douglas Brown, *Teaching by Principles-An Interactive Approach to Language Pedagogy 2th Edition*, (San Fransisco: Longman,2001), p.48

<sup>12</sup>Diane Larsen, and Freeman, *Techneques and Principlesin Language Teaching, second Edition* (Hongkong: Oxpord University Press, 2000), p.17

On the other hand, if one is teaching quant for locative preposition or modal of logical probability structure meaning matches the most useful techniques are demonstration, illustration, and TPR.<sup>13</sup>

The main point of the explanation above, the conclusion is an approach is a set of theories and principles method is the way which it is applied these theories and principles, and a techniques is the tools and the tasks which it is used to make your method succeed.

So, in teaching learning process approach, method, and technique are very important. Without them teaching process is not effective and the students will feel bored. In teaching learning approach, method and technique always used so that teaching learning process can be running well.

## **C. Vocabulary**

### **1. The Definition of Vocabulary**

Vocabulary has important role in learning language. By mastering many kinds' vocabularies it is expected to able to help the students' achievement in their learning. Vocabulary *adalah himpunan kata yang diketahui maknanya dan dapat digunakan oleh seseorang dalam suatu bahasa*. Vocabulary is words arranging that known the meaning and it can be used by somebody in language.<sup>14</sup>

A vocabulary is defined as the entire words known and used y a particular person. However, the words known and used by a particular person do not constitute all the words a person is exposed to. Vocabulary is the total number of

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<sup>13</sup>Jeremy Harmer, *Grammar Activities*, (Person Education Limited 2001), p.154

<sup>14</sup><http://alamsetiaadi08.wordpress.com/upaya-peningkatan-vocabulary-siswa-dengan-media>. (Accessed on 28 April 2013)

words in a language. Based on Webster's English Dictionary the word vocabulary is describe as follows:

- a) An alphabetical list words with their meaning
- b) The word of a language
- c) An individual's command or use of particular words.<sup>15</sup>

Furthermore Fuzianti states that; Vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one communicative effectively 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.<sup>16</sup>

Vocabulary is one of the language components which have to be mastered by the students in learning a new language. They students will get difficulties in using English if they are lack of vocabularies.

Similarly Hornby, defines vocabulary as:<sup>17</sup>

- 1) The total number of words in language
- 2) All the words know to a person or used in a particular book, subject, etc.
- 3) A list of words with their meaning, especially one that accompanies a text book in a foreign language.

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<sup>15</sup> *Webster's English Dictionary*, Karisma publishing Group, p. 454

<sup>16</sup> Endang Fuzianti, *Teaching English as Foreign Language*, Surakarta: Muhammadiyah University Press, 2000, p, 155

<sup>17</sup> Hornby, A.S, *Oxford Advanced Learner's Dictionary of Current English*, Oxford: Oxford University Press, 1995, p. 1331



According to Barnhart states:<sup>18</sup>

- 1) Vocabulary is stock of words used by person, class of people, profession, etc.
- 2) Vocabulary is a collection or list of words, usually in alphabetical order and defined.

Based on the explanation above, the writer concludes that vocabulary is a part of language component. Vocabulary has a complex function in human being's life. Vocabulary is the form of all words that human being use to communicate each other. Through vocabulary, people convey one to say and receive what they want to hear.

## **2. The Kinds of Vocabulary**

### **a. Content Words**

It isn't surprising that content words are usually nouns, verbs, adjectives, and sometimes adverbs. Those are the words that help us form a picture in our head; they give us the contents of our story and tell our listener where to focus his or her attention. We want our listener to be able to quickly grasp the main content of our story, so we make the content words easier to hear by bringing attention to them with added stress.

