

II. LITERATURE REVIEW

A. Concept of Vocabulary

Vocabulary should be taught in elementary school because it is very important as their preparation to go to the next higher grade. As Nation (1990:1) said that if vocabulary is not the most important, it does not belong to element in language learning. Learners feel that many of their difficulties in both receptive and productive language use result from inadequate vocabulary. Finally, giving attention to vocabulary is unavoidable.

In this research, the researcher will focus on receptive and productive vocabulary learning. So, it belongs to giving input and taking output of students' vocabularies. Nation (1990: 5) said that learners learn vocabulary through receptive and productive learning. Receptive learning involves being able to recognize a word and recall its meaning when it is met. Productive learning involves what is needed for receptive learning plus the ability to speak or write needed vocabulary at the appropriate time. If learners study English in order to be able to read and understand lectures, receptive vocabulary knowledge is sufficient. If receptive learning is important, then quality of the vocabulary is the main goal. Moreover, English vocabulary for elementary school especially for four grades is limited only for simple words which are easily practiced and remembered.

Because of the limitation of the English words for elementary school, the teachers should combine some teaching techniques so that the students have balance in gaining English words for both receptive and productive learning. For the effectiveness of this way, Nation (1990: 51) said that the meaning of words can be communicated or taught in many different ways. The following list includes most of the possibilities.

By demonstrating pictures:

1. using an object
2. using a cut-out figure
3. using gesture
4. performing the action
5. photographs
6. blackboard drawings or diagrams
7. pictures from books

By verbal explanation

8. analytical definition
9. putting new word in a defining context
10. Translating into another language.

When TPR procedure is conducted by using gesture and performing the action, as two of the ways to communicate the meaning above, it is hoped that they can overcome the problems happened in the fourth grade of SDN 3 Nunggalrejo Lampung Tengah.

Moreover, there are some types of vocabulary in English. Freis in Yuliana (2008:

8) classified English words as follow:

1. Content words

Content words represent the name of subject or things. That is the concrete nouns (cat, head, and pencil) action done by with these things, that is verbs (work, drink, sleep) and the qualities of the things that is adjective (nice, beautiful).

2. Functional words

Functional words are those which are used as a means of expressing relation of grammar structure, such as conjunction (and, but, because), article (a, an, the) and auxiliaries (do, did, does).

3. Substitutes words

Substitute words are those, which represent not to individual things or specific action, but function as substitute for whole from classes of words. In this group there are personal pronoun (me, you, etc), infinitive (somebody, everybody, anybody, etc), negative expression (nobody, nothing, etc) and quantity number (each, both, etc).

4. Distributed words

Grammatically, distributed words are those that usually show grammatical restriction on distribution such as (either, any, yet).

In this research, the researcher focused on English vocabulary classified as content words especially action verbs. It consists of words which are familiar for the students and easy to understand for elementary students. So, from the concept

of vocabulary, it can be derived that vocabulary, as Strumpf's (p.431) statement, is the complete collection of the words in a language.

B. Concept of Teaching Vocabulary

While teaching vocabulary, the teacher not only chooses the appropriate technique but also selects the material that will be taught. The English vocabulary that is going to be taught to elementary students must not be out of KTSP curriculum. In learning the language, the students try to use vocabulary they get to communicate in the target language. Teaching the meaning of the words and how they are used are the best ways to be taught by the teacher. As Harmer in Artika (2006: 6) said that if we are really to teach the students what the words mean and how they are used, we need to show them being used, together with other words. Furthermore, Nation in Artika (2006:7) added that there are three things that teacher should know when he teaches vocabulary. They are to teach the shape or the form of the words, the meaning of the words and the form of the words together. Based on the statements above, it can be concluded that after the students have been taught vocabulary of action verbs in the form of imperative mood, they are hoped to be able to know the meaning of the action verbs and how they are used.

