

CHAPTER II

LITERATURE REVIEW

A. Previous Study

There is relevant previous research to prove the originality of this research. The research is Zhang (2002) who conducted a research entitled “Improving Students’ Motivating in Middle School Students by Using Physically Active”. The result of the study shows that physical activity participation at young age increases.

From the research above, it can be seen that the research is similar to what the writer will do. However the writer would like to focus on his research dealing with increasing students’ participation in learning English through TPR in first grade student of junior high school.

B. Learning and Teaching

Learning is important for the students because in learning the students can get knowledge and information about the lesson that is learning. Besides, the students can interact and practice in the class.

Brown (1980: 7) stated that learning is acquiring or getting of knowledge of a subject or a skill by study, experience or interaction. Moreover he adds that learning is acquisition and retention of information or skill, retention implies

storage system, memory and cognitive organization. Learning also involves active, conscious focus on and acting upon events outside or inside the organism. It is relatively permanent, but subject for forgetting. Besides, learning involves some form of practice, perhaps reinforced practice and change in behavior (2000: 7). The definition of learning is also proposed by Kimble and Gramezi in Brown (2000: ?). They said that learning is relatively permanent change in a behavioral tendency and is the result of reinforced practice, perhaps reinforced practice and change in behavior.

Related to the characteristic of learning, Lardisabal (1991: 16) defines three characters of it. First, learning is developmental. As the individual grows and develops, he acquires various types of knowledge, habits, and skills. Second, learning is interactive. The learner reaches to the environmental stimuli that he is going to learn. Third, learning is basic. Learning is fundamentally a kind of relationship that exists between stimulus and responses.

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown, 2000: 8). It means that learning and teaching cannot be separated; they run together when the process of teaching learning occur.

Brown (1980: 7) states teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

C. The Element of the Teaching Learning Process

Surya (2006: 36-40) said that in micro scope, education is built through teacher-students interaction in educated teaching process. Which have some elements, those are:

1. Students-Centered Activity

In a whole education activity, students are the main subject. That's way, in teaching learning process the students should be the main attention from the teacher, and every activity should be directed to help students' development.

2. Teacher-Students Educated Interaction

In teaching learning process is should be involved educated relationship. The teacher is not only giving the lesson, but also as a figure who can stimulate the students' personality development. It is hoped; the teacher can set an example figure in every activity. It should be based on psychological touch, understanding each other. Students confident can be increase in this situation.

3. Democratic Condition

Democratic condition will give a lot of opportunities for the students practice to make and develop their right and duty; this situation can be developed through teacher-students relationship in teaching learning process. In democratic condition, every side will get an award for the achievement and

potentially, so it can increase their confidence and finally they can innovate and create a new thing according to their own ability.

4. Variation of Teaching Method

The teacher should use vary teaching method according to the goal and the material will be given. By giving vary teaching method; the teacher is not only teaching with one method but also change the method according to the necessity. This situation will make the students happy and enthusiasm in following teaching learning process, so that the students can give a better learning result.

5. Professional Teacher

An effective teaching learning process is only can be attained if a professional teacher does it who has a high professionalism. A professional teacher is a teacher who has good skill, high responsibility and has a good relationship with their partners.

6. Appropriate and Useful Material

The source of the material that will be taught is come from the present curriculum. The teacher tasks are how to create a good teaching material, the students will do learning activities more enthusiasm.

7. Conductively Environment

Formal and informal education cannot be ridded from the environment. That's why; the success of an education will be more determined

by the environment. Conducive environment is a situation that can support teaching learning process effectively. Hopefully, the students can grab all of the information from the teacher explanation and increase their understanding.

8. Encourage Learning Facilities

Teaching learning process will go on effectively if there are encouraging learning facilities. These facilities can be teaching media, laboratory, sports centre, and library.

