

CHAPTER II

THEORETICAL FRAMEWORK

This chapter presents review of relevant theories related to the issue in this study. This section presents five main theoretical foundation related to Total Physical Response storytelling. They are the rules of teaching vocabulary to young learners, the basic concept of TPR, the concept of TPR storytelling, the implementation of TPR storytelling method, and related research on TPR storytelling.

2.1 The Rules of Teaching Vocabulary to Young Learners

Teaching vocabulary is not as simple as many people assumed. When teaching vocabulary, it does not only mean teaching the meaning of the words but also teaching how words work in language and how words are learned, stored, and used. Besides, teaching vocabulary cannot be separated from teaching grammar. In other word, there is grammatical information that can take student along way into grammar, so that in vocabulary learning process, it can serve as a stepping stone to learning and using grammar (Cameron, 2005).

The following is knowledge that children should have in learning vocabulary:

Table 2.1 knowing about a word cited in Cameron, (2005)

Type of knowledge	What is involved	example
Receptive knowledge: Aural / decoding	To understand it when it is spoken / written	
Memory	To recall it when needed	
Conceptual knowledge	To use it with the correct meaning	He is hiding behind the chair not he is sitting behind the chair
Knowledge of the spoken form: Phonological knowledge	To hear the word and to pronounce it acceptably, on its own, and in phrases and sentences	To hear and produce the endings of verb forms, such as the /n/ sound at the end of <i>undertaken</i>
Grammatical knowledge	To use it in a grammatically accurate way; to know grammatical connections with other words	<i>She sung very well not * she sung very good</i> ; to know that is and be are parts of the same verb
Collocational knowledge	To know which other words can be used with it	<i>a beautiful view not * a good looking view</i>
Orthographic knowledge	To spell it correctly	Letes not letus
Pragmatic knowledge, knowledge of style and register	To use it in the right situation	<i>Would you like a drink?</i> Is more appropriate in a formal or semi-formal situation than <i>what can I get u?</i>
Connotational knowledge	To know its positive and negative associations, to know its associations with related words	To know that slim has positive connotations, when used about a person, whereas skinny is negative
Metalinguistic knowledge	To know explicitly about the word , e.g. its grammatical properties	To know that protractor is a noun; to know that pro is a prefix

From the table above, it can summarize that knowing about a word involves knowing its form, its meaning, and its use. Knowing word forms mean that students know how it sounds, how it is spelt, and its grammatical changes. Knowing word meaning mean that students know about conceptual content and how it relates to other concepts and words. Knowing word uses mean students know its pattern of occurrence with other words and in particular types of language use.

This study did not cover all of the type of knowledge about a word. The study focused on receptive knowledge, conceptual knowledge, and orthographic knowledge. It was in line with the standard in Indonesian national curriculum of teaching English for 4th graders of elementary school. The aims of teaching English for 4th graders of elementary school are learn comprehend English and practice simple conversation.

Teaching vocabulary to young learners is absolutely different from teaching it to adults. According to Piaget's framework, teaching English to children can mean working with very different age groups with different interest and needs.

Table 2.2 draws Piagetian frame work cited in Pinter, (2006)

Sensory-motor stage (from birth to two years of age)	The young children learn to interact with the environment by manipulating objects around him.
Pre-operational stage (from two to seven years of age)	The child's thinking is largely reliant on perception but he or she gradually becomes more and more capable of logical thinking. On the whole this stage is characterized by egocentrism (a kind of self-centredness) and a lack of logical thinking.
Concrete operational stage (from seven to eleven years of age)	Year seven is the 'turning point' in cognitive development because children thinking begin to resemble 'logical' adult-like thinking. They develop the ability to apply logical reasoning in several areas of knowledge at the same time (such as math, science, or map reading) but this ability is restricted to the immediate context. This means that children at this age cannot yet generalize their understanding.
Formal operational stage (from eleven years onwards)	Children are able to think beyond the immediate context in more abstract terms. They are able to carry out logical such as deductive reasoning in a systematic way. They achieve 'formal logic'.

The research focused on children aged ten to eleven years old. They were fourth grade. Based on Piagetian stages of development, children in this age are still in an intellectual stage which Piaget called as "concrete operations". Therefore teacher have to remember their limitation. Some rules, explanations, and others grammatical aspects have to be avoided.

Another aspect that has to be concerned by the teacher in teaching English to children was discussed by Brown (2001). He believes to successfully teach English to

children requires specific skill and intuitions. Teacher has to know the characteristic of children. Brown gives some categories that can help teacher to teach children.