C. Vocabulary for Elementary School

Before teaching vocabulary for elementary school, especially in the fourth grade that the research is going to be carried out, elements in the way children learn their first language should be known because the way of learning a foreign

language is not as different as learning the first language. It will be easier to teach a new language if the teacher has known the way children gain their first language. As Asher (1984: 35) identifies that there are three critical elements in the way children learn their first language:

1. Listening skill precedes speaking, with children often able to comprehend many complex utterances before they produce any intelligible speech.
2. Many of the utterances that are directed at an infant relate to actions, and more than 50% are in the form of commands such as: "Come here!" "Hold onto my finger!" "Look at Daddy!". Through action and observation, the child's whole body is involved in decoding the "noise" of speech into language.
3. Listening seems to produce a "readiness" for speaking, but it appears that the process cannot be rushed. When the child has internalized an adequate cognitive map of the language through listening, s/he will spontaneously begin to produce utterances.

After knowing the way children gain their first language, knowing characteristics of the children is the second thing to know before teaching vocabulary of a foreign language. As Aminudin (2009:1) said that generally children like doing any kinds of activities as long as they feel happy. Children will choose the activities they like to do according to their own characteristics. The character of the children may be one of the signs of their development. According to Wendy A Schott et al in Aminudin (1990: 4) stated that the characteristics of children are as follow:

1. The children ask questions all the time.
2. They rely on the spoken word as well as the physical world to convey and understand meaning.
3. They have definite views about what they like and do not like doing.
4. They have developed sense of fairness about what happen in the classroom and begin to questions the teachers' decisions.
5. They are able to work with others and learn from others”

From the characteristics of the children above, the researcher thinks that when teaching English as foreign language the teacher should create situation which provides the students facilitation to ask questions, a lot of fun for physical activities in the teaching learning process, etc. As Geoffrey Broughton (1980: 169) in Aminudin said that “Children love to imitate and mime: they are uninhibited in acting out roles, and they enjoy repetition because it gives them a sense of assurance and achievement” According to the points of explanation above, children like to be involved in something active. To make them active, the teacher should be able to make the circumstance of learning process which is suitable to the characteristics of the children. It may give motivation to the students to learn effectively. So hopefully the goal of the learning can be achieved well.

Teaching action verbs, noun, adjective etc. through gestures or body movement seem to be more effective since the students often do a lot of physical activities and like to imitate and mime other people do and say as Aminudin (2009:1) said that using the body movement in the process of learning is suitable to the

characteristic of the children because children like to do physical movement. They like to move from one place to another place. They like to go around without thinking whether they disturb their surrounding or not. They do not like to keep staying in one place which forces them not to do something. Broughton (1980:169) in Aminudin stated that” Young children are physically active”.

D. Teaching English at Elementary School

English has been taught in Indonesia at Elementary school as one of the local content subjects. It is hoped that the students will learn and comprehend English as early as possible and can practice simple conversation. According to “Ministry of National Education” (1993) in Aminudin said that the aim of teaching English vocabulary at Elementary School as follows:

1. The students are able to comprehend English vocabulary found in daily conversation.
2. The students are able to communicate in simple English conversation.

Besides, according to Oliva in Artika (2006: 13) stated that the goal of teaching English for elementary school are:

1. to provide a beginner basic, the start of extended sequence.
2. to turn out a high school graduate who is more able in the foreign language because he has had the elementary school work in the language.
3. to develop international understanding through study of the way people speak.

4. to enrich the curriculum: to add variety to curriculum.
5. to provide a pleasant, satisfying, enjoyable experience for the children.

Based on the goals above, students are expected to know what they are doing and learning. Good techniques are needed for teaching learning process in the class and one technique to be applied in this research is TPR procedure.

E. Concept of Teacher's Teaching Performance

Teacher is an important element in teaching learning process. Every school needs good teacher, or effective teacher, to succeed the students' learning process.

According to Anderson (2004:22), effective teachers are those who achieve the goals which they set for themselves or school administration. So, teacher must possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately if the goals are to be achieved.

According to Anderson (2004:22), the use of knowledge and skills in the classroom is referred to as "teacher performance". In this research, the researcher used teacher performance sheet from National Education Department to see the teacher performance while TPR procedure was implemented in the class.

