2. LITERATURE REVIEW

In this chapter will discuss about Vocabulary, Teaching of Vocabulary, Technique for Teaching Vocabulary, Silent Way, teaching Vocabulary through Silent Way, Silent Way through Pictures, Advantages and Disadvantages Pictures, Strength and Weakness the Silent Way, Theoretical Assumption, and Hypothesis. These theoretical concepts are presented in the following points.

2.1. Vocabulary

Learning a language is closely related to learning its vocabulary because without vocabulary someone cannot build a language. Wallace (1986:1) states that vocabulary is the vital element of the language. Vocabulary has been considered important who learn a language, since it in a term that should be acquired by the students in order to communicative effectively. Vocabulary is important for learning a language, if the students cannot master vocabulary; the students will fail to use the language both in oral or written form. Therefore, students must learn vocabulary well so that they are able to master the language. By mastering a great number of vocabularies, the student can learn foreign language easier. Learning new words is important part of learning a new language. It will be impossible to make sentences when speaking a language without knowing words vocabularies. Byrne (1976:10) states that in order to communicate effectively, the learners need an adequate mastery of vocabulary.
It is obvious that without mastery of vocabulary, someone can convey nothing. Even though we master the grammar of a certain language but we do not have any knowledge on this vocabulary, we will not able to communicate or to express our idea using the language. If we want to communicate with others in certain language, we must master the language they belong to especially to know enough vocabulary of those language. Zhihong (2000) who say that words are the basic unit of language from supports it. Without vocabulary, one cannot communicate to effectively or express idea. He also states that having a limited vocabulary is also a barrier

Based on the statement above, the writer assumes that vocabulary is the basic element of language in form of words which will make a language meaningful. Knowing vocabulary seems to be the basic things in learning language, even children learning their native tongue usually learn isolated words or phrases before piecing them together into more complex utterance. "The fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Wilkins, 1972: 111). Vocabulary becomes one of critical component in learning a language that should be mastered because by mastering vocabulary we will be able to communicate although other components are still needed. We can still understand the language even if we know nothing about grammar. On the other hand, the language will tell us nothing if we know nothing about vocabulary. It shows that vocabulary contains more information than carried out by grammar.

In any activity of learning language, a learner is trying to use the language by using vocabulary into certain sentences in order to be able to communicate and transfer
their ideas and we can still understand the language even if we know nothing about grammar.

2.2. Types of Vocabulary

There are 4 types of vocabulary: Listening Vocabulary, Speaking Vocabulary, Reading Vocabulary, and Writing Vocabulary. The first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another.

a. Listening Vocabulary

Listening is the words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. (Stahl, 1999; Tompkins, 2005) Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary. The amount of words modeled is much less than a hearing child’s incidental listening vocabulary.
b. **Speaking Vocabulary**

The words we use when we speak. Our speaking vocabulary is relatively limited:
Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions.
This number is much less than our listening vocabulary most likely due to ease of use.

**c. Reading Vocabulary**

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary.
This is the 2nd largest vocabulary IF you are a reader. If you are not a reader, you cannot “grow” your vocabulary.

**d. Writing Vocabulary**

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

When reading, a child with hearing will say all the phonemes related to a word to sound it out. They will then guess a word they know. This is dependent upon their lexicon (Judy K., 2007). Children would not guess a word they didn’t know. Deaf students do not use auditory memory to sound out a word. They mostly memorize spelling patterns.
Therefore, students who are deaf typically use a reduced variety of words in writing while they are learning.

2.3. Teaching of Vocabulary

Learning new words is important part of learning a new language. It will be impossible to make sentences when speaking a language without knowing words vocabularies. Learning some words and phrases in a new language allows people to start communicating at once. 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. Therefore, in order to help students master a new language, they have to master an adequate number of vocabularies in other words, we can say that the quality of the language performance of the student may depend on the quality and the quantity of the vocabulary that the student have. Learning and remembering a set of words are prerequisite in order to learn a particular language (Nation, 1978:2). The more and better vocabulary they gain, the more skillful the language they can perform.

Mastering vocabularies means mastering the meaning and the ways to use them in context. Nation (1986:18) states the teaching of vocabulary is the most teachers take for granted today that the meaning of the words must be taught in the context from a list of unrelated words.

