

CHAPTER II

LITERATURE REVIEW

This chapter presents the review of literature and describes some theories. They are the definition of vocabulary, types of vocabulary, the importance of vocabulary, the problem of learning vocabulary, teaching vocabulary, Total Physical Response (TPR) method, direct method, and previous studies.

A. The Definition of Vocabulary

Vocabulary is an important component of the student English as a foreign language because with the limited vocabulary would hinder anyone from communicating in any language especially English. Muhbubah (2000, in Hafriana 2019) stated that the concept of vocabulary in the use of a language is an integral part of people's understanding of whether to communicate in writing or orally. In a communication, vocabulary can be defined as a word that has meaning when heard or seen or even thought of by individuals and others.

Linse and Nunan (2005, in Susanti 2016) defined a vocabulary as a collection of words that everyone knows about, especially for language students. It is understandable that in social life people use many words in communication. Cameron (2001, in Susanti 2016) states that vocabulary is the words in the language spoken. Learning vocabulary would focus on knowledge to know the meaning of it. So, when people use a vocabulary, they must understand the meaning, usage, form, and grammar correctly.

Based on explanation above, it can conclude that vocabulary is the word everyone uses in communication. Vocabulary was used in communication either

speak or written. In understanding a vocabulary definition it must also be known the meaning of it.

B. Types of Vocabulary

Some researchers divided the vocabulary into two types. One of them is Hiebert and Kamil (2005, in Susanti 2016). There are two types of vocabulary:

a. Productive Vocabulary

Productive vocabulary or known as active vocabulary, is a set of words that a person uses when speaking or writing. In this type, vocabulary may also be understood as one that is being studied or used by students during language learning or in communicating with friends.

b. Receptive Vocabulary

Receptive vocabulary or known as passive vocabulary is an arrangement that does not require practice. Students who study a vocabulary of this type need not use it in oral communication, but simply read, hear, and understand its meaning.

Based on Amirudin (2004, in Hafriana 2019), vocabulary is divided into three types. There are:

- a. Active vocabulary, which is the arrangement of words used in conversation or speaking activity.
- b. Reserve vocabulary, the words that are rarely used in communication or conversation. It is usually synonymous in form and is used in letter writing.
- c. Passive vocabulary, the words that are briefly understood and are rarely used in speech or in writing. Usually a vocabulary of this type is learned only by reading it.

Based on the above, the types of vocabulary were distinguished based on their function and use. The type of vocabulary students learn from the needs and purposes of their learning to make it easier in the process. In this study, researcher focused on the type of active or productive vocabulary because it was intended that students could understand the meaning and put into practice the vocabulary that they were learning.

C. The Importance of Vocabulary

Vocabulary is an essential ingredient and component of the use of a language. Thornbury (2002, in Rahmadhani 2015) stated that without a vocabulary, communication would not be possible. It could be concluded that it was necessary for people to communicate and that if they did not master the vocabulary as the primary component of a language, it would be impossible for people to master others. Understanding and improving the vocabulary is essential for each language learner because the more vocabulary we know, the better we understand the meaning of the word. There are several ways to enhance and enrich our vocabulary, such as with the help of a dictionary (Lelawati, Dhiya & Mailani., 2018). Vocabulary needed to be well controlled and could be easier to master if it was based on the needs of each person. It played an important role and four language skills, and this suggests that it was a language component that should be well studied (Susanto, 2017).

The function of vocabulary as a material for understanding the meaning of words used in language. Gains and Redman (2000, in Hafriana 2019) stated that by learning vocabulary, students could read, understand, recognize, and use all the

words either in writing or in speaking each day. Vocabulary mastery as the second language is often viewed as an important tool for second language learners, since a limited second vocabulary hinders communication success.

To emphasize the importance of vocabulary acquisition, Schmitt (2000, in Alqahtani 2015) said that the center of the communicative competence and to acquire a second language is lexical knowledge. Nation (2001, in Alqahtani 2015) further explains the relationship between vocabulary knowledge and auxiliary use: knowledge of vocabulary makes language possible and, rather, language use leads to increased knowledge of vocabulary.

D. The Problem of Learning Vocabulary

The first step before teaching students about vocabulary, it is necessary to know what factors are a problem for students while studying vocabulary. Based on Thornbury (2004, in Rohmatillah 2014) identified the factors that have been a problem with vocabulary study, there are:

a. Pronunciation

A vocabulary that was difficult to pronounce was one of the causes of learning. This is because there are several differences in sound between language students and other groups.

b. Spelling

Differences in spelling vocabulary in various countries makes some vocabulary difficult to pronounce and are seldom used to avoid errors in their usage.

c. Length and complexity

A long vocabulary is often found in an English text. This causes a difference in meaning and makes students feel difficulty in understanding its meaning.

d. Grammar

The tenses in English enabled the vocabulary to have different meanings according to the tenses used. Like adding -ing makes vocabulary have a more specific meaning.

e. Meaning

English vocabulary often has a different meaning according to its wording. This confused the students as to the correct meaning of understanding a text.

