

CHAPTER 2

LITERATURE REVIEW

This chapter describes an explanation of several theories that support the study, which consists of a theoretical framework, a study of the relevant research, and a conceptual framework, as specifically detailed below.

2.1 Theoretical Framework

2.1.1 Total Physical Response

TPR is a technique that utilizes body motion in response to the teacher's instruction or facial expressions. TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical activity (Richards & Rodgers, 2014). This method is an excellent strategy for kinesthetic learners who need to be engaged in class activities. TPR tries to introduce the language skill in an action and the English teacher has three responsibilities: as an instructor, as a role model, and an action supervisor until they are ready to imitate what the teacher said and did. Therefore, the physical component of the TPR learning process enables the natural integration of play and physical activity into language instruction as well as the enhancement of children's outside-of-class physical activity and engagement, which benefits both linguistic and physical development and movement (Nuraeni, 2019). Richards and Rodgers (2014) list principles of TPR, there are:

- 1) The process of second language learning should mirror the natural processes of first language acquisition;
- 2) Listening skills should be developed before speaking, prioritizing understanding over production;
Initially, children respond physically to spoken language through nonverbal actions;
- 3) Once comprehension has been established, speech will naturally and effortlessly emerge from it;

- 4) Minimizing stress by delaying speech is essential for effective learning, and the learning experience should be enjoyable and stress-free;
- 5) Oral communication takes precedence over written communication in instructional emphasis;
- 6) Vocabulary and grammatical structures take precedence over other areas of language learning;
- 7) Students are expected to make errors when they begin speaking, and teachers should be patient with them. Focusing on fine details of the language can be postponed until students have gained some proficiency;
- 8) Rather than memorizing fixed phrases, students need to develop flexibility in understanding new combinations of target language chunks.

TPR is said to be able to improve the learning environment since there is less pressure on the instructor and parents to meet the goal and because students can focus in a classroom by sitting quietly and paying attention to the teacher and parents (Ekawati, 2022). Further, according to Fadiana et al., (2020), the TPR approach is appropriate for teaching English to Elementary School children who are still in a lower level category since it is enjoyable and can help students feel like they are having fun while learning English. The TPR approach makes learning enjoyable for kids, which simplifies the pressure associated with learning foreign languages (Ekawati, 2022). Asher (2009) claimed that there are three central processes that need to be done in teaching English using TPR. First, young learners gain listening skills before developing their speaking ability. When learning a language for the first time, young learners may comprehend complex expressions but struggle to make them up or imitate them on their own. According to Asher, during this listening stage, young learners may be creating a mental "blueprint" of the language that will help them when they speak it out loud. Second, the need to physically react to spoken words, such as orders from parents, helps children develop their listening comprehension skills. Moreover, the third, speech flows out of listening comprehension with ease and naturality once a foundation has been created (Farangiz & Gulsanam, 2021).

The TPR method is a language teaching approach that emphasizes the use of physical actions to support language acquisition. It is implemented through a series of interactive steps designed to engage learners in understanding and using language in meaningful ways. The TPR method consists of three key steps to enhance language acquisition through physical actions (Larsen-Freeman, 2011; Rodgers, 2014).

- 1) The process begins with the modeling phase, where the teacher introduces commands verbally and demonstrates the corresponding physical actions. For example, the teacher might say, "Jump" while jumping, allowing students to observe and mimic both verbal and non-verbal cues. This phase helps establish the connection between language and movement.
- 2) In the second phase, known as the active participation phase, the teacher continues to give commands but refrains from performing the actions. Students respond by independently carrying out the instructed movements, demonstrating their comprehension of the language. During this stage, the teacher monitors learners' actions, providing guidance or corrections when necessary.
- 3) Finally, in the role reversal phase, learners assume the teacher's role by giving commands, while the teacher acts as the responder. This phase solidifies learners' grasp of language structure and use, allowing them to practice leadership and instruction in a supported environment. Throughout all phases, the interaction evolves from the teacher speaking and learners responding nonverbally to a balanced exchange where learners express themselves verbally, and the teacher responds physically.

TPR has many advantages for teaching English Vocabulary, especially to young learners. Cabrera, (2022) lists several advantages of TPR, namely:

- 1) Through a combination of verbal and movement, young learners show enhanced vocabulary retention and comprehension. This phenomenon results from students actively participating in class and practicing their language skills with peers and teachers, which creates a fun learning atmosphere,

- 2) Due to the TPR method's similarities to how kids acquire their mother tongue, young learners feel comfortable using it and confident when they speak the target language on their own,
- 3) By using the TPR method, an instructor can become a counselor, knowledge supplier, and guide for young learners,
- 4) Because of their ease of mobility, this teaching style is more beneficial for the learning capacities of children and young people, because of this, organizations tasked with controlling instruction continue to employ TPR in their instruction.

On the other hand, according to Bojani (2020), there are some disadvantages of TPR method. The first one is when used entirely, TPR can become monotonous. Thus, educators must combine multiple approaches. Second, only a specific set of vocabulary and grammatical ideas, commands, and physical objects can be taught in TPR in this manner (therefore omitting discourse and abstract vocabulary). Furthermore, it can be challenging for students to move to indicative forms because they frequently recall words in the command forms. Giving instructions without the use of imperatives is somewhat challenging, whether one uses the TPR approach or not. Thus, the language input is essentially limited to this one type. This brings up another issue: children typically do not have the chance to creatively express their own ideas and opinions.

2.1.2 English Vocabulary

English vocabulary is a list of English words that we use to convey and communicate concepts. Richards and Renandya (2014) stated that vocabulary is a core component of language proficiency and provides much of the basis on how well learners speak, listen, read and write. The vocabulary is an expression of the human mind that language users utilize to convey their thoughts, feelings, and opinions (Dakhi & Fitria, 2019). Furthermore, building up useful vocabulary for young learners is vital to the first stage of foreign language acquisition since words are important for the skill and knowledge development of children (Fadiana et al., 2020).

In the context of teaching and learning language processes, vocabulary has an important role for students to produce words. Vocabulary is the basis for communication (Dakhi & Fitria, 2019). The most important skill that every language learner should have mastered is vocabulary since without it, it is impossible to compose phrases, sentences, paragraphs, or essays (Fadiana et al., 2020). Therefore, vocabulary appears that a good interaction that satisfies the principles of communication, namely the maxim of quantity, quality, relevance, and manner, is connected with a vocabulary size and depth in communication (Grice, 2019). According to Lessard-Clouston (2013), there are nine tips for teaching vocabulary:

1) Choose frequent, relevant words to teach

One major point is the importance of teaching vocabulary based on word frequency, as frequent words are considered more useful for students. English language teachers are encouraged to select words from recognized frequency lists like the General Service List (GSL) and the Academic Word List (AWL), ensuring that the chosen words are relevant to the students' proficiency levels.

2) Not all vocabulary is created equal

Some English words are harder to learn than others because of their frequency and how complicated they are. Longer words, abstract ideas, words with multiple meanings, and words that look similar to ones in a student's native language but mean something different are more difficult. Teachers should focus on teaching common and important words, but they also need to help students think carefully about which words are worth learning.

3) Deliberate vocabulary teaching is key

Teaching vocabulary deliberately in ESOL (English for Speakers of Other Languages) classes is important because learning word meanings by chance does not work well for most people. Teachers need to actively teach vocabulary so students can fully understand and use the words in speaking and listening. A good vocabulary program includes teaching specific words and phrases, using different practice activities, and regularly reviewing the vocabulary in every class.

4) Vocabulary learning is incremental

Vocabulary learning is a slow process, which is why it is important to teach it deliberately. Since students need to learn many words and understand each one deeply, vocabulary knowledge builds up gradually. Students don't learn everything about a word—like how it looks, what it means, and how to use it—all at once. Instead, their understanding grows from basic to more detailed over time. To help with this, students should study and review their vocabulary regularly, rather than just cramming before a test. Tools like word cards and vocabulary notebooks are useful, as students can update them with new information as they learn more about each word.

