

II. FRAME OF THEORY

This chapter discusses about concept of teaching learning process, concept of vocabulary, concept of direct method, the procedure of teaching English vocabulary through direct method, the advantages and disadvantages of direct method process, the modifying concept of direct method, procedure the modifying of direct method in vocabulary teaching learning process through group work.

2.1 Concept of Teaching Learning Process

In teaching learning process a teacher given some materials that have been formulated based on the curriculum. Besides that the teacher gives motivation, guidance, direction and chance to students in order to study very well. In other word, in the teaching learning process the teacher functions as a center in the teaching learning process or facilitator. Muhammad (1984:3) states that teaching is an intentional effort to provide ample chances for the students to create learning process according to the objectives formulated. The statement is relevant to Burton in Chuhan (1997:4) who states that teaching is an effort in giving stimulus, guidance, direction, and motivations to the students to create learning process, while the students learn what the teacher gives in the teaching learning process. In

this case they interact with their environment and as a result change their behavior. Kuethe (1986:5) states that learning is a process by which behavior change as a result of experiences.

Concerning the teaching learning process, both the teacher and the students should be actively involving. The teacher as a facilitator and the students as learners must create in the teaching learning process and was get much knowledge, and trying their knowledge and behavior in teaching learning process run well to improve their abilities, as a teacher and as students was study foreign Language easily.

In teaching vocabulary, a teacher must select the word which can be learn in limited time, which words should be chosen for teaching and which words should be left out. (Bismoko, 1976: 64). This idea indicates that the teacher should be careful in selecting the words relevant for teaching certain topic. The words should be related to the curriculum, the student's age, knowledge and the student's level as well as their needs to get much knowledge. So, it can be said that vocabulary is the most important element and the most important basic in teaching learning a language.

2.2 Concept of Vocabulary

Literally vocabulary is a total number of words which with rules for combining them to make of up language. We cannot develop for language skill,

namely listening, speaking, reading, and writing without having enough mastery of vocabulary. So, this becomes an English teacher task to should increase the student's vocabulary because vocabulary is an important part in language. Hornbury (1984), states that vocabulary is a building block to build the language. In order to communicate effectively the learner needs adequate numbers of vocabulary. This statement is supported by Rivers (1970: 462), who says that it would be impossible learning a language without words. It means that by mastering vocabulary one is able to communicate in English.

Wallace (1988:9) adds that vocabulary is the vital aspect of the language. If we have vocabulary we need, it is usually possible to communicate after a fashion. An adequate vocabulary may enable the message to be expressed clearly. Meanwhile, Harimurti as cited in Suprpto (1999: 6) states that vocabulary is a component of language containing information about the meaning and the using of word in language.

Learning vocabulary plays an important contribution in learning a language which must be considered by the teacher in order to be careful in selecting the vocabulary that will be taught. Teacher must decide which words should be taught since there are many kinds of words that belong to types of vocabulary.

There are some types of vocabulary in English. Fries (1974:4), classifies English words into four groups, namely:

1. Content words represent the names of object or things that is concrete nouns (athlete, ball, racket, etc). **For example:** athletes from many different nations take part in the Olympic Games; actions done by or with these things that is verbs (run, jump, hit, push etc). **For example:** Wahyu runs fast in the competition; and qualities of these thing, that is adjective (noisy, fast, big, long, small, tall, heavy, etc). **For example:** The spectators at the stadium are very noisy.
2. Function words are those words which are used as a means of expressing relation of grammatical structure, such as, conjunctions (and, but, however, etc), **For example:** The cheerleaders cheer and dance energetically: articles (a, an, the), **For example:** A football coach should have a very loud voice: Auxiliaries (do, does, did), **For example:** Susi Susanti does her job as well as in her previous competitions.
3. Substitute words are those which represent to individual things or specific action as substitute for whole form-classes of words, that is indefinite article (anybody, anyone, somebody, and someone), **for example:** A referee is someone who controls a game.
4. Distributed words are those distributed in use according to grammatical matter as the presence or absence of a negative, such as, any, either, too, or yet. **For example:** A climbing is too dangerous sport for children.

From these types of English vocabulary, the content words (nouns, verbs, adjective) are taken as the material in teaching English vocabulary since it is appropriate with the modified of direct method. The researchers have chosen them

as the material because they are often used as a satisfactory means of communication.

Concerning some concepts of vocabulary proposed by the expert above, that vocabulary is an important part in learning a language. Without mastering a large number of vocabularies, it is difficult for a learner to study, to use a language. A large number of vocabularies can help the students to express their ideas precisely vividly, and without repeating ourselves in composition. It also helps a learner to understand foreign language easily, including English as the language being researched here.

2.3 Concept of Picture

In teaching vocabulary, unless there is a challenge and a new way, the students or the learners might not be interested in learning new vocabulary. To make teaching interesting, the writer uses pictures.

According to Hornby (1962:730), picture is a painting, drawing, sketch of something, especially work of art. This statement is supported by Webster (199:890), he states that picture is a design or representation made by various means as painting, drawing or photography.

Referring to the statement above, it is possible that picture can give a good impression on students, and they are better preserved in the minds of both adults and children. Pictures also can give the meaning of something that is why the

producers of some product often use pictures in their advertisement to attract the customers.

We often see artist using pictures to deliver one message or express his or her emotion, because picture can keep thousand of words. This is supported by Burke (1978:35) who argues if pictures can save a thousand of words, why do not language teachers make greater use of them in their lesson?

Based on the statement above, the writer thinks that pictures can be used for presenting the materials in the classroom, and they can give positive effect to the result of learning, especially English vocabulary concerning with sports.

2.4 Original Concept of Direct Method

The direct method has one basic rule; No Translations is allowed (Freeman, 1986:18). The teacher should not translate when the teacher teaching the language. In other word, it can be said that the native language should not be used in the teaching learning process. The teacher must demonstrate, not translate when she teaches the new language. It is desirable that the students make direct association between the target language, without going through the process of translations into student's native language.

Dealing with direct method, fries in Supriyadi (1996: 13) states Direct Method is a teaching a foreign language, through conversation and reading in the language itself, without translation, without the study of formal grammar. The first word is taught by pointing to object, or picture, or by performing action. The idea about

indicates that in the teaching learning process by using direct method, the native language is not used and the teacher may use objects or realize and performance.

The principles of “Direct Method” are:

1. Reading in the target language should be taught from the beginning of the language instruction: however, the reading skill will be developed through practice with speaking.
2. Object with pictures presented in the immediate classroom environment should be used to help students understands 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 direct associations between the target and meaning.
5. Students should learn to think in the target as soon as possible. Vocabulary is acquired more naturally if the students use it in full sentences, rather 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. Pronunciations should be worked on the right from 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 contents 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 or topics, not usually on linguistic structure.
13. Learning another language also involves learning how speakers of that language live.

Direct Method is that students was learn to communicate in the target language, partly by learning how to think in that language and by not involving L1 in the language learning process whatsoever. Objectives include teaching the students how to use the language spontaneously and orally, linking meaning with the target language through the use of reality, pictures or pantomime (Freeman 1986:24). Teaching English Vocabulary through direct method can be done by the procedure prescribed by Freeman 1996.

Ways of direct method processing in teaching learning are:

Pre Activity

1. Warming up by questioning students about general things related to the topic.
2. Distributing the text.

Whilst activity

1. Introducing the topic and tell them how they going to learn it.
2. Demonstrating the pronunciations by reading the text aloud.

3. Asking the students to read aloud the text by themselves, after the teacher asks one students to read aloud and replay about the text.
4. Bringing the students to the real condition by having discussions about the new vocabularies and their spelling, if it is possible the teacher can bring some subject, object or pictures into the classroom.
5. Asking the students if they have questions or not understand about the material the topic.

2.5 Advantages and Disadvantages of the Direct Method

Each technique of teaching learning has trouble. In direct method troubles usually is the language, because the teacher must be active in the real of speak the target of language and the students must be focus in follow the teaching learning process, active and creative in to get the target of language in the teaching learning process. There are the advantages and disadvantages in Direct Method.

The advantages of Direct Method are:

1. The teacher focuses on teaching some material in the class.
2. The teacher teaching with easy process.
3. The teacher must be active, attractive and innovative.
4. The students focus in following the teaching learning process.
5. The teacher and students must be focused in teaching learning process.

6. The students easy to know and following the teacher's explanations.
7. The teacher and the students must be having much new idea.
8. Usually can be used for short period of time.

The disadvantages in direct method technique are:

1. The teacher teaching with allowed meaning
2. The teacher teaching as a central in the class
3. The students can be bored if he/she don't know about the meaning of the material
4. Not practical with more than 20 students, it can make the teaching learning process not effective.

Usually the teachers have the problem with their ability to practice out explanations the materials in teaching learning process. It can be caused by unefficient techniques that are used by the teacher. Its can make the teacher difficult to used and given much knowledge to students. Usually the teachers not understand about the efficient techniques of teaching learning process and the purpose of the direct method technique to get the target language in teaching learning process.

So, the influence of problems in direct method process because their background knowledge, ability to transfer and absorb the material between the teacher and the students, and the technique uses in teaching learning process.

2.6 Procedure of Teaching English Vocabulary through Direct Method

By Using Group Work

Teaching English Vocabulary through Direct Method can be done by having the following procedure (Freeman, 1986:18):

1. Choose a particular situation (situation as at the bank, at the supermarket, at the library, etc) or a particular interesting topic (such as a sport, etc) and write a short passage or a dialogue on the theme we have chosen.
2. Bring the students to real situations and conditions if it is possible. If it is possible we can bring some object and pictures in 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. Describe and demonstrate the parts (the meaning) when we are teaching the students. Don't translate the meaning into the student's native language.
6. Repeat the process of teaching several times by demonstrating.
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 researcher has proposed some sequences of the implementation of Direct Method in the classroom. They are:

1. The researcher selects a certain topic. For example a topic of "kinds of Sport". The researcher prepares a visual aid; the researcher uses a picture of kinds of sport.
2. Tell what they are going to learn (teaching English vocabulary about kinds of sport). First, the researcher show the picture, in this step the researcher puts the picture on the whiteboard. Second, the researcher mentioned and point out the kinds of the sports one
3. One and the researcher write the words she has mentioned on the whiteboard. Finally, to know whether the students understand the lesson or not, the researcher asks about the kinds of sport. For example, explain about kinds of sport water? And the students groups discuss to answer with show the picture.
4. Repeat the process of teaching several times.
5. Ask if the students have any questions.
6. Carry out question answer session several item.

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

2.7 Procedure of Modified Direct Method in Vocabulary Teaching Learning Through Group Work by Using Pictures

The students in teaching learning process have many problems with their knowledge, especially in English subject; it can make the students have trouble with their ability in communication in teaching learning process. Usually the students have many troubles with their vocabulary. Vocabulary is a basic subject in English.

If the students haven't much knowledge about vocabulary, it can make the students lazy to study and boring to follow the teaching learning process. In teaching learning process the teacher must be active in transfer the teacher knowledge to students, with make the innovation in teaching learning process, or their technique in teaching learning to student's interest to study.