<b>Category</b>	<b>Description</b>	<b>Examples</b>
Nouns	People, places, things and ideas	Patty, Seattle, cars and happiness

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<sup>18</sup> Barnhart Cynthia A., *The Facts on File Student's Dictionary of American English*. Facts on File, 2008

Main verbs	Verbs without auxiliaries	Ran, swim, thinks
Adjectives	Words that describe nouns	Red, soft, careful
Adverbs (except adverbs of frequency)	Words that describe nouns	Calmly, quickly, carefully
Question words	Words that denote a question	Who, what, where, when, why
Negatives	Words that negate	Not, never

### b. Function Words

Function words are the words we use to make our sentences grammatically correct. Pronouns, determiners, and prepositions, and auxiliary verbs are examples of function words. If our function words are missing or used incorrectly, we are probably considered poor speakers of English, but our listener would probably still get the main idea of what we are saying. Since function words don't give us the main information, we don't usually want or need to do anything to give them added attention and the words remain unstressed. In addition, sometimes we do things to deliberately push function words into the background... almost the opposite of stressing. This is called *reducing*.

Category	Description	Examples
Auxiliary verbs	Verbs that support the main verbs	Am, are, has, could, should
Prepositions	Words that tell relation to other words	At, on, to, near
Conjunctions	Words that tie clauses together	And, so, but, however
Determiners	Words that give detail to nouns	A, an, the, some, any
Pronouns	Words that replace nouns	I, it, we, they, he, she

Not very many aspects of English are concrete, and the idea of stressing content words, but not function words, is a generalization and not a rule. Not every content word is said louder or longer, and not every function word is reduced. A speaker chooses exactly which words to stress based on the message he or she is trying to send.

### 3. The Important of Vocabulary

If someone wants to communicate in English smoothly he or she someone wants to communicate should have many vocabularies which they cannot speak fluently without developing vocabularies. It is very important to learn vocabulary. These are the reasons why vocabulary is important:

- a. An extensive vocabulary aids expressions and communication.
- b. Vocabulary size has been directly linked to reading comprehension.

- c. Linguistic vocabulary is synonymous with thinking vocabulary.
- d. A person may be judged by others bases on his or her vocabulary.

#### 4. Vocabulary Size

In review of vocabularu acquisition, tah estimating vocabulary size was probably to oldest type of vocabuary research. Thus, score of studies have focused exclusively on estimating vocabulary size, it is not suprising that such estimates have variate considerably.

As researchers began to specify more precisely the parameters of vocabulary level. In this study the writer will classify the level of vocabulary level is intermediate that vague curricular territory. Were the students progressed beyond novice stages to an ability to sustain basic communicative tasks, to establish some minimal fluency, to deal with the view unrehearsed situation. To self on accession, to use a few compensatory strategies, and generally to “get along” in the language beyond mere survival.<sup>19</sup>

Estimates of vocabulary size based on an individual's knowledge of words sampled from a dictionary or on frequency counts of words.<sup>20</sup> Vocabulary size is an important component of lexical competence and has been observed to be instrumental for both reading and writing. Vocabulary sizes are related to the

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<sup>19</sup>H.Douglas Brown, *Principles Language Learning and Teaching*. Second Edition. San Francisco: Longman Inc. 2000. p. 108

<sup>20</sup>A. D’Anna Chaterina Eugene B. Zechmeister, andW. Hall Jams. *Journal Toward a Meaningful Definition of vocabulary size. Literay research* 1991. p .109

quality of written compositions and reading comprehensions skills. Vocabulary size reverses to the number of words a learner knows and uses.<sup>21</sup>

Vocabulary can be defined as the words that have been taught in a foreign language and a new item of vocabulary can be of more than a single word expressing a single idea and meaning in the pursuit of acquiring a Second or Foreign Language, the development of a rich vocabulary is an important factor. Though the practice of teaching vocabulary was neglected during 1950s while audio-lingual's prevailed on the methodology followed by language teachers, it came back in 1970s due to the development of communicative approaches to language teaching. Proponents of this approach hold that in the early stages of learning and using a Second Language, one is better served by vocabulary than grammar.

The knowledge of vocabulary includes not only the definition of that particular word but also how that word can be used for serving practical purposes. Besides, "How much of the new vocabulary becomes part of the learners' vocabulary will depend on how actively it is used and practiced." Therefore, while teaching vocabulary the primary emphasis should be given on the activities which will be practiced in the class.