D. Participation

1. Definition of Participation

Many people know about the word "participate", but they do not understand yet about the meaning of participation itself. Participation is formed from the words "participate". This word means "when you take part or become involved in something ". Based on that meaning, participation is an activity to add emotional and behavior altogether in taking part to some condition. Concerning the students' participation in learning process, Kusumah in Abtavia (2010:7) says that students have "space" and opportunity to control their activity in learning process freely. It means that participation as an activity or situation takes part in an activity to get the benefit optimally. It means that students learn well when they take an active part in the learning process.

The students' participation would appear because their self-confidence was good enough, a feeling that they want to know something more, a feeling that they want to take a role as a student in teaching and learning process. According to Wenger (1996: 1), it was said that participation is both personal and social behavior which involves our whole person, including our bodies, minds, emotions, and social relations. UNESCO (2001: 2) in Suwartono states that people learn better when they involved in all aspects of their learning directly. Besides that, Dryden and Vos in Suwartono also argue that a complex knowledge will be accepted and remembered if there is an involvement and participation from the learner. The students' participation and involvement would make a class more alive and enjoyable. The students and the teachers' cooperation will create a good atmosphere for themselves in class. To create a feedback between the students and the teacher, the teacher should implement the innovative and creative teaching and learning process, including preparing an interesting media or strategy.

According to Meiana (2010: 7) points out that participation focused on the structure of speech activities to form of social organization made possible through talk. A teacher should organize some certain activities that would make their students able to produce speech in a classroom without being shy and doubtful to participate actively in the process of teaching and learning in a classroom.

2. The Importance of Participation in Learning Process

There are some reasons about the importance of participation in language learning:

- a. Students' participation will form the students' activeness and creativity.
- b. By participating in the class, it will make the students have more roles, more open and new ideas are easily received.
- c. The learning process becomes more meaningful because there is a process of taking and giving information between the teacher and the students.
- d. It can be a good measurement for the success of the implementation of the certain technique.
- e. Students' participation in learning process becomes good starting for participation of them in class.

From the explanation above, we know that the students' participation in learning language is very important not only for the students but also for some other aspects.

3. Factors Influence of Improving Students' Participation

Based on the all explanation above, Hijriyah (2010:11) concludes that there are some factors that can improve students' participation, i.e.:

- a. The environment in the classroom

Teacher should provide competitive environment to motivate students in the classroom.

b. The background of the students

Teacher should know the background of the students.

c. The motivation from the teacher

Teacher should provide a safety, encouragement, and mutually appreciation environment in the classroom.

d. The opportunities that are provided by the teacher

Teacher should provide students many opportunities, such as: asking and giving opinion, suggestion, leading discussion, giving rebuttal, doing task, sharing with peer or another friend about the lesson in the classrooms.

e. Management of the class

Teacher periodically divides the class into groups.

Those factors come from the outside of the learners themselves, which moreover called external factors.

4. Kinds of Participation

According to Hijriyah (2010:11) there are two kinds of participation in teaching and learning process :

a. Contributive Participation

Contributive participation is included participation that supports participation to follow learning well, do the structured task both in the class and at home well.

Meiana (2010: 7) states that contributive participation is actions demonstrating forms of involvement performed by parties within evolving structures of talk, the focus on the interactive work that hearers as well as speakers engage in.

b. Initiative Participation

Initiative participation aims to create some autonomous activities without arranging structured the task. This participation requires students to do the exercise which has been taught more to the autonomous activity without structured in doing the task to have initiative to do the material has been taught by making brief notes.

5. Factors of Students' Participation

The factors of students' participation can be categorized in to some categories. In terms of the students' attitude toward the lesson, they can be divided into:

a. The Factors of Students' Low Participation

According to Sukidin et.al (2002:153) there are three causal factors of students' low participation in teaching learning process :

1. Students have less ability to form their own idea.
2. Students have less encouragement to give their opinion or suggestion to another.