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

1. The researcher uses the big class to explain or try to modify the direct method in teaching learning.
2. The researcher selects a certain topic. For example a topic of “kinds of Sport”. The researcher prepares a visual aid; the researcher uses a picture of kinds of sport.
3. Tell what they are going to learn (teaching English vocabulary about kinds of sport). First, the researcher show the picture, in this step the researcher puts the picture on the whiteboard. Second, the researcher mentioned and point out the kinds of the sports one by one and than, writes the words she has mentioned on the whiteboard. Finally, to know whether the students understand the lesson or not, the researcher asks about the kinds of sport. For example, explain about kinds of sport water? And the students groups discuss to answer with show the picture.
4. Repeat the process of teaching several times.
5. Ask if the students have any questions.
6. To know the result of the students acquisition of the lesson, the researcher asks, the students to do the test based on the material.
7. Finally, the researcher can get the point or score about the student’s ability in teaching learning process by using the modifying of the direct method.

Direct method is the natural approach in to get the target language. Direct Method usually use in the small class. Direct Method in teaching learning less of meaningful and in direct method process make the students confuse to following the teacher subject in teaching learning process, because have differences of the students background knowledge. So, it can make the students difficult to know about the meaning and purpose of the material.

In Direct Method sometimes there are gap in teaching learning process between the teacher's vocabulary and student's vocabulary, it can make the teacher active and attractive to teach their students in order to get the students the target language. In direct method have some problem that can make a gap in teaching learning process. The problem usually consists with:

- Their ability,
- Knowledge,
- Memorize,
- Focus on the subject in teaching learning process, and act.
- vocabulary
- translations

So, the students must be focused and active to follow the teacher's instruction in teaching learning process.

Before the pictures are in the classroom, the teacher has to think whether they are effective or not in the process of teaching and learning vocabulary. So, the writer proposes some consideration that should be taken into account in order to get good result of the instruction. They can as follows:

a. Clarity

The clarity of the pictures is important; in order the student can get the meaning of the words. A more realistic picture will also improve its clarity.

b. Availability

Availability here means that the pictures should be easy to find. Pictures can be found in books, newspaper, magazines etc. Pictures used by the teacher must be available for the students; otherwise they will get bored in learning the vocabulary.

c. Relevance

Pictures used by the teacher should be relevance to the material taught by the teacher. For instance, when a teacher teaches the vocabulary of sports, he/she must show the pictures of sports.

d. Size

Pictures given by the teacher should not be too small or too big; it must be the right size.

Teaching vocabulary through pictures can be done by following these procedures:

- A. The teacher can draw one picture on the board, and then asks the students what kind of sport it is.

Example:

T : what kind of sport is this ?



S :

- B. The teacher draws one picture on the board, and asks the students to choose the correct answer.

Example:

T : what kind of sport is this ?



S :

- C. The teacher draws some pictures on the board, and asks the student to mention the name of the sports.

Example:



- D. The teacher draws some pictures on the board, and asks the student the name of the sports.

T : in which sport do you have to serve ?

S :



E. After mastering some names of the sports, the teacher asks the students to classify the name of the sports :

1. Sports played in teams:
2. Sports that can be played against one other person:
3. Sports that can be played alone:

F. To increase the student's achievement the name of the sports, the teacher may also use sentence clues, gestures, the rule of the sports, or body movements.

G. Using sentence clues

- Example:
1. it is played by eleven players.
 2. Contestant must wear gloves and must not hit an opponent behind the neck.

H. Using gestures or body movements

Example: The teacher performs fighting in front of the class. (Fighting or boxing)

The researcher modified Direct Method through group work, because the group work is one of techniques in teaching learning where the students are divided into small groups in working. The students are ordered to work among four until five students. So, the students in the classroom are involved directly in working.

The researcher in modified Direct Method through group work by used picture technique have innovative way to transfer their ability in communication with the student's. Beside that, as a teacher must be focus to know about the behavior and ability students in following the teacher's instruction in to get knowledge, meaning and the purpose in teaching learning process. So, if the teacher and students understand about their ability in the class and in teaching learning process, by using the Direct Method does not have gap between the teacher and students in teaching learning process.

In the modified direct method in teaching learning process is not easy, as a teacher must be focus and as a center in the classroom process. Not only the teacher, but the students must be focus and concentration too in teaching learning process.