According to the National Education Department's teacher performance observation sheet, what should be observed are:

a. Pre-Activities

There are two aspects in the pre activity, those are doing an apperception and informing the competence that will be achieved to the students. First of all is doing an Apperception. An apperception was done to lead the

students' attention smoothly into our materials. This activity is intended to explore the students existing knowledge and lead the students into new knowledge. As Vygotsky in Suyanto (2007:11) said that an apperception is a bridge to connect the students' prior knowledge to learn new knowledge. The second one is informing the competence that will be achieved to the students. Before teaching the materials, the teacher should inform the competence that will be achieved to the students. The competence that the students must achieve is taken from "content standards" or "curriculum standards". According to Anderson (2007:23), standards are externally imposed goals that indicate what students should know and be able to do as a result of the instruction that they receive. So, before teaching the materials, the competence should be conveyed to the students in order to know how far they can catch the materials.

b. While Activities

There are four aspects in the while activities, those are the mastery of learning material, the learning strategy, the use of learning media, the students' involvement and evaluation. There are four points in the mastery of learning material. Those are correlating the material with other relevant knowledge, correlating the material with the real life, achieving communicative competence and the use language components.

In the learning strategy, there are five points to be observed. Those are doing a teaching and learning process which is suitable with the competence, doing a teaching learning process which can build the

students' imagination, doing a teaching learning process which is suitable with the time allocation, emphasizing on using English in the teaching learning process, emphasizing on teaching the integrated language skills.

In the use of learning media, there are three points to be observed. Those are showing the skills using the TPR Procedure, producing an interesting message from the TPR Procedure and involving the students' in physical activities.

Moreover, in the students' involvement, there are five points to be observed. Those are building active participation of the students in the teaching and learning process, giving positive response to the students' opinion, facilitating interaction between teacher-students and students-teacher, growing the students' enthusiasm in learning.

And for evaluation, there are two points. Those are monitoring the students' improvement after the teaching learning process and doing final evaluation which is relevant to the competence.

c. Post Activities

There are two aspects in doing or making summary of the lesson by involving the students' participation and doing a follow-up by giving a direction or task as remedy.

F. Concept of Verb

The material that is going to teach in this research is verb. But, before doing research, concept of verb must be known first. Verb is kind of important part of a sentence that can not be separated from subject. Strumf in The complete Grammar Book says that verbs are the life of language. Because of them, our words take action and we are able to express who we are and what we feel. Without verbs, speech and writing would be reduced to trivial naming and static description. Verbs are beyond compare.

Some verbs express **action**:

We **eat** the candy everyday.

I **walk** to the school.

Other verbs indicate a **condition**.

Bobby **is** sad after losing his dog.

This meatball **looks** spicy.

Still others speak of **existence** of some person or thing.

They **are** still in the classroom.

This old car **is** on its last legs.

According to the statement above, Strumf concludes that verbs are words which express action, existence, or condition. Then, strumf divides verbs into two categories below.

1. Action Verbs and Linking Verbs

Strumf divides verbs into general categories: **action verbs** and **linking verbs**. The action verbs, as its name suggests, expresses action.

e.g.
They **run** around the school.

I **go** to school everyday.

The words **run** and **go** both express an action that some person or thing take.

The linking verb, sometimes known as copulative verbs, joins the subject of the sentence to some words in the predicate. Perhaps the most common linking verb is **be**.

E.g. I **am** happy.

The word **am**, a form of the verb **be**, link the subject **I** to the subject complement **happy**. It indicates the subject's condition or existence.

A few verbs can be either action or linking verbs, depending on how they are used: feel, grow, keep, look, prove, remain, smell, sound, taste, stay. If these verbs serve a linking purpose, they are linking verbs. If they express action, they are action verbs.

Action We **taste** the hamburger.

Linking The hamburger **tastes** delicious.

Strumpf says that If you are unsure, substitute the appropriate form of the verb **be**.

Does it fit? If the answer is "yes" the verb is linking verb.

2. Verbs Phrases

Verbs phrases are composed of more than one verb.