## **5. Problem In Teaching Vocabulary**

Certainly that if someone wants to communicate with another person in English, he has to have enough vocabulary, because it is basic element of any

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<sup>21</sup>ATL AMTIS *Examining the Relationship Between Receptive Vocabulary Size and written Skill of Primary School Learner*.journal of the Spanish Association of Anglo-American Studies. 31.1 (June 2009) P. 130

language. One who knows enough vocabulary is more likely to converse with anybody else better than one who has few vocabularies.

Some factors that make some words difficult for the students:

- a. Pronunciation: research shows that words that are difficult to pronounce are more difficult to learn. For example: Gorgeous, Lecturer, etc.
- b. Spelling is sound and spelling mismatches will be cause of errors in pronunciation or in spelling, and can contribute to a word's difficulty. For example: muscle, headache, etc.
- c. Length and complexity: long words are more difficult to learn than short ones. And the variable stresses of polysyllabic words are also difficult. For example: necessary, necessity, necessarily.
- d. Meaning: when two words overlap in meaning, learners are likely to confuse them. Or it called word with multiple meaning such as since and still, can also be difficulties for learners.
- e. Range: connotation and idiomatic, words that can be used in wide range of context will generally be perceived as easier than their synonyms with a narrower range. For example: thin is more used than skinny, slim and slender. The connotation of some words may cause problem too. for example: propaganda has negative connotation in English, but it is equivalent may simply mean publicity.<sup>22</sup>

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<sup>22</sup> Caleb Cattedano, *Teaching Foreign Language in School*, (New York Educational Solution, 1963), p. 53

## **D. Total Physical Response (TPR)**

### **1. Definition of Total Physical Response**

Total Physical Response (TPR) is one of new methods developed by James Asher, a professor of psychology at San Jose State University, California, USA, to aid learning foreign language. TPR is language learning method which is based on the coordination that the more often or intensively a memory connection is traced, the stronger memory will be, in TPR classroom, students respond to commands that require physical movement.

Asher defines that the method of TPR relies on the assumption that when learning a second language or a foreign language, that language is internalized through a process that is similar to first language development and that the process allows for long period of listening and development prior to production.<sup>23</sup>

TPR is also named the comprehension approach since of the important given to listening comprehension. In TPR, students listen and respond to the spoken target language commands of their teacher, if they can perform the teacher's instructions it means that they know the meaning of the words. In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels adults should recapitulate the processes by which children acquire their mother tongue.

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<sup>23</sup>Asher J. James, *The Total Physical Response Approach to Learning Language*, [www.Tprworld.Com/organizing.Htm](http://www.Tprworld.Com/organizing.Htm). (Accessed on 01 Mei 2013)

Asher shares with the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. A method that is undemanding in terms of linguistic production and that involves game like movements reduces learner stress, he believes, and creates a positive mood in the learner, which facilitates learning. From the explanation above, the writer concludes that TPR places more emphasis on the link between and action. The activity, where a command is given in the imperative and the learners obey the command, is the main activity of TPR. Therefore, it will be easier for the students to recall the words they have learned if they use their body in learning vocabulary items. The powerful method of TPR is best applied to introduce new vocabulary and new grammatical feature at any level. TPR can be varied in any different activities such as storytelling, dialogue, games, or a pattern drill.

## **2. The Objectives of Total Physical Response Method**

The general objectives of Total Physical Response 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 learners. Whatever goals are set, however, must be attainable through the use of action-based drills in the imperative form.

A method or technique in teaching and learning process must be developed in order to get a better purpose for a better life. TPR was developed in order to improve the better result of teaching learning process of a new language. Teachers



who use TPR believe in the importance of having the students enjoy their experience in learning to communicate a foreign language.

