

## **II. LITERATURE REVIEW**

This chapter discusses about the description of vocabulary, the description of teaching vocabulary, the description of direct method, procedure of teaching English vocabulary through direct method, theoretical assumption, and hypothesis.

### **A. Description of Vocabulary**

Learning a language cannot be separated from learning its vocabulary because vocabulary is one of the most important aspects of language. If we cannot master a sufficient amount of vocabulary, we will fail in using a language satisfactorily either in oral or in written form. As Fries (1973:32) states that vocabulary is the essential area of learning language. Vocabulary can help students in speaking, writing, listening and reading. By having enough vocabulary, there will be less difficult in comprehending the text and in expressing ideas in speaking and writing. As Lewis (1993) stated the important vocabulary as being basic to communication, if learners do not recognize the meaning of words. They will be unable to participate in the conversation. No matter how well the students learn grammar, no matter how successfully the sounds of English are mastered, without expressing a wide range of meanings, communication cannot take place in any meaningful way. The writer inferred that vocabulary refers to the basic element of a language that makes the communication effective.

Vocabulary can be defined as a set of lexeme including simple words, compound words, and idioms (Lamb, 1963:19). According to Lamb, a simple word is a single word that may or not may have a prefix and/or suffix, for example: book, chair, table, etc. While a compound word is a word join from two or more other words, as supported by Trask (1999:120) states that compound word is two or more existing words, which are simply combining. Compound word can be written as one word, two words or as a hyphenated word, such as fireman, policeman, putdown, 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, look at, give up, carry out, etc.

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.

As stated by Fries (1975:45), vocabulary can be classified into some types, namely:

1. Content Words represent the name of subject or things, that is: noun (doctor, farmer, and door), action done by those things, that is: verbs (drive, plant, and teach), and the qualities of those things, that is: adjectives (tall, sweet, delicious, etc).

Example:

- You play football  
Noun

- They sing a song  
Verb

2. Function words are those words used as a means of expressing relation of grammar/structure, such as conjunction (and, however, but), article (a, an, the), and auxiliaries (do, did, does).

Example:

- Tia and Tata are at home, they do not go to the movie.  
Conj Aux

3. Substitute words, those represent not to the individual things or specific action, but function as substitutes for whole form 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 of number (each, both, etc).

Example:

- You can trust on me (personal pronoun)

- Everybody has problems

4. Distributed words, those are distributed in use according to grammatical matter as the presence of a negative. Such as: any, either, etc.

Example:

- John does not drink milk either.

Macfayden (2007: 1-21) divides content words into some categories: verb, noun, adjective, and adverb. Verb is perhaps the most important part of the sentence. A verb asserts the most important part of the sentence and expresses actions, events, or states of being. The verb or compound verb is the critical element of the predicate of a sentence. Verb fall into three categories: transitive verbs, intransitive verbs, and linking verbs. Transitive verb is a verb, which needs direct objects. e.g. police caught the man ("the man" is the direct object of the verb "caught"). For example: answer. buy. continue. borrow. call. meet. bring. etc. meanwhile intransitive verb is a verb, which does not need direct object. For example: arrive, come, go, stay, cry, etc. while linking verbs, e.g. my elder brother become an engineer. This verb does not show action, for example: be (am, is are, was, and were), become, seem, etc.

The second category is a noun. Heather Macfadyen says that a noun is a word used to name a person, animal, place, thing, and abstract idea. Noun fall into five categories: proper nouns (Indonesia, Monday, Soekarno, etc), common nouns (boy, chair, description, etc), material nouns (fish, stone, sand, etc), collective nouns (people, family, couple, etc), abstract nouns (beauty, honesty, kindness, etc). Beside that noun has other category: count and noun-count nouns. A count noun is one that can be counted, book-one book, two books, person-one person, two people, etc. Meanwhile a non-count is one that cannot be counted, e.g. milk-you cannot say: one-milk or two milks. It is possible, however, to count some

non-count nouns if the substance is placed in a countable container, e.g. glass of milk, two glasses of milk, etc.

For example:

- This is one of the food that my doctor has forbidden me to eat. (Non-countable)
- We painted the window blue and the door red. (Countable noun)

The next category is adjectives. Adjectives fall into two categories: descriptive and limiting. Descriptive adjectives are those, which describe the colour, size, or quality of person or thing (noun or pronoun). For example: beautiful, large, red, interesting, important, colorful, etc. It means that an adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun, which it modifies. Limiting adjectives place restriction on these and those are plural form. For example: cardinal numbers (one, two), ordinal numbers (first, second) possessives (my, your, his), demonstratives (this, that, these, those), quantity (few, many, much), articles (a, an, the). All others remain the same whether the noun is singular or plural.

For example:

- Vianca is a nice girl
- Dany is a naughty boy

The last category is adverb. Heather Macfadyen says that an adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answers questions such as how, when, where, how much. Many descriptive adjectives can be changed to adverbs by adding -ly suffix to the adjective base. Unlike an adjective, an adverb can be found in various places within the sentence.

For example:

- She walks slowly  
Adv
- He was driving carefully  
Adv

In this research, the material of teaching English vocabulary will be taken from the content words (noun and verb) since the researcher assumes that it is appropriate with Junior high School students.

## **B. Description of Teaching Learning Vocabulary**

Considering the importance of vocabulary in language teaching, teaching vocabulary should be taken into account. 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 meaning full 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 she will use to achieve the goal of teaching learning process. Beside the technique that should be considered, the teacher also should be considered to the vocabulary will be taught. The teacher must select the vocabulary based on the curriculum.

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:

- There is usually no exact correspondence between one language and another.
- Translation in mother tongue is indirect.
- The use of the mother tongue takes time which 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 and realia. The teacher should demonstrate, it is desirable that students make a direct association between the target language and the meaning.

### **C. Description of Direct Method**

Direct method has one basic rule, which is 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. The following are 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.

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 through the use of realia or picture. 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.

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#### **D. Teaching Vocabulary through Direct Method**

The basic assumption about language in this method is that language is seen as a set of grammatical rules and its vocabulary in real situation. Grammatical rules and its vocabulary are presented in the texts: oral or written texts. Language teacher should use the grammar and vocabulary in contexts and then relate them to the situations in the classroom. In this method vocabulary is emphasized over grammar. If language learners do not understand some words, the language teacher will demonstrate in the target language to make the students understand the meaning through realia, pictures and pantomime.

Based on the theories the writer has explain above, the writer find some advantages and disadvantages of teaching vocabulary through direct method are:

- The students pay more attention to word and grammar used in oral communication.
- The teacher and the students are like partner in teaching learning process organized in question and answer.

The weaknesses of teaching vocabulary through direct method are:

- Using oral communication skills makes the teaching learning process misunderstanding for the students because oral communication skills often use questions.

### **E. 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.
7. To know the result of the students` acquisition of the lesson, the teacher asks the students to do the test based on the material.

#### **F. Theoretical Assumption**

Referring to the theories mentioned above, the writer assumes teaching English by using an interesting method will influence the learners learning achievement. The Direct Method is different from teaching English vocabulary by using other methods. In teaching English vocabulary through direct method, the teacher should demonstrate, the teacher does not explain or translate the material; it is desirable that the students make a direct association between the target language and meaning. In teaching vocabulary, the teacher can use it with the real objects,

the picture and etc. therefore the students can easily remember the vocabularies because they are acquired directly. The students use the vocabularies in full sentences rather than memorize a word list.

Based on the theories, the writer also assumes that different teaching method may give results. The Direct Method is assumed to have contribution for the students of Junior High School on the vocabulary achievement.