**Chapter II**

**Theoretical Background**

In this chapter, the writer will explain some of the theories that connected with the research by using Total Physical Response in teaching and learning English activity. This theory might useful for the other researcher who will research about Total Physical Response.

This chapter consist of Teacher, Teaching English for Young Learners, Teaching Vocabulary, Total Physical Response,

**2.1 Teacher**

Teacher use many metaphors describe what they do. Sometimes they say, they are like actors because ‘we always on the stage’. Other think they are like orchestral conductor because ‘I direct conversation an set the pace and tone’. Yet others feel like gardeners because ‘we plant the seed and then watch them grow’. The range of image that teachers used about themselves indicate the range of views that they have about their profession.

It is because views are somewhat mixed as to what teachers are, and because different functions are ascribe to teaching, that what need to examine the teacher’s role not only in education generally, but also in the classroom itself.

**2.1.1 Teachers’ Roles**

Within the classroom in our role may change from one activity to another, or from one stage of an activity to another. If we are fluent at making these changes our effectiveness as teachers is greatly enhanced. According to Harmer (2001), there are various of the teachers’ roles :

1. **Controller**

The teacher have to be able to manage the class. Controller take the roll, tell the students things, organize drills, read aloud, and there are various in other ways to show up the quality of teacher-fronted classroom.

1. **Organizer**

One of the most important role that teachers have to perform is that of organizing students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop.

It is vitally important for teachers to get this role right when it is required. If the student do not understand what they are supposed to do, they may well not to get full advantages from an activity. If we do not explain clearly and if we have not spent some time engaging the student’s interest and ensuring their participant, the activity may be wasted.

1. **Assessor**

One of the things that students expect from their teacher is an indication of whether or not they are getting their English right. This is where we have to act as an assessor, offering feedback and correction and grading students in various ways. When the teacher act as an assessor, the teacher should tell them what we are looking for and what success looks like, so they can measure themselves against this.

When the teacher acts as an assessor, the teacher must always be sensitive to the students’ possible reactions. Saying whether students can pass to the next level or not, a bad grade is a bad grade. The teacher should have another ways to explain it to the students, do not make the students feel down and keep support them that they can be better.

1. **Prompter**

Sometimes, when students are involved in a role-play activity, for example, they lose the thread of what is going on, or they are lose of words, what should teachers do in these situation? we want to help but we do not want. In this situation the teacher just suggest what could come in the next paragraph and suggest the students to say something.

When the teacher prompt, the teacher need to do it sensitively and encouragingly but, above all, with discretion. On the other hand, if we are to retiring, we may not supply the right amount of encouragement.

1. **Participant**

When the teacher act as a participant, the teacher might want to join in an activity not as a teacher. When it goes well, students enjoy having the teacher with them, and for the teacher, participating is often more instantly enjoyable than acting as a resource.

1. **Resource**

Students might ask how to say or write something or what a word or phrase means. They might want to know information in the middle of an activity about that activity or they might want information about where to look for something.

When the teachers are acting as a resource, the teachers will want to be helpful and available, but at the same time we have to resist the urge to spoon-feed our students, so that they become over-reliant on us.

1. **Tutor**

In this situation, the teacher must full attention to the students. When students are working on longer project, such as pieces of writing or preparation for a talk or debate, we can act as a tutor, working with individuals or small groups, pointing then in directions they have not yet thought of taking. In such situation we are combining the roles of prompter and resource, acting as a tutor.

1. **Observer**

The teacher will want to observe what students do, so that we can give them useful group and individual feedback. Teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lesson so that they can, make changes in the future.

1. **Role**

The role that we take on in dependent, as we have seen. What we can say, with certainty, is that we need to be able to switch between the various roles we have described here, judging when it is appropriate to use one or other of them. And then, when we made that decision, we need to be aware of how we carry out that role and how we perform.