E.g. My mother **has eaten** the foods.

In this sentence, **has eaten** is a verb phrase because it is composed of two verbs.

a. Principal or Main Verbs

In a verb phrase, the **principal verb**, known as the **main verb** in modern grammar, is the meat of the phrase. By itself, it can express complete action, existence, or condition. If the verb phrase mentioned previously, **eaten** is the principal or main verb. It tells us what action the mayor has taken. The principal or main verb is always positioned at the end of the verbs phrase.

b. Auxiliary Verbs

Auxiliary or **helping verbs** are the verbs in the verb phrase that precede the principal or main verb. A verb phrase may contain as main four auxiliary verbs. These verbs can specify characteristics of the principal or main verb but cannot stand alone as complete verbs. The verb **has** is an auxiliary verb in the example given above. Other auxiliary verbs are **be, have, do, can, may, will, shall, and must**.

In a verb phrase, it is the first auxiliary verb that indicates the tense of the phrase (please stay tuned for an in-depth discussion of tense).

I **was** sleeping last night.

John **is** singing a song.

I **will** open the book.

In the first example, the auxiliary verbs **was** in the verb phrase **was sleeping** tells us that the phrase is in the past tense. In the second example, the auxiliary verb **is** the verb phrase **is singing** indicates that the phrase is

in the present tense. In the third example, the auxiliary verb **will** in the verb phrase **will open** indicates that the phrase is in the future tense.

From the Strumf's statement above, the researcher concludes that kind of verb that is going to teach is action verbs. But verb, according to Strumf, has five characteristics that will be explained more below.

G. Characteristics of Verbs

Strumf in his The Complete Grammar book said that verbs are associated with five primary characteristics: **number, person, voice, mood, and tense**. These determine what form a verb takes and how it is used in a sentence. We will look at each characteristic in turn.

a. Number

The number of the verb indicates how many people, creatures, or things a verb refers to. Number comes in just two flavors: **singular** and **plural**. A singular verb refers to only one or thing, while plural verb may refer to many.

b. Person

We use the category of person to describe the perspective from which the speaker makes his or her statements or observations. Is he or she the person spoken to, or is he or she the person or object spoken of? There are three different persons or perspectives that the verbs can take: **first person, second person, and third person**.

1. First person

In the **first person**, the speaker includes himself or herself as one who takes the action or whose condition is described. This person is appropriate to situation that the speaker wants to describe what he or she is doing, seeing, or feeling. The first person employs the pronouns **I** and **we**, and the first person verbs take the form appropriate to these pronouns.

2. Second person

In the **second person**, the speaker addresses the person or people around him or her. This category of person employs the pronoun **you**, both the singular form (you, the individual) and the plural form (you, a group). Again, the second person verbs must take forms appropriate to these pronouns.

You **are** not **going** to be a pilot.

Do you understand, class?

3. Third person

To speak in the **third person** is to speak or write about those around you. The third person perspective might that of a normal human observing his or her environment. It could also be that an omniscient observer, looking at the world from on high, able to see and hear everything that is going on. The third person employs the pronouns **he**, **she**, **it** and **they** or any third person noun. The third person verbs must take appropriate to these pronoun or nouns.

She **stands up**.

They **clap** their hands.

It **is** cloudy today.

c. Voice

The voice of a verb indicates the strength of the subject in a sentence. It tells us whether that subject takes action or receives action. There are two possible voices: **active** and **passive**. In the active voice, the stronger form, the subject of the sentence takes the action of the verb.

My friends win the game.

The subject **my friends** is strong since it takes action. This sentence uses the active voice, the weaker form, the subject is acted upon.

The game was won by my friends.

In this sentence, the subject **game** is weak because it receives the action of the army. It takes no action of its own-a battle cannot win itself-and so the sentence uses the passive voice.

Computer grammar checkers put a great emphasis on flagging and discouraging the passive voice. The passive voice, according to these programs, is unnecessary in most cases and can weaken your content. It is wordier than the active voice because it requires a verb phrases, vaguer than the active voice, and it its worst, deliberately deceptive. However, some field notably the science; require the passive voice for description of

the process. You and your grammar checker should choose the appropriate for your audience.

