

## **CHAPTER 2**

### **LITERATURE REVIEW**

The purpose of this chapter is to provide information pertaining to this research which is obtained from reviewing of related literature and studies. The first section mentions the basic educational core curriculum of B.E 2551/A.D. 2008 (Foreign Language). Then, it is concerned with definition of vocabulary. After that, the importance and purpose of vocabulary learning are presented. Next, it involves the strategies for learning vocabulary and the Total Physical Response (TPR) strategy, TPR and vocabulary learning, previous studies on vocabulary learning. The advantage and disadvantage of the TPR Approach and later, steps for the TPR teaching are stated. (Ministry of Education. 2008 : 252-278).

#### **2.1 The Basic Educational Curriculum of B.E. 2551/A.D. 2008 (Foreign Language)**

##### **Learning Area of Foreign Languages**

##### **Why is it necessary to learn foreign languages?**

In the present global society, learning foreign languages is very important and essential to daily life, as foreign languages serve as an important tool for communication, education, seeking knowledge, livelihood and creating understanding of cultures and visions of the world community. Foreign languages enable learners to

be aware of diversity of cultures and viewpoints in the world community, conducive to friendship and cooperation with various countries. They contribute to learners' development by giving learners better understanding of themselves and others.

The learners are thus able to learn and understand differences of languages and cultures, customs and traditions, thinking, society, economy, politics and administration. They will be able to use foreign languages for communication as well as for easier and wider access to bodies of knowledge, and will have vision in leading their lives.

The foreign language constituting basic learning content that is prescribed for the entire basic education core curriculum is English, while for other foreign languages, e.g., French, German, Chinese, Japanese, Arabic, Pali and languages of neighbouring countries, they are left to the discretion of educational institutions to prepare courses and provide learning management as appropriate.

### **What is learned in foreign languages?**

The learning area for foreign languages is aimed at enabling learners to acquire a favourable attitude towards foreign languages, the ability to use foreign languages for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels. Learners will thus have knowledge and understanding of stories and cultural diversity of the world community, and will be able to creatively convey Thai concepts and culture to the global society. The main contents include:

**1. Language for Communication:** use of foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings

and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately.

**2. Language and Culture:** use of foreign languages harmonious with culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application.

**3. Language and Relationship with Other Learning Areas:** use of foreign languages to link knowledge with other learning areas, forming the basis for further development, seeking knowledge and broadening learners' world views.

**4. Language and Relationship with Community and the World:** use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society.

### **Learners' Quality**

#### **Grade 6 graduates**

1. Act in compliance with the orders, requests and instructions that they have heard and read; accurately read aloud sentences, texts, tales and short verses by observing the principles of reading; choose/specify the sentences and text corresponding to the meanings of symbols or signs read; tell the main idea and answer questions after listening to and reading dialogues, simple tales and stories.

2. Speak/write in an exchange in interpersonal communication; use orders and requests and give instructions; speak/write to express needs; ask for help; accept and refuse to give help in simple situations; speak and write to ask for and give

data about themselves, friends, families and matters around them; speak/write to express their feelings about various matters and activities around them, as well as provide brief justifications.

3. Speak and write to give data about themselves, friends and the surrounding environment; draw pictures, plans, charts and tables to show the various data that they have heard and read; speak/write to show opinions about various matters around them.

4. Use words, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers; give data about the festivals, important days, celebrations, lifestyles of native speakers; participate in language and cultural activities in accordance with their interests.

5. Tell similarities and differences between the pronunciation of various kinds of sentences, use of punctuation marks and word order regarding structures of sentences in foreign languages and in Thai language; compare the similarities and differences between the festivals, celebrations and traditions of native speakers and those of Thais

6. Search for and collect the terms related to other learning areas from learning sources and present them through speaking and writing.

7. Use languages to communicate various situations in the classroom and in school.

8. Use foreign languages in searching for and collecting various data.

9. The skills in using foreign languages (with emphasis on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and



welfare, selling and buying, and climate with vocabulary of around 1,050-1,200 words (concrete and abstract words).

10. Use simple and compound sentences to communicate meanings in various contexts.

### **Strand 1: Language for Communication**

Standard F1.1: Students understand and interpret what has been heard and read from various types of media, and they are able to express opinions with proper reasoning.

#### Grade 4 level indicators

1. Act in compliance with orders, requests and simple instructions heard or read.
2. Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading.
3. Choose and specify the pictures or symbols or signs corresponding to the meanings of sentences and short texts heard or read.
4. Answer questions from listening to and reading sentences, dialogues and simple tales.

### **Strand 1: Language for Communication**

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

#### Grade 4 level indicators

1. Speak and write in an exchange in interpersonal communication.
2. Use orders, requests and simple requests for permission.

3. Speak and write to express their own needs and to ask for help in simple situations.

4. Speak and write to ask for and give data about themselves, their friends and families.

5. Speak to express their own feelings about various matters around them and various activities by following the models heard.

### **Strand 1: Language for Communication**

Standard F1.3: Students are able to present the data, information, concepts and views about various matters through speaking and writing.

#### **Grade 4 level indicators**

1. Speak and write to give data about themselves and matters around them.

2. Speak and draw pictures to show relationships of various objects around them according to what they have heard or read.

3. Speak to express simple opinions about matters around them.

### **Strand 2: Language and Culture**

Standard F2.1: Students appreciate of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places.

#### **Grade 4 level indicators**

1. Speak and politely make accompanying gestures in accordance with social manners and culture of native speakers.

2. Answer questions about festivals, important days, celebrations and simple lifestyles of native speakers.

3. Participate in language and cultural activities appropriate to their age levels.

### **Strand 2: Language and Culture**

Standard F2.2: Students appreciate of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Grade 4 level indicators

1. Tell differences of the sounds of the alphabet, words, groups of words, sentences and texts in foreign languages and Thai language.
2. Tell the similarities/ differences between the festivals and celebrations in the culture of native speakers and those in Thailand.

