CHAPTER II

LITERATURE REVIEW

This chapter is divided into two major parts presenting discussion about theoritical studies and previous studies. Theoritical studies comprise related theorists in this study while previous studies discuss implementation of that related theorists in prior studies.

2.1 Total Physical Response (TPR)

2.1.1 Definition of Total Physical Response (TPR)

Understanding TPR is one method that is very effective and fun in the process of developing language, especially in early childhood. This method was first developed by James J. Asher who has been successful in developing foreign language learning methods in children. by using the TPR method in the teaching and learning process other than can relieve stress in children to create a positive mood from students with a physical movement so that it can provoke a child's verbal response and can also facilitate learning (Hafidah et al., 2020). So it can be said that "Total Physical Response (TPR) is a method of learning English that is appropriate for early childhood where in the learning process more priority to activities directly related to physical activities and movements. Meanwhile, according to Larsen & Freeman (1986, p.116) "TPR is the comprehension approach or the approach of understanding a foreign language method with a command or an instruction". Richards & Rodgers (1999, p.87) also argues that "TPR is a language learning method that is structured on the coordination of

commands, speech and movements, and seeks to teach language through the activities of a physical movement"

The TPR method allows students to improve their vocabulary in a foreign language with a physical movement and action. Teaching vocabulary through Total Physical Response is one effective way to achieve vocabulary for students. Sadikin (2016, p.406) states that in teaching new vocabulary in a foreign language, a teacher must consider that young students are still building their first language with vocabulary and are still in the process of acquiring and managing concepts. Tarigan (2009, p.133) who argues that in the TPR method of understanding and memory is well obtained through the body movements of students in answering or responding to commands.

In learning a foreign language, a teacher must be able to create a pleasant, comfortable and not boring atmosphere in order to attract the attention of students, and the strategy of applying TPR in the classroom in helping to fulfill some of these things. Larsen & Freeman (1986, p.116) stated that "the Total Physical Response method applied by the teacher aims to create a comfortable atmosphere so that students can enjoy learning and can learn to communicate using foreign languages well. TPR is also known as a method that is able to reduce pressure on students during the learning process and make the atmosphere a little more pleasant. Of the several methods, TPR is one of the methods that can reduce stress on students when learning, especially when learning English, the main objective of developing the TPR method is to reduce the stress level of students when learning a foreign language.

2.1.2 The purpose of Total Physical Response (TPR)

Helps students remember new phrases or words, because the TPR method can stimulate students' thinking power. This method makes students more relaxed in learning and easily captures material with a physical movement. This method also aims to assist teachers in creating a more pleasant classroom atmosphere during the teaching and learning process so that students are more relaxed so that they can easily understand the material.

The teaching and learning process using the TPR method is in the form of activities, which can be carried out by teachers and students such as: dialogue, playing games, singing while moving, reading, writing and other activities with the help of teaching media such as books, videos, songs, cards or other media. In the teaching process using this method students listen and respond with actions or movements that have two goals, namely, providing a fast and effective way for students to recognize meaning in the language being studied. The use of the TPR method in the English learning process aims to help students remember and make it easier to add new vocabulary, because the TPR method can stimulate students' thinking power. This method makes students more relaxed in learning and easily captures material with physical movements. This method also aims to assist teachers in creating a more pleasant classroom atmosphere during the teaching and learning process so that students are more relaxed so they can easily understand the material. The physical movement method can make it easy for students to associate a movement with new vocabulary that they can so that it can

help students remember it at a later time. TPR works by helping students understand the meaning of new words quickly.

Then in the use of this TPR method students will not be forced so that they understand all what the teacher teaches, because this method aims to ease the burden on students from monotonous learning which will make students feel depressed and bored and also this method is very influential on students' understanding and Even if there are students who have difficulty understanding the material, students will not be forced. With TPR, the teacher has a role by giving examples to students in the form of speech and movement then children are encouraged to speak and move to demonstrate when they are ready to speak, when there are children who do not understand the teacher must be ready to help the child. and teachers are also tasked with monitoring students' achievement in learning English. In the learning process using the TPR method in the classroom, the teacher will not force students to repeat anything the teacher said at once and they also did not expect the students to speak immediately and say everything correctly and quickly. And even if students have "effort" to speak, the teacher will try to delay the time they start speaking so that students do not feel pressured and also students can be more relaxed in thinking and then responding to the material. (Wang Li, 2008, p.33).

2.2.3 The Objective and Advantages Total Physical Response (TPR)

Total physical Response (TPR) method has very important objective. The general objectives of total physical Total Physical Response are to teach oral proficiency at a beginning level (Richard & Rodgers, 1986, p.91). It shows that

students in the beginning level will be helped in oral proficiency using TPR. Not only in oral proficiency, but also students could increase their Vocabulary mastery in English. The advantages of this method to reduce pressure and stress for students during the learning process in the classroom as seen by Shearon (2005) are also shown by the findings from observations. The use of the TPR method in the learning process can make students more relaxed in learning and reduce pressure on students' minds when studying, especially in foreign language lessons. As the language classroom is full of movement, songs and movement or stories and movement, they always have fun and they can always keep their interest in the process (Mirici, 1999).