**2.2 Teaching English For Young Learners**

There are so many variety message about teaching. According to the Cambridge International Dictionary of English, ‘teaching’ means ‘to give (someone) knowledge or to instructor train (someone)’, whereas the Longman Dictionary of Contemporary English suggest that it means to ‘show somebody hoe to do something’ or ‘change somebody’s ideas’. In other word teaching is ‘to change the behaviour to someone who don’t know anything by giving them information to get the knowledge until they understand’.

Teaching foreign language, in this case teaching English, is very complex. The students should be mastering four language skills, there are, listening, reading, speaking, and writing. In this conditions, the teachers should prepare what is the method that will be used in teaching English.

Different levels of students certainly will need different treatment. Teaching English for teenager will be different from young learners, and also teaching English for adults. Cameron (2001) says hat children are often more enthusiastic and lively as learners that adults. They always have an ‘activity’ to be done even when they do not quite understand why or how.

In learning English as a foreign language, children need to play with the language, try it out, test it, receive feedback, and try again (Mustafa, 2008). Thus, teaching material should be appropriate with children’s need in mastering English.

The teacher in primary school need to understand how their students learn. Teaching English to young learners needs all teachers’ skill in managing children and keeping them on task, the knowledge of the language, language teaching and learning. Pigeat state that children are active learners. Children learn best when they are actually doing the work themselves and creating their own understanding of what is going on (Mooney, 2000).

**2.2.1. The Characteristics of Young Learners**

In general, children like to be involved in spending time with fun, doing activities in which they feel relaxed and happy. According to the children characteristics, they choose the activity that they like; besides the children feel highly attracted to activity in which they can create their own rules. Teachers must be aware of every single action because it shows their development.

Children as young learners have many special characteristics. With references to children’s intellectual development, Piaget (sited in Mooney, 2000) state that there are four stage of cognitive Development in children. All children go through identifiable stages of cognitive developments are follows :

1. Sensorimotor period (birth - +/- 2 years old), children tends to explore the word physically and grasp things, developing ideas how things work.
2. Preoperational (2 - 7 years old). Children are able to think abstractly, but need concrete situation to process ideas. This stage marks the beginning of language and vocabulary, and the first learning of ‘good’ or ‘bad’.
3. Concrete Operational (7 – 12 years old), Children have enough experiences to begin to conceptualize and do some abstract problem solving, though they still learn best by doing. Children need reference to familiar actions, object, and observable properties.
4. Formal Operation (12 years old and older). when children can reason with concept relationship, abstracts, properties, and theories like adults.

Based on cognitive development above, the forth grade students of elementary school, who are considered to be the participant of this research are in the Concrete Operational stage. It means that they are in the beginning stage of learning language and vocabulary and thinking more concrete to actions, objects, and properties.

**2.2.2. English for Young Learners**

Teaching a foreign language to young learners is different with teaching adults. Some differences, children are often more active and enthusiastic as a learners. They often seem less embarrassed than adults. These characteristics help them to understand more the language rather than adults.

However, when children find difficult in learning language, they are less able to keep themselves motivated and lost their interest quickly, but adults can handle these inhabitation.

Teaching a foreign language is not easy task. The teacher should have a clear objective in teaching learning process in order to make students able to communicate in the target language. According to Brown (2000), ‘teaching is guiding and facilitating learning, enabling, and setting the condition for learning.’

In language learning context, it is believe that children will learn a foreign language more effectively under certain condition. There are some assumption about language learning that should be considered when teaching English as a foreign language to young learners. (Larsen-Freeman, 2000). They are :

First, learning should be fun and natural for young learners. In order for them to be successful in learning the target language, there must be enjoy. Young learners are believed not to learn language forms directly, commands are believed to be helpful for children to interpret meanings.

Second, the language should be presented through sounds, not written symbols. Listening and speaking are worked on as the learners produce meaningful utterances concerning physical objects and their own experience. After young learners can produce sound in the target language and connect the sound in the truth, they may begin to read symbols in the target language. This process can begin after the children are able to understand what other people speak (listening) and able to produce the language (speaking).