### **Strand 3: Language and Relationship with Other Learning Areas**

Standard F3.1: Students use foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view

Grade 4 level indicators

1. Search for and collect the terms related to other learning areas, and present them through speaking and writing.

### **Strand 4: Language and Relationship with Community and the World**

Standard F4.1: Students are able to use foreign languages in various situations in school, community and society

Grade 4 level indicators

1. Listen and speak in situations in the classroom and in school.

#### **Strand 4: Language and Relationship with Community and the World**

Standard F4.2: Students use foreign languages as basic tools for further education, livelihood and exchange of learning with the world community

Grade 4 level indicators

1. Use foreign languages to search for and collect various data.

In summary, the aims of The Ministry of Education about the quality of the students in learning English after finishing Prathomsuksa 4 are as follows;

1. Students can use all four skills (listening, speaking, reading, and writing) to exchange of data or information and to express opinions with proper reasoning.
2. Students appreciate of the relationship and realize for similarities and differences between language and culture of native and Thai speakers.
3. Students search for and collect the terms related to other learning areas, and present them through speaking/ writing.
4. Students use foreign languages in various situations in school and search for and collect various data.

### **2.2 The Definition of Vocabulary**

There are many ways to interpret the meaning of the term “vocabulary”.

Nation (1990a) states that vocabulary help learners practice useful skills.

Hornby (1995: 1331) defines vocabulary as:

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 meanings, especially one that accompanies a text book in a foreign language.

Octaviany (2007: 10) determines vocabulary is one of the language components which has to be mastered by the students in learning a new language. The students will get difficulties in using English if they lack of vocabulary.

The Ministry of Education (2008) defines vocabulary is the minor composition of the sentences structure, students in grade 3 graduate should learned around 300-450 concrete words, and grade 6 graduate must be learned around 1,050-1,200 concrete and abstract words.

Duadsantia (2008, sited in Nation. 1990), has been termed as the words that learners need to know so as to communicate effectively. In other words, it is defined as a total number of words with the rules to combine them to make up the language.

Taylor (1990: 3) explains that vocabulary exists on various language levels as a lexical item, and put to use in morphology as a register or a collection containing semantics.

Harmer (1991: 23) declares that vocabulary is the lexis of language that learners need to learn about meaning and how they are used.

Carter, (1991: 5) defines that vocabulary are words or single items in part of other words that perform lexical and grammatical function, including important role.

Nunan (1999: 101) defines that vocabulary is more than list of target language words.

While Prachanant (2006: 6) defines that vocabulary is a total number of words with rules for combining them to make up a language.

In conclusion, vocabulary is the total number of words in lexical and grammatical functions used in the information of spoken and written context consisting of morphological semantics, register and collection in use.

### 2.2.1 Importance of Vocabulary Learning

The most importance of all communicative language skills is the competence in using vocabulary. If learners lack vocabulary knowledge, they may not be able to use the language to communicate. (Wallace.1982; McCarthy.1990; Nation. 2001). Nation (1990) states that learners of English as a second or foreign language need around 2,000 high productive frequency words with the strategies to deal with the low frequency words they meet. These words are called “a general service vocabulary”, because they were used (or service) no matter what the language was being used to do. This vocabulary typically covers around 80% of the running words of academic texts and newspapers, and around 90% of conversation and novels.

For the important need of acquiring new words to comprehend various texts for achieving study goals, learning vocabulary can be based on important assumptions of the word-learning process that Zimmerman (1997: 122) categorizes into three main points: 1) word-learning is a complex task; 2) some word-learning is incidental, a result of context-rich activities like reading; and 3) word knowledge involves a range of skills and learning is facilitated by a variety of approaches that provide exposure to reading, writing, speaking and listening.

The three main points above imply firstly that few students know word meaning to include information such as: parts of speech, pronunciation, register, varying connotations, spelling, grammatical usage and application within context. Therefore, the students do not know exactly how many words they need to know, and when or how they should learn or remember them. The second point implies that when students read, they encounter many words they need to learn incidentally, because texts contain such large volumes of words in the activity of reading that

explicit study of every possible word is impractical. Lastly, if students are to gain widely the word knowledge they need to be fluent in English, they should communicate actively and passively in every possible written and verbal form available to them.

### **2.2.2 Purposes of Vocabulary Learning**

Foreign language learners certainly know that vocabulary acquisition is a basic factor that constitutes reading skill. They need significant vocabulary so that they can understand the meaning of texts. Aebersold and Field (1997; cited in Prachanant. 2006) stated the purposes of vocabulary learning as follows:

1. To help learners understand basic grammatical structures, enabling them to understand relationships between new words and their contextual framing, so that learners can derive the new words' meaning.
2. Teachers need to prioritize which words students need to know first, and how to bring those words to the attention of students in meaningful ways. Carter and McCarthy (1991) stated that the term "meaningful ways" is satisfied when new word comprehension is attained through context clues and/ or word morphology and if new vocabulary is retained in long-term memory.
3. To enhance vocabulary perception and the actions that are the basic processes affecting language acquisition, including interaction with environment.
4. For gaining more utility of the newly acquired language as effortlessly and quickly as possible to facilitate the storage of information using vocabulary retrieval of situational sets, semantic sets and metaphor sets.

To summarize purposes of vocabulary learning as vocabulary

acquisition occupies a vital position in the process of learning to read, the means to achieve the ultimately desired goal of full textual comprehension. Students have the responsibility to equip themselves with strategies related to deciphering unfamiliar words, and teachers have the responsibility to find out how best to lay down plans for providing that equipment. They ought also to help students retain new words, and apply them to any situation appropriately.

### **2.2.3 Strategies for Vocabulary Learning**

There are many categories of vocabulary learning strategies as follows.

