

II. FRAME OF THEORIES

This chapter discusses about the concept of vocabulary, the concept of teaching vocabulary, the concept of method, the concept of Direct Method, procedure of teaching English vocabulary through direct method, concept of Silent Way method, the principle of teaching vocabulary through Silent Way, theoretical assumption, and hypothesis.

2.1 Concept of Vocabulary

Literally, vocabulary is knowledge of words and words meaning, knowledge of word implies not only a definition but also how that word fits into the world. Vocabulary is grouped into a simple word, a compound word and idiom, Lamb (1963: 19) defines a simple word as a single word that may or may not have a prefix and/ or a suffix, Furthermore *table, chair, book, ball*, etc. While a compound word is a word coined from two or more other words. Trask (1999: 120) says that compound word is two or more existing words are simply combined. A compound word may be written as one word, two words or as hyphenated word, mean while *textbook, classroom*, etc. Idiom is a group of words with a meaning which is different from the individual words and often difficult to understand from the individual words, for instance *look for, turn on, get off*, etc.

Vocabulary is important for learning a language, if students cannot master a sufficient amount of vocabulary, the students will fail to use the language satisfactory both in oral and in written form.

Hornby (1984: 959) states that vocabulary is the total number of words, with rules for combining them which makes up language. In other words, language is built up by vocabulary. Rivers (1970: 462) says that it would be impossible to learn a language without learning its vocabulary. It suggests that vocabulary has very important role in learning a language. This supported by Byrne (1976: 10) states that in order to communicate effectively, the learners need an adequate mastery of vocabulary.

It is obvious that without of mastery vocabulary, one can convey nothing. Even though one masters the grammar of a certain language but without having knowledge on its vocabulary, he/she will not be able to communicate or to express our idea using that language. Wilkin (1983: 3) says that without grammar little thing can be conveyed, without vocabulary nothing can be conveyed. One can still understand the language even if we know nothing about grammar. On the other hand, the language will tell us nothing, if we do not know anything about vocabulary. Thus, vocabulary is an essential part of language which makes the language meaningful.

According to Diamond and Guthlon (2006) vocabulary is the knowledge of words and word meanings. As Stahl (2005) puts it, vocabulary knowledge is knowledge;

the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through direct exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.

In other words, it is clear that learning vocabulary plays an important contribution in learning language which must be considered by the teacher in order to choose the suitable strategy in teaching vocabulary and must be careful in selecting the vocabulary that will be taught.

The 2004 curriculum for English education in our country states that English would be taught earlier as an elective subject, starting from the fourth year of elementary School following the Nine Years Primary Education Program. The target Vocabularies in year – 4 are 200-250 words. The English lesson in Elementary school still focuses on the introduction of vocabulary and simple communication: good mourning, goodbye, or here you are (The Guidelines of English for Elementary School – Local content Curriculum Lampung).

Finally, The researcher assumes that vocabulary is very important in language learning since it functions as the basic knowledge in learning a language.

2.2 Concept of Teaching English for Young Learners

Young Learners between the ages of four eleven are believed to be better at learning second language more easily. This belief seems to come from the critical period hypothesis: the claim that human beings are only capable of learning language between the age of two and the early of teens (Cook in Setiadi, 2003: 162).

Teaching can be defined as giving instruction to learners by using method, technique, and media to achieve the goal. Anthony (1963:30) in Saptorini (2006:9): A technique is the implementation, which actually take place in a classroom is particular trict strategy or contrivance use to accomplish an immediate objective. In the process of teaching and learning English in the class, the teacher has the important role in developing the students' achievement in order that the students can absorb the information in English.

According to Corder (1973) in Saptorini (2006) we should answer two important questions, what to teach and how to teach. Teaching involves the materials and the methods or techniques. Related to teaching vocabulary for young learners, it necessary for the teacher to select appropriate method.

1.5 Concept of Teaching Vocabulary

Considering the importance of vocabulary in language teaching, teaching vocabulary should be taken into account. Schaefer (2002:1) states that good vocabulary teaching is the creation of context in which the students constantly use

relevant vocabulary in their reading, listening, writing, and speaking. Diamond and Gutthlon (2006:4) states teaching vocabulary should provide students with opportunities to encounter words repeatedly and in more than one context.

