CHAPTER II
FRAME OF THEORIES

This chapter discusses about the concept of language teaching, concept of vocabulary, concept of teaching vocabulary, concept of learning vocabulary, concept of visual aids, concept of Montessori Method, implementation of teaching vocabulary through Montessori Method, advantages and disadvantages of Montessori Method.

A. Concept of Language Teaching

Basically, language teaching is the process of transferring knowledge of language, including listening, speaking, reading and writing. In this process teacher presents the materials to the students. Here, the teacher acts as a facilitator, model and guide in the classroom interaction.

Because language is a tool of communication, everybody needs to know how to speak and how to study language. In giving and taking information to or from others, of course people interact by using language.

In learning language, the learners need to pay attention to the vocabulary of the language which is learned. In mastering the four skills of language, vocabulary is one important part that must be learned in order the learners can make an interaction with other. So, there is close relationship between learners' vocabulary and the four skills in mastering language. But it does not mean that the great number of vocabulary will assure the learner success in his or her study, but lack of vocabulary certainly will in delay his or her progress in studying language.

Teaching English can be modified to any situation. In this case, classroom activity depends on situation. It will be insufficient if in the process of teaching and learning is carried out through speaking and writing only. The teacher may not realize his or her failure in teaching without covering the four skills of language and the components. Fortunately, now days there are various creative techniques and approaches in transferring language skills to the students.

Terry (1980) says that individuals' may be completed by an aid. This means that an aid can help either the teacher or the students in developing their skills. So far, the writer want to use games as a media in teaching vocabulary by using games, actually is not new one, but the frequencies of using it, is still low. Therefore the writer applies the games in this classroom action research.

B. Concept of Vocabulary

Vocabulary is one important part of the three components of language. Those components are vocabulary, grammar, and phonology. We do not find the difficulty in making communication with other people, either in taking or giving information, we need to master a language. In mastering that language we need to know the large sum of its vocabulary. Webster (1998: 1124) says that vocabulary is a sum or stock of words used in language by class, individual, or field of knowledge. It is similar to Atter statement (1977: 365). He states that vocabulary is a list of words with their meaning, or stock of words used by people, person, or group. Those ideas are supported by Hornby (1984: 959) he states that vocabulary is a total number of words with role of combining them to make a sentence. River said that it would be impossible to learn a language without vocabulary learning language means learn its vocabulary its means that vocabulary is the most important things in language. A language will be meaningful because of its use of vocabulary. Meanwhile, Fries (1959:38) states that

vocabulary is the essential area of language learning. It has meaning that learning a language of course is learning its vocabulary too, because vocabulary is one component of language that cannot be separated in learning the language. Therefore students who are rich in vocabulary are easier to learn language than the poor ones. Its refers that by mastering a great number of vocabularies students will learn foreign language easily. In other words, to master a foreign language we have to master the vocabulary first.

Furthermore, Wilkins (1972:3) says that without grammar little things can be conveyed but without vocabulary nothing can be conveyed. Obviously confirms that one express his idea and opinion to the other without thinking of grammar. Anyone cannot express his idea and opinions to other without having vocabulary. So, the writer assumes that vocabulary plays important role in a language.

Based on the explanation above, it is clear that teaching and learning vocabulary of a language is important, because by mastering a great number of vocabularies the learner will progress their ability in mastering language. According to writer it hoped by mastering a great number of vocabularies will be easier for the language learners to learn the foreign language and use it for their communication.

Based on Fries (1974:4), vocabulary is clarified into four types:

1. Content words represent the name of subject or things that is nouns, verbs, adjectives and adverb.

2. Function words are those words which are used as a means of expressing relation of grammar structure, such as conjunction, article, and auxiliaries.

3. Substitution words, those which represent the individual things or specific action as substitutes for whole form classes of words, that is, identify.

4. Distributed words, those are distributed in use according to grammatical mater as the presence or absence of a negative.

This research is focused more on the content word because content word consists of words that can be associated into, and other types of words cannot be well associated as they have limited words.