3. Students have not accustomed competitive to give their opinion or suggestion to other friends.

Based on the factors above, teacher should have sufficient comprehension about learners that become the aims of duty. This comprehension includes readiness, ability, disability and background of students, all which will help teacher to do their duty-well (Hijriyah in Sukidin, 2002:153).

b. The Factors of Students' High Participation

According to Davis (1993) says that there are tactics to increase students' participation :

1. To make certain each student has an opportunity to talk in class during the first or two or three weeks.
2. To plan an icebreaker activity.
3. To ask students to identify characteristic of an effective materials.
4. To periodically divide students into small group.
5. To assign roles to students.
6. To use comment cards to encourage and to give their comment

6. Increasing Students' Participation in Class

Lorcher (2010) says that there are tactics to increase students' participation; as follows :

- a. The teacher has to show some enthusiasm in teaching and learning process. It will be better that the teacher should get out from the desk and try to interact with the students. In the fact that, the students are going to know that the teacher does not show how fun the teaching learning process is. The teacher is expected to show students that learning is fun.
 - b. Asking a lot of question to the students. Some questions will hook the mind of students. A hooked mind will be engaged.
 - c. Saying "thank you" to the students who participate during the teaching and learning process. Every single student's response, whether that is right or wrong, it should be followed by "thank you". The students who feel participated are students who participate.
 - d. Mixing some techniques to engage students' participation. It may be a game, interactive-communicative strategy, or interesting method.
 - e. Using visual and auditory cues. Visual cues can be as simple as an exaggerated hand motion or as risky as a cartwheel, diagram on the board, an elaborate drawing, or the next slide on power point presentation.
7. Indicator of Participation

According to Aries (2009 : 20) there are any eleventh indicators of students' participation:

- a. Asking and giving question.
- b. Answering question.

- c. Active in discussing material.
- d. Students interest in the teaching learning process.
- e. Working in group.
- f. Doing the task.
- g. Share the information from the material.
- h. Active in giving an idea or opinion.
- i. Students' activeness in teaching learning process.
- j. Students' attitude.

E. Total Physical Responses

1. Definition of Total Physical Responses

Total Physical Response (TPR) is one of new methods developed by James Asher, a professor of psychology at San José State University, California, USA, to aid learning foreign language. 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.

Asher 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 (www.wikipedia.com)

Richard and Rodgers (1986: 87) state that TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

Garcia (2001: 1) explains that the two very important concepts in TPR are the notion of Total Physical Response 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, 2001:1)

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.

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 (www.tprsource.com/asher.htm). Asher looks to the way that children combine both verbal and physical aspects. A child responds physically to the speech for the parent. The responses of the child are in turn positively reinforced by the speech of the parent. For many months the child absorbs the language without being able to speak. With TPR the teacher tries to mimic this process in class (www.tprworld.com/organizing).

TPR is also named the comprehension approach since of the importance given to listening comprehension. In TPR, students listen and respond to the spoken target language commands of their teacher. If they can perform the teacher's instructions it means that they know the meaning of the words.

From the explanation above, the writer concludes that TPR places more emphasis on the link between word and action. The activity, where a command is given in the imperative and the learners obey the command, is the main activity of TPR. Therefore, it will be easier for the students to recall the

words they have learned if they use their body in learning vocabulary items. The powerful method of TPR is best applied to introduce new vocabulary and new grammatical feature at any level. TPR can be varied in any different activities such as storytelling, dialogue, games, or a pattern drill.

2. Characteristics of Total Physical Responses

Imperative drills are the prominent classroom activity in TPR. They are typically geared to highlight physical actions and activity on the part of the learners. In this sense, learners play main roles: a listener and a performer. They listen attentively and respond physically to commands by the teacher. Learners need to respond both individually and collectively; they have minor influence on the content of learning inasmuch as content is determined by the teacher.

At the beginning of learning, learners are also expected to recognize and respond to novel combinations of previously taught items. Such novel utterances are recombination of constituents the teacher has used directly in training. For example, the teacher directs learners with 'Walk to the table!' and 'Sit on the chair!' These are familiar to learners since they have practiced responding to them. Furthermore, learners are also to produce novel combinations of their own. Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak (e.g. when a sufficient basis in the language has been internalized).