However, the teaching process of vocabulary needs a good technique in order to help the students to get the meaning and to use the words. As stated by Allen and Vallete (1983:116-117) in Gnainoska (1998:12), teaching vocabulary can be meaningful if the teacher can conduct the teaching process by combining the available techniques of teaching. It is hoped that a good technique will be more enjoyable, interesting and motivating so that the students will not be bored in process of learning. It means that the teacher has to be aware with the kinds of teaching techniques that he/she will use to achieve the goal of teaching learning process. Beside the technique that should be considered, the teacher also should consider the vocabulary that will be taught. The teacher must select the vocabulary based on the curriculum.

Bismoko (1974:64) states that the teacher must select the words which can be learned once in time, which words should be chosen for teaching and which one should be left out. In teaching a vocabulary the teacher should be careful in selecting the words. According to Harmer (1991:145) a general principle of vocabulary selection has been that of frequency. Teacher can decide which word they should teach of how frequently the words that are used by speakers of the language. The words that are commonly used are the ones teacher should teach first.

Nation (1990:18) states that when a teacher teaches a word, she or he has to teach three things, they are; the teacher should:

- a. Teach the shape, or form of the word.
- b. Teach the meaning of the word.
- c. Teach the form and the meaning of the word together.

As stated by Nation (1990:51) that the meaning of words can be communicated or taught in many different ways such as by using picture or demonstration.

Nation also stated that some people criticize translation in mother tongue as way of communicating or teaching meaning of word. Their objections are:

- a. There is usually no exact correspondence between one language and another.
- b. The use of the mother tongue takes time could better be spent in using English.

All of the criticisms are true. But they can also be applied to the use of pictures, drawings, demonstration, and the use of real object.

In direct method, the form of the words and the meaning of the words are able to be given to learners by demonstration, picture . The teacher should demonstrate, it is desirable that students make a direct association between the target language and the meaning.

2.4 Concept of Method

Hornby (1984:533) said that method is a way of doing something. Based on the definition above it means that method ia a way of teacher's efforts to make the teaching learning process to be effective.

While Anthony (1986:16) said that a method is an overall plan for the orderly presentation of a language material, no part of which contradicts and all of which is based upon the selected approach. An approach is axiomatic while a method is procedural.

The definition above are supported by Rogers (1986:16) who said that a method is theoretically related to approach which is organizationally determined by a design and is practically realized in procedures.

The two definition above mean that the approach and method are treated at the level of design, that level contain objectives, syllabus and content are determine on the role of teacher, learners and instructional material are specified, so design itself consist of steps and procedures of the teacher who should carry out in teaching in order to achieve the goal.

2.5 Concept of Direct Method

Direct method has one basic rule, which no translation is allowed (Larsen Freeman, 1986:18). The teacher should not translate when she or he teaches the material. In other words, the researcher can say that the native language should not be used in the classroom. When the teacher introduces new target language word or phrase, the teacher demonstrates its meaning through the use of realia, picture, or pantomime; the teacher never translates it into the student's native language. It is desirable that the students make direct association between the target language and the meaning. So in direct method, meaning is to be connected directly with the target language, without using the process of translating into the

students' native language. The method relies on a step-by-step progression based on question-and-answer sessions. It provides a motivating start as the learner begins using a foreign language almost immediately.

Since, no translation is allowed in direct method, objects (such as, real, picture etc) presented in the immediate classroom environment should be used to help students understand the meaning (Larsen-freeman, 1986:22).

Like other methods, direct method also has assumptions about language learning. Basic assumption about language learning of the direct method. They are:

- Meanings are made clear by presenting realia, picture, and pantomime. Translation may be an easy way to make meaning clear but it will not make the students learn the target language directly.
- Self-correction is more emphasized than teacher correction. This will make the students think in the target language, not do parroting. This can be done by asking them to make a choice between what they said and an alternative answer provided by the teacher. Self correction also can be done by repeating what they said in a questioning voice to signal to the students that there is something wrong.
- Vocabulary is learn more effectively if they use it in full sentences rather than memorize it. The teacher can repeat new words by asking them to the students several times in different contexts.
- Teaching another language means taking a role as a partner of the students in communications. The interaction between the teacher and the students are two-way interaction. The teacher can ask the students and vice versa. Besides

functioning as a partner, the teacher also a facilitator; he/she can show the students what errors they have made and how they correct the error.