5) Teach vocabulary learning strategies

It is important for students to have active strategies for learning and reviewing new vocabulary. Teachers play a key role in showing and practicing these strategies in class, and they should encourage students to use them both in and out of the classroom. For example, in a TOEFL preparation course, the teacher introduced a new way to build vocabulary in each lesson. Other strategies include using context clues in reading, breaking down words into prefixes, roots, and suffixes, and using dictionaries to explore word meanings, forms, and usage.

6) Vocabulary practice is necessary to enable productive use

Practice is essential for students to move from just recognizing a word (receptive knowledge) to being able to use it actively (productive use). Simply hearing or reading a new word isn't enough for students to remember or use it effectively. Instead, they need to engage with the word by saying it, writing it, and thinking about its meaning and similarities to other words. This active engagement helps solidify their vocabulary knowledge.

7) Provide many exposures to new vocabulary in class

Frequent exposure to new words is essential for effective vocabulary learning, with research indicating that encountering a word 10–20 times is necessary to grasp its meaning and usage. Teachers should focus on providing numerous opportunities for students to interact with new vocabulary, using various methods like writing words on the board, asking questions, categorizing them, and encouraging students to use the words in sentences, repeat their pronunciation, and

engage in short reinforcing interactions. The frequency of exposure is more important than the specific method of practice.

8) Textbooks seldom address vocabulary sufficiently

Textbooks often focus primarily on word form and meaning, neglecting other important aspects like usage and associations. They typically introduce only a small portion of the vocabulary needed for effective learning. Therefore, teachers should ensure students have frequent and varied encounters with new words beyond what textbooks provide, teaching different aspects of vocabulary and guiding students on effective learning strategies.

9) Deliberate vocabulary learning is important

A well-structured vocabulary-learning program is essential for helping students achieve proficiency in speaking and writing. Successful learners often follow a specific plan, which teachers should help them develop. This plan may include extensive reading with graded readers and utilizing modern online resources, such as texts, audio, and videos, to support learning through engaging content.

While, Nation (2005) stated that there are six principles in teaching vocabulary:

- 1) Keeping instruction straightforward and uncomplicated, without using long explications,
- 2) Use analogies or patterns to connect the lessons being taught today to prior knowledge,
- 3) Use oral and written presentation,
- 4) Focusing primarily on terms that are somewhat familiar,
- 5) Indicating to students whether a word is high-frequency and should be noted for further study,
- 6) Without introducing additional unfamiliar or poorly understood words such as close synonyms, opposites, or words from the same lexical set.

By using these principles, teachers can help students build a strong vocabulary foundation that supports their overall language skills. This method not only helps students understand words right away but also encourages them to make

connections, so they can use new words confidently in different situations. With regular practice, students will be able to remember these words for the long term, allowing them to express themselves better and improve their language skills over time.

2.1.3 Young Learners

Young learners are identified as children between the ages of five and twelve. They can be further categorized into two primary age groups: five to seven years old, and eight to ten years old (Phillips, 2018). According to Putri (2016), young learners particularly aged 8-10 are competent mother tongue users. In this regard, they are aware of basic linguistic rules of their mother tongue. Children can understand abstract concepts and symbols at this age, and they can also generalize and organize language.

Harmer (2001) stated that young learners have general characteristics such as:

- 1) Despite their inability to comprehend individual words, they react to meaning. They tend to learn indirectly rather than directly;
- 2) Their comprehension comes from seeing, hearing, and most importantly from having the opportunity to touch and interact with things;
- 3) They usually show a curiosity and eagerness to learn about the world around them;
- 4) They require the teacher's individual attention and approval;
- 5) They enjoy talking about themselves and respond well to lessons that use their own lives as the main topic in the classroom;
- 6) They have short attention spans and, unless the activities are very engaging, they can easily get bored and lose interest after ten minutes or so.
- 7) Bimodal subtitling (from English dialogue to English subtitles);
- 8) Reversed subtitling (from the learner's mother tongue dialogue to English subtitles).