The relationship between grammar and vocabulary is like a partner working together to create meaningful communication. Words in a language are known as vocabulary,
while grammar gives the methods and rules for combining those words into sentences. Ideas are communicated when both grammar and vocabulary work in tandem. All words in vocabulary can be divided into verbs, nouns, pronouns, adverbs, adjectives, prepositions, conjunctions, and interjections, collectively known as the eight parts of speech. Grammar and vocabulary unite to combine words, the vocabulary, into the right arrangement, the grammar, according to these parts of speech. The placement of a word in a sentence can change its function.

In order to be successful in teaching student’s vocabulary, the material shall be prepared and selected appropriately. There are several criteria in selecting vocabularies to be taught to the student, i.e.:

1. Frequency of occurrence

Vocabulary taught should not only be chosen from a high frequency of occurrence but also from a low frequency of occurrence. It means that the teacher should not only teach the vocabularies, which often appear but also vocabularies which rarely appear, e.g. resemble, examine.

2. Simplicity

Vocabulary should be appropriate with the students’ level of capability. The vocabulary considered difficult for the students should be avoided, by following the English curriculum, which is appropriate with the students’ level of school; the student will be freed from the very difficult vocabularies. Vocabulary that would be given should appropriate to SMP English curriculum.
3. Relevancy

Vocabulary that was presented by the teacher should be relevant to daily life phenomenon, e.g. eat, drink, see, sleep, etc. Such vocabulary, at least have great interest for the students to learn English.

4. Quantity

Presenting a large number of vocabularies should be avoided in order that one student do not get confused. It is based on the consideration that the process of mastering vocabularies will be successful if it is done step by step. Moreover, vocabularies learned in small numbers will stay longer in students mind.

The essential area of language learning is the lexicon or vocabulary of the language (Finnochiaro, 1964:68). It can be concluded that vocabulary must be learned correctly when someone learns language, if not he learns nothing. It needs some possible techniques in the process of learning vocabulary

Wallace (1988:82) adds that there are four techniques which can be considered in teaching vocabulary, i.e.:

1. To explain the meaning of the difficult words, that is by giving translation or explanation in simpler English.

2. To led the students to be creative in raising some question about words.

3. To get the students to check up the target words in their dictionaries.
4. To get the student to guess or infer the meaning of words by using clues given.

From the criteria above, it can be concluded that teaching vocabulary cannot be separated from four language skills i.e. reading, speaking, listening, and writing. In other words in teaching learning process, vocabulary is an important factor, so that teaching vocabulary can be meaningful and useful if teacher chooses and uses better ways of application. The English teacher shall recognize what vocabulary will be presented to the teaching process. Most of the techniques and methods developments seem to have similar purpose that is to motivate and to increase students’ vocabulary achievement. In this view by using suitable media in teaching vocabulary, it enables student to learn well.

2.3.1. Technique for Teaching Vocabulary

Harmer (1991: 154) states “one of the problems of vocabulary teaching is how to select what word to teach”. Furthermore, Harmer (2001: 159) states “some which the language teacher can use to encourage the students to really learn a word, i.e. (1) active and passive, (2) interaction which word and (3) discovery techniques”.

1. Active and Passive Vocabulary

A distance frequently made between active and passive vocabulary. active vocabulary refers to vocabulary that students have been taught or learn and which they are expected to be able to use, while passive vocabulary refers to word which the students will recognize when they meet them but which they will probably not able to produce. It is certainly a good idea to provide sets of
vocabulary, which student can learn most of the early words will be constantly practiced and so can presumably be considered as active.

2. Interaction with Words

Experiment on vocabulary seems to suggest that students remember when they have done something with the words they are learning. However there is a definite advantage in getting students to do more than just repeating them. Task such as changing them to means theirs opposites, making a noun, an adjective, putting word together etc. help to fix the word in the learner’s minds.

Then it seems that we should get students to interact with words. We should get them to “adopt” word that they like and want to use. We should get them to do thing with word so that they become properly acquainted with them.

3. Discovery Techniques

Discovery techniques use with vocabulary material allows students to activate previous knowledge and to share what they know (if they are working others). They also provoked the kinds of interaction with words which we have said desirable.