From the results of journal observations, there are also not a few students who do not like English because they think English lessons are one of the most difficult lessons. Students consider English lessons difficult because there are many things to learn in English, ranging from different pronunciations to writing, as well as grammar rules. However, with the existence of new techniques or methods, so that they can help facilitate students in learning English and make students interested in English lessons. Not only that, the use of the TPR method can not only be applied to English lessons. But also can be applied in all subjects because the TPR method is not specializing in English lessons only.

Nunan (1991, p.224) stated that we should provide input to the learners by getting them to carry out command. This command should be couched in the imperative, Using TPR method In English usually involved command drill, so students would accept a lot of exposure language in listening that increase their

vocabulary mastery. Richard & Rodgers (1986, p.92) argued that the movement of the body seems to be a Powerful mediator for the understanding, organizing and storage of macro-detail of linguistic Input. Language can be internalized in chunks, but alternative strategies must be developed for Line-tuning to macro-details. The body movement can be mediator for understanding the Language. It will support the development of the students in getting so much inputs of language. It means that the movement of the body when studying can be a mediator for students to reach the knowledge.

According to Larsen & Freeman (2000, p.111-113), there are thirteen aspects in teaching the TPR method, including: 1) the target language must be presented in its entirety, not just word for word. 2) Students' understanding of the target language must be developed before speaking. 3) Students initially call one part of the language quickly by moving their body. 4) Command is a powerful linguistic device by which the teacher can direct student behavior. 5) Students can learn through observing actions and doing their own actions. 6) It is very important for students to feel successful. Feelings of success and low anxiety facilitate learning. 7) Students should not memorize fixed routines. 8) Corrections should be made in an unobtrusive manner. 9) Students should develop flexibility in understanding new combinations of target language pieces. They need to understand more than the exact sentences used in the training. Novelty is also motivating. 10) Language learning is more effective when it is fun. 11) Spoken language must be emphasized in written language. 12) Students will start talking when they are ready. 13) Students are expected to make mistakes when they first

start speaking. The teacher must be tolerant of them. Work on fine details of language should be postponed until students become somewhat proficient.

The TPR method has many advantages. Widodo (2005) has collected the advantages of the TPR method. The first, it is a successful teaching method that can be used for both children and adults. The second, it is very memorable. It can assist pupils to remember phrases or words. The third, it is a lot of fun, learners enjoy it. It cans actually lift pace and mood. The fourth, they can make the teaching more enjoyable for both teachers and pupils. The fifth, it is suitable for the children who are required to be active in the class. The sixth, there is no matter with how many pupils involved, as long as teachers are prepared to take the lead, the learners will follow. The seventh, it also can be used in the mixed-ability classes. The physical actions and the picture enable all the learners to comprehend the target language effectively. The eight, it is effective for the young learners. And the last, the TPR method needs the coordination of both the right and left hemisphere of the human brain.

Larsen & Freeman (1986, p. 116) states that "Total Physical Method Response applied by the teacher aims to create a comfortable atmosphere so that students can enjoy learning and can learn to communicate using foreign languages well. In addition to the advantages of the TPR, it also has disadvantages, namely the scope of language in TPR is very limited, this can be a challenge for shy students, this learning emphasizes physical movement so that it is difficult to teach vocabulary that is both trait and emotional, this method must be combined with other approaches. If you use TPR too often, it can make students bored. TPR

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can increase students' interest in learning in English because students will be motivated by entering their body language based on teacher comments (Shan, 2017).

The advantages of applying the Total Physical Response method in teaching and learning English in the classroom are: (1) it is fun, so many children enjoy participating in this type of teaching and learning process, (2) it can help students remember English words and expressions, (3) can applied in large and small classes, (4) not only suitable for young students but also adult students, (5) suitable for active students in class (Rokhayati, 2017).

2.1 Student's Perception of Using TPR in Classroom

2.2.1 Understanding of Student's Perception

Students' perception in this study means an approach to the quality of perceptual experience in learning. Perception is the interpretation of sensory information in providing a picture as well as an understanding of the environment and is a result of physical education. Perception in this study refers to students' understanding of how students perceive the application of the total physical response (TPR) method in learning English in class.

Perception is a psychology process where the stimulus received by individuals and the data processed well, so that the stimulus grits a meaning (Suryana, 2004). Human is a creature who can receive information well and interpret it differently one from another. In the process of interpreting, perception occurs. The more complex definition is given by Pareek who states that perception is a process of receiving, selecting, organizing, interpreting, evaluating, and giving

reaction to stimuli of the senses or data (Alex, 2003, p. 446). In addition, Baron (1995, p.90) states that perception is the process through selecting, organizing, and interpreting input from the sensory receptors.