Schmitt (1997; cited in Mingsakool. 2003: 10) develop an extensive taxonomy of vocabulary learning strategies: determination, social, memory, cognitive and meta-cognitive categories.

The first group, determination strategies contained strategies used by an individual when faced with discovering a new word's meanings without recourse to another person expertise. This can be done through guessing based on structural knowledge of the language, guessing from L1 cognate, using context or using reference materials.

Second, social strategies interacted with other people to improved language learning. A student can ask teachers or classmates for information about new word and consolidate vocabulary knowledge while consulting with other people.

Third, memory strategies (mnemonics) involve a word to be retained with some previously learned knowledge, using some form of imagery or grouping. These strategies, such as remembering the word by underlining it and using physical



actions when learning a new word, may help the students learn more quickly if they acquire by themselves.

Fourth, cognitive strategies are similar to memory strategies, but they did not specifically on “manipulative mental processing”. They include repetition and using mechanical means to study vocabulary such as the keeping of vocabulary notebooks and orally repeating a word. Another kind of cognitive strategies is using study aids, such as taking notes in class, and putting words onto word cards.

Lastly, metacognitive strategies involve a conscious overview of the learning process and making decisions about planning, monitoring or evaluating the best way to study. The learners should be aware of their goals and level of vocabulary knowledge and choose an appropriate strategy to learn vocabulary.

Coady (1979) states the successful ESL reader employs a psycholinguistic guessing approach. That is to say, the reader samples the clues in the text and reconstructs a mental representation of what he or she thinks the text says.

For the sake of practicality, Clarke and Nation (cited in Chaowaneenart, 2002: 16) explains in two things as follows; Firstly, the learners are able to follow the ideas in the text they are reading, for they have sufficient command of vocabulary, grammar and reading skills in order to achieve basic comprehension of the text. Secondly, the learners bring some relevant background knowledge to the text. This strategy consists of five steps: 1) finding the part of speech of the unknown word; 2) looking at the immediate context of the unknown word and simplifying this context if necessary; 3) looking at the wider context of the unknown word. This means looking at the relationship between the clause containing the unknown word and

surrounding clauses and sentences; 4) guessing the meaning of the unknown word; and 5) checking if the guess is correct.

More research and practice in teaching vocabulary, Hunt and Beglar (1998) recommend the approaches and principles of vocabulary learning as follows:

#### Incidental learning

1. Principle 1: Providing opportunities for the incidental learning of vocabulary.

#### Explicit instruction

2. Principle 2: Determining which of the 3,000 most common words the learners need to study. To know these, Nation (1990) suggests a vocabulary levels tests or a checklist test which requires learners to mark the words on a list that they believe they know.

3. Principle 3: Providing opportunities for the intentional learning of vocabulary. This is mainly applied to the case of advanced learners. Explicit instruction is particularly essential for beginners who lack vocabulary for learning;

4. Principle 4: Providing opportunities for elaborating word knowledge. For this principle, Nation identifies various aspects of word knowledge, such as knowing related grammatical patterns, affixes, common lexical sets, typical associations, how to use the word through listening and reading, and through speaking and writing;

5. Principle 5: Providing opportunities for developing fluency with known vocabulary. Fluency building activities recycle already known words in familiar grammatical and organizational patterns so that students can focus on recognizing or using words through every communicative skill.

### Independent strategy development

6. Principle 6: experimenting with guessing from context. This strategy is a complex and often difficult to carry out successfully because learners need to know some related words previously. The low proficiency learners may possibly have some problems with guessing words.

7. Principle 7: Examining different types of dictionaries and teach students how to use them. Training in the use of bilingual dictionaries is essential for second or foreign language learners. Unfortunately, in most classrooms, very little time is provided. To learn the systems of symbols being used, extra practice to refer to an entry is needed. Finally, teachers should emphasize the importance of checking a words' original context carefully, and comparing this to the entry chosen because context determines in which sense a word is used.

In conclusion, all strategies discussed, the students' vocabulary learning can be classified into 3 main types of language acquisition: learning by intentional or the direct teaching approaches of the teachers' program, the second type, concerning incidental or indirect approaches that may derive from teachers' text assignment, and the last one containing the students independent strategies by the students' own previous experiences like guessing strategies.

## **2.3 Total Physical Response (TPR) Strategy**

### **2.3.1 Definition of TPR**

Total Physical Response (TPR) is the teaching strategy to aid learning foreign language, which developed by James Asher, a professor of psychology at San José State University, California, USA in 1960. The method designed primarily for

students in the early state of language acquisition, which is based on the coordination of speech and action. It is linked to the trace theory of memory, which holds 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 (2011) 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 developing comprehension prior to production. (Octaviany. 2007 : 15). Since commands can be made comprehensible to students with very limited language, if children learn much of their language from speech directed in the form of commands to perform actions, they will learn best in the way too. Accordingly, TPR asks students to respond physically to the language they hear. Language processing is thus matched with physical action.

TPR is based on the premise that the human brain has a biological program from acquiring any natural language in the world including the sign language of the deaf. The process is visible when we observe how infants internalize their first language (Asher. 2011 : 1) Asher looks to the way that children combine both verbal and physical aspects. A child responds physically to the speech for the parents. The responses of the child are in turn positively reinforced by the speech of the parent. For many months the child absorbs the language and able to speak. With TPR, the teacher tries to mimic this process in class.

Richard and Rodgers (1986 ; cited in Octaviany. 2007) stated that TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

Hui-Ching Hsu and Chien-Hui Lin. (n.d. cited in Asher. 1979), TPR has been used successfully with students who are learning a second language. When TPR is used at an English class, the teacher gestures, models, and says the commands to the students, and the students respond by imitating the teacher.

Pearson (2000) states that TPR is the idea that the natural response to understanding a command and a physical response. It is associated with the idea that we all learn in different media.