According to Larsen-Freeman, TPR was developed in order to reduce the stress people feel when studying foreign language and thereby encourage students to persist in their study beyond a beginning level of proficiency.<sup>24</sup>

From the statement above, there are some objectives Total Physical Response;

- 1) Teaching oral proficiency a beginning level.
- 2) Using comprehension as a means to speaking
- 3) Using action based drills in the imperative form

### **3. The Teacher and Learners Role in Total Physical Response Method**

Imperative drills are the major classroom activity in Total Physical Response. They are typically used to elicit physical actions and activity on the part of the learners. Conversational dialogues are delayed until after about 120 hours of instruction. Asher's rationale for this is that "everyday conversations are highly abstract and disconnected; therefore to understand them requires a rather advanced internalization of the target language". Other class activities include role plays and slide presentations. Role plays center on everyday situations, such as at the restaurant, supermarket, or gas station. The slide presentations are used to provide a visual center for teacher narration, which is followed by commands and for questions to students, such as "Which person in the picture is the salesperson?"

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<sup>24</sup>Diane Larsen, Freeman, *Technique and Principles in Language Teaching, second Edition* (Hongkong: oxford University Press, 2000), p. 113

Reading and writing activities may also be employed to further consolidate structures and vocabulary, and as follow-ups to oral imperative drills.

### **1) Learner roles**

Learners in Total Physical Response 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 must follow the imperative-based format for lessons. Learners are also expected to recognize and respond to novel combinations of previously taught items:

Novel utterances are recombination of constituents you have used directly in training. For instance, you directed students with 'Walk to the table!' and 'Sit on the chair!'. These are familiar to students since they have practiced responding to them. Now, will a student understand if you surprise the individual with an unfamiliar utterance that you created by recombining familiar elements (e.g. 'Sit on the table!').

Learners are also required to produce novel combinations of their own. Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak - that is, when a sufficient basis in the language has been internalized.

### **2) Teacher roles**

The teacher plays an active and direct role in Total Physical Response. "The instructor is the director of a stage play in which the students are the actors". It is

the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. The teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictably. Asher recommends detailed lesson plans: "It is wise to write out the exact utterances you will be using and especially the novel commands because the action is so fast-moving there is usually not time for you to create spontaneously". Classroom interaction and turn taking is teacher rather than learner directed. Even when learners interact with other learners it is usually the teacher who initiates the interaction.

Asher stresses, 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. Thus the teacher controls the language input the learners receive, providing the raw material for the "cognitive map" that the learners will construct in their own minds. The teacher should also allow speaking abilities to develop in learners at the learners' own natural pace.

In giving feedback to learners, the teacher should follow the example of parents giving feedback to their children. At first, parents correct very little, but as the child grows older, parents are said to tolerate fewer mistakes in speech. Similarly teachers should refrain from too much correction in the early stages and should not interrupt to correct errors, since this will inhibit learners. As time goes on, however, more teacher intervention is expected, as the learners' speech becomes "fine tuned."

Asher cautions teachers about preconceptions that he feels could hinder the successful implementation of TPR principles. First, he cautions against the "illusion of simplicity," where the teacher underestimates the difficulties involved in learning a foreign language. This results in progressing at too fast a pace and failing to provide a gradual transition from one teaching stage to another. The teacher should also avoid having too narrow a tolerance for errors in speaking.

You begin with a wide tolerance for student speech errors, but as training progresses, the tolerance narrows. Remember that as students progress in their training, more and more attention units are freed to process feedback from the instructor. In the beginning, almost no attention units are available to hear the instructor's attempts to correct distortions in speech. All attention is directed to producing utterances. Therefore the student cannot attend efficiently to the instructor's corrections.

### **3) The role of instructional materials**

There is generally no basic text in a Total Physical Response course. Materials and regalia play an increasing role, however, in later learning stages. For absolute beginners, lessons may not require the use of materials, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities. Later the teacher may use common classroom objects, such as books, pens, cups, furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These may include pictures, regalia, slides, and word charts. Asher has developed TPR student kits that focus on specific situations, such as the home, the supermarket, the beach.

Students may use the kits to construct scenes (e.g., "Put the stove in the kitchen").