2.4. English Language Teaching Learning at Kindergarten Students

Teaching English vocabulary as a foreign language for kindergarten students is not easy thing to apply. The teachers are demanded to be successful. An effective teaching is the basic factor for the success of teaching-learning process. To prepare an effective language teaching, it is necessary for teacher to make a theory that account for effective language teaching.
In teaching, teacher must be aware of the age because students of different ages have different needs, competence and cognitive skills. The ages of the student are major factor about how and what teachers to teach. Different ages also mean having different characteristics.

Kindergarten students are categorized as beginners or young learners. Based on the student’s background, it is crucial for the teachers to teach them vocabulary. Vocabulary is one of component of language which is a means to conduct a communication. Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help the students in mastering the language skill. A rich vocabulary also makes language skills easier to perform.

2.4.1. The Differences between Children and Adult as Language Learner

Brown (2001) states there are some different characteristics between children and adult as language learner. First, children have shorter attention span than adult. The children cannot keep concentration and interest in learning material and activity for a long time. They will be bored with monotonous activity. But, the adults are more able to keep concentration and interest in learning material and activity. Second, the emotional factor which influences learning inhibition of children and adults is different. As an example, when practicing English utterances, the adult are rarely shy to do it. But, the children are braver to do it. When receiving corrective feedback, particularly when in social community (front of their friends), the children are not shy to receive it. Different from the children, the adults are shy with their friends in receiving corrective feedback.
Thus, the children have longer social interaction with their friends in practicing English language than the adult. Third, the children acquire grammatical rule inductively and the adults acquire grammatical rule deductively. When learning grammatical rule, the children can understand it through some examples. If they are given the patterns of grammatical rule first they will be difficult to understand it.

2.5. Silent Way

The Silent Way is a language-teaching method created by Caleb Gattegno that makes extensive use of silence as a teaching technique. It is not usually considered a mainstream method in language education. The Silent Way was conceived as a special case of Gattegno's broader educational principles, rather than a method specifically aimed at teaching languages. Gattegno (1963) developed these ideas to solve general problems in learning, and he also applied them to his work in the teaching of mathematics and the mother tongue. Broadly, these principles are:

1. Teachers should concentrate on how students learn, not on how to teach
2. Imitation and drill are not the primary means by which students learn
3. Learning consists of trial and error, deliberate experimentation, suspending judgment, and revising conclusions
4. In learning, learners draw on everything that they already know, especially their native language
5. The teacher must not interfere with the learning process
These principles situate the Silent Way in the tradition of discovery learning, that sees learning as a creative problem-solving activity. (Setiyadi: 2006)

The Silent Way makes it easy for students of foreign languages to master grammar at a very early stage in their study. This can be accomplished while playing games or any media. The Silent Way uses a structural syllabus. The teacher will typically introduce one new language structure at a time, and old structures are continuously reviewed and recycled. These structures are chosen for their propositional meaning, not for their communicative value. The teacher will set up learning situations for the students which focus their attention on each new structure. For example, the teacher might ask students to label a floor plan of a house in order to introduce the concepts of inside and outside. Once the language structures have been presented in this way, learners learn the grammar rules through a process of induction. After achieving good control over the grammar, pronunciation and melody of a language, students can absorb large amounts of “content vocabulary” (shoe, tree, run, tired, etc.) and immediately put these words to use in sentences. Like the name, silence is a key tool of the teacher in the Silent Way. From the beginning levels, students do 90 percent or more of the talking. Being silent moves the focus of the classroom from the teacher to the student and can encourage cooperation among them. It also frees the teacher to observe the class. Silence can be used to help students correct their own errors. Teachers can remain silent when a student makes a mistake to give them time to self-correct. They can also help students with their pronunciation by mouthing words
without vocalizing, and by using certain hand gestures. When teachers do speak, they tend to say things only once so that students learn to focus their attention on them.

A Silent Way classroom also makes extensive use of peer correction. Students are encouraged to help their classmates when they have trouble with any particular feature of the language. This help should be made in a cooperative fashion, not a competitive one. One of the teacher's tasks is to monitor these interactions, so that they are helpful and do not interfere with students' learning. Self-directed learners are autonomous learners who are able to assume responsibility for their own learning and gradually achieving confidence, commitment and proficiency (Oxford, 1990).

The Silent Way was only used by a small number of teachers. However, the ideas behind the Silent Way continue to be influential, particularly in the area of teaching pronunciation.