Garcia (2001 ; cited in Octaviany. 2007) explains that the two very important concepts in TPR are the notion of TPR involvement and the role played by the right hemisphere of the brain in learning a second language by action. The first concept deals with the idea of introducing second language by giving action response which has been influenced by the way people acquire their first language. A baby would not memorize a list of words or try to speak immediately. They just listen first to the other family members and then act or do thing in response to their utterances. In the next period he would speak if he was ready to. Nevertheless at first, he would listen and carry out actions or respond physically to him. The second one relates to the brain hemisphere. Our brain is divided into two parts, left and right hemispheres. Scientists had found that the left and the right hemisphere were two independent neurological entities having different functions both account for different responsibilities Garcia explains further that the TPR approach is a right brain method of learning a language because the language is taught mainly through actions. In the other words, commands play as the core of the course.

While Cook (2001) states that TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth - including

the sign language of the deaf. The process is visible when we observe how infants internalize their first language.

Leoprasertkul (2001) demonstrates that TPR is an approach to learn a second language which was originated under the psychological concept of language learning by a psychologist, James J. Asher.

Degregori and Trithart (2004) defines TPR as the method which students initially hear commands in their second language, respond physically to the commands and then later produce these commands orally and in writing.

Octaviany (2007 : 15) explains for TPR is a language learning method which is based on the coordination of speech and action. It is linked to the trace theory of memory, which holds 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.

Frost (2007) states for, TPR is bases upon the way that children learn their mother tongue. Parents have 'language-body conversations' with their children, the parent instructs and the child physically responds. The parents' conversations continue for many months before the child actually starts to speak itself. Even though it can't speak during this time, the child is taking in all of the language; the sounds and the patterns. Eventually when it has decoded enough, the child reproduces the language quite spontaneously. TPR attempts to mirror this effect in the language classroom.

TPR is a method of teaching language using physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter. It allows students to react to language without thinking too much, facilitates long term

retention, and reduces student anxiety and stress. In order to implement TPR effectively, it is necessary to plan regular sessions that progress in a logical order, and to keep several principles in mind. (Asher. 2011)

From the explanation above, it could be concluded that TPR is one of the learning processes which involve the students actively in the classroom activities. As children are physically active by nature, which 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 developing comprehension prior to production. In this study, TPR is used at an English class, the teacher gestures, models, and says the commands to the students, and the students respond by imitating the teacher and then later produce these commands orally and in writing.

### **2.3.2 Concepts and Theories of TPR**

The TPR strategy for teaching a foreign language in this study is English, a teacher should perceive its concepts and theories well so she will be able to use it properly in the teaching learning process.

Asher (2011 : 1) as the developer of TPR elaborates the concepts of this strategy, they are as follows.

- 1) Second language learning is parallel to first language 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 developed, speech develops naturally and effortlessly out of it.

5) Delaying speech reduces stress.

Moreover, Larsen and Freeman (2000 : 111) describe several concepts in teaching learning process by using TPR upon which the teacher's behaviors is based. The concepts of TPR are as follows:

1) Meaning in the target language can often be conveyed through action. Memory is activated 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 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 actions 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. In the 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 able 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.

### **2.3.3 Advantages and disadvantages of the TPR approach**

Suthammarak (1998) mentions that the advantages of TPR approach for instruction as follows:

1. Teacher does not need to explain for the meaning of vocabulary and sentence, because students acquire in foreign language learning through their direct experience. TPR also do not waste time in learning.
2. The sentences as commands relate with students daily life, since all sentences are the direct communication between speaker and listener. So the TPR instruction relates to the purpose of language learning which enhance in competence for communication approach.

3. TPR approach is not constrain in language learning, because the teacher will organize in teaching of listening, speaking, reading, and writing skill in chronological order. Teacher considers to the readiness of students learning in each skill, which is the best transfer for each step of learning.

4. TPR is approved as the child centeredness and respects to the different for students competence in language learning.

5. Command sentences are used in TPR method, which is as basis of complete sentences structure, students can understand with the correct sentences structure.

6. Students follow the commands with the visual acts, which have not chance to make mistake.

7. As TPR method, the teacher and students are appreciated with enjoyable atmosphere, and both of them have got immediate feedback from each other.

8. Since students enable to use listening skill as communication and ready to speak, so instructor does not correct the missing words as pronunciation, and grammar which take monotonous and boring to students.

9. Students have related learning and retention to other skills (speaking, reading, and writing), due to students respond physically to the commands in foreign language which make students use the sensory and muscle in learning.

10. TPR approach relevant to the process of the brain language learning which made learning immediately and completely.

11. Students feel confident and inspiration in the future learning, because students have gotten the initial successful learning.

12. Teacher always evaluates as quickly and continuously and can control the students in learning behavior to relate with the purpose of instruction.

However, she states the disadvantages of the TPR approach for instruction are:

1. TPR approach is inappropriate with the complex structure, for example, the writing instruction by using the TPR method is not proficiency. Teacher should look for other suitable strategies.

2. Teacher must plan the best commands for each section and continue the step for satisfying and avoid taking boring.

While, the Wikipedia (2006) shows the advantages for TPR as follows:

1. It is fun and easy. Students will enjoy getting up out of their chairs and moving around.

2. Simple TPR activities do not require a great deal of preparation on the part of the teacher. However, some other more complex applications might.

3. It is good for kinesthetic learners who need to be active in the class.

4. It is a good tool for building vocabulary.

5. It is memorable. Actions help strengthen the connecting in the brain.

6. Class size need not be a problem.

7. "TPR seems to work effectively for children and adults. There is no age barrier." according to Asher.

Similarly, it shows for TPR disadvantages are:

1. Whilst it can be used at higher levels TPR is most useful for beginners.

It is also at the higher levels where preparation becomes an issue for the teacher.

2. Students are not generally given the opportunity to express their own thoughts in a creative way.

3. It is easy to overuse TPR. "Any novelty, if carried on too long, will trigger adaptation."

4. The teacher may find that it is limited in terms of language scope. Certain target languages may not be suited to this method.