But why depend upon grammar checkers when it is so easy to spot the difference between active and passive voices on your own? The best way to find the passive voice is to look for the preposition **by**. The action of the verbs in the passive voice is usually done *by* one party to another.

The gift was given **by** my best friend.

If the word **by** isn't present, it is possible to insert a phrase beginning with the word **by** that indicates who perform the action?

The box was taken.

Or The box was taken **by** the girls.

If you can, you have found a sentence in the passive voice.

d. Mood

In grammar the mood of a verb does not describe its emotional state-as if a word, could feel joy or rage. Instead, mood is a form of the verb that indicates a speaker's attitude toward his or her use of a verb. Like an emotion, a grammatical mood is a state of mind. To be more precise, it is the speaker's mental conception of the verb he or she is using. And, as opposed to the hundreds of emotions we can feel, there are just three grammatical moods: **indicative**, **imperative** and **subjunctive**.

1. Indicative mood

To use the indicative mood is to make a statement or ask a question. It is the most commonly used of the three moods. Take a look at some examples that contains verbs in the indicative mood.

They **brush** their teeth.

Do you **see** a star in the sky?

In the first example, the verb **brush** indicates what they did. Here, the speaker is stating the fact that “they did.” The indicative mood always involves statements, questions, or exclamatory sentences.

In the second example, the verb phrase **do see**, broken by the pronoun **you** since the sentence is in the form of a question, indicate what was seen in the sky. This sentence questions a fact.

2. Imperative mood

Verbs in the imperative give commands or make requests. Any time someone is told or asked to do something. The verb used is in the imperative mood.

Close the book.

Brush your teeth.

Stand up, please.

The first two examples are commands. The final example is a request. The verb **close**, **brush** and **stand** are all in the imperative mood. Verbs in the

imperative mood are, by necessity, in the second person. A request or command is always spoken directly to another person or other persons. The second pronoun **you** is often left out but can be put back if the speaker so desires.

3. Subjunctive mood

Subjunctive mood verbs express wishes or make statements contrary to the fact. They express hypothetical or imaginary situations.

I wish I **were** here.

If I **had been** there, none of this would have happened.

If we **lived** in San Francisco, we'd be much happier.

Unless we **go** now, we'll be later.

The conjunction **if** is frequently used with the subjunctive mood, but the conjunctions **though, lest, unless, that,** and **till** may be used as well.

If I **were** thinner, I'd eat more chocolate.

The verb "**were**" is in subjunctive mood. It expresses a condition contrary to the fact. Sadly, I am not as thin as I would like to be, so I must limit my chocolate consumption.

These constructions normally come into two parts. One starts with a conjunction, such as **if**: if I were thinner. This part contains the subjunctive verb and is called a subordinate clause. It has a subject and a predicative but cannot stand alone and make sense. The other shows the result of the hypothetical situation: I'd eat more chocolate. This part can stand alone.

As mentioned before, the subjunctive mood can also express a wish. I wish that I **were** in the Bahamas. Oh, that only I were. In spite of some very realistic day-dreaming, my body still resides in Southern California.

The subjunctive mood is also used to make commands.

It is necessary that he **be told** immediately.

The verb phrase **be told** is in the subjunctive mood. It is part of a subordinate clause beginning with the conjunction **that**.

Other verbs are put in the subjunctive mood to express a parliamentary motion.

I move that Mr. Bugle **be permitted** to keep chickens in his yard.

Be permitted is a subjunctive verb, part of a subordinate clause beginning with the conjunction **that**.

From the characteristics above, the researcher chooses that action verbs that are going to teach to the fourth grade of SDN 3 Nunggalrejo have characteristics of imperative mood. This is so because the researcher thinks that teaching action verbs through imperative mood makes the students easily to understand the action verb.

e. Tense

Every verb has a place in time. The actions or state of being may be immediate, in the here and now. It may have happened some time ago. It may have happened yet. We talk of the placement of a verbs in time, its tense, as being in the past, present, or future.