Concept of Noun

Noun is head word of grammatical structure of sentence. Noun refers to all things either concrete or abstract those are available in our environment. Webster (1988:928) define as any class of word naming or denoting a person, thing, place, action, quality, etc.

Noun has some functions, they are :

1. As subject, e.g. *The house on the corner belongs to my uncle.*

2. As direct object, e.g. *My husband sells expensive Chinnese antiques.*

3. As indirect object, e.g. *My uncle sold that rich couple some expensive antiques*

4. As object of preposition, e.g. *The price of those antiques is very high.*

5. As complement of subject, e.g. *My uncle is the richest man in town.*

6. As complement of object, e.g. *I consider my uncle a very fortunate man.*

Types of Noun :

1. Countable Noun, e.g. *There are three cars in the park.*

2. Uncountable Noun, e.g. *The sea is full of sand*.

Concept of Verb

Verb is the part of speech (or word class) that describes an action or occurrence or indicates a state of being. For example: I'm teaching English in the class.

There are two main classes of verbs: (1) the large open class of lexical verbs (also known as *main verbs* or *full verbs*--that is, verbs that are not dependent on other verbs) ; Regular verbs

just to end in the last verbs it is using suffix ed. Example in a sentence *"a baby cried long the night"*.

e.g ;

Verb I	Verb II	Verb III
bake	bake	baked
cry	cried	cried
dance	danced	danced
decide	decided	decided
hope	hoped	hoped
help	helped	helped
study	studied	studied
stop	stopped	stopped
stay	stayed	stayed

Irregular Verb to classify these verbs according to form or verb.

e.g

Verb I	Verb II	Verb III
awake	awoke	awoke
burn	burnt	burnt
do	did	done
eat	ate	eaten
find	found	found
forget	forgot	forgotten
go	went	gone
have/has	had	had
ring	rang	rung
take	took	taken

And (2) the small closed class of auxiliary verbs.

e.g ; can-may-must-should

> *My father can speak French perfectly.*
> *You may come to my house.*
> *You must go now, because I want to go bed.*
> *You should study hard.*

The two subtypes of auxiliaries are the *primary auxiliaries*, which can also act as lexical verbs, and the [modal auxiliaries](). The focus of this study is the full verbs in which verbs that aren't dependent on other verbs.

Concept of Adjective

Adjective is the part of speech that modifies a noun or other substantive by limiting, qualifying, e.g. comfortable, bigger, best, etc. Any of the words belonging to this part of speech, such as *white* in the phrase *a white house.*

e.g ;

> *A white house is bigger than the yellow house.*
> *Garuda restaurant is more comfortable than Gazebo restaurant.*
> *John is bigger than Michael.*

Concept of Adverb

Adverb is the part of speech that is used for describing or limiting an adjective, a verb, another adverb or an entire sentence.

In English, adverbs are frequently formed by adding "-ly" to the end of an adjective; in Spanish, they are frequently formed by adding - *mente* to the feminine form of adjectives. However, there are many adverbs in both languages that do not fit this pattern. In Spanish it is more common than in English for adjectives to function as adverbs.

e.g ;
> *Read the text carefully.*
> *Turn this book quickly.*
> *She walks slowly.*

Relating to the vocabulary types, the researcher focused on content word because content word consists of words that are familiar to the students and easy to be understood by them.

Referring to the above statement, the researcher assumes that vocabulary is very essential part in learning a language. By mastering the vocabulary, we can understand what someone says or communicate to others. And we can express our ideas easily.

C. Concept of Teaching Vocabulary

Traditionally, the teaching of vocabulary above elementary levels (Junior High School until University) was mostly incidental, limited to presenting new items as they appeared in reading in reading or sometimes listening texts. This indirect teaching of vocabulary assumes that vocabulary expansion will happen through the practice of other language skills, which has been proved not enough to ensure vocabulary expansion.