5. It can be a challenge for shy students.

In addition, Dickson (2007) notes that TPR is an excellent method of providing the comprehensible input those students need to acquire the language because it:

1. Emphasizes the need to understand spoken language first.
2. Encourage the students to stop translating and to just respond to the English words they hear; it makes the response automatically.
3. Avoids spelling the words which related the problems of pronunciation.
4. Allows the students to focus on and manipulate physical objects, which can help them to relax and reduce their anxiety about the language.
5. Provides instant feedback to the teacher about the student's level of comprehension.
6. Allows the teacher to immediately tail the lesson to the individual student's needs.
7. Gives the students a sense of accomplishment, as they can see their immediate progress.

Cummins (2007) explains the benefits of TPR method are as follows:

1. It is a lot of fun, students enjoy it and it can be a real stirrer in the class. It lifts the pace and the mood.

2. It is very memorable. It really helps students to remember phrases or words.

3. It is good for kinesthetic learners who need to be active in the class.

4. It can be used in large or small classes. It doesn't really matter how many students you have as long as you are prepared to take the lead, the students will follow.

5. It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the students are able to understand and use the target language.

6. It doesn't require a lot of preparation or materials. As long as you are clear what you want to practice (a rehearsal beforehand can help), it won't take a lot of time to get ready.

7. It is very effective with teenagers and young learners.

8. It involves both left and right-brained learning.

Moreover, Cummins (2007) stated for TPR disadvantages are:

1. Students who are not used to such things might find it embarrassing.

This can be the case initially but I have found that if the teacher is prepared to perform the actions, the students feel happier about copying. Also the students are in a groups and don't have to perform for the whole class. This pleasure is reserved for the teacher.

2. It is only really suitable for beginner levels. Whilst it is clear that it is far more useful at lower levels because the target language lends itself to such activities I have also used it successfully with Intermediate and Advanced levels.

You need to adapt the language accordingly. For example, it helped me to teach ways

of walking' (stumble, stagger, and tiptoe) to an advanced class and cooking verbs to intermediate students (whisk, stir, grate).

3. You can't teach everything with it and if used a lot it would become repetitive. I completely agree with this but it can be a successful and fun way of changing the dynamics and pace of a lesson used in conjunction with other methods and techniques.

In conclusion, the TPR strategies can make students understand of the target language, regardless of academic aptitude. Therefore, TPR help learners in high speed long-term retention and stress-free. In contrast, TPR is not suitable for writing skill and learners will tire if no matter how exiting and productive the innovations.

### **2.3.4 How to Teach with TPR**

In the teaching learning process using TPR method, the learners and the teacher play different roles as follows:

#### **2.3.4.1 Learners Role**

Learners in TPR have the primary roles of listeners and performers. They listen attentively and respond both individually and collectively. They have little influence over the content of learning since the content is determined by the teacher who must follow the imperative form for lesson (Richard & Rodgers. 1986 : 93).

In TPR, 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.

#### 2.3.4.2 Teacher Role

In the teaching learning process using TPR method, teacher plays an active and direct role. Richard & Rodgers, (1986 : 93) states the instructor is the director of a stage play in which the students are the actors. It means that teacher is the one who decides what to teach, who models and presents the new material, and who selects supporting materials for classroom use. Teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictable.

According to both learners and teacher roles above, it can be concluded as how to teach with TPR which derive from natural approach and learning psychology. By means of the TPR teaching, the initial importance is listening skill. Learners study by doing actions through the teacher's commands which encourage the cognitive from listening and then relate to the other skills. While teacher should carries the psychology in learning and teaching process.

The next, steps of TPR teaching will be mentioned.

Asher (1979) presents the steps for TPR teaching as follows:

1. Presentation: Teacher warms up and reviews the lesson by demonstrates of key words, then commands and performs the action. Next, students listen and watch as the teacher commands and models the action again and again, this time having students perform the actions simultaneously.
2. Practice: When students understand for the teacher's commands, they are asked to act in group without modeling action. Later, the teacher gives the command to an individual without modeling action too.
3. Assessment and outcome: Teacher models variations and combinations for the groups. Students perform variations and combinations.

Some students are ready, they give commands to classmates. Teacher observes students' perform and admires them when they take the right way. In contrast, if they cannot perform, teacher should introduce and demonstrate again. Both assessment and feedback are used all the period of students' action.

4. Assessment by doing supplementary activities: In the last step, teacher summarizes the lesson and students pronounce, spell and give the meaning of vocabularies. In addition, students are asked to do many exercises about grammar or sentence structure. Moreover, teacher allows students to join with role-play, storytelling, and drawing pictures which all activities make them understand for their lesson.

In addition, Kaewsaenchai (1994) describes the TPR learning process as following aspects:

1. Demonstrate: Teacher need to act out the action that demonstrates her imperatives clearly and consistently.
2. Hesitate: Teacher commands but not shows the relation these imperatives, students uncertain with the teacher's activities. Any students who confidence in their mastery of word-action, they will demonstrate. This then show students' learning competence.
3. Evaluate: Individual student is evaluated as performs activities from instructor's command without the model.
4. Take the new or strange imperatives: Teacher increases the new or strange commands beyond in the text, to create students' enjoyment.
5. Take turns the role: Student takes turn imperative like as teacher, then teacher and her friends follow consistent imperative.



In conclusion, the TPR learning processes as the steps for TPR teaching as follows:

1. Presentation is the step that students watch the demonstration of key words and then a command using them.
2. Practice when students listen again and watch as the teacher performs the action, students then perform the actions simultaneously.
3. Assessment and outcome: Teacher gives the command to the group and individual without modeling the action, students perform. Next, teacher models variations and combinations, students perform and some smart one command to classmates.
4. Assessment by doing supplementary activities: The last step, teacher summarizes the lesson and students pronounce, spell and give the meaning of vocabularies. In addition, students are asked to do many exercises about grammar or sentence structure. Moreover, teacher allows students to join with role-play, storytelling, and drawing pictures which all activities make them understand for their lesson.