Reading in English of instructions and directions, in instruction of language and reading level, the researcher needs to work in small groups, and needs to give picture as materials and give instructions and work simplified. A special teacher should always modified the lesson by reviewing what was learned previously and connecting that information to what was be learned today and what was be learned in the future.

The researcher must be attractive in the modified Direct Method to improve the student's vocabulary in teaching learning. By modified Direct Method can make the students active and attractive to get knowledge, to know about the meaning and the purpose of their ability in teaching learning process. The

modified Direct Method not easy to teacher, the teacher must be smart, must be patient to brainstorming of students memorize, must be active and patient to know the background knowledge and situation of feeling the students in teaching learning process. The teachers in modified direct method must be active to combine the technique until the modified Direct Method interesting to use in teaching learning and to improve the student's vocabulary. In teaching learning process the teacher divide the students or study with small group by using the picture and discuss, it can make the students easy and understand about the material to get the target language. Teaching English vocabulary through the modified Direct Method can be done by the procedure prescribed.

Procedures the researchers in the Modified Direct Method process are:

Pre Activity

1. The teacher uses the outdoor method or big class in teaching learning process.
2. Warming up by questioning students about general things related to the topic.
3. Distributing the text with practice to performance in classroom or outdoor method.

Whilst activity

1. Introducing the topic and tell them how they going to learn it.

2. Demonstrating the pronunciations by reading the text aloud or using the picture, or practice by performance on the front of the class.
3. Teacher divides them into small group consist of four up to five students.
4. Asking the students to read aloud the text by themselves, after that the teacher asks one students to read aloud and replay about the text with practice their abilities performance, after the teacher giving the sample performance in the front of the class.
5. Bringing the students to the real condition by having discussions about the new vocabularies and their spelling, the teacher brings pictures into the classroom.
6. Giving instructions or describe to students by using the specific topic, and give the picture to students with the instructions and the teacher give the choice about the true answer about the picture, and finally the student must be active to answer or match with the true answer.
7. Asking the students if they have questions or not understand about the material the topic.

Based on this procedure the modified Direct Method maybe help the teacher in teaching learning process to get the target language to students, and the students easy to know about the meaning and purpose of material, and easy to improve their vocabulary achievement.

2.8 Theoretical Assumption

Vocabulary is a component of language containing information about the meaning and the using of word in language. Without mastering vocabulary the students cannot communicate well to other people.

Teaching vocabulary is important. The objective of teaching vocabulary is more than memorizing the list of words. The students have to understand the meaning of words, how to pronounce them and how to use them in sentences or in daily life.

There are many kinds of techniques in teaching vocabulary, and teacher should have the ability to choose the appropriate technique and implement it in the teaching learning process to obtain the goal. The use of an interesting aid is necessary to motivate the students to learn. This research was focused on teaching English vocabulary especially content words at the eight grade of Junior High School by using group work.

Based on the frame of theories, group work is a technique that can be used to teach vocabulary. It is interesting, challenging, and motivating so it can arouse the students' motivation and avoid their laziness and boredom. Through group work the students do the learning activities through such rules. They do not think that they are studying but they are grouping work. However, it is done to enrich their vocabulary.

Furthermore, the researcher believes that teaching English vocabulary through group work creates a good atmosphere in the classroom, so that the students are not bored and they do not realize that they are actually learning.

2.9 Hypothesis

Group work can make students more interested in learning English. It can motivate and encourage the students to use English. It can be one of the highest motivate techniques in teaching learning vocabulary. So that it can enlarge the students' vocabulary.

Based on the problem, theories and theoretical assumption above, the hypothesis of the research is formulated as follows:

“There is any difference increase of the students' vocabulary achievement taught through group work by using the original Direct Method and through group work by using Modified Direct Method with pictures at the eight grade of SMP Negeri 11 Bandar Lampung before and after being taught through group work by using Modified Direct Method with pictures.”