To maximize the learning experience for young learners, it is necessary to comprehend the principles of English language instruction. These ideas contribute to the development of a stimulating and encouraging learning environment in the

classroom that supports students' natural learning process. According to Williams (1998) there are ten principles for teaching English to young learners:

- 1) Start where the child is. Topics help to "carry" and contextualize the target language in English language classes. The topics should be meaningful, engaging, and interesting for learners, aligning with their life experiences and being conceptually accessible.
- 2) Encourage social interaction. Interaction needed because learning is an interactive process because it requires active participation, communication, and collaboration among students, teachers, and the surrounding environment.
- 3) Support negotiation of meaning and collaborative talk. Meaning is not fixed; it changes as we interact with others. This means our understanding and the importance we give to ideas, words, and experiences can evolve over time. This process shows that we comprehend the world through discussion and sharing perspectives, creating a developing mutual understanding.
- 4) Allow children to be active participants in the learning process. Learning is an active and cognitive process. Learners are no longer viewed as empty vessels to be filled with knowledge but as active explorers who engage with language and concepts. To actively participate in this cognitive journey, children must face challenges and embrace opportunities to take risks.
- 5) Pitch input within the Zone of Proximal Development. To optimize language learning, input should align with the learner's Zone of Proximal Development (ZPD), as Krashen's theory of comprehensible input suggests. This involves offering language that is just above the learner's current level (input +1), encouraging development while still being clear and accessible.
- 6) Introduce language at discourse level. The process of learning a foreign language has often involved breaking it down into discrete elements, such as structures or functions, and teaching them step by step. Often, in classrooms, learners are given oversimplified language limited to sentence-level learning, which may complicate their progress. Instead, exposing learners to meaningful language through stories, songs, and plays at a discourse level can be more effective, considering individual learning styles and development.

- 7) Plan meaningful and purposeful activities within a clear, familiar context. In the English classroom, children need clear, familiar contexts for meaningful and purposeful interactions. They should understand why they are doing something, and the reason should make sense to them. It is important for the teacher to assess the children's level of interest and understanding and select topics and tasks accordingly.
- 8) Help learners to become more independent and autonomous. Young learners naturally depend on their teachers, but to help them become active participants in learning, activities should be designed to encourage independence. In young learner classrooms, this could include gradually introducing pair and group work, as well as using dictionaries and reference materials.
- 9) Develop a supportive, non-threatening, enjoyable learning environment. For successful learning, students need to feel safe, understand the goals, and enjoy the process. Key factors for creating a positive classroom atmosphere include valuing each learner as an individual, supporting challenges and risks, choosing relevant and interesting topics, making activities meaningful, offering praise when deserved, and maintaining fair and consistent discipline. This approach not only improves the classroom environment but also encourages students to be more tolerant of others, both inside and outside the classroom.
- 10) Test and assess in the way that we teach. It is important that testing and assessment in the classroom align with and support these points above.

2.1.4 VAK Learning Style

VAK is shortening from Visual, Auditory, and Kinesthetics. VAK model includes visual, auditory, and kinesthetic different learning styles is a learning style that was developed by Neil Fleming in 1987 (Denisa, 2016). Astri et al., (2023) mentioned that it is simpler for individuals with auditory learning styles to learn by hearing, while those with kinesthetics learning styles learn best by moving their bodies. Based on the VAK model, individuals can choose one of these three learning styles, or they can combine them all. These three styles are as follows:

- 1) Visual, people with visual learning styles typically learn through external visual relations. Visual learners prefer to observe and think using visual tools

such as including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. According to Fleming (2011) learners with visual learning styles learn things best by seeing them. These learners will say things like "show me" and "let's take a look at that," and they will be more adept at a new task after reading the directions or seeing someone else complete it first.