The first aspect is attention span. Children have less attention than adults, because they are only interested in something that seems exciting for them. Thus, teacher job's is to make the language subject live, attractive, and fun for children.

The second aspect is sensory input. In this case children need to help all five senses stimulated. The activities should bring the visual and auditory modes that are sufficient for a classroom.

The third aspect is affective factors. Children are still sensitive because their ego is still being shaped. For instance, teacher should help the students to laugh each other for doing some mistakes and teacher has to be patient in building their self-confidence.

The last aspect is authentic, meaningful language. Children only focus on what the new language can be used for here and now. In addition, they are less interesting to put up with language that doesn't give rewards for them. Therefore, teacher should develop the lesson to be familiar and advantageous for the children.

Based on the characteristic of children above, Pinter (2006) suggests that vocabulary should be learned in a holistic way. Stories that combine with some gestures are one of the holistic approaches that can be excellent tool to learn vocabulary. Generally, Young learners are not ready yet to analyze language system.

When they pick up new words, they might be able to recognize vocabulary without knowing the exact meaning and the grammatical structures of its words. Through stories, children can learn vocabulary in the context of relevant grammatical structures such as the past tense for narrative. The past tense is not analyzed or broken into component parts but it is recognized as natural tense for stories. In this way children are learned the grammar without the pressure of using.

2.2 The Basic Concept of TPR

This study uses both theory of Total Physical Response and Total Physical Response storytelling. In this study, the basic principle and techniques of Total Physical Response are combined with the use of storytelling. The basic principle of Total physical Response is described in this section.

Total Physical Response (TPR) is a language teaching method that was developed by James Asher, a professor of psychology at San Jose State University, California, in 1977 (Brown, 2001). This method built on coordination of speech and action; it attempts to teach language through physical (motor) activity. Asher developed TPR relying on three learning hypotheses that he has understood. Those learning hypotheses facilitate and inhibit foreign language learning. Those learning hypotheses are the bio-program, brain lateralization, and reduction of stress (Richards and Rodgers, 2001).

The first hypothesis is the bio-program. Asher believed that first and foreign language learning is parallel process. Asher mentioned three processes as essential: first, children develop listening competence before they develop the ability to speak. Second, children's ability in listening comprehension is learned because children are required to respond physically to spoke language in form of parental command. Third, when listening comprehension has been established, speech develops naturally and effortlessly. According to Asher (1974, as cited in Richards and Rodgers, 2001), brain and nervous system is biologically programmed both in a particular sequence and mode. The sequence is listening before speaking. The mode is to deal language with the individual's body.

The second hypothesis is brain lateralization. Asher suggested that Total Physical Response (TPR) tend to right-brain learning. This Asher's belief based on Jean Piaget's work (as cited in Richards and Rodgers, 2001:75) that suggested that children acquire language through motor movement – a right-hemisphere activity. Right-hemisphere activity should precede left-hemisphere activity to process the language for production. Right-hemisphere activity will encourage left-hemisphere to produce language when the right-hemisphere activity has occurred (Richards and Rodgers, 2001:75). Therefore, the right-hemisphere activity should be exposed in the process of the children's language learning because children frequently learn language indirectly rather than directly. Besides, the right-hemisphere activity emphasizes on the things that seem to be fun.

The third hypothesis is reduction of stress. The fundamental factor for successful language learning is the absence of stress. If students are free from stressful situation, they are able to devote full energy for learning (Richards and Rodgers, 2001:75).

Total Physical Response (TPR) gives a great opportunity for grammatical structure and vocabulary to be exposed. Asher stated that most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor (Richard and Rogers, 2001:73).

According to Carter and McCarthy (1988), the combination of vocabulary with physical action gives a dramatic effect on students' memory because they must commit themselves to the learning task by performing appropriate action.

Proposed by Larsen (2003), there are twelve principles of Total Physical Response (TPR) method in teaching and learning vocabulary. First, chunks are more effective than word by word form to present the target language (Pinter, 2006:83). Second, the students' understanding of the target language should be acquired before speaking. Third, the students can learn language rapidly by moving their body. Fourth, the students can learn through observing actions as well as by performing the actions themselves. Fifth, feeling of success and low anxiety facilitates the students' learning. Sixth, the students should not be in the situation in which they have to memorize established routines. The teacher should change the order of commands.

Seventh, the teacher should undertake the correction in implicit way. Eighth, the students must develop flexibility in understanding new combinations of target language chunks. New thing is also motivating. Ninth, language learning is effective when it is fun. The teacher should make the students enjoy with the learning activity so that they actively participated in the learning process. Tenth, the teacher should more emphasize the spoken language than written language. Eleventh, the students will begin to speak when they are ready. Twelve, the teacher should postpone to encourage the students speak until they have become proficient. Therefore, the teacher should be tolerant of they students' errors when they first begin to speak.

