

CHAPTER II

THEORETICAL FRAMEWORK

A. Vocabulary

1. The Definition of Vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins wrote that “. . . while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed”.¹

The statement above the researcher took a summary that the statement above explained that vocabulary is one of the important of four skills. The vocabulary as the central of English language to understand other language. Not only speaking, writing, reading and listening that students must mastery but they also must learn vocabulary to rich their knowlwdge. Learning four skills will not running without mastery the vocabulary. Then, the first step to learning English language is learning vocabulary, to make them easy in study of foreign language.

“Deliberately teaching vocabulary is one of the least efficient ways of developing learners= vocabulary knowledge but nonetheless it is an important part of a well-balanced vocabulary programme. The main problem with vocabulary teaching is that only a few words and a small

¹ Vocabulary and Its Importance in Language Learning, bk_ELTD_Vocabulary_974.pdf

part of what is required to know a word can be dealt with at any one time.”² This statement explained that teaching vocabulary is one of the least efficient of developing learners vocabulary knowledge. But this is the one important of a vocabulary program to make a well.

2. Types of Vocabulary

Thorndike and Lorke in (Nation, 1990: 19) define types of vocabulary as follows:

Table 1: Types of Vocabulary, their Features, and the Implications for teaching and Learning. This is taken from the Journal of Nining Pujiningsih (Journal, 2010: 11) ³

Types of Vocabulary	Number of words	Frequency	Coverage of Text	Origins	Implications for teaching and learning
High-frequency words	2,000	Occur frequently	About 87% the running words in a text	About half are from Latin, French, or Greek	Spend a lot of time on these words. Make sure they are learned.
Academic vocabulary	800	Occur frequently in most kinds of academic texts	About 8% of the running words in academic text.	About to-thirds are from Latin, French, or Greek	If learners are in upper-secondary school or in tertiary education, spend a lot of time on these words.

² Paul Nation, “Teaching Vocabulary at Victoria University of Wellington, New Zealand,” *The EFL Professional’s written Forum: Asian EFL Journal*, 9.

³ Nining Pujiningsih, “Improving Students’ English Vocabulary by using Total Physical Response,” <https://core.ac.uk >pdf >12347905> (diunduh tanggal 14 Maret 2016)

					Make sure they are learned.
Technical vocabulary	About 1,000 to 2,000 for each subject	Occur , sometimes frequently, in specialized texts.	About 3% of the running words in aw specialized text.	About two-thirds are from Latin, French, or Greek	Learning the subject involves learning the vocabulary. Subject teachers can deal with the vocabulary, but the English teacher can help with learning strategies.
Low frequency words	About 123,000	Do not occur very frequently.	About 2% or more of the words in any text.	About two-thirds are from Latin, French, Greek.	Teaching strategies for dealing with these words. The words themselves do not deserve teaching time.

3. Teaching Process of English Vocabulary

Vocabulary teaching as a “social” process with comprehensible input is a must when expecting comprehensible output. The most important, teachers must provide students with adequate teaching methodology and time, as well as appropriate vocabulary and learning activities that will develop verbal skills.

Hatch and Brown describe five “essential steps” in vocabulary learning based on research into learner’s strategies:

- a. Having sources for encountering new words.
- b. Getting a clear image, whether visual or auditory or both, for the forms of the new words.
- c. Learning the meaning of the words.
- d. Making a strong memory connection between the forms and meanings of the words.
- e. Using the words.⁴

B. Total Physical Reponse (TPR)

1. Definition of Total Physical Response Method

TPR is a language teaching method developed by James Asher, a professor emeritus of psychology at San Jose State University. It based on the coordination of language and physical movement. In TPR, instructors give commands to students in the target language, and students respond with whole-body actions.⁵

TPR is the method usually used by the teacher. There are many differences of TPR method:

TPR is a special case of what Klein and others (quoted in page 6) had to say about response in general: new material is more quickly and firmly embedded in memory if it is tied to experience, to emotion, and to existing

⁴ Ibid.

