

CHAPTER 2

LITERATURE REVIEW

The literature review consists of two points. The first point is the theoretical framework, which includes a description of vocabulary mastery and a description of the TPRS method. The second is the study of the relevant research.

2.1. Theoretical Framework

2.1.1. Description of Vocabulary Mastery

2.1.1.1. The Definition of Vocabulary Mastery

Vocabulary is a set of words and their definitions. According to Rasouli & Jafari (2016), vocabulary is knowledge of words and their meaning. It is one of the linguistic skills that must be mastered when studying a foreign language. As stated by Afidah & Machfudi (2022), the important part of learning a language is developing vocabulary. Meanwhile, mastery is comprehensive learning or proficiency (Hornby & Cowie, 1995; Katemba & Sianipar, 2020). Based on the definition above, it can be concluded that vocabulary mastery is the depth of a language learner's comprehension of words. So, students who have mastered vocabulary will be familiar with the meanings of words as well as their spoken and written forms, grammatical functions, collocations, connotations, and frequency of the words (Thornbury, 2002). In this study, mastering vocabulary is restricted to learning word meanings and their pronunciation.

2.1.1.2. Types of Vocabulary

There are two types of vocabulary learning (Nation, 2000), including: Receptive and Productive Vocabulary.

- 1) Receptive Vocabulary

Receptive vocabulary refers to vocabulary that is acquired when receiving information from listening and reading. According to Dakhi & Fitria (2019), receptive vocabulary is knowing lexical words. It is a category of words that readers and listeners meet to comprehend a particular message and it is to infer their communicative significance from speech or writing (Nation, 2000; Schmitt, 2019).

Receptive activities in the Second Language Acquisition (SLA), students should actively engage in acquiring meaning from L2 input. Understanding of written and spoken language forms involves Bottom-up and Top-down processing. Bottom-up is processing prior understanding of the language system (i.e. vocabulary, morphology, phonology, syntax, non-verbal structure, and discourse structure). It is related to the TPRS activities, in which the teacher introduced the new vocabulary in the beginning of learning. Meanwhile, top-down processing can make up for linguistic weaknesses by enabling students to infer meanings from unfamiliar words and comprehend greater amounts of spoken and language form (Saville & Troike, 2012). In the implementation, the students try to understand the meaning when their listening to teachers' storytelling.

2) Productive Vocabulary

Productive vocabulary is vocabulary that is used to create a message. As stated by Dakhi & Fitria (2019), that productive vocabulary is a category of words that help produce a message. It is used while converting communicative materials into writing or (Nation, 2000; Schmitt, 2019). Writing in SLA is a common way to evaluate knowledge of the second language itself. Meanwhile, bottom-up processes for speaking include vocabulary, pronunciation and grammar rules that will convey the suitable meaning. And the top-down processes concurrently involved in

speech production requires knowledge of the subject (Saville & Troike, 2012). In this study, the students can obtain productive vocabulary when they read a story and try to answer the teachers' questions in the target language.

2.1.1.3. Factors that can Influence Vocabulary Learning

There are two types of factors that influence vocabulary learning. As stated by Bai (2018), the first is the factor from the individual and the second from the social environment. The individual factors include:

1) Age

In learning vocabulary, teenage learners employ more complex techniques than young learners.

2) Learning motivation

When learning new vocabulary, students who are highly motivated apply more techniques than students who are less motivated, and varied levels of motivation might influence the learning strategies that students choose.

3) Learners' personality

The different students' personalities will have varying degrees of influence on how well they learn the English language.

4) Gender

In comparison to male students, female students employ social skills more frequently.

(Bai, 2018)

While environmental factors limit how learning strategies can be used to learn the language. Thus, the learners' techniques are greatly influenced by their social environment. This will have an indirect impact on how learners think and how they use learning techniques. In this case the student vocabulary mastery influenced by

the environmental factor which is the learning strategies used before is not appropriate to students' vocabulary needs.

2.1.2. Description of Total Physical Response Storytelling (TPRS)

Total Physical Response Storytelling (TPRS), also known as Teaching Proficiency through Reading and Storytelling, is a method developed from the TPR method of Asher's by Blaine Ray (Li, 2013). TPR was developed by Asher after he identified children learning their first language. Therefore, TPR activities emphasize listening and acting. As stated by Astutik & Aulina (2017), that a command with direct pronunciation will cause a child's physical response (body language) before they begin to answer orally. For instance, the baby may turn her face in the direction of the voice when a mother repeatedly says "look at the door" and points at the door. The activities of this method in teaching vocabulary can help students feel less anxious and stressed when enhancing their memory recall.

While the TPRS method that was introduced by Blaine Ray is focused on story. It is combines TPR and storytelling activities. Both activities are interconnected. TPR is used to telling a story. In the classroom, TPRS requires teachers to use body gestures when starting storytelling. Besides that, the TPRS method requires the teacher to use visualization tools and repeat vocabulary while adding new words each time (Nurlaili et al., 2015). If the gesture and vocabulary item are interrelated, it can be effective for students to acquire new words (Rusiana & Nuraeningsih, 2016).

The use of story in the classroom can stimulate students in developing their vocabulary to understand the whole story and also help teachers create different contexts in which students must use language to communicate, exchange information and express their ideas. As stated by Al-Dersi (2013), several advantages to using stories in learning a language, as follow: First, it makes learning a language more interesting and attractive. Second, it can trigger a learner's interest about the target language and

culture. Third, it can stimulate language learning and the learner's linguistic comprehension. Fourth, it provides new vocabulary with the actual usage in different forms, therefore learners will understand meaning. Fifth, it supports learners understanding the meaning of the new vocabulary connected through context. Lastly, it offers an opportunity for EFL teachers to connect with productive abilities such as speaking and writing. In this case, the use of the story can help students' to stimulate their linguistics comprehension and develop their vocabulary in order to understand the whole story.

2.1.3. The Principle of Teaching Vocabulary

In order to successfully accomplish the goals of the material, a teacher should know the basics of teaching English vocabulary before starting to teach language. Firstly, the teacher considers and chooses the vocabulary aspect to be learned. As stated by Nation (2000), there are nine aspect to teach vocabulary, as follow:

Table 2.1. The Aspect of Vocabulary

Aspect	Part	Vocabulary Types	Definition
Meaning	Form and Meaning	Receptive	Is the student able to remember what this word form means?
		Productive	Is the student able to put this meaning into the right word form?
	Concept and References	Receptive	Is the student able to comprehend both the main idea and a variety of word usage?
		Productive	Is the student able to refer to a variety of objects with the word?
	Associations	Receptive	Is the student able to give a common association to this word?
		Productive	Is the student able to remember the similar concepts of the word?

Aspect	Part	Vocabulary Types	Definition
Form	Spoken Form	Receptive	Is the student able to identify the word in its spoken form?
		Productive	Is the student able to correctly pronounce the word?
	Written Form	Receptive	Is the student able to identify the word in its written form?
		Productive	Is the student able to write and spell the word?
	Word Parts	Receptive	Is the student able to identify words with recognized parts?
		Productive	Is it possible for students to generate suitable derived and caused word forms?
Use	Grammatical Functions	Receptive	Is the student able to identify appropriate context-based word usage?
		Productive	Is the student able to use this word in the appropriate grammar?
	Collocations	Receptive	Is the student able to identify proper collocations?
		Productive	Is the student able to produce the word using the proper collocation?
	Constraints on use	Receptive	Is the student able to determine whether the word is formal, common or uncommon?
		Productive	Is the student able to use the word when necessary?

Before students master the use of the foreign language. The initial parts of vocabulary learning to deal with students' lack of vocabulary are learning the aspects of meaning. Based on the linguistics point of view, in order to understand dialogue, reading and grammar in both written or spoken words, students should comprehend the meaning of the words (Soro, 2019). Students must learn and understand word meanings since it plays an important part in learning a foreign language and to deal with their difficulty in mastering vocabulary. In order to develop meaning in communication, besides students having to learn words in written form, students must also learn words in spoken form. As stated by Thornbury

(2002), understanding a word essentially involves understanding both its form and meaning (p.15). Therefore, to resolve the students' lack of vocabulary in the aspect of meaning and pronunciation, this research chooses to focus on receptive meaning and the productive spoken form aspect. In the receptive meaning part, students are evaluated based on their translating a word and comprehending a sentence. Meanwhile, in the productive spoken form, students are evaluated based on how the students pronounce the word correctly.

Secondly, there are six principle in teaching vocabulary (Nation, 2005), there are teaching instruction is kept simple and uncomplicated; utilizing and example or pattern to connect what is being taught now to what has already been learned; presenting information both orally and in writing; focusing on words that are relatively common; indicates to the student if the word is one that occurs frequently and need further study; Excludes various synonyms, opposite words, and members of the same lexical set. The first point explains that while teaching vocabulary, the instruction should be kept simple and uncomplicated. Also, the third point is presenting information both orally and in writing. Those points are related to the characteristic of the TPRS method that the teacher instruction is kept simple and the teacher presents information orally through storytelling and presenting the meaning in writing. In its implementation, a story acted out by the teacher and the vocabulary is memorized (Cang et al., 2021).

2.1.4. The TPRS in Teaching Vocabulary

There are three steps to the TPRS method. As stated by Hedstrom (2012), the three essential steps of TPRS are 1) establishing meaning, 2) telling a class story, and 3) reading. This study followed the TPRS activities steps by Hedstrom (2012), as follows:

- 1) Establishing Meaning
 - a) Choose the grammatical structure target and gesture accompanied by written translation to clarify the meaning.
 - b) New words are repeated aloud by the teacher for a few minutes as well to make sure that students comprehend it.
- 2) Telling a Class Story
 - a) In implementing the TPRS method, the class story chose the story based material and the teacher storytelling using body gesture, face expression, or other media such as picture.
 - b) The teacher uses a series of questions to measure the students' comprehension of the story while it is being narrated. Such as, who are the cast in the story? What happened to the cast? Etc.
 - c) The student developed the story by using the new vocabulary.
- 3) Reading
 - a) The students read the stories from the previous steps in a group or individual accompanied by body gestures.

Those activities can be implemented based on the teachers' understanding of those activities. As stated by Nurlaili et al. (2015), the TPRS steps can be completed in a variety of ways, and teachers are allowed to customize the process using the different features. In this study, the research divides those activities into 4 meetings. In the first and second meeting, the researcher did establishing and telling a class story activities. Then, in the third and fourth meeting the researcher did reading activities.

2.2. Study of the Relevant Research

This research was carried out to identify how the TPRS method enhances junior high school students' vocabulary mastery. The findings of the previous research show that the TPRS can enhance elementary students' vocabulary mastery and the students understand the words better (Rusiana & Nuraeningsih, 2016). Besides that, several studies related to the TPRS method and its influence on language learning. For instance, the study conducted by Pinos-Ortiz & Orbe-Guaraca (2018), compared the TPRS method and the traditional

method. The findings show that the TPRS makes students' vocabulary acquisition better than the traditional method. Also, it makes students' word pronunciation become more fluent (Rufino & Trinidad, 2021). The similarity between their study and this study is using the TPRS method in teaching English. The differences are the level of participants and vocabulary aspect that is meaning and their pronunciation of the word. Therefore, to fill the gap, this study chose a higher level than elementary school, which is junior high school, as a participant and classroom action research as a methodology to enhance junior high school students' vocabulary mastery by using the TPRS method.