2.5.1 Principles of the Direct method

Larsen freeman (1986:22) states some principles of “Direct Method” are:

1. Reading in the target language should be taught from the beginning of the language instruction.
2. Object (e. g, realia or pictures) presented in the immediate classroom environment should not be used to help students understand the meaning.
3. The native language should not be used in the classroom.
4. The teacher should demonstrate not explain or translate. It is desirable that students make a direct association between the target and the meaning.
5. The students should learn to think the target as soon as possible. Vocabulary is acquired more naturally if the students use it in full sentences, rather than memorizing word lists.
6. The purpose of language learning is communication (therefore students need to learn how to ask question as well as answer them).
7. Pronunciation should be worked on the right form the beginning of the language instruction.
8. Self correction facilitates language learning.
9. Lesson should contain some conversational activity-some opportunity for students to use language in real contexts students should be encouraged to speak as much as possible.

10. Grammar should be taught inductively there may never be explicit grammar rule given.
11. Writing is an important skill, to be developed from the beginning of the language instruction.
12. The syllabus is based on situations on topics, not usually on linguistic structures.
13. Learning another language also involves learning how speakers of that language live.

Based on Freeman's principles of direct method the writer has proposed some sequences of the principles of Direct Method in teaching vocabulary in the classroom. They are:

1. Object (e. g, realia or pictures) presented in the immediate classroom environment should not be used to help students understand the meaning.
2. The native language should not be used in the classroom.
3. The teacher should demonstrate through the use of realia or picture. It is desirable that students make a direct association between the target and the meaning.
4. The students should learn to think the target as soon as possible. Vocabulary is acquired more naturally if the students use it in full sentences, rather than memorizing word list.
5. Lesson should contain some conversational activity-some opportunity for students to use language in real contexts students should be encouraged to speak as much as possible.

6. The syllabus is based on situations on topics, not usually on linguistic structures.

2.5.2 Procedure of Teaching English Vocabulary through Direct Method

Teaching English vocabulary through Direct Method can be done by having the following procedures (Larsen Freeman, 1986:18):

1. Choose a particular situation (situation as at the school) or particular interesting topic (such as at the market) and write a short passage or a dialogue on the theme we have chosen.
2. Brings the students to real conditions if it is possible. If it is possible we can bring some objects or pictures to the classroom.
3. Introduce the method we are going to use (the rule) and tell what they are going to learn (vocabulary).
4. Ask the students to prepare their notebook, pen, etc.
5. Demonstrate the parts (the meaning) of the words through the use of realia, picture, or pantomime when we are teaching the students. Don't translate the meaning into the student's native language.
6. Repeat the process of demonstration the parts (the meaning) of the words through the use of realia, picture, or pantomime several times.
7. Ask the students if they have question. Try to create questions and answers sessions.
8. Do the question and answer sessions several times.
9. Let the students discuss the lesson with their friends.

Based on Freeman's procedure the writer has proposed some sequences of the implementation of Direct Method in the classroom. They are:

1. The teacher selects a certain topic such as "occupation". The teacher prepares the media. In this case, the teacher uses pictures of occupation.
2. Tell what they are going to learn (vocabulary).
3. Start the research activity (teaching English vocabulary about occupation. First, the teacher shows the picture; in these steps the teacher puts the pictures on the white board). Finally, to know whether the students understand the lesson or not, the teacher ask about occupation.
4. Repeat process of describing and demonstrating several times.
5. Ask if the students have any questions.
6. Carry out question answer session several times.

To know the result of the students' acquisition of the lesson, the teacher asks the students to do the test based on the material.