In TPR, a teacher plays an active and direct role: the director of a stage play in which the learners are the actors". It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. Therefore, the teacher ought to be well prepared and well organized so that the lesson flows smoothly and predictably. It is highly recommend to write down the exact utterances the teacher will be using, especially the novel commands because the action is so fast moving; there is usually no time for you to create spontaneously". In this regard, classroom interaction and turn taking is teacher rather than learner directed.

Pay attention to the example:

In giving feedback to learners, the teacher is required to follow the example of parents giving feedback to their children. Similarly, the teacher needs to tolerate fewer mistakes in speech; he has to avoid too much correction in the early stages and is not required to interrupt to correct errors in that this may inhibit learners to take an action or speak out.

To sum up, in TPR, the teachers are responsible for giving commands and monitoring actions taken by the learners. On the contrary, the learners are imitators of teacher's verbal and non-verbal models. In teaching-learning process, the first phase is modeling. In this case, a teacher issues commands to learners, and performs the actions with them. In the second phase, learners demonstrate that they grasp the commands by performing them alone; the

teacher monitors the learners' actions. Above all, the interaction between a teacher and learners is signified by the teacher speaking and the learners responding nonverbally. Later on, the learners become more verbal and the teacher responds nonverbally (Rodgers, 2003).

3. The Objectives of TPR

A method or technique in teaching and learning process must be developed in order to get a better purpose for a better life. TPR was developed in order to improve the better result of teaching learning process of a new language. Teachers who use TPR believe in the importance of having the students enjoy their experience in learning to communicate a foreign language.

According to Larsen-Freeman (2000: 113), TPR was develop in order to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency.

Richard and Rodgers (1986: 91) say:

“The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a mean to an end, and the ultimate aim is to give basic speaking skills. TPR aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker”.

From the statement above, there are some objectives of Total Physical

Response:

- 1) Teaching oral proficiency at a beginning level.
 - 2) Using comprehension as a means to speaking
 - 3) Using action-based drills in the imperative form
4. The Principles of Total Physical Response

Before applying the TPR method for teaching a foreign language, in this case a teacher should understand its principles well so he will be able to use it properly in the teaching learning process. Asher as the developer of TPR elaborates the principles of this method, they are:

- a. Second language learning is parallel to first language learning and should reflect the same naturalistic process
- b. Listening should be developed before speaking
- c. Children respond physically to spoken language, and adult learners learn better if they do that too
- d. Once listening comprehension has been developed, speech develops naturally and effortlessly out of it
- e. Delaying speech reduces stress. (www.tprsource.com/asher.htm)

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

The principles of Total Physical Response are :

- a. 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.
- b. The students' understanding of the target language should be developed before speaking.
- c. Students can initially learn one part of the language rapidly by moving their bodies.
- d. The imperative is powerful linguistic device through which the teacher can direct student behavior.
- e. Students can learn through observing actions as well as by performing the action themselves.
- f. Feeling of success and low anxiety facilitate learning.
- g. Students should not be made to memorize fixed routines.
- h. Correction should be carried out in an unobtrusive manner.
- i. 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.
- j. Language learning is more effective when it is fun.
- k. Spoken language should be emphasized over written language.
- l. Students will begin to speak when they are ready.

- m. 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 classroom. Another important thing is that the new vocabulary should be presented in a context not word by word.

5. The Learners and Teacher Role in TPR

In the teaching learning process using TPR method, the learners and the teacher play different roles.

a. 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 and Rodgers 1986:93).

According to Larsen and Freeman (2000: 113), the students are imitators of the teacher's nonverbal model. There will be a role reversal with individual students directing the teacher and the other students.

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.

b. Teacher Role

In the teaching learning process using TPR method, teacher plays an active and direct role. According to Larsen and Freeman (2000: 113) teacher is the director of all students' behaviors.

Asher (1977) as quoted by Richard and 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.

6. Advantages and Disadvantages of Total Physical Response

TPR has some advantages and disadvantages. Its advantages include:

- a. It is a lot of fun. Learners enjoy it, and this method can be a real stirrer in the class. It lifts the pace and the mood.
- b. It is very memorable. It does assist students to recognize phrases or words.