### **2.3.5 TPR and Vocabulary Learning**

Teaching elementary school is considered as teaching children. In this case, vocabulary is very important to be mastered first. For the reason, teacher should pay more attention to the teaching and learning English vocabulary to children as the learners. Teacher should choose and apply some teaching techniques and media which are suitable with the students' needs based on the curriculum.

Notion (1978; cited in Octaviany. 2007) states that a good vocabulary teaching technique should attract the learners and makes the learners give attention to the form meaning or use of the words. Moreover it should give a chance for repetition.

Finocchiaro (1974 : 38) mentions for teaching vocabulary plays important role in language acquisition because the mastery of vocabulary will help students in mastery all the language skills; listening, speaking, reading, and writing. Vocabulary will make the students practice the structure more easily; it is useful for the students in order to communicate in daily life and will strengthen belief that English can be to express some ideas or feeling they express in their native language.

As stated by Charty (1995 : 64), in teaching vocabulary, teacher should not give it separately word by word. It will make the students know the words just the way they are without understanding how to apply the words whether in spoken or written into sentences or paragraph. The best way of teaching vocabulary is not teaching the students to memorize but also teaching them to pronounce, to spell, and to use it in context. In addition, teacher should try to give as clearly as possible the explanation of meaning of the words being taught by showing pictures, dramatizing, illustrating, paraphrasing, or giving the similarity with their native language.

Richard and Rodgers (1986: 92) define that the movement of the body seems to be powerful mediator for the understanding, organization and storage of macro details of linguistic input. It shows that using TPR method is effective to help the students to learn the target language because the students practice directly using the vocabulary in real context. By doing so, the students can develop the storage of the vocabulary in a short time.

According to the mentioned all above, it is a supporting point for teaching them using the Total Physical Response, since the TPR is full with real situation being demonstrated while the students like to see how things operate and they are interested in learning something by making them being active in the classroom. Besides that TPR method also helps the children to understand and memorize linguistic input because the children use body movement as media in the process of learning.

From the explanations above, the researcher concludes that the relation of TPR and vocabulary learning, as children are physically active by nature, TPR will make language learning especially vocabulary more effective because children feel fun during the learning. Since TPR is one of the learning processes which involves the students actively in the classroom activities. It can be affective in delivering it instruction in learning. Besides that comprehension of the vocabulary should be more emphasized and developed in the learning process in order to get the end of learning vocabulary.

## **2.4 Satisfaction**

### **2.4.1 Definition of Satisfaction**

Satisfaction means good sense of the person receiving the response what he need or expect as purpose. Satisfaction is the preferences of individual which level of each individual are different, due to a basic education and other factors. The scholars who have contributed significantly to many views as follows.

Morse (1953 : 27) says that satisfaction means everything to reduce the tension of the individual for less. And tension is a result of the needs of human beings,

if it needs to react to demand when you get a response that will make individual satisfaction.

Davis (1967 : 61) states the satisfaction of human behavior is an attempt to eliminate the tension, anxiety or conditions are not balanced in the body.

Mulins (1985 : 280) mentions the satisfaction is a person's attitude toward something more of a condition which is associated with feelings of the person who has succeeded in both the volume and quality. Caused by humans have driven some of his own and trying to achieve some goal order to meet demand or expect to have, and when you will achieve that satisfaction.

While Cherrington (1991 : 108) states satisfaction is important point which whole activities surround of person influence to satisfaction working.

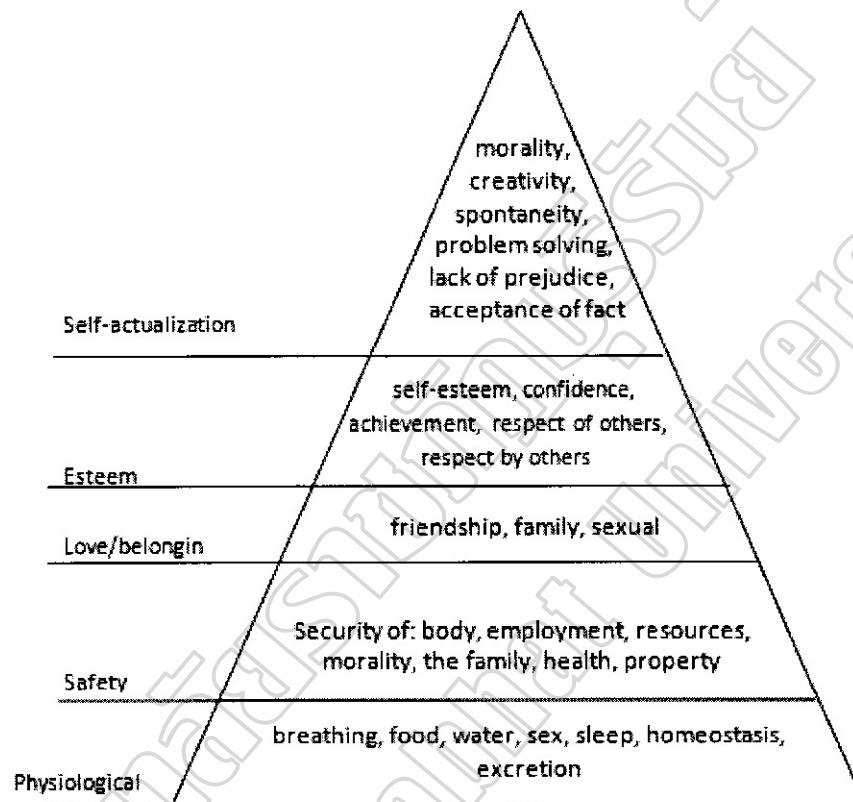
In conclusions, satisfaction means to express their feelings in a positive way to what has been the response to the needs of humans.