⁵ “Total physical response,” https://en.m.wikipedia.org/wiki/Total_physical_response

motivation.⁶ ‘Also Earl W. Stevick argued, “I interpret its success as vindicating two of its most conspicuous characteristics: It encourages –indeed, practically forces – multisensory involvement and resulting multisensory images. It meets in an integrated way needs that are physical and social as well as cognitive.”⁷

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.⁸

TPR is the most powerful tool in your linguistic tool box; language-body conversations, the basis of TPR, is the most powerful tool in your box of linguistic tools. It will not solve all problems, but it will prepare your student for a successful transition to speaking, reading and writing. I call this stress-free tool, the Total Physical Response, known worldwide a TPR. It has stood “the test of time” for over 50 years in thousands of language classrooms worldwide.⁹

⁶ Earl W. Stevick, *Memory, Meaning and Method: A view of Language Teaching, second Edition* (Boston, Massachusetts: Heinle & Heinle Publishers, 1996), 132.

⁷ Ibid.

⁸ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (The Pitt Building, Trumpington street, Cambridge, UK: Cambridge University Press, 2001), 73

⁹ Dr. John Sperling, “The Total Physical Response (TPR) by Dr. James J. Asher is the royal road to language and math learning,” (Cambridge University: Sky Oaks Productions, Inc.)

2. Concept of Total Physical Response

Moreover, Peck in Richards adds that the best known of English as a Second Language approach involving movement is Total Physical Response.¹⁰ Asher stated that TPR is a method of teaching language by using physical movement to react to verbal input in order to reduce learners inhibitions and lower their effective filter. It reacts the learners to react language without thinking too much, facilitates long term retention, and reduces learners anxiety and stress.¹¹

In addition, Richard and Renandya from Peck explain that in TPR the teacher gives commands, models them, and gradually weans the young learners from watching the teachers' model.¹² TPR also combines a number of other insights in its rationale principles of children language acquisition are important. Noted that children, in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching, grabbing, moving, looking, and so on).¹³

In this method not only the teacher can give the commands or models but also another student. Then soon, the students or young learners are able to carry out a variety

¹⁰ Eka Sutri Harida, "Teaching Vocabulary By Total Physical Response (TPR) Method With Taboo (Aka Hot Seat) Game For Young Learners," *Forum Paedagogik*, Vol. V, No.1, (Januari, 2013),44.

¹¹ Ibid.

¹² Ibid.,45

¹³ Ibid. 45

of commands. The young learners understand most of what is said, and in the process acquire receptive language, especially vocabulary and grammar. A lesson might start with:

Teacher : stand up! (pause, then stands up)
 Touch your shoulder! (pauses,
 then touches shoulder)
 Sit down! (pause, then sit down).

Later, some young learners understand and follow the teacher's commands:

Teacher : Touch your head!
 Erika, Mahmud, and Syamid : (touch heads)
 Most other young Learners : (follow others and touch
 heads)
 Teacher : Good! Great job, Erika,
 Mahmud and Syamid.¹⁴

C. Aphasia

1. The Definition of Aphasia

Aphasias are Disorders of language that also interfere with other cognitive functions. According to Oxford dictionary, aphasia is a noun [U] (path) loss of ability to use speech or to understand speech (as the result of brain injury).¹⁵

¹⁴ Sutri Harida, *loc.cit.*

¹⁵ AS Hornby, *Oxford Advanced Learner's Dictionary of Current English* (Great Britain: Oxford University Press, 1974),34.

The aphasias are disturbances of language caused by insult (vascular damage, trauma, or tumor) to specific regions of the brain – usually, but not invariably, to regions of the cerebral cortex. Damage of the cerebral cortex does not result in an overall reduction in language ability; rather, lesions in different parts of cerebral cortex cause selective disturbances. Furthermore, these disorders involve more than breakdown in the production and comprehension of spoken language: The damage to the brain often affects other cognitive and intellectual skills to some degree. For example, as well shall see later, some aphasic patients have difficulty comprehending both speech and writing (Wernicke’s aphasia). Others have difficulty expressing thoughts in either written or spoken language (Broca’s aphasia).¹⁶

In addition, the physician Paul Broca observed that damage to the left side of the brain resulted in impaired language ability while damage to the right side of the brain did not. Since that time researchers have observed that approximately 70 percent of people with damage to the left hemisphere experience aphasia, an inability to perceive, process, or produce language because of physical damage to the brain.¹⁷

¹⁶ Eric R. Kandel and James H. Schwartz, *Principles of Neural Science* - (Holland: Elsevier North Holland,1981),843.

¹⁷ Nick Cipollone, *et al.*, *Language Files 7th ed.*, *Materials for an Introduction to Language &Linguistics* (Department of Linguistics: Ohio State University Press,1998),261.

2. Types of Aphasia

a. Broca's Aphasia

It seems to result in primarily *expressive* disorders. Accordingly, comprehension of the speech of others is not too much of a problem for Broca's aphasics, although they may have some difficulty matching the correct semantic interpretation to the syntactic order of the sentence.

b. Wernicke's Aphasia

Wernicke's aphasia, on the other hand, results in primarily *receptive* disorders: it is very difficult for a patient with this problem to understand the speech of others. ...this often results in Wernicke's aphasic misinterpreting what others say and responding in an unexpected way. Moreover, because the Wernicke's patient has trouble interpreting words from his or her mental dictionary, he or she has a tendency to produce semantically incoherent speech. These effects result in the type of speech ... wernicke's patients also often speak in circumlocutions, or expressions that people use when they are unable to name the word they want.

c. Conduction Aphasia

A third type of language disorder, called conduction aphasia, results from damage to the arcuate fasciculus. A patient suffering from conduction aphasia sounds something like a Wernicke's aphasic

(fluent but meaningless speech) but shows signs of being able to comprehend the speech of others.

d. Alexia and Agraphia

Those are both caused by damage to the angular gyrus. Alexia is defined as the inability to read and comprehend written words. This occurs when the angular gyrus cannot accurately match the visual form of a word with a phonetic form in Wernicke's area. Occasionally, this problem is accompanied by the inability to write words, known as agraphia.¹⁸

Above, the mention of types of the disorders have been classified by theory from Nick Cipollone, Steven Hartman Keiser, Shravan Vasishth that disorders of Aphasia are divided into 4 types. I too agreed with these statements that the researchers wrote in the language files seventh edition.

3. Different Types of Aphasia

Aphasia is categorized into four main categories which are described below:¹⁹

a) Wernicke's Aphasia:

Damage to temporal lobe, side portion of the brain results in a fluent aphasia called Wernicke's aphasia. Patients suffering from Wernicke's aphasia speak meaningless

¹⁸ Ibid.

¹⁹ Manoj Kumar, *et al.*, 'A Survey on Classification of Types of Aphasia Using Artificial Neural Network', *International Journal of Advanced Research in Computer Science and Software Engineering*, Vol. VI, Issue 2, (February, 2016), 302-303.

long sentences. They combine unnecessary words with the meaningless sentences leading to no sense of the phrase. For example, patient with problem may say, “You cold now that noodles pink coloured and that I went to get him from and take care of him like you me before.” it becomes difficult to infer the meaning of the phrase. Person suffering from Wernicke’s aphasia have great difficulty in understanding speech and are unaware of their mistakes.

b) Broca’s Aphasia:

Broca’s aphasia is one of the non-fluent aphasia. Patient with Broca’s aphasia suffer damage to the frontal lobe of the brain. Broca’s aphasia patients frequently speak short phrases but are able to speak with great effort. They are observed omitting small helping verbs and prepositions like is, and the. A person suffering from the disease can say, “walk to dog,” which means, “I want to take the dog to a walk.” Or “book four table” instead of “there are four books lying on the table”. They are often aware of their mistakes, difficulties an can become easily frustrated because they understand speech and language of others easily.

c) Anomic Aphasia:

The patients with amnesic (anomic) aphasia find it difficult to use proper words in their sentences. But the speech is mostly fluent and with accurate meaning.

Pauses can be observed in the speech due to their disability in retrieving proper words.

d) Global Aphasia:

It falls in non-fluent aphasia category. Left hemisphere lesion responsible for this is an aphasia type. Receptive as well as expressive ability is affected much. People with this aphasia express themselves through facial expressions, gestures etc.

4. The Following Problem of Aphasia

In addition, most of the individuals with aphasia may also have one or more of the following problems:²⁰

Difficulty on generating language:

- Experience difficulty coming up with the words they want to say;
- Replace the intended word with another word that may be connected in significance (e.g., “circle” for “sphere”) or unrelated (e.g., “tree” for “house”)
- Switch sounds within words (e.g., “wish dasher” for “dishwasher”)
- Use made-up words (e.g., “madeofwater” for “river”)

²⁰ Wangchuck Tshering Pema, ‘Aphasia- Overview and Teaching Strategies, *European Journal of Special Education Research*, Vol. I, Issue 1, (September, 2015), 61.

- Have difficulty putting words organized to create sentences
- Gather together made-up words and real words effortlessly but without making sense