- c. It is good for kinesthetic learners who are required to be active in the class.
- d. It can be used both in large or small classes. In this case, it is no matter to have how many students you have as long as you are prepared to take the lead, the learners will follow.
- e. It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the learners are able to comprehend and apply the target language.
- f. It is no need to have a lot of preparation or materials using the TPR. In this regard, as long as you are competent of what you want to practice (a rehearsal beforehand can help), it will not take a lot of time to get ready.
- g. It is very effective with teenagers and young learners; and
- h. It involves both left and right-brained learning.

In addition to such advantages, TPR has disadvantages. Among them are:

- a. Students who are not used to such things might find it embarrassing. This can be the case initially that if the teacher is prepared to perform the actions, the students feel happier about copying. In addition, the students are in a group and do not have to perform for the whole class. This pleasure is reserved for the teacher.
- b. 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 even though it can successfully be applied at Intermediate and

Advanced levels. In this respect, it is essential to adapt the language, accordingly. For example, when teaching 'ways of walking' (stumble, stagger, and tiptoe) to an advanced class and cooking verbs to intermediate students (whisk, stir, and grate), TPR can be employed.

- c. It is not flexibly used to teach everything, and if used a lot, it would become repetitive. This method is a fun way of changing the dynamics and pace of a lesson used in conjunction with other methods and techniques. To sum up, TPR should best be combined with others since it needs much energy so that learners do not feel tired of learning language: and
- d. Although the use of TPR in the classroom has often been effective, it does have its flaws. One of this method flaws is that when a teacher uses TPR in their lesson, they will have trouble teaching abstract vocabulary or expressions. As a remedy, the teacher can write the word on cards with a picture if applicable. Another flaw is that TPR can be ineffective if the teacher uses it for a long period of time without switching it with other activities that help teach the target language. Since TPR is made up of mainly of commands, it tends to neglect narrative, descriptions, and conversation forms of language Octaviany, (2002:20).

7. The Reasons of Using Total Physical Responses

TPR can be used to teach and practice many things :

- a. Vocabulary connected with actions (smile, chop, headache, and wriggle).

- b. Tenses past/present/future and continuous aspects (Every morning I clean my teeth, I make my bed, I eat breakfast).
- c. Classroom language (Open your books).
- d. Imperatives/Instructions (Stand up, close your eyes).
- e. Story-telling.

It can be adapted for all kinds of teaching situations; you just need to use your imagination!

- a. 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.
- b. It is very memorable. It really helps students to remember phrases or words.
- c. It is good for kinesthetic learners who need to be active in the class.
- d. 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.
- e. 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.
- f. It does not 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.

- g. It is very effective with teenagers and young learners.
- h. It involves both left and right-brained learning Handoyo, (2004:7)

8. How to Teach Using Total Physical Response

There is generally no basic text in a Total Physical Response course. Materials and realia have a demanding role, yet in forthcoming learning stages. In this case, the teacher's voice, actions, gestures, and common classroom objects, such as books, pens, cups, and so on are great importance in the learning-teaching process using TPR. The teacher may be required to use pictures, realia, slides, and word charts to set an interactive activity.

According to Muhren (2003), the basic technique of TPR is simple. Learners act out commands given by the teacher or their fellow pupils (at a later stage). These commands, or series of commands, are simple at the beginning (*stand up, sit down*) but after some time they may become more complex (*I want the boys to stand in a circle please*). A TPR sequence can be a chain of actions relating to a compound task (*take pen and paper, sit down, begin at the top of your paper, write down: Dear ...*) or even contain a story-line.

Most importantly, a teacher helps learners to be totally involved in TPR activities so that they can act out what they have heard. There is no pressure on them to speak the foreign language. Before any learner can commence to speak out a foreign language spontaneously as well as

creatively, she must feel the inner readiness to do so. When learners are ready, they feel that the words of the language-sound and meaning integrated and combined into larger utterances -spring from *within* themselves. This inner readiness will develop gradually but inevitably with prolonged exposure to the sound of understood language and an active involvement in its meaning.