2.5.1. Teaching Vocabulary through Silent Way

The Silent Way has techniques for using pictures and Cuisenaire-rod stories to help foreign-language student master large numbers of vocabulary items while having fun. There are some media that can use in teaching vocabulary by using Silent Way Technique:

1. The Silent Way Wall Pictures and Worksheets
2. Telling Stories Using Rods
3. Word Lists for Recycling Vocabulary
4. Silent-Way Restriction Games
5. Writing a Story

Vocabulary is introduced through the wall pictures and worksheets is put to use in stories told with the help of rods, practiced and combined through restriction games and eventually written in a composition. Many of these Silent-Way techniques can easily be applied in any classroom and will result in a richer experience for teacher and students.

2.5.1.1. Silent Way through Pictures

The purpose of using picture for the student is to give the student opportunity to practice language in real context or in situation which they can use it to communicate with their idea. By using picture, it can guide them to express their feeling about the picture marked. Picture can encourage, motivate the students for learning English because it is interesting, and clarifying the words that the students have not understood yet.

According to Long and Rhicards (1987) in His Article that the picture had an irascible appeal for the children. They created suspense and surprises as well as interest, all of which are indispensable in teaching and learning a foreign language.

2.5.1.2. The Types of Pictures

Through picture presentation, people are able to reach outside their minds. Pictures that they can see always lead to the reality of their minds. But the realities that have
been presented by pictures depend on the types of the pictures. There are two kinds of pictures that Szyke (1981) finds especially useful as teaching aids, they are:

a. Pictures of individual persons or thing may be used mainly at the elementary level, to introduce or test vocabulary items, for example: a man, and a car. Portraits, pictures showing people in close details, are useful for intermediate and advance learners. The students can be asked question about the age and profession of the model

b. Pictures of situations in which person and object are in action. Between objects and people can be perfect teaching aid for introducing or reviewing grammatical or structures.

2.5.1.1. Advantages and Disadvantages of Using Picture

a. The Advantages of Pictures Used

Following are some opinions concerning with the advantages of using pictures.

According to Gerlach (1980):

1. They are inexpensive and widely available.

2. They provide common experiences for an entire group.

3. The visual detail make it possible to study subject, which would turn back to be impossible.

4. They can help you to prevent and correct disconcentration.

5. They offer a stimulus to further study, reading and research visual evidence is power tool.
6. They help to focus attention and to develop critical judgment

7. They are easily manipulated.

b. The Disadvantages of Pictures Used

There are some disadvantages of pictures used in teaching and learning process, such as:

1. Students pay attention on the picture more than on learned material.
2. It takes time and costs much to provide attractive pictures.
3. Small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures.

2.5.2. Strength and Weakness the Silent Way

Each method has strength and weakness, likewise the silent way is.

a. The strengths of teaching-learning process using Silent Way are:

1. This method can save a lot of time.
2. The teacher can observe that students can keep the material presented much longer in their mind.
3. The students become more active because the teacher gives more time to talk.
4. The students get more feeling of secure learning through the Silent Way method.
5. This method can improve the student’s vocabulary.
6. The students can concentrate with the material.
7. The students are easier to remember that given by the teacher.
If the method has the strength, of course it also has the weakness.

b. The weaknesses of teaching-learning process of English using Silent Way are:

1. In providing the materials, the writer needs more work preparation of Silent Way than others method.

2. This method sometimes makes both teacher and students are frustrated, especially when the students fail to guess the cues provided by the teacher.

3. The students tend to rebel against this method.

4. Dealing with vocabulary only, so it lacks of grammar.

5. The students often make an error.

6. This method cannot be used to teach all aspects of language learning.

2.6. Theoretical Assumption

In relation with the theories above, teaching vocabulary can be defined as a teaching in which student deals with words through various ways used by teacher. However, not all of ways are appropriate for the student level and need, therefore teacher should have the ability to choose appropriate way and implement in teaching learning process to obtain the goal. The use of an interesting aid is necessary to motivate the students to learn. Silent way through pictures on of the way is appropriate and interesting for the student. By using picture the student will have more motivation and attention to the lesson. It will be easier for the students to develop new words. Indeed, the researcher assumes that silent way through pictures can help students to improve students’ vocabulary.
2.7. **Hypothesis**

Based on the frame of theory and theoretical assumption mentioned above, the researcher formulates the hypothesis as follows:

1. Vocabulary that improves better when silent way is used in learning vocabulary is noun.
2. The students do not have any problems in learning vocabulary through silent way technique through pictures.

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