E. Teaching Vocabulary

Teaching English as a foreign language in Indonesia, especially in elementary school students, is focused on vocabulary teaching as its main component. In the teaching of vocabulary there must be a systematic procedure or process for the purpose of learning to be accomplished. A teacher must know and understand the problem at hand and seek solutions that will later be applied to appropriate techniques or methods and strategies to give to his or her students. There are a few things that English teachers need to note: a vocabulary must always be studied, practiced, and revised so that students will not easily forget what they have learned (Susanto, 2017). Pinter (2006, in Susanto 2017) says that in teaching students vocabulary, teachers usually use more than one method but are carefully planned before using it to teach students.

In this study, researchers have been focusing on only one method, which is a Total Physical Response (TPR) for experimental groups and direct method for the control group. The TPR method was chosen because in practice it fits the characteristics of Indonesian school-age children who would remember well if they studied vocabulary with gestures.

F. Total Physical Response (TPR) Method

The total physical response (TPR) method is a method of learning that uses words or speech and actions of a body movement in its learning process. Pinter (2006, in Susanti 2019) states that the TPR method was chosen to teach vocabulary because young learners or children differ from adult students, where children prefer fantasy, imagination, and movement in their learning process. It is easy for children to imitate and remember what they get with pleasure.

The physical side of the TPR learning process enables the natural connection between movement and game with language lessons and increases the physical activity and participation of children in addition to precautions, which not only enhanced their ability to speak but also enhanced their physical development and movements. In English teaching and learning, the use of TPR method involves movements that students can actively practice in class (Nuraeni, 2019). In teaching, teachers may use songs, stories, or role-playing with commands that allow students to follow instructions to complete an activity.

Teach vocabulary uses the TPR method of noting the target language a teacher or student would like to reach. Li (2010, in Mariyam and Musfiroh 2019) said that children could unconsciously understand a vocabulary if they were already

able to link the vocabulary they studied with their actions. It may also be concluded that by actions it is a way for children to demonstrate their understanding of the vocabulary given by the teacher. Asher (2009, in Mariyam and Musfiroh 2019) divided the application of TPR's methods into two steps. First, the step of one word or teacher teaching vocabulary with just one word. Second, the sentence phase, where the teacher teaches vocabulary by using a command phrase or instruction to the students.

In this study, researchers used the one-word step in teaching vocabulary using the TPR method. The vocabulary that is taught is about kinds of profession and characteristics. The purpose of this learning is for students to be able to memorize and remember what is given by the teacher and learned in the class.

G. Direct Method

Direct methods, or known as conventional methods, are often used in teaching foreign languages, eliminating the use of a student's mother tongue and using only the target language in his teaching. Hafriana (2019) said that the main purpose of the direct method is to master foreign languages so that students can communicate in English. To accomplish that purpose, students are given exercises to understand words and sentences with meaning, as well as through demonstrations, presentations, pantomime and action.

The teaching activity of this method in the class takes place in the target language, students are actively involved in the use of the target language. Discussion activities are important in this method. Larsen-freeman (2000, in

Hafriana 2019) said that using language in a real context, students had a better opportunity to think and speak in the target language.

The main characteristics of learning vocabulary by direct method based on Larsen-freeman (2000, in Hafriana 2019), are:

- a. Teachers introduced new words or phrases in the target language, demonstrating their meaning through the use of reality, pictures or pantomime; They never translated it into “mother tongue”.
- b. Students speak a lot of target languages and communicate as if they were in a real-life situation.
- c. Grammar is taught with certainty; That is, students are given examples and find rules or generalities from the example. Explicit grammar rules can never be given.
- d. Students practice vocabulary using new words in full sentences.

H. Previous Studies

The study used some previous studies. The first is the research performed by Cahyawati and Antara (2020). The purpose of the study was to know the significant impact of the TPR method of the English vocabulary in Diponegoro Kindergarten in group B. The English vocabulary was the ability of the children to listen to the English vocabulary, understand the English vocabulary and that is, remember the English vocabulary being heard, and physically rehearse the English vocabulary as directed. This type of research is an undercover experiment without the peer control group. This research population is the entire group B of Diponegoro Kindergarten, Buleleng Subdistrict, Buleleng Regency of 69 people. Their research

may suggest that there has been a significant effect on the use of the Total Physical Response (TPR) method to master the English vocabulary in the children's language of group B Diponegoro Kindergarten, Buleleng District, Buleleng Regency, in academic year 2019/2020.

The second is the research performed by Mariyam and Musfiroh (2019). Their research was intended to describe how a total physical response (TPR) method would increase the mastery of English vocabulary in five-year-olds. TPR is a method of language learning that stimulates children to acquire their mother tongue and use it in foreign-language teaching. The sample for this study was five-year-old students from TK (Kindergarten) An-Nisa, Rokan Hilir, Riau Province, Indonesia, with a total sample is of 15 students. From their research it could be concluded that all children are eager to follow the learning process. As for the achievement of the English vocabulary, most children are already proficient at wording. Then followed by verbs and adjective categories.

The third is the research performed by Putri (2016). In her research, it was concluded that the Total Physical Response (TPR) method was one of the most interesting ways to teach young learners because they directly practiced certain commands with physical movements. It is only fit to teach young learners, not fit to teach adults. Researchers find it best to teach younger students especially in 8-10 ages. When practicing this method, teachers do not need much preparation to be able to use this intermediate method in the learning of teaching. It is very useful to teach listening, speaking smoothly and improving the vocabulary possessed by students.