H. The Principle of TPR

Having fun makes language learners interested in learning the foreign language is also the principle of the TPR. In the TPR fun is provided through physical activities. As Asher (1997:1) stated that there are some TPR principles, those are

1) Stimulating memory with psychomotor associations: Language in the form of the teacher's commands is synchronized with body movements. According to Asher, this is the way to recreate the process by which children learn their first language. Beginning foreign language instruction should address the right hemisphere of the brain, the part which controls nonverbal behavior.

2) Comprehension before production: Students are not required to produce in the second language until they themselves decide that they are ready. Therefore students are allowed a silent period; an often lengthy period during which learners do not try to speak but they internalize the language by listening and comprehending it. Input (the new language material) is made comprehensible through listening and watching the teacher's modeling of commands and later fulfilling these commands.

3) Lowering the student's anxiety and stress reduction: This is achieved through the following: (1) students are not required to produce in the new language before they feel ready, (2) the teacher's commands are often zany and humorous in order to make language learning as enjoyable as possible, (3) students first perform the commands together with the teacher and in groups, (4)

early error correction is very unobtrusive and mistakes are allowed in the classroom at the beginning period.

4) Inductive teaching of grammar: The target language is presented in chunks and the focus is on meaning rather than on form.

5) Unobtrusive error correction in the early stages: Asher believes that it is more important to let the students just talk in order to lower their anxiety about making mistakes. Once their confidence in speaking is high they can be fine tuned to produce the subtleties of speech that approximate the native speaker. Moreover, Asher states that the emphasis on error-free production and correct form is risky and if done so most children and adults will give up before reaching even the intermediate level.

6) Selection of grammatical features and vocabulary items from the immediate classroom surroundings: These are the imperatives in the first place and concrete nouns. With imagination, almost any aspect of the linguistic code for the target language could be communicated using commands. E.g., the future and present tenses can be embedded into a command as, "When Luke walks to the window, Marie will write Luke's name on the blackboard!"; Abstract nouns are presented at the later stages once the students are ready to decode the grammatical structure of a language.

Those are some principles of TPR so that the teacher will be aware of the principles before teaching English as foreign language to create fun and get better language learning achievements.

I. Advantages of TPR Method to Children

The researcher thinks that it is important to consider the advantages of applying TPR procedure before doing action research in a school. As Aminuddin (2009:1) stated that TPR method which is developed by Asher; a professor of psychology at San Jose University California has succeeded in learning of foreign language for children. The success of learning process can not be separated from the advantages of TPR method itself. The advantages of using Total Physical Response Method in teaching English are wide.

Firstly, Total Physical Response method creates positive thinking which facilitates the student to involve in learning process, so it can develop not only motivation but also the aim of students in learning. Besides that this method is very easy and the usage of language contains of action games. That is the reason why it can help student to learn fast and effectively. Besides that it is also able to avoid the problem which students usually meet during the process of learning especially when they study foreign language.

Secondly, teaching vocabulary to children by using Total Physical Response method is very useful for children because children like to give response by using physical response first better than using verbal response. It is very suitable when the process of learning is emphasized on physical response in the students' response. Children also not only like to response and act out something new but also intend to know more and more about language by responding the action toward the given command.

Thirdly, this method can facilitate students with the meaning in real context. Students can memorize the vocabulary by looking at the action, even though the vocabulary is not translated. So the presence of action in the classroom is as an imperative to help teacher in explaining the materials for students and in understanding the meaning of vocabulary. Because of this method uses basic command and real context in the process of learning it is very helpful for students to know the meaning. By telling students to stand up, put their hands in the air, and pick up something and give it to another students, etc, are acting which commonly and naturally done by students so it is easy for them to memorize the vocabulary or utterance. TPR trains students to respond quickly and naturally while also teaching vocabulary in a fun, lively lesson.