2.3 The Concept of TPR Storytelling

TPR Storytelling is a method for teaching foreign language that was invented by Blaine Ray, a Spanish teacher in Bakersfield, California, in 1990. This method is an extension of James Asher's TPR theory. Blain combined James Asher's TPR theory with Stephen Krashen's language acquisition strategies. According to Krashen (1989), children acquired vocabulary incidentally. They acquired vocabulary in informal contexts such as in the playground. They tend to pick up language in everyday situation from other children in their environment relatively quickly because they want to play and make friends. They acquired the words in unconscious way without paying attention to abstract language forms and explicit instruction. In conclusion, in teaching vocabulary, teachers have to facilitate incidental, informal,

and meaningful learning context in order that students can acquire vocabulary in long-term memory.

TPR has been proven very effective for the initial stages for second language instruction. TPR provide incidental, informal, and meaningful learning context but it just focuses on imperative mode of speech, whereas in real communication students need to achieve narrative and descriptive mode of speech (Blain, 1990).

In TPR as well as TPR Storytelling the teacher provides comprehensible input without using first language; Blaine relies on the learners' preexisting knowledge of the world and uses gestures, actions, pictures, and objects to demonstrate how one can talk about it in another language. Through TPR Storytelling teachers find they can teach the language holistically without having to teach grammar rules. Grammatical accuracy is taught but not in the traditional way. Language is learned by understanding messages in the target language. That means language is picked up through comprehensible input, here the input is listening that is understood by the learner.

According to Wright (1995), there are some of the most important reasons why stories should play a central role in teaching foreign language to children. First, stories can motivate children to listen, because they love stories and they have a constant need for stories so that they will always be willing to listen or to read, if the right moment is chosen.

Second, stories can motivate children to find the meaning, because they want to understand the story so that they listen with a purpose. If they find meaning they are rewarded through their ability to understand, and they will be motivated to try to improve their ability to understand even more. This is in contrast to so many activities in foreign language learning, which have little or no intrinsic interest or value for children.

Third, stories can improve listening and reading fluency. Through stories children have a positive attitude even though they do not understand everything and they learn skills to search for meaning, to predict, and to guess.

Fourth, stories help children become aware of general rule and sound of the foreign language. Stories introduce children to language items and sentence construction without having to use them productively. They can build up knowledge of language in this way. When they have to use the language items in their daily life, it is no great problem because the language is not new to them.

Fifth, the experience of the story encourages responses through speaking and writing. It is natural to express students' likes and dislikes and associations related to stories that students hear. In this way stories can be part of a set of related activities.

Sixth, listening and reading stories and responding to them through speaking and writing, drama, music, and art develop a sense of being and having an audience and of sharing and collaborating. Learning a language is useless if students do not

know how to communicate, how to listen to others, and how to speak and write so that listeners and readers want to listen and read and be able to understand. Story sharing builds up this crucial sense of awareness of others.

2.4 The Implementation of TPR Storytelling Method

In implementing TPR Storytelling, there are three basic steps that should be done by the teacher (Gaab, 2008). The followings are the three basic steps of implementing TPR Storytelling.

The first step is Show. In this step, teacher has to select vocabulary items from the new vocabulary list. New vocabulary structures may consist of an individual word or an entire phrase and should be introduced and practice in a natural way to speech. For instance, nouns are introduced with the appropriate expression and idiomatic phrases are introduced in their entirety. After vocabulary selecting process, teacher begins to show vocabulary by using gestures.

Using the new vocabulary structures, give students a variety of commands to which they will respond with the specified gestures. The following commands will help teacher while teacher are in the introduction or gesture phase:

- Novel commands are commands/narrations that include new words or new combinations of words which students have not heard before. Any new or unknown word can be used for TPR practice as long as it is made

comprehensible. If 'he eats' is one of the new vocabulary items, then typical commands might include: Eat a banana. Eat a big banana. Eat fast. Eat slowly.

- Play commands are silly commands, which should be used to practice vocabulary and/or to liven up a class enthusiasm. Play commands might include: Eat your big toe. Eat your nose. Eat your pencil. Etc.
- Chain commands include two to three new vocabulary items at one time. They enhance long-term retention by facilitating the use of mental imagery, as students find it necessary to visualize each portion of the command in order to successfully complete it.