#### **4. The Principles of Total Physical Response Method**

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 property in teaching in the teaching learning process. Asher as the developer of TPR elaborates the principles of this method, they are:

- 1) Second language learning is parallel to first lingual before speaking gets learning and should reflect the same naturalistic process.
- 2) Listening should develop before speaking
- 3) Children respond physically to spoken language, and adult learners learn better if they do that too
- 4) Once listening comprehension has been develop, speech develops naturally and effortlessly out of it
- 5) Delaying speech reduces stress.<sup>25</sup>

Moreover, Larsen and Freeman, describe several principles in teaching learning process by using TPR upon which the teacher's behavior is based. The principles of TPR are as follow:<sup>26</sup>

- 1) Meaning in the target language can often be conveyed through action. Memory is active through learners' response. The target language should not be presented in chunks; not just word by word.
- 2) The students' understanding of the target language should be developed

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<sup>25</sup>Asher J. James, *The Total Physical Response Approach to Learning Language*, [www.Tprworld.Com/organizing.Htm](http://www.Tprworld.Com/organizing.Htm). (Accessed on 01 Mei 2013)

<sup>26</sup>Diane Larsen, and Freeman, *Techneques and Principlesin Language Teaching, second Edition* (Hongkong: Oxpord University Press, 2000), p. 111

before speaking.

- 3) Students can initially learn one part of the language rapidly by moving their bodies.
- 4) The imperative is powerful linguistic device through which the teacher can direct student behavior.
- 5) Students can learn through observing action as well as by performing the action themselves.
- 6) Feeling of success and low anxiety facilitate learning.
- 7) Students should not be made to memorize fixed routines.
- 8) Correction should be carried out in an unobtrusive manner.
- 9) Students must not develop flexibility in understanding a novel combination of target language chunks. They need to understand more than the exact sentences used in training.
- 10) Language learning is more effective when it is fun.
- 11) Spoken language should be emphasized over written language.
- 12) Students will begin to speak when they are ready.
- 13) Students are expected to make errors when they first begin speaking. Work on the fine details of the language should be postponed until students have become somewhat proficient.

According to the principles above, it can be concluded that students will understand the meaning of the vocabulary items easily if they use their bodies while they are learning, students should feel successful and they do not feel pessimistic.

A teacher should be careful in correcting the students' mistakes. Correcting the mistakes improperly will make the students feel desperate. Therefore, an English teacher must be to create flexibility in the class room. Another important thing is that the new vocabulary should be presented in a context not word by word.

### **5. Procedures Total Physical Response in Teaching Vocabulary size**

TPR can be used to teach and practice such many things as:<sup>27</sup>

- Vocabulary connected with actions (smile, chop, headache, wriggle)
- Classroom language (open your books)
- Imperative/instructions ( Stand up, Sit down )
- Story telling

Here some sample material used I TPR:

#### Sample Materials 1

Context : Teaching Vocabulary

New Word : Open, Close, Write, Black board, Lamp  
: Pick up, Turn on.

Preparation : Students make a group

Procedure:

1. The Teacher ask the students about verb and noun

- Open
- Read
- Door
- Book

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<sup>27</sup>[http://www.Handoko.Teaching Children Using a Total Physical Response \(TPR\) Method.com](http://www.Handoko.Teaching Children Using a Total Physical Response (TPR) Method.com). Accessed on 05 Mei 2013)

2. The Teacher gives commands to the class

- Open the door please!
- Read the book please!

3. The teacher invites individual students to come out to the central desk.

- Hamid, Open the door please!
- Helmi, Read your book please!

#### **6. Problem in Teaching Total Response Method**

If we the students to be instead in the lesson given, there should be communication among teachers and students. Students should not be afraid to give argument to their teacher.

One problem, which TPR method has related its special reliance on action (Physical Response). For social reason, many adults and children, feel embarrassed marching around a room to do the teacher's comments. For that, the teacher is demanded to be creative. In the other hand, while the required action could be modified to lesson. So, there is not much else a teacher can do to remedy this situation. Adult become more accepting in time, especially after they see their teacher doing the same things that have to do.