Allen and Valette (1977:149) state that in all language teaching, vocabulary constitutes an important factor, so that in teaching vocabulary, the students should be taken in to account and the technique use must be considered, too. A language consists of vocabulary. In addition, vocabulary makes up the language. So, it is clear that the students should have a large number of vocabularies in learning foreign language like English. Without mastering vocabulary in large number, of course, the students will have some difficulties in understanding what the other people says to her/him in English. That is why the teacher should be able to teach vocabulary or word as much as possible to the students by using certain technique of course. Nation (1974:18) says that we teach a word, we must teach three things: 1. We must teach the shape or form of the word;

2. We must teach the meaning of the word;

3. We must teach that form and the meaning of the word go together.

Furthermore, Lewis (1973) argues that vocabulary should be at the center of language teaching. In addition, in increasing the student's vocabulary, there are four criteria in selecting vocabulary to be taught to the student, they are

a. Frequency of occurrence

Vocabulary should not only be chosen from a high frequency of occurrence but also from low frequency of occurrence. It means that the teacher should not teach the vocabulary, which often appear, but also vocabulary, which rarely appear.

b. Simplicity

Vocabulary should be appropriate with the students' level of capability. The vocabulary considered difficult for the students should be avoided.

c. Relevancy

Vocabulary prepared by the teacher should be relevant to the daily life phenomenon, because the students will be interested in learning.

d. Quantity

It should be avoided presenting a large number of vocabularies, because it will make the students confused. The process of mastering vocabulary will be successful if it is done step by step. Moreover, vocabularies learned in small number will stay longer in the student's mind.

D. Concept of Learning Vocabulary

The essential area of language is the lexicon of vocabulary of the language (Finnochirro, 1964:68). That means vocabulary must be learned absolutely when one learns language, if it is not, he learns no language at all. The purpose of learning vocabulary is to make the students understand the meaning of the words. The students are not only trying to memorize but also to use the word in any sentence in different situation.

Students do not learn a word from one meeting. Research tells us that it takes between 5-16 meetings (or more) to learn an average word. (e.g. Nation, 1990:41) students do not need to learn every word they meet. This is because not all words are equally useful. The words students need to master are the general service vocabulary i.e. those which are found in almost all texts, including technical works. Students who are specializing in one area of study should start by learning their general service vocabulary first, and later go on to learn the specialist vocabulary- usually after 1500 to 2000 general service words have been learned.

The process of learning vocabulary needs some possible techniques. Kustarjo (1988:24) proposes five possible of learning vocabulary as follows:

a. Learning vocabulary through creativity

The teacher should allow many choices to the students, as they want to learn. The teacher can be make such techniques which enables the students to be creative in producing vocabulary, such as game, picture, drama, and so on.

b. Learning vocabulary through context clues

The teacher uses a context clue of the surrounding the context for example by giving synonym, antonym, etc.

c. Learning vocabulary through guessing

The teacher can encourage the students to guess first and then consult have a good rationale. The teacher can give example by pronouncing a sentence, then the students guess the word that teacher means.

d. Learning vocabulary through definition

The teacher guides the students to define the meaning of the word and to arrange the word in to correct sentence, for example: a dancer is a person who dances.

e. Learning vocabulary through derivations

f. The teacher includes the four classes of words in the position of occurrence in English sentence patterns. The teacher can give noun, verb, adjective, and adverb.

E. Concept of Visual Aids

Visual aid can be useful to the language teacher by helping her or him create situations which are outside the classroom walls, introduce students to unfamiliar culture aspects, give the reality to what might misunderstand verbally by the students, change situation, quickly and easily in a drill and decoration for the classroom (Kreidler, 1968).

The visual aids are applied to all material used in the classroom or in other teaching situation to facilitate the understanding of the written or spoken word. Those visual aids are more effective when visual aids are correlated with the material curriculum. We can see visual aid will not substitute the textbook or teacher, but the supplement will increase the effectiveness of a teacher in teaching.

Visual aids can be divided into three categories as follows:

1. Plate materials, e.g: picture, flash card, maps, charts, comics, cardboard and figure.

2. Three dimensional, e.g: puppets, dolls, models, diagrams

3. Projected material, e.g: film, filmstrips motion pictures.

It is clear that visual aids consist of things that are figurized on cartoon or in artificial thing, which present the massage on the symbol language to the teachers.

In this case why use visual aids in teaching vocabulary through Montessori Method because children are most interesting if they are study using real thing that can direct can they see or touch.