Third, young learners are more sensitive to anything that can be touched and sensed; they react easily to physical objects. Language is taught by having the students use their sense : touch, see, listen, smell, and even taste if necessary. This will help hem relate the linguistics signed to the truth that they perceive with their sense.

Fourth, meaning should be made perceptible through concrete objects or by the presentation of experience. When a language learner make a mistake of something, the teacher does not correct it through translation but he/she tries to show something to make the meaning clear.

Fifth, the idea that teaching should start from what the students already know in order to encourage association processes seem to favour children. By teaching through this way, children are expected to know what they are doing. They are not only saying something without being aware of what they are saying. In order for them to be aware, the new materials should have a relationship with the previous one, so that they can easily make association process in a necessary part of learning. Thus, language teacher should build upon the learning process by adding new segment of language to previous one, he/she starts from what the language learners already know in order to encourage association process.

The methods for teaching children should maintain the characteristics of children in order that students can learn the target language optimally. One of the common principal that may be considered to teach English for young learner is fun and natural. As mention before that one of the young learner’s characteristic is they learn naturally, so the teacher should have many strategies in order to teach appropriately.

In young learners’ classroom, especially at the beginning stage of learning a language, teachers often talk along in target language because they provide the language input. These help children to get used to the intonation pattern and the sound of the language (Pinter, 2006).

**2.3. Teaching Vocabulary**

*The American Heritage Dictionary* defines vocabulary as ‘the sum of words used by, understood by, or at the command of a particular person of group’. Based on the Cambridge Learner Dictionaries, vocabulary is all words that exist in a language, or that are used when discussing particular language. Moreover, based on Oxford Advance Learner’s Dictionary, vocabulary is a list of word in a language with their meaning that is known and used by a person. Therefore it can be summarized that the term vocabulary may refer to a stock of words in a language, spoken or written, with meaning conveyed within given society and culture.

According to Nesfield in Alwasilah (2002), vocabulary is ‘*Gugusan* *huruf-huruf yang dipisahkan oleh spasi*’ or ‘*Himpunan huruf-huruf yang ditulis sebagai kesatuan*’. While Tarigan (1993) in Herawati (2002), says that ‘*Kosakata dasar* (basic vocabulary) *adalah kata-kata yang tak mudah berubah atau sedikit sekali kemungkinannya dipungut dari bahasa lain*’. Therefore, it can be summarized that the term vocabulary may refer to unit of letters that has single meaning.

**2.3.1. The Importance of Teaching Vocabulary**

Teaching vocabulary is very important since it is the essential term to learn foreign language. Wallace (1982) states that learning a foreign language is basically a matter of learning the vocabulary are that should be connected with the students’ previous knowledge, contextualized, practiced, and then revised to prevent students from forgetting.

Vocabulary is basic to communication (Krashen, 1988). In addition, Zimmerman (1997) says that vocabulary is central to language. Words are the tools that we used to think, to express ideas and feeling, and to learn about world. In language learning, vocabulary is an essential component. It links the four skills of listening, speaking, reading, and writing all together. Wallace (1982) states that learning a foreign language is matter of learning the vocabulary of that language.

In learning foreign language, we can not avoid from learning vocabulary. Students are not able to communicate well without a supply of vocabulary. In order to communicate well in a foreign language, the students should get a number of words and should know how to use them accurately.

Learning vocabulary is central to learning a foreign language at primary level. Vocabulary plays several important roles in language system development. First, vocabulary is main basis for learning a language. For example, sentences as a piece of language can not be created without words. Moreover, literary and oral levels can not be highly achieved without the fundamental vocabulary learning (Jeffrey, 2005).

The second role of vocabulary is interrelated to grammar. The third role of vocabulary is basic to learn even to mastering linguistics. vocabulary is the first need for all learners in their language learning prior to practicing syntactic structure (Carter and McCarthy, 1988). Due to those important roles, vocabulary teaching should be more given attention in language teaching field.

Nowadays, some experts and researcher who concern vocabulary teaching have invented several methods and more effective. There are three vocabulary teaching methods that considered to be more effective.

The direct method is the method for teaching vocabulary that second language should be more like first language learning – lost of oral interaction, spontaneous use of the language no translation between first and second languages, and little or no analysis of grammatical rules (Brown, 2001 : 21).

Although the direct method has a lot of good principles, the direct method did not take well in public education, where the constraints budget, classroom size, time, and teacher background made such method difficult to use. It has been considered ineffective due to weakness of the theoretical foundation (Brown, 2001 : 22).

Another method is Communicative Language Teaching (CLT). This method help the students be more active in real life situation through the means of individual, pair group works activities. CLT method may use native speaker to help language learning. The method offers a variety of task-based material such as games, role-plays, and the use of realia.

The research of the use of CLT method in teaching vocabulary leads to finding that the method considered to be successful. Most of the students (sample) involved in this research agreed that their vocabulary was better since they actively joined games as one of CLT method activities.

The last method is Total Physical Response (TPR). This method was developed by James Asher. This will be more exposed in the next sub point.

**2.4. Total Physical Response**

Children learn their first language by listening to the language around them. They make sense of why they hear because they hear language in context, which provides meaning. Listening linked to physical action, which are design to reinforce comprehension of particular basic items.

Considering the fact above, Asher (1984) defines Total Physical Response method as language-teaching method build around the coordination of speech and action, it attempts to teach language through physically (motor) activity. TPR combines a number of other insight in its rationale. It draws several traditions, including development psychology, learning theory, and humanistic pedagogy.

James Asher, a professor of physiology at San Jose State University, California, developed TPR in 1960’s before the method was widely discussed in professional circle. Thus, in Total Physical Response activities, student listened silently and responds with appropriate physical action or motor activity.

TPR aims at teaching English especially oral proficiency, by providing comprehensible input before students begin to speak due to the tendency that when children learn their first language, they seem to do lost of listening before they speak. Therefore, TPR involves a great deal of listening and acting in the instruction process. English as a target language will be directly used as the medium for teaching English.

An amount of listening in combination with the physical response, such as grabbing, reaching, moving, smiling, looking, etc, will be include in classroom before the students try to speak. Students response to commands that used physical movement. In the classroom the teacher and students take on roles similar to that of the parents and child respectively. Students must response physically to the words that the teacher given.

TPR applies the natural ability of human beings to listen to the language in context and to get meaning from it. It does not require any speaking, reading, or writing on the part of the student. So that, TPR is suitable for elementary student in which they have limited vocabulary. By creating a good teaching learning atmosphere in the classroom, simple TPR activities can be fun and easy to understand by the students, so they automatically absorb the vocabularies without feeling forced to memorize the words that given by the teacher.

The principle of TPR is deceptively simple, it is simple to understand, to require skilful application to be effective, it does not need any complicated preparation related to activity that should be prepared by the teacher. TPR method can work effectively in a classroom with students who have many kinds of characteristics and disabilities. The principle of TPR can be applied in language body-conversation.

**2.4.1. The Characteristics of Total Physical Response**

There are some of the key features or the characteristics of Total Physical Response method in teaching English, they are follows :

1. The teacher direct and the students ‘acts’ in response. The instructor is the director of the stage in which the students as the actor.
2. Listening and physical response skills are emphasized over oral production.
3. The imperative mood is the common language function employed, even well into advanced level. Interrogatives are also heavily used.
4. Whenever possible, humour is injected into the lesson to make them more enjoyable for learners.
5. Students are not required to speak until they fell naturally ready or confident to do.
6. Grammar and vocabulary are emphasized over other language areas. Spoken language is emphasized over written language.

Based on those characteristics, TPR methods is assumed appropriate with the characteristics of young learners. So this method is considered that is good for young learners.

In TPR activities, it is not only the teacher who has to give commands but also students can give command to the teacher and their friends. In addition, to apply TPR method in their classroom, the teacher can use several techniques. According to Asher (1977), there are five techniques of using TPR method :

1. The teachers gives command as herself performs the action.
2. The teacher gives command as both teacher and the students perform the action.
3. The teacher gives command, but only the students perform the action.
4. The teacher ask one of the student to do commands as an example in front of the class.
5. The roles of the teacher and students are reserved. One student gives command to the teacher and to other students.

