**CHAPTER II**

**THEORETICAL FOUNDATION**

1. **Vocabulary**
2. The Definition of Vocabulary

Vocabulary is all about words, In any language learning vocabulary is necessary good mastery of vocabulary is as an important aspect in communication, with mastering vocabulary theoretically, some who is possibly clever in written expression. Vocabulary is a basis of a language, it is a basis of a language, it is very important to be mastered first. We cannot well understand written materials if we do not master it. Student’s ability in vocabulary is important for everyone who learns language for listening, speaking, writing and reading. The learners who learn foreign will speak fluently, accurately and easily, because they have many vocabularies.

Vocabulary is a list of target language word. As a part of language system, vocabulary is intimately interrelated with grammar.[[1]](#footnote-2) Vocabulary has some definition, according to chambers English student’s dictionary.[[2]](#footnote-3) Those are:

1. Vocabulary is word in general
2. Vocabulary is word known and used by one person or within a particular trade or profession.
3. Vocabulary is a list of words in alphabetical order with meaning.

From those definitions, the writer can conclude that vocabulary has important position in making a sentence and related in focus sentence for language skills. Beside it, cosmopolitan vocabulary is an undoubted to any language that seeks to attain international use.

According to Hornby, vocabulary is “Total number of words which (with rules for combining them) make up a language”.[[3]](#footnote-4) From this opinion, it is obvious that english teaching proposed by the english teacher should take into consideration students’ vocabulary mastery during teaching-learning activity. Also, the english teachers should be able to teach unfamiliar or specific word which are adjusted to the students’ ability when they read certain texts directly. Direct instruction on mastering new vocabulary can be taught to the students’ if it focuses relating them to student’ background knowledge, such as junior student adapted to the knowledge stored.

However vocabulary has differences of the point out such as :[[4]](#footnote-5)

1. Vocabulary is when we speak and write; