

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 The Description of Vocabulary

2.1.1. *The Definition of Vocabulary*

Mastering vocabulary is very important for the students who learn English as foreign language. Vocabulary is the key for students in understanding what they hear and read. It can support the students' speaking when they are communicating to other people. They also can write and translate the meaning or words when they are hearing person says.

Vocabulary is also a basic competence that affect students' achievement in learning English. Without vocabulary, there is no communication. So, it is important to know the definition of vocabulary. To master language, the important thing that we should learn first is vocabulary. Vocabulary has important role because we cannot master the language without mastering vocabulary first. Vocabulary is the list of words that the people used to convey meaning. The meaning of vocabulary is words that we should know to communicate; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) (Neuman& Dwyer, 2009 : 385). In vocabulary, there are items that made up of two or three words that express single idea, such as turn-on, give-up, etc.

According to McCarten (2007:18) learning vocabulary is a defiance for students, because there are various types to be learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms, and fixed expression.

7

In addition Barnhart (2008:697) stated that vocabulary is the list of words that used by person, usually in alphabetical order and defined. We should master vocabulary in order to make easier when using English. Students need words to communicate with others. The students also need to learn specific word that always use in their daily life. Baumann, Ware, & Edwards (2007:61) stated that students learn specific words to analyze the meaning of words and showed the use of word-learning tools independently in word play. It is impossible when the students understand what they have to read, write, or speak in the target language without understanding the meaning. Some of words mastered by students is reflection of themselves, how they really know and understand in using English. Therefore, we need to learn deeper English vocabulary because we know that in our country English is foreign language and vocabulary is important for language learners, because every word has meaning and the students should know the use of every word.

Furthermore Brown (2007:215) mentions that the important of vocabulary for students such as :

1. wide vocabulary assists the students to express their communication.

2. vocabulary directly is related to read comprehension and the understanding meaning of vocabulary allow them in understanding what they read and listen.
3. Mastering vocabulary is a device to communicate correctly with other people.
4. Person may be judged by others based on his/her words. The quality of words or vocabulary is express his/her personality.
5. Vocabulary has become a powerful insight to enhance achievement,
6. Words can help students organize their learning.

Moreover, students in junior high school also learn English. They learn simple words or thing around them. It has a purpose in order the students understand the use of simple English in daily context. However, it is difficult enough to master other competence without understanding vocabulary because vocabulary is a basic competence that should be reached by the students in order to they can master the other competences, such as reading, writing, listening, and speaking.

Vocabulary is a good vehicle to reach success in education. Although comprehension of vocabulary is important to get success in education, but teaching vocabulary is not the main lesson in teaching English. Sometimes, it just interludes when the others component or skill is being taught. In other words, to enhance the comprehension of students' vocabulary, the teacher should provide the appropriate activities to develop students' vocabulary. The teacher is the key to vocabulary learning. The teacher must determine the most effective teaching strategies to help their students learn.

In conclusion, the students cannot mastering English well if they are not learning vocabulary first. When the students have a lot of vocabulary, they can describe clearly anything they see and the information that they can understand easily in their mind.

2.1.2. *Kinds of Vocabulary*

According to Schmitt (2014:913) vocabulary knowledge can be formed in two forms, there are productive and receptive vocabulary. Distribution of both definition seems to limit knowledge of vocabulary receptive and productive just to function, meaning and word structure.

2.1.2.1 Receptive Vocabulary

Receptive vocabulary is known and understood the meaning when reading text or listening to the text by the learners. The students know and recognize the meaning of word that they read but it is not used to speak or write (Maskor & Baharudin, 2016:263). The words that rarely used in making sentence or conversation in english is called receptive vocabulary. Usually receptive skill is the words that someone know when he/she listen or read, the word that someone know when he/she receive people thought. Sometimes receptive vocabulary is difficult to understand because this vocabulary is rarely used in daily life, for example ruffle and glaring. Both of that words are rarely used in conversation or to arrange sentences. Therefore, people need to learn more about receptive vocabulary in order they cannot difficult to apply this vocabulary.

Receptive vocabulary cannot produce but the learners can recognize and understand when the words are used in context and do not use it in speaking and writing (Webb, 2008:45).

2.1.2.2 Productive Vocabulary

Productive vocabulary is defined as the words that are understood and can be pronounced by the learners (Maskor & Baharudin, 2016:264). The learners can use these words in speech or writing. Vocabulary is always used in English was called productive. It is usually used when students write and speak. Productive vocabulary are the words that people used to express their thought to others.

The characteristics of productive vocabulary is that people often heard or familiar. Words that involve in productive vocabulary is the words that can pronounce it correctly in speaking and writing. Webb (2009:79) also assumed that productive vocabulary is knowledge to recover the structure and meaning of the word.

Learning productive vocabulary is easier than learning receptive vocabulary, because someone often hears and familiar in everyday. It will be a habit to train people to memorize vocabulary. It also makes students easy to understand the meaning of that vocabulary. The example of productive vocabulary such as table, study, teacher.

2.1.3. Teaching Vocabulary

Teaching is teachers' work to deliver something to people through oral and written terms. Then, definition of teaching is an activity to deliver knowledge to somebody, in order some body knows and be able to do something. The teacher is guiding and facilitating learning, enabling the learners to learn, and managing the condition of learning. Teachers determine in arrangements of seating, the appropriate method and material to be taught to the students. Mangin and Stoelinga (2010:50) define that teacher is a reasonable leader of changing practice in the classroom. The teacher has been seen as professional to make decisions which methods that fit with students' need in their own classroom (Gilrane et al., 2008:333).

Besides that, The basic skill in learning English is vocabulary. It can be said that mastery vocabulary is the most important part in studying language. Without mastering adequate vocabulary, language learner certainly will be difficult to master language, especially to reach English four skills. In this case, teaching vocabulary needs a commitment that the leader should be disposed to make (Southerland, 2011:27).

The teacher has an important role in increasing students' vocabulary, like the teacher should think about how the teacher conveys the material, how the teacher chooses the right method, how students are interested with the material that will be taught. It can be concluded that the teacher requires a technique or method to make the students more enthusiastic in joining English learning processes and the students' vocabulary mastery is increased.

Coskie & Davis (2009:56) discussed the importance of learning vocabulary knowledge and how students develop the ability to identify and comprehend the knowledge of vocabulary. For elementary school, the students need a fun method. It is same with applying games or role play. According to Ratliff (2015:05) word play is a way to make students focus on learning vocabulary and they will involve in analyzing and learning new vocabulary by using games. By using it, the students' knowledge will increase and they will learn new vocabulary continuum.

Based on the explanation above, it can be seen that the methods in teaching has an important role in improving students' vocabulary mastery and the teacher is the key of it. Likewish, Sanusi (2009:9) shows that there are some techniques that can be used by teachers in teaching English vocabulary.

In addition, there are three techniques in teaching vocabulary. Firstly, visual techniques can be formed in three ways, object, image and pantomime or movements. object means using real objects that brought students into the classroom. Mime is useful to emphasize the importance of movements and facial expressions when communicating. Secondly, verbal techniques relate to the use of illustrative situation, synonyms, opposites, scale, definition and categories.

The English teacher also should understand the students' competence and the goal of teaching vocabulary. Thirdly, the use of dictionary. Furthermore, the use of dictionary is finding out the unfamiliar words or expression that are difficult to understand.

The technique above can be applied in three media that can be used as reference for teacher, such as : first, demonstration is a technique that can be done by showing the thing. Second, picture is the technique that can be done by showing the picture, drawing something on a whiteboard, or illustrations of newspaper and magazines. Third, explanation is the technique that can be done by explaining the synonym or antonym of the words and defining or explaining the meaning.

In teaching vocabulary, the teacher should pay attention to many aspects; the appropriate method, approaches needed and many more. Wallace (1982:42) cited in Ariyanto (2011:15) claims that teaching vocabulary should have as follows :

1. Aim : in learning process, the purpose of teaching vocabulary should be clear.
2. Quantity : the teacher should make decision in choosing the quality of words that are being taught.
3. Need : the teacher should select words that are needed for students with considering simple words and easy to understand.
4. Frequent exposure and repetition : the teacher should give many exercises, practices, and repetitions of words taught by teacher to the students, in order students can master words.
5. Meaningful presentation : the teacher shows to the students about the meaning of words clearly. The teacher does not allow to make a double meaning in translation.
6. Situation and presentation. : the teacher shows to the students based on the situation in the classroom.

In addition, teaching vocabulary can be said that it is qualified if the teacher teaches vocabulary by fulfilling the six aspects above. If the aspects above are not met, then teaching vocabulary is not able to achieve the purpose of learning that have been planned, this also disturbs students in understanding the materials.

2.2 Total Physical Response (TPR)

2.2.1 The Definition of Total Physical Response

Total Physical Response (TPR) is one of English teaching approaches that developed by Dr. James J Asher (Harida, 2013:44). He succeed in improving this method to young learners. He argued that direct speech is includes a command and the students will respond it. In addition, Asher (2003:33) cited in Harida (2013:44) define that TPR is method in teaching language to respond the command in order to reduce students' obstacle by using phsycal movement. Young learners build social systems of comunication by playing some games and communicating with others. They can practice it by using some exspression such as laughing, body language, and facial expression that make students are able and easily to understand the meaning. Those activities can be included in Total Physical Response (TPR). Total Physical Response (TPR) supports students' cognitive development. It stimulates students' imagination, creativity, and their senses.

The aim of communicative approach is to develop the ability to communicate. This method attempts to center students' attention to listen and respond to the target

language in accordance with the teacher's command. In other words, TPR is English teaching approach that build a coordination between speak and action. This method also teaches language through physical activities. The advantages of this method is easily to understand target language, regardless of the academic structure, visual reminder, and much fun. Through this method, hopefully, the students can easily understand in learning language.

TPR is language learning method that arrange in coordination between command, speech, and action. It is trying to teach language through phsycal activity. According to Asher (2003:33) cited in Chasanah (2014:40) argued that the teacher is the director of a stage play and the students are the actors. The teacher can determine anything that is being learned, who is the actor and shows the material. In this method, not only the teacher who is giving the command, but the others students are also giving it. Then, the students will able to find out the various commands (Harida, 2013:45). So, by using this method, the students will be involved in many teaching learning activity in the classroom. Moreover, the impact of this method is the student will interest with the learning process.

2.2.2 The Purpose of Total Physical Response

Total Physical Response has the main activity to deliver material. The teacher will give imperative drills where is the activity use role play to deliver the material and that activity followed by Physical movement to make it real for students. Ghazali (2010:96) describes that TPR is language learning approach that uses imperative

drills in order the students can show their ability toward the meaning of the imperative drills. Besides, the teacher believes that method can decrease students' stresses and makes students feel comfortable, enjoy and focus on, then the students will not feel under pressure in learning.

The students especially young learners will be interested to do this activity. For example, the teacher gives command "dizzy" and the students will touch their head. Then, the teacher can add funny thing to that activity in order to students more enjoy and enthusiastic when the learning process happened.

2.2.3 *The Teacher and Students' Role in Total Physical Response*

In TPR, the teacher as director and the learners are the actors. The teacher determines what to teach, provides new material, the media, and gives models for learning process (Elisha, Rahayu & Sukma, 2015:4). It means that the teacher can lead the students interact and turn taking act in classroom activity.

The teacher tries to develop students skill through this method, step by step and depend on students' capacity because not all of the teacher's command is understandable to the students. The teacher must give clear words in order the students can understand easily.

In other hand, the students have a role too, They will become listener and performers. The students do the Physical movement based on teacher's command. The students should pay attention to the command, because sometimes the teacher can add two commands or it is called combination command, for example the teacher

said “stand up” for a time, and next she said “sing a song” , it can be combination, the teacher give that command in the same time “ stand up and sing a song” . Through that combination, the teacher hopes that the students will focus on and remember the teacher’ command.

2.2.4 The Procedures of Using Total Physical Response

Total Physical Response has some steps that should be done by teacher and students in order to this method can be said success. According to Alvior (2015:01) There are some steps in Total Physical Response (TPR) as follows :

1. The teacher comes into class, opening the class by praying together, checking the attendance list and giving motivation to students. The teacher also makes some jokes or does the funny thing in order the students cannot feel worry or scare when English learning process is started.
2. The teacher begins by saying the words or phrases clearly or uses phsycal movement. The teacher repeats it in several times to make students get the meaning of the activity that the teacher does. For example is open your bag.
3. The teacher gives an instruction or command about the material to the students, for example part of body. The teacher says “head” in several times by touching head. Then, the teacher completes it by saying “this is head” and repeats it until the students understand with the teacher’s explanation. If the students guess the

wrong answer, the teacher should not give correction directly to them, but wait until the students can catch the command.

4. After that, the teacher pays attention to the students' behaviour and practices the command together enjoyable. After doing the command in several times, the teacher asks the students to be volunteer to come forward in front of the class. The students will give command too like the teacher's command to the others.
5. The teacher and students do the command together, and sometimes they take turns in each others until both of them to be a good work. Before the teacher gives a new vocabulary to the students, The teacher should make sure the students' understanding about the material, whether the students really understand or not. The evaluation about students remembrance of words and their movement of the teacher's command before is needed, because it can be self reminder for students in order to be better in the next command.
6. The last is the teacher gives next command or gives a new vocabulary that uses word understandable, because the students are young learners. It will not make students feeling confused. The students and the teacher also do the command together until they do it rightly.

2.2.5 The Strength of Using Total Physical Response

Total Physical Response is a method in learning vocabulary especially for elementary school. In this method, the teacher and students practice together using games that are made by the teacher. This method makes the condition and situation

in classroom is very enjoyable and happy because this method delivers the material using a good way, like role play, games, and so on. Moreover, every method has strength and weakness. Based on Putri (2014:1) There are some strengths of Total Physical Response as follows.

2.2.5.1.Easy to be Applied

In Total Physical Response, the command or instruction is not only for translating words, but also creating new English environment that is appropriate with students' need. This method also appropriates to adults learners, but the teacher should arrange the learning process that is appropriate to adults learners. Besides, this method does not force students to master vocabulary too much, but it teaches them to master vocabulary through role play or games activity, then the students will not feel under pressure in the learning process.

2.2.5.2 Increase Students' Skill

Total Physical Response develops students thinking and their skills. It does not depend on students who are clever or not, but this approach method tries to deliver material with good media. There are role play, games, and so on. The effect of this method is the students will be more creative, innovative, and enjoyable when the learning process takes place.

2.2.5.3 Do not need thinking too much

Teacher should train students to reach with words based on the teachers' movement. It means that the students only do the instruction based on the teacher and

do not need thinking too much. Learning process will enjoy and fun if the students do the instruction correctly, and they will not feel burdened in receiving material.

2.2.5.4 Reduce Students' Stresses

Total Physical Response can reduce students' stresses in learning activity. This method can do not only in the classroom but also in outdoor. It is based on the teachers' creativity. Moving place also makes students not easy to be bored.

2.2.5.5. Different Style of Teaching and Learning

Total Physical Response has different style in teaching and learning. The main activity in this method is using some games or role play and doing some movements to start in practicing teachers' instruction. The teacher can add some jokes or humors to make students laughing and keep their spirit in the learning process.

2.2.5.6 Long Term Retention

Total physical Response does the activity with Physical movement. The information will keep and retain on the right brain, then the right brain will remember well the information or the vocabulary in a long time.

The way the teacher uses Total Physical Response usually gives a drill in the target language. The teacher will repeat and repeat in order the students will understand, remember, and follow the teacher movement. The teacher can ask the students who are active in that class and make the students to be volunteer. That way

will encourage students to show their ability to practice new vocabulary in front of his/her friends.

2.2.6 The Weaknesses of Using Total Physical Response

According to Putri (2014:01), Total Physical Response has strength and weakness, some weaknesses in Total Physical Response are as follows :

1. Total Physical Response is focused on physical movement and the instruction suggesting to the students to guess the meaning. It sometimes makes students confused, because there is not session for translation, and the understanding about the meaning is not deep.
2. Not all of students can speak target language in spoken because they only listen and do the teacher's instruction. They cannot speak during the learning process. They will be permitted to speak when the teacher gives instruction. They just listen and do the teacher's instruction.
3. The teacher must find the right way to make students feel enjoy and fun in learning process. The teacher determines media that are used as a tool to deliver material to students. Then, the teacher must think the way or method that is appropriate for the students before giving the material.
4. Sometimes, the students can forget the material especially vocabulary because this material is receiving in the left brain and the right brain is focus on Physical movement that becomes main method

2.3 The Definiton of Wordwall

In learning English, the teacher should provide the appropriate, clear, interesting, and efficient teaching in order the students can understand easily when learning English takes place. It can be done by finding out the variety of learning media that makes students more interesting and exciting in learning English vocabulary. The techniques or a strategies of learning that are easy and effective with the condition of the child is to use media of learning. Medium of learning are tools that helps teachers to deliver the material in the learning process. One of the media that can be used by teacher is wordwall.

Jackson and Narvaez (2013:42) assumed the word wall as a visual design that is also a classroom strategy used to strengthen students' reading and writing skills. Wordwall is a list of vocabulary accompany a picture with a word and taped on the wall of the classroom. The principal of wordwall is attach word and picture in accordance with the teachers' instructions on the wall that have been provided. According to Jasmine & Schiesl (2009:301) wordwall are boards that contain a collection of related words.

The teacher's instructions can include a question or game such as guess the word. The word is written with a large size that the students can view easily from any seat (Anindyajati & Choiri, 2017:16). By wordwall, the students will see everyday the words in wall, then they will remember that words. By using the media wordwall can encourage students to actively participate in learning and can make students feel

happy. It can make students more fun, enjoy, and the understanding of vocabulary will increase.

Wordwall is a list of words on the wall in the classroom that is used as reminder for the material that is being learned (Baumann, Ware, & Edward 2007:242). In fact, many words that are placed in wall considered wordwall. This media is designable to enhance the activity of learning group and also can involve the students in making wordwall and how to use it. By using wordwall, the researcher expects that there is an improvement of students' vocabulary in English. Wordwall is an interactive media in the classroom that supports learning for listening, speaking, reading, dan writing.

In teaching vocabulary using wordwall, Jerry (2010:5) states that there are some activities that can be done by the teacher, such as :

1. The teacher asks to make words that can be seen in every where the students can see it. The words should be written in large letters using background colours to distinguish others words.
2. The teacher should choose the useful words that are always used by students in their writing
3. The students practice wordwall in the variety of activities like guessing games, role play, clapping on , cheering.
4. The teacher asks the students to practice and spell words in the wordwall and make sure that students' pronunciation is correct.

2.4 Kurikulum Tingkat Satuan Pendidikan (KTSP)

The curriculum in Indonesia has been changing and developing. So far, Indonesia has implemented eleven curriculum. According to Dharma (2008:2) curriculum as a set of plans related to the objectives, content and learning materials and methods are used as a guide in learning activities in order to achieve the goal of a certain education. Saylor and Alexander (1957:19) cited in Rohman (2015:19) explain curriculum is school's effort an attempt to influence student learning whether in the classroom, the playground or outside of school. One of the curriculum is KTSP or School-Based Curriculum (SBC).

School-Based Curriculum (SBC) or KTSP is an operational curriculum education formulated and implemented in each educational unit. According to Muslich (2008:17) School-Based Curriculum is a refinement of the competency-based curriculum which is prepared and implemented by each unit of education or school. In addition, Suparlan (2011:9) define School-Based Curriculum gives opportunities in each school to develop curriculum that refers to the potential of each school and the surrounding area. Schools are given the authority to draw up a plan of education, starting from the purpose, vision and mission, structure and curriculum, learning time, and academic calendar.

Based on the pre observation, SMP Muhammadiyah 2 Semarang used School-Based Curriculum (SBC) or KTSP designed for each school which could develop the learning process in accordance to the students' character and the school conditions. As a result, teachers can develop methods and techniques to the learning process and

increase the competence of students as well. In accordance with the curriculum, the students should master English component, such as grammar, vocabulary, phonology, speaking, listening, reading, and writing. Based on English component, the basic skill that students should master is vocabulary.

In addition, the successful implementation of the KTSP can depend on several factors. These factors include complete readiness of language proficiency of teachers, language teaching, and the capability of teachers in preparing media or instrument in the learning process. If those factors have fulfilled, the main purpose of the implementation of the KTSP that develops students' competence will be achieved.

2.5 Teaching Vocabulary for Eighth Grade

English material for Junior High School level emphasis is more on vocabulary and a little offensive about grammar. This can be seen from students' books. The eighth grade material revolves short conversation containing phrases, short functional text, short monologue text and short essay about descriptive text and procedures. Based on the various subject matter, each material contains various vocabulary in text, conversation and essay taught by the teacher.

In the syllabus of School-Based Curriculum (KTSP), in every material there are three things that must be explained by the teacher that have correlation with the material those are grammar, vocabulary and standard expression. In this research

vocabulary is the most important part in this research. According to the syllabus, vocabulary is divided into two kinds there are words that are related to themes and words related to the type of text. Teachers can determine the materials and media used to teach the vocabulary but it is still guided by the syllabus that has been provided.

In providing learning materials to students, teachers adhere to the principles of language teaching that language is starting from the oral language and then it is continuing to writing. Obviously, before writing on the board or before students read, the teacher should introduce sound or voice first. The reason is when the teacher writes the vocabulary or word before the children listen to the sound or pronunciation, they will be influenced the writing, so they say or pronounce the word is the same or almost the same as the writing on the board. So, before the students know the writing, it is better introduce or listen to the pronunciation first.

The teacher should be remembered that before teaching English, he/she should provide an overview and purpose of the themes and subjects to be learned to the students. He/she build knowledge and matters relate to the learning material to be conveyed. This is the same as building knowledge, before the students are learning a topic or theme or discussion, it will be given introduction or things related to the theme that will be studied students.