The usage of Total Physical Response method emphasize in action so students are involved in activities in the process of learning. This circumstance is interesting to students. So by using this method students can accept the lesson easier and faster. Even though Total Physical Response Method is effective to teach vocabulary, teacher needs to think of media to set up the context in delivering the lesson of vocabulary to students. Besides, teacher should be willing to create conducive learning.

Fourthly, using Total Physical Response method is interesting and fun. It is very suitable for the students' characteristics which have been mentioned before. By giving something interesting and funny makes children attentively focused on the process of learning. Because of that situation children feel free to involve in learning process. Besides that they are not under pressed by the threatening

situation and condition. Finally they can get the aim of learning by keeping on learning and giving attention to the lesson.

Because of those advantages, the researcher thinks that using TPR procedure is good for overcoming problems in teaching learning English at SDN 3 Nunggalrejo.

J. Teaching Vocabulary through TPR

The beginning activities in teaching:

Ashers (1988) in Setiyadi (2006:135) said that he has written a book consisting of a relatively complete syllabus of teaching English as a foreign language. In the book he not only provides the readers with the language materials but the procedures of presenting the materials as well.

Using hands signals, motion four students to come up to the front of the classroom. Then gesture for two students to sit on either side of your facing the class. Other students in the class are often seated in a semi-circle so that there is a rather large space for the action.

Then say “stand up!” and immediately stand up as you motion the seated on either side of you to stand up. Next say “sit down!” and immediately sit down along with the four students. If any students tries to repeat what you have said, use signal silence by touching your lips with your index finger. Then say “stand up!”, and the group, including the instructor, should stand up; and then

“sit down!” each followed by the appropriate action until all response confidently, without hesitation (Ashers (1988:4-2) in Setiyadi (2006: 136))

After the learners can response the command confidently, the learners may practice giving the commands among them. The procedure above can be introduced by introducing the verbs “walk, stop, turn around, jump”. If the teacher observes the hesitation of the students in responding, the students should model the actions and commands with the students until the students individually quickly and accurately. When the learners are ready for expansion of utterances, the activities below can follow.

Point to the door. (The teacher and the students point to the door.)

Point to the chairs. (The teacher and the students point to the chairs.)

Point to the table. (The teacher and the students point to the table.)

(Ashers (1988:3-4) in Setiyadi (2006: 136)

After the students have enough understanding of the words, the language to teach can be expanded and the commands may consist of longer utterances. The teacher should always consider the language the students have mastered. The commands may consist of two or three actions but most (or all) of the words used in the commands must be familiar.

Point to the door. Walk to the door. (The teacher and the students point to the door and walk to the door.)

Touch the door. (The teacher and the students touch the door.)

(Ashers (1988:3-4) in Setiyadi (2006: 136))

As long as the learners can respond command accurately, no speaking is allowed. This is allowed in TPR that the learners can answer with gesture such as pointing.

Example would be:

Where is the towel? (Eduardo, point to the towel)

Where is the toothbrush? (Miako, point o the toothbrush)

Where is Dolores?

(Richard and Rodger's (1986: 96) in Setiyadi (2006: 136))

It is assumed that in the activities, the students have learned the verbs *touch*, *draw*, *erase*, *write* etc.

The following is another procedure suggested by Ashers (cited in Richards and Rodgers, 1986: 97). The instructor wrote on the chalkboard each new item and acted out the sentence. The students listened as she read the material. Some copied the information in their notebooks.

The TPR allows language learners to learn the target language in a manner similar to a child learns his/ her mother tongue. In a class that is taught through the TPR, a language teacher begins the class by modeling actions and the students observe and act the same actions. The students guess meanings by observing and acting follow simple commands and directions and then give commands to fellow classmates. Gradually, the students themselves will direct the class and decide who has to give commands.

K. Action Hypothesis

Based on the theoretical assumption above, the researcher formulates the following hypothesis:

TPR procedure is applicable to be used as a teaching technique to increase the students' vocabulary achievements.

TPR procedure is applicable to be used as a teaching technique to increase the teacher's teaching performance.

TPR applicable is applicable to be used as a teaching technique to increase the students' participation during the teaching learning process.