#### **2.4.2 Theory of Satisfaction**

Satisfaction's theory has been mentioned by psychologists which be presented in the similar aspects as follows.

2.4.2.1 Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow in his 1943 paper "A Theory of Human Motivation". Maslow subsequently extended the idea to include his observations of humans' innate curiosity. His theories parallel many other theories of human development psychology some of which focus on describing the stages of growth in humans. Maslow used the terms Physiological, Safety, Belongingness and Love, Esteem, Self-Actualization and Self-Transcendence needs to describe the pattern that human motivations generally move through. Maslow's hierarchy of needs is often portrayed in the shape of

a pyramid with the largest, most fundamental levels of needs at the bottom and the need for self-actualization at the top.



From Wikipedia, the free encyclopedia

**Figure 2.4.2.1** Image of Maslow's hierarchy of needs

**Source :** Maslow (1943:2)

Interpretations of Maslow's hierarchy of needs are as follows:

First, physiological needs are the physical requirements for human survival. If these requirements are not met, the human body cannot function properly, and will ultimately fail. Physiological needs are thought to be the most important; they should be met first. Air, water, and food are metabolic requirements for survival in all animals, including humans. Clothing and shelter provide necessary protection

from the elements. While maintaining an adequate birth rate shapes the intensity of the human sexual instinct, sexual competition may also shape said instinct.

Second, safety needs with their physical needs relatively satisfied, the individual's safety needs take precedence and dominate behavior. In the absence of physical safety due to war, natural disaster, family violence, childhood abuse, etc. People may experience post-traumatic stress disorder or trans-generational trauma. In the absence of economic safety due to economic crisis and lack of work opportunities, these safety needs manifest themselves in ways such as a preference for job security, grievance procedures for protecting the individual from unilateral authority, savings accounts, insurance policies, reasonable disability accommodations, etc. This level is more likely to be found in children because they generally have a greater need to feel safe. Safety and Security needs include: personal security, financial security, health and well-being, and safety net against accidents/illness and their adverse impacts.

Third, love and belonging after physiological and safety needs are fulfilled, the third level of human needs is interpersonal and involves feelings of belongingness. This need is especially strong in childhood and can override the need for safety as witnessed in children who cling to abusive parents. Deficiencies within this level of Maslow's hierarchy due to hospitalize, neglect, shunning, ostracism, etc. can impact the individual's ability to form and maintain emotionally significant relationships in general, such as: friendship, intimacy, and family. According to Maslow, humans need to feel a sense of belonging and acceptance among their social groups, regardless if these groups are large or small. For example,

some large social groups may include clubs, co-workers, religious groups, professional organizations, sports teams, and gangs. Some examples of small social connections include family members, intimate partners, mentors, colleagues, and confidants. Humans need to love and be loved both sexually and non-sexually by others. Many people become susceptible to loneliness, social anxiety, and clinical depression in the absence of this love or belonging element. This need for belonging may overcome the physiological and security needs, depending on the strength of the peer pressure.

Forth, esteem all humans have a need to feel respected; this includes the need to have self-esteem and self-respect. Esteem presents the typical human desire to be accepted and valued by others. People often engage in a profession or hobby to gain recognition. These activities give the person a sense of contribution or value. Low self-esteem or an inferiority complex may result from imbalances during this level in the hierarchy. People with low self-esteem often need respect from others; they may feel the need to seek fame or glory. However, fame or glory will not help the person to build their self-esteem until they accept who they are internally. Psychological imbalances such as depression can hinder the person from obtaining a higher level of self-esteem or self-respect. Most people have a need for stable self-respect and self-esteem. Maslow noted two versions of esteem needs: a lower version and a higher version. The lower version of esteem is the need for respect from others. This may include a need for status, recognition, fame, prestige, and attention. The higher version manifests itself as the need for self-respect. For example, the person may have a need for strength, competence, mastery, self-confidence, independence, and freedom. This higher version takes precedence over the lower version because it

relies on an inner competence established through experience. Deprivation of these needs may lead to an inferiority complex, weakness, and helplessness. Maslow states that while he originally thought the needs of humans had strict guidelines, the hierarchies are interrelated rather than sharply separated. This means that esteem and the subsequent levels are not strictly separated; instead, the levels are closely related.

Finally, self-actualization what a man can be, he must be. This quotation forms the basis of the perceived need for self-actualization. This level of need refers to what a person's full potential is and the realization of that potential. Maslow (1943) describes this level as the desire to accomplish everything that one can, to become the most that one can be. Individuals may perceive or focus on this need very specifically. For example, one individual may have the strong desire to become an ideal parent. In another, the desire may be expressed athletically. For others, it may be expressed in paintings, pictures, or inventions. As previously mentioned, Maslow believed that to understand this level of need, the person must not only achieve the previous needs, but master them.

In summary, Maslow's hierarchy of needs is the hierarchy of human needs theory which always endless, once requirements have been met or at any of it. Human needs have a hierarchy from lowest to highest. There are five stages as follows: first self-actualization needs, second needs self-esteem, third belonging and love needs, fourth safety needs, and the last is physiological needs.

#### 2.4.2.2 Theory Needs ERG theory

To bring Maslow's need hierarchy theory of motivation in synchronization with empirical research, Alderfer redefines it in his own terms.



His rework is called as ERG theory of motivation. He recategorized Maslow's hierarchy of needs into three simpler and broader classes of needs:

1. Existence Needs: E contains requirements that are necessary to the survival of the human environment.
2. Relatedness Needs: R, such as family, friends, co-workers and bosses.
3. Growth Needs: G was a need to develop their own potential and self-existing, maximize the benefits which the maximum demand.