F. Concept of Montessori Method

The Montessori Method is an approach to educate children based on the research and

experiences of Italian physician and educator Maria Montessori (1870–1952). The Method arose in the process of her experimental observation of young children given freedom in an environment, leading her to believe by 1907 that she had discovered "the child's true normal nature."

Based on her observations, she created an environment prepared with materials designed for their self-directed learning activity. The method itself aims to duplicate this experimental observation of children to bring about, sustain and support their true natural way of being.

Applying this method involves the teacher viewing the child as having an inner natural guide for his/her own optimal self-directed development. The teacher's role of observation sometimes includes experimental interactions with children, commonly referred to as "lessons," to resolve misbehavior or to show how to use the various self-teaching materials that are provided in the environment for the children's free use.

The method is primarily applied with young children (2.5–7), as this was the initial age with which Montessori worked. Her philosophy was based on certain characteristics seen in this age group. The method is also utilized successfully for ages 0-3 and 6-9, 9-12, 12-15 and 15-18, though the majority of children learning through this method around the world are in the 3-6 range.

Although the Montessori name is recognized by many, it is not a trademark, and it is associated with more than one organization. Schools and teacher training programs can differ in their interpretation, intensity, practical application, and philosophy in using this method with children. This article is about Maria Montessori's research and discoveries and their practical application by adherents and practitioners with children.

Montessori emphasizes learning through all five senses, not just through listening, watching,

or reading. Children in Montessori classes learn at their own, individual pace and according to their own choice of activities from hundreds of possibilities. Learning is an exciting process of discovery, leading to concentration, motivation, self-discipline, and a love of learning. Montessori classes place children in three-year age groups (3-6, 6-9, 9-12, and so on), forming communities in which the older children spontaneously share their knowledge with the younger ones. Montessori represents an entirely different approach to education.

From age 6 to 12, children become conceptual explorers. They develop their powers of abstraction and imagination, and apply their knowledge to discover and expand their worlds further.

G. Implementation of Teaching Vocabulary through Montessori Method

The followings are the steps of teaching vocabulary through Montessori Method that would be done in this research, the students study about food and drink vocabularies.

1. Speak clearly to child do not speak like moppet.

2. Teach students to pronounce, spelling and write thing correctly.

3. Read a story to them.

   To reinforce a child's reading, make sure there are books that he can read easily on his level. There are Scholastic books that indicate the recommended reading level. If a child can read a book, he won't get frustrated and he'll get encouraged to learn longer and more complicated words.

4. Give them some example of Food and drink or pictures of food and drink.

Picture stimulates imagination and brings it to discussion.

Use flash cards. You can make picture cards with the name of the item written below. This will help the child become familiar with the letters used in forming the words. Repetition will help the child learn so let the child use and constantly see the picture flash cards. Provide books they can read. Materials play a key role in teaching a child using the Montessori Method.

5. Read and spell the names of food or drink to them.

6. Listen to when they speak to you.

7. Let them pronoun it.

8. Push child to reading and spell it.

9. When learn assorted matter, compare and differentiate (big-small, big, bigger-biggest, and as it). Label the room. Write down the names of the objects around the classroom. This will help the child associate that everyday objects can have many syllables.

H. Advantages and Disadvantages of Montessori Method Advantages

1). Theoretical Advantage

    a. The research can be useful to other researcher who wants to conduct a   research that is related to the same theme that is vocabulary

    b. The research will give clear description on the implementation of teaching vocabulary using Montessori Method in improving students' vocabulary.

2). Practical Advantage

    a. The result of teaching vocabulary using Montessori Method can be   reference for English teacher in order to improve students' vocabulary mastery using Montessori Method.

    b. The result of learning using Montessori Method can be useful for the   students in improving their vocabulary mastery.

c. The writer will get clear description of the implementation of teaching   English using Montessori Method and apply this technique in real teaching.

Disadvantages

Learners may find difficulties in expressing what they have seen from the picture, and toys because their vocabulary is still limited. By discussing the picture in group the learners can also discuss the vocabulary that can be used to interprete the picture and toys.