There is a difference between one person and another by liking an object and some people who can do without the object, depending on how the individual answers the question with his wisdom (Amalia, 2018). This student understanding is useful for knowing students' opinions about a matter or problem they encounter both in their educational experience and in their current situation. Mentally suggesting that students' comprehension exercises are centered around the way they learn and on climate, instructors often engage students to assess and make insights. For this reason, this review needs to determine students' understanding of the use of TPR strategies in the classroom.

Perception describes people through about the information they get as the stimuli received and influenced by experienced background. As stated in the concept of perception before, perception can be defined as the process of how the information is acquired through the sensory receptors (e.g. eyes, ears, nose and skin) which is transformed into a perception of what we think, see, hear, smell, taste, or touch (Mussen, 1973). In addition, Walgito (2001) also states that perception which is begun by the process of feeling of measuring something; this is also the process of accepting stimuli by individual through sense organs or it also called sensory process. Thus it can be summarized that students' perception is the way student acquires information of the world or something through the process of feeling and measuring its stimuli and processes it to become a

perception of what he/ she think, smell, hear, see, taste, or touch. Based on the explanation above we can conclude that perception is the process by which we interpret the world around us, forming a mental representation of the environment.

2.2.2 Types of Perception

Perception is a person's response, correction or comment on something to identify students' perceptions when responding to something, perceptions are divided into two types, namely; the first is a positive perception and the second is negative (Amaliah, 2018). Self-perception must act or always be related to all actions such as personal actions, thinking, and doing something related to themselves, their abilities, and their bodies. It can also be prejudiced about how other people react to them. This perception, in the end, will influence the attitudes that each individual acquires and the choices that every human being makes throughout life. Positive perception is something that is invaluable in preparing the confidence and strength to capture the world, endure crises, and focus outside of oneself. This can improve the construction of one's relationship with one another. In addition, there is also a negative perception that they are more likely to focus on their desires, trying to gain and prove their self-worth which will make them arrogant and selfish.

Student perception is a form of picture of students' feelings towards a problem or event. Students' perceptions include their thoughts, beliefs, and feelings about people, situations, and events in the classroom (Hazari, 2014). Regarding the fact that perception of the learning process is an important concern that influences student attitudes, it is important to investigate student perceptions.

According to Perdanawati (2010), students have a tendency to create their perceptions of the quality of learning and then give positive or negative reactions based on their expectations and previous experiences. Perception in learning is not only good for students but also good for educators. student perception will be an encouragement or a learning for educators. if the educator or teacher gets negative or unfavorable comments in the way of teaching, the teacher will be more creative in the future or maybe change the way he teaches a little, as well as good comments from students, if the teacher receives good comments then the teacher will be more enthusiastic in teaching and make more class atmosphere is more fun. The existence of a perception in the learning process will make both parties between the teacher and students more benefited.

2.2.3 Factor Affected Students' Perception of Learning

The perception of a person or student does not appear or stand by itself, but there are several causes that cause the emergence of a person's perception. According to Robbins (2003, p. 108-109), there are three factors that can influence perception for someone. The first is the receiver, when he sees something and tries to give interpretation, a person will be influenced by characteristics such as beliefs, attitudes, motives, interests, experiences, cognitive structures, expectations, and culture care. The second factor is the object or charge; it could be a person, thing, or event. The target perception is not something that is seen with a theory but in relation to other people involved. This causes a person to tend to group people, objects, or events and separate them from other groups that are not similar. Third is the context of the situation in which

perceptions are created. There is influence on environment that can affect a person's perception. Perception must be considered contextually, which means the situation in which these perceptions arise should get attention from the surrounding environment. Situation is a factor that contributes to the process of forming one's perception. Situations include time, work arrangements, and social arrangements.

2.2.4 The Importance of Students' Perception

After the teaching and learning process, we need to know what students' perceptions of a material and an application of the method are so that teachers can ensure that students have a strong perception of a material or learning method properly and correctly. Therefore, it is important for teachers to know about students' perceptions or understanding in order to achieve competence and learning objectives. Chen, et al. (2003) state that the student's perception is really important for evaluating the teaching Effectiveness After knowing the perception of students, teachers or lecturers can change what is not liked by students and can improve what has been liked by students, whether it is about how to teach or how to deliver material to students. Therefore it is very important for students to provide their perceptions of learning through reflection.

Teachers need how students' perceptions of a learning process or of the success of a learning method. Perception of students is very important for teachers to know to what stage the level of understanding of students in the teaching and learning process. Students' perceptions play an important role in knowing the level of student learning success towards a learning process because students are at the

center of every learning process. (Sinaga, 2018). Perception has two kinds, namely negative perception and positive perception. According to Perdanawati (2010) Students have a habit of creating perceptions of the quality of learning and giving positive or negative reactions as expected. From several opinions of researchers, we can know how student perceptions play an important role in improving student learning.