2.6 Concept of Silent Way

A method of language teaching that seems to reflect the influence of cognitive-code theory of learning is the system developed by Gattegno (1972) called "Silent Way", in Silent Way learning is continuing and living process. It occurs on a continuum and leads towards mastery (Setiyadi, 2003). The idea is that the students know that they are doing, that they are not only saying something without being aware of what they are saying. In order for them to be aware, the new material has to have a relationship with a previous one so the students can easily

make associations since the association process build upon the learning process by adding new segment of language to the previous one.

In Silent Way, it is also believed that learning take place more effectively under certain conditions. Based on the conditions of the language learning, Silent Way has some assumption (Richards and Rogers, 1986: 99). It means that in teaching learning process, the learners should develop independent and responsibility. At the same time, learners in classroom must cooperate with each other in the process of solving language problem.

2.6.1 Principle of Teaching Vocabulary through Silent Way

Richards and Rogers (1986: 99) states some principles of “Silent Way” are:

1. The teacher should star with something the students already know and build from that to the unknown. Language share a number of features, sound being the most basic.
2. Language learners are intelligent and bring with the experience of already learning a language. The teacher should give only what help is necessary.
3. Language is not repeating after model. Students need to develop their own inner criteria for correctness to trust and to be responsible for their own production in the target language.
4. The teacher makes use of what students already know. The more the teacher does for the students what they can do for themselves, the less they will do for themselves.
5. Learning involves transferring what one knows to new contexts.

6. Reading is work on form the beginning but follows from what students have learned to say.
7. Silence is tool. It helps to foster autonomy, or the exercise of initiative. It also removes the teacher from the centre of attention so he/she can listen to and work with students.
8. Meaning is made clear by focusing students' perceptions.
9. Students can learn from one another. The teacher's silence encourages group corporations.
10. If the teacher praises (or criticizes) students, they will be less self-reliant. The teacher's actions can interfere with students' developing their own criteria.
11. Errors are important and necessary to learning. They show the teacher when things are unclear.
12. If students are simply given answers, rather than being allowed to self-correct, they will not retain them.
13. Students need to listen to themselves.
14. At beginning, the researcher needs to look for progress, not perfections. Learning takes place in time. Students learn at different rate.
15. A teachers' silence frees the teacher closely observe the students' behavior.
16. Students must give their attention to the teacher in order not to miss what he says. Students' attention is a key to learning.
17. The elements of the language are introduced logically, expanding upon what students already know.

18. Students gain autonomy in the language by exploring it and by making choices.
19. Language is for self-expression.
20. The teacher can gain valuable information from students' feedback.
21. Some learning take place naturally as we sleep. Students will naturally work on the day's lesson.
22. The syllabus is composed of linguistic structures.
23. The structure of the syllabus are not arrange in linear fashion, but rather are constantly being recycled.
24. The skills of speaking, reading, and writing reinforce one other.

In the teaching learning process the students should be active and listen carefully what the teacher says.

2.7 Theoretical Assumption

Vocabulary is one of the language component that has an important role for the students who learn a language because if the students have limited number of vocabularies, they will be failed to communicate by using the language satisfactory both in oral and written form.

Teaching vocabulary can be defined as teaching in which students deal with words trough various ways used by teacher. However, not all of ways is appropriate for the students' level and needs, therefore teacher should have the ability to choose the appropriate way and implement it in the teaching learning

process to obtain the goal. The use of an interesting aid is necessary to motivate the student to learn.

Based on the theoretical framework above, the researcher assumes that teaching vocabulary through Direct Method and Silent Way has different result in teaching learning process.

In Direct Method, the student give respond if the teacher gives some questions, and the correct pronunciation and grammar are directly emphasized by the teacher. On other hand, In Silent way, the student are hoped to learn based on themselves. Therefore, the students must pay attention to what the teacher instructions. Thus, the writer can say that Direct Method gives the students more chance to master the vocabulary being studied.

2.8 Hypothesis

Referring to the theories and the theoretical assumption above, the writer stated hypothesis that was computed by using independent t-test :

1. Three is significant difference between the students who are taught through direct method and those who are taught through silent way.
2. Three is no significant difference between the students who are taught through direct method and those who are taught through silent way.