The second step is Tell. In finding the meaning of vocabulary item is conveyed and gestured, provide contextualized repetitions of vocabulary via Personalized Questions and Answers (PQA) and Personalized Mini-Situations. Focusing on the new vocabulary items, teacher asks students question that touch their personal experiences, likes and dislikes, and individual personalities. The idea is to "fish" for interesting and entertaining topics and ideas that engage students and make them laugh. *Fishing process* is not for getting correct answers, the goal is to search for an answer that students find humorous, interesting, and engaging. After teacher catches student attention and participation, and lays the foundation for the class story, the teacher does not continue 'fishing' until each answer has been repeated through a

system of questioning called circling. Circling is a systematic way of getting needed repetitions of target vocabulary structure.

PQA and circling engage students and provide an avenue for them to participate in natural conversation and in the creation of a class story. Although the method is referred to as storytelling, it really should be referred to as story asking. The key is to ask story to substitute telling a story. Each answer provides the next building block for the class story.

The purpose of the class story is to provide more comprehensible input in a contextualized format. The average language learner must hear a vocabulary structure score of times before it will be internalized. The class story must be told and retold or asked and re-asked a number of times to ensure that students are truly internalizing the vocabulary items and can eventually verbalize ideas and facts about the story. The story-asking process is continued until the problem is solved. It is a cycle or spiral of fish, catch, circle, fish, catch, etc. until a complete class story has been created.

The general rule for creating a class story is to always have a problem to be solved or an issue that has to be resolved. The solution is always a three-step process; in other words, the characters in the story must travel to three different locations and try three different possible solutions in order to solve the problem/finish the story.

The last step is using vocabularies that were introduced in previous step. In this step begin to tell the story entirety. Successful telling the story should include

familiar characters and events: (student personalities, current or local events, responses from PQA, teachers, celebrities, professional athletes, etc.) and include a necessary and frequently-used grammatical structure. It should incorporate culture whenever possible and contain something memorable: humor, and/or exaggerated details, a silly or bizarre word.

To conduct effective language learning by using TPR storytelling, it is important for the teacher to choose appropriate stories for the students. As proposed by Wright (1995), teacher needs to choose stories which will engage the children. Teacher should know that not all stories in foreign language can be accepted by the children. Sometimes they might feel the story was childish in their own language. Another aspect that should be concerned in choosing stories is language aspect. Quality stories have a rich experience of language to children and lack of long descriptive passage.

2.5 Related research on TPR Storytelling

There are several related researches on TPR storytelling. First research was employed by Blain Ray and Contee Seely (1990). Ray and Seely developed TPR storytelling due to the fact that that TPR is only suitable for beginning class students.

According to Ray and Seely, language can be taught through action. Teaching vocabulary through action produced long term recall because in the initial learning there is sharp activation of kinesthetic sensory system or 'muscle learning'. The core

of muscle learning was association of learning and experience. In TPR, words could be demonstrated with an action and easily understood without translation.

The initial procedures in TPR storytelling according to Ray and Seely are the teacher introduces the idea of storytelling, the teacher tells the story, and then acted them out physically with students, playing various roles and characters. Each story is repeated two or three more time in order to make students understand about the content of the story. Sometimes, the story is retold in different point of view or different time (present, future, or past).

Second research was conducted by Michael K. Brune (2004). In the research he finds TPR storytelling has been employed most successfully in the secondary school environment, where student are often required to take a language. In such a setting, where motivation is usually lacking, a method such as TPR storytelling which presents language in an entertaining way may help to motivate students. With younger students, especially, TPRS's de-emphasis of explicit grammar instruction may prove more fitting for the needs of such learners.

Brune, (2004) states that Total Physical Response Storytelling synthesizes a long tradition of foreign language teaching methodologies, linguistic research and the art of storytelling to create an innovative, effective and fun way of learning a new language.

Third research was conducted by McKay (2000). McKay tested the effectiveness of TPR storytelling in increasing English comprehension of 30 middle school students (Asher, 2000). He compared it to 30 students in a traditional Audio-Lingual Method (ALM) class. They were exposed to the same set of vocabulary. The result of that research shows that the TPRS students had a higher comprehension compared to ALM students.

Fourth research is written by Sumiati (2006). The research was about the effectiveness of TPR storytelling in teaching vocabulary to 2nd graders of junior high school. She conducted the research to find out the effectiveness of TPR storytelling in teaching vocabulary to second grade students of SMP (junior high school). The result of the research was the fact that students in experimental group (who experienced TPR storytelling method) had higher mean score (18.8) than students in control group (who experienced conventional method (17.23)). It means that TPR storytelling was effective to improve the students' vocabulary achievement.