From these techniques, it is clear that TPR only focused on the training students’ skill of listening and speaking. By using one of those technique and repeat it every meeting, the students will be used to listen and use the words. It is good for students at elementary school, because they are early learners and started for a new things. The most important thing for students is to be able to catch what ‘sounds right’.

**2.4.2. Total Physical Response Method in Teaching English for Young Learners**

The basic principal of TPR is the channel of learning engaged all sense (Asher, 2001). The sense are sight, hearing, taste, touch, smell, and all motor activities. Many people will find learning is so easy though those channel or some of them.

The keys of teaching English though the TPR method by James Asher, those are :

1. Learning a second language is similar with how people acquire their first language and the process is naturalistic.
2. Before speaking, listening must be developed first.
3. Children response kinaesthetically to spoken language.
4. After listening comprehension has been developed, speaking also develops in a natural way and without any effort.
5. Postponing speaking diminishes stress.

In addition, Larsen & Freeman (2000) suggest the following principles in order to describe the ideas about applying the TPR method in teaching language :

1. The meaning of a word can be conveyed through an action. In addition, memory of the learner is activated through their response. The target language should be presented integrally, it is not in chunk or word by word.
2. Listening and understanding the target language should be developed first before speaking development.
3. Students can start to learn parts of the target language quickly by the kinaesthetic ability.
4. By using an imperative voice, the teacher can direct the students. The imperative voice is such a powerful linguistics device for the teacher.
5. Student can learn vocabulary by observing and performing.
6. The teacher make some correction for students in an encouraging way.
7. The language learning will be more effective if the students enjoy in the classroom.

Based on the principle above, it can be conclude that by using kinaesthetic ability, the students will easily to understand the meaning of the word when they are learning a foreign language, especially learning English. Moreover, physical movement is appropriate with the characteristics of young learners, because they like to be involved in kinaesthetic activities.

In addition, children like to pay attention to others and try to imitate what people do. This is the way children learn and get a new knowledge. To make young learners active in a language learning process, the teachers should create an appropriate activity that suitable with the characteristics of the children.

2.4.3. The procedures of Total Physical Response Method

According to Asher (1997), there are four ways in applying TPR method to teach English as a foreign language, those are :

1. Review. This is a fast-moving warming up in which individual students moved with commands.
2. New commands. These verbs are introduced :

Open your book

 the door

 the window

Touch your nose

 your ears

 your cheek

Introducing other words, such as :

Quickly run to the door and open it

Walk to the table quickly and give me your pen

 Sit down quickly and open your book

Next, instructor asks simple questions which the students are able to answer with gesture such as pointing, for example : where is the book? (Rani, point to the book).

1. Role reversal. Students readily volunteered that manipulated the behaviour of the instructor and other students.
2. Reading and writing. The instructor writes on the blackboard every new words and sentences to illustrate the items. Then he reads every words and acts the sentences. The students listen as the teacher reads the material. The students write the information in their notebook.

However, the children learn a great deal of English through observing others and imitating others behaviour. As young learners, they learn to adapt new situations and learn through imitation. Children grow in various behaviour and model and so various setting times, and people involved.

**2.4.2. The advantages of using Total Physical Response Method**

Research in learning language indicates that foreign language has many features. Asher suggested that students would remember better if they had a long action experience with hearing the words of the target language.

In addition, to belief that TPR method has been well known for its many advantages when it is used for teaching young learners. Students will enjoy doing physical activity such as moving around the class and getting up of their chairs. Asher points out eight advantages of using TPR method, there are :

1. Instant understanding of the target language.
2. High speed long-term retention
3. Stress-free
4. Aptitude-free
5. Confidence-builder
6. Brain compatible
7. World effectively for all ages

This kind of activity is applied by using physical activity, thus, by doing what the teachers’ ask, the students will remember the command.