- 2) Auditory, learners with auditory learning style gain knowledge through listening. The transfer of knowledge through listening to spoken words, to oneself or others, to sounds and noises is preferred by those with an auditory learning style. These learners will say things like "tell me," "let's talk it over," and "I'll be better at this new task after listening to an expert's instructions." (Nafis, 2017).
- 3) Kinesthetic, the preference of kinesthetic learners is for hands-on, practical experiences that involve touching, feeling, holding, and doing. Learners prefer to learn by doing, touching, and moving and to gain knowledge by practical application (Paraskevi, 2021).

Understanding students' preferred learning styles enables teachers to adapt their teaching methods effectively, encouraging greater student engagement and enhancing the learning process. According to Sauhana and Yeni, (2021), as teacher, it's important to know about students' learning styles for teaching English to young learners because:

- 1) Support in the development of teaching and learning. It is crucial for teachers to understand their students' learning styles, as it significantly impacts their approach to lesson planning and instruction, ultimately improving the teaching and learning experience. By recognizing whether students are visual, auditory, or kinesthetic learners, educators can adapt their methods to align with these preferences, fostering a more interactive and effective learning atmosphere. This personalized approach enhances engagement and ensures that students receive the most suitable form of instruction to support their learning needs (Pashler et al., 2008; Berk, 2009).
- 2) Being responsive to the need to find solutions to the challenges posed by students' diverse educational backgrounds is crucial in addressing the

individual learning differences that exist within classrooms. As highlighted by Haciomeroglu (2016), effective teaching requires adapting to the varying needs of students, whether they come from different cultural, social, or educational contexts. Teachers must recognize and accommodate these differences to ensure that all students have equal opportunities to succeed.

- 3) Improving academic achievement and overall success involves understanding individual learning styles. Learning styles play a crucial role not only in enhancing students' academic performance but also in their professional and interpersonal experiences. Recognizing how others process and absorb knowledge can help individuals adapt their approaches, fostering better understanding and communication. This self-awareness enables learners to motivate themselves effectively, allowing for faster and more efficient learning. Additionally, learning styles are not limited to specific subjects; they extend to various areas, including teaching methods and instructional approaches, shaping the overall teaching and learning experience (Sauhana & Yeni, 2021)

2.2 Study of the Relevant Research

Many researches find out about the use of TPR in teaching vocabulary to young learners. The study conducted by Setiawan et al. (2022) has revealed that the teacher's instructional materials were relevant to and appropriate for the students' daily lives. The instructor employed a variety of activities in the classroom, including singing, listening and do, games, and dialog. In the end the instructor administered a test to gauge students' understanding.

The study that was conducted by (Astri et al., 2023) explored the effectiveness of Total Physical Response (TPR) as a teaching technique for young learners in English language classrooms. The study includes observations of classes, interviews with teachers, students, and parents, and a review of relevant literature. The findings suggest that TPR, when combined with interactive activities, is an effective way to teach young learners. However, there are challenges to implementing TPR, such as traditional teaching methods, training constraints,

and low English proficiency of students. The study also highlights the attitudes of parents and students towards English education and the lack of parental supervision.

Another relevant investigation is a study entitled *The Implementation of Total Physical Response (TPR) To Improve Student's English Vocabulary During Pandemic* that was written by Ekawati (2022). Based on the research findings, it can be stated that TPR helps students, teachers, and parents learn English while studying at home, also known as *Belajar Dari Rumah (BDR)* in Indonesian. Students can study with pleasure and rapidly process material by adopting TPR. TPR also makes it simpler for teachers and parents to teach English to young learners.

The TPR approach has been shown in numerous studies to be beneficial in helping students' vocabulary improve. Despite the fact that classrooms are formed up of a diverse range of children with varying learning styles. Therefore, the researcher conducts this research with the concern of examining how the teacher implements TPR in the learning classroom which collaborates with VAK learning style.