It can be seen that the theory of Alderfer (1972) is similar to the theory of the hierarchy of human needs Maslow. However, unlike the human needs may frequently change as the process satisfaction. For example, the progress of satisfaction - process progression might embarrass the effort because of added responsibilities. He returned his attention to social needs or needs to luxuriate instead. The circumstances like this regression frustration process.

## **2.5 Previous Studies on Vocabulary Learning**

This section discusses related studies in various vocabulary learning. The past studies in using Total Physical Response in language learning have been conducted greatly in many countries. Most of the research on vocabulary learning strategies has focus on TPR strategies.

Rashed (1990) studied both TPR and Audio-lingual instruction methods affecting to listen for comprehension and retention as initial of ESL English learning in Egypt. The participants derived by simple random sampling. They were 100 males undergraduate, and were divided in two groups. The first group was treated with TPR instruction, and the other was treated by Audio-lingual instruction. The researcher

found that the effectiveness of students who treated with TPR higher than the Audio-lingual instruction.

Krashen (1998) notes that in 1972 a group of students learning German through TPR for 32 hours outperformed on a listening test two control groups who learned through traditional instruction. One control group had 40 hours of instruction and the other control group had 80 hours. An additional study mentioned in this article, and also performed by Krashen, showed TPR Spanish students with 20 hours exposure did better than comparisons with 100 hours on tests of listening and reading. Also TPR students after 90 hours exceeded the 50<sup>th</sup> percentile on a standardized Spanish test designed for students who had had 150 hours of instruction.

While Degregori and Trithart (2004) study in what ways does TPR promote the retention of vocabulary in a Spanish II classroom at two different high schools in America. School A was performed in one Spanish II class and school B treated in three Spanish II classes. After analyzing the results from the study, they discovered a positive trend between the use of TPR and student quiz scores. Students also had more positive feelings towards TPR instruction compared to traditional methods of instruction. In both school A and school B, students achieved higher scores on quizzes that tested them on vocabulary they had learned through TPR. Students also gave more positive feedback on lessons that were taught with TPR.

Malai (2006) studies the comparing Matthayom 2 students' listening-speaking and self-confidence in English through the TPR consist the authentic materials and teacher's handbook teaching. The samples were the 80 Matthayom 2 students in Banham-Jaemsai School, Samchuk District, Supanburi Province which enrolled English in the 2<sup>nd</sup> semester of 2005 academic year. The 80 samples were organized in

2 groups: the experimental group and control group, the first group was treated with the TPR, and the second was treated with the teacher's handbook teaching. The findings revealed the achievement of the students' listening, speaking, and self-confidence in English through the TPR method with the authentic materials were higher than the teaching of teacher's handbook, the significant different level at .01.

Srinak (2006) investigates to compare the English learning achievement of Pratomsuksa 3 students and their attitude towards English learning taught by the Total Physical Response (TPR) and the Communicative Approach. The sample are 70 Pratomsuksa 3 students of Wat Toongfak School, Suphanburi Educational Service Area office 3. All 70 students were randomly divided in two equal groups. One group was taught through Total Physical Response (TPR) and the other through Communicative Approach. The researcher used English lesson plan for TPR, English lesson plan for Communicative Approach, a multiple choice English achievement test, a questionnaire on the students' attitudes towards English teaching method. The findings of this study showed that the English achievement of Pratomsuksa 3 students taught through the Total Physical Response (TPR) and Communicative Approach was significantly different at a .05 level. The mean value of the students taught through Total Physical Response (TPR) was higher than that of Communicative Approach. In addition, the mean value of listening and speaking of Total Physical Response (TPR) was higher than that of Communicative Approach but the mean of competence, taught through both methods was not different. Moreover, the students who were taught through both Total Physical Response (TPR) and Communicative Approach had significantly different attitudes at a .05 level of statistic significance but the TPR method had a higher mean value.

Octaviany (2007) studies the application of Total Physical Response in teaching English vocabulary to the fourth graders of SD Negeri 04 Kerajankulon Kaliwangu Kendal Indonesia. She concluded that teaching English vocabulary through TPR is very beneficial for the students in order to facilitate them in learning English vocabulary. It is suggested that TPR in teaching English vocabulary is recommended for the English teacher.

Hsu (2013) studies on English vocabulary learning, intended to test whether the TPR method could improve the recognition of vocabulary, which is considered essential to building up reading ability. The study proposes an approach integrating Kinect technology into Total Physical Response (TPR) approach. To test the effectiveness of the proposed approach, the study including two groups, the Kinect-based TRP group and the conventional TPR group, was conducted. The results showed that there was significant difference between the two groups on the delay retention test of the vocabulary recognition, and the control group has significant decreased between post-test and delay-test. This finding implies that the Kinect-based TPR could increase students' vocabulary recognition in the Kinect-assisted settings. In addition, those in the Kinect-based TPR group showed positive acceptance towards the proposed learning approach, and didn't cause extra extraneous cognitive

In conclusion, learning vocabulary through the TPR method is one of the most effective way to improve the students' performance, since learners achieve fluency faster when they do as follows: firstly, learners are immersed in activities that involve them in situational language use. Secondly, learners often start their language learning with a period of silence as they watch the effect of language on others. Thirdly, learners show the comprehension by successfully accomplishing language-generated

task. Fourthly, learners focus on overall sentence meaning rather than the grammatical parts of a sentence. Fifth, the language of instruction is consistent on daily basis.

Finally, the content involves language that is clearly usable or valuable outside the classroom.

## **2.6 Summary**

To sum up, this chapter describes the basic educational curriculum, followed by the definition of vocabulary, importance of vocabulary learning, purpose of vocabulary learning, strategies for vocabulary learning, next the TPR strategy, definition of TPR, concepts and theories of TPR, advantages and disadvantages of TPR approach, how to teach with TPR, TPR and vocabulary learning, effective index, satisfaction, definition of satisfaction, theories of satisfaction, and the last section, related to the previous studies to vocabulary learning are declared. The research methodology is presented in the next chapter.