

I. INTRODUCTION

The introduction of this research consists of background of study, formulation of the problems, the objectives of the research, the uses of research, last the scope of the research. The background of study is presented in this chapter. We can see the potential problems in this research, the objective of this research in educational field, the uses and the scope of the research.

1.1 Background of the Problem

As we know nowadays worldwide communication and information transformation is spreading rapidly among people and countries are possible by having, international language as means of communication. English used by most people in the world appears to be a means of establishing successful communication among the members of global society. As it is known, English continues to be the world standard language, and up to now there is no major threat to the language or to its global popularity. English plays a crucial role for future development of science, technology, and art.

Realizing the need of having qualified language uses for the future era Department of National Education states English as the first foreign language taught from the level of Elementary school up to level of university. This policy is implemented by including English as a local content for grades IV, V, and VI of

Elementary School. As an elective subject the main aim of this program is to develop students' interest in English. This idea is implemented by giving one of the most important language components, namely vocabulary.

Based on the guidelines of 2004 curriculum of English local content for elementary school, the target of English vocabulary that should be reached by the fourth grade of elementary school students is 200 - 250 words, and one of the objectives of teaching English at elementary school is that the students should master a number of vocabularies in order to be able to understand and makes simple sentences in English. Besides, the students are expected to be able to communicate at least in very simple sentences.

In line with the policy, this program consequently needs appropriate teaching method to reach the goal stated. The students' condition as their psychological aspect must be considered besides other aspects such as environment and equipment. Thus, the teaching-learning activity must be planned in such a way that it will become an interesting thing for the students.

In learning a language students will automatically learn vocabulary. It means that by understanding a language, students automatically require the master of its vocabulary. Rivers (1970:46) states that it is impossible to learn a language without mastering vocabulary. The statement means that learning English cannot be separated from learning Its vocabulary.

Vocabulary is one of the English language components that should be taught in Elementary School. Effendi, and Restina, (1997:1) tested that one of students'

weaknesses in using English is they lack of vocabulary. In other words, students will find difficulties to communicate if they lack of vocabulary. As a result, they feel frustrated when they cannot find the appropriate words to express their thought and ideas. This affect the students' motivation in learning language especially elementary students.

Marla, Tricth (1981: 221) says the students can understand the meaning of vocabulary and they can respond it appropriately when they hear or see it.

Accordingly, this research tries to search for the most prospect methods to be used for teaching vocabulary. The proposed methods, then, should have the characteristics to minimize the problems as listed by Wallace above.

The characteristics that the proposed method should have are:

1. The method should give enough chance for the students to use the target vocabulary in contextual situation.
2. The method should have sufficient theoretical and logical bases to ensure their applicability in the teaching and learning process.

The two requirements above seem to be the answer to the problem that most students of foreign language are undergoing as stated by Wallace and Marla, Tricth above. In this case, the writer will choose two methods, namely: Direct Method and Silent Way. In Direct Method, correct pronunciation and grammar are emphasized by the teacher. It makes the students not independent and responsible by themselves. While in Silent Way, teaching learning is facilitated if the students learn based on the self-correction. So, this way makes students

independent, autonomous, and responsible. It means that the teachers have to make the students rely on themselves. The students can produce any sound and the teacher will never ask anybody else to do it for them. So, the students are hoped to be responsible for the vocabulary that they select or produce based on acceptable forms. Furthermore, in Silent Way the teacher functions as a guide, an organizer, a resource, and as an evaluator.

Based on the explanation above, the researcher wants to do a research to see which of the two methods is more effective for teaching vocabulary at elementary school.

The researcher focuses the research on student's vocabulary achievement because English at elementary school is still limited on introduction of vocabulary and simple communication expression appropriate with the students' development. The researcher choose SDN 1 Pisang, Penengahan, Lampung Selatan at the fourth grade students because he thinks that those two method are considered as the most appropriate method to master vocabulary.

1.2 Formulation of Problem

Based on the background above, the researcher formulates the problem of the research as follow:

1. Is there any significant difference of vocabulary achievement between the students who are taught through direct method and those who are taught through silent way?
2. Which methods proposes better vocabulary achievement?

1.3 Objectives of the Research

The objective of this research is:

1. To see whether there is significant difference between the students are taught through direct method and those who are taught through silent way.
2. To see which methods proposes better vocabulary achievement.

1.4 Uses of the Research

The uses of this research are:

1. Theoretically

The result of this research is expected to confirm and clarify the previous theories about direct method and silent way.

2. Practically

The result of this research can be used as information for the English teachers to select one of the two techniques that is more effective for the teaching vocabulary for elementary level.

1.5 Scope of the Research

This research will be conducted at the fourth grade of elementary school. It will be a quantitative research focusing on the vocabulary achievement by applying Direct Method and Silent Way. The material taught for vocabulary is taken from the text book for the fourth grade of elementary school. In this research the researcher focuses on the concrete nouns (things in the classroom, my body, and , my house).

1.6 Definition of Terms

Some terms are defined in order to give basic understanding of the related variables and concepts. These are stated below:

1. Vocabulary is a set of words known to a person or entity, or that are part of a specific language which will make the language meaningful.
2. Direct Method is a way of teaching a foreign language insists that only the target language should be used in the class and meaning should be communicated directly by associating speech forms with realia, picture, and pantomime.
3. Vocabulary achievement is a number of words that have already been achieved by students as their basic knowledge, and those that will be achieved by the students.
4. Silent Way is the language as groups of sounds arbitrarily associated with specific meanings and organized into sentences or strings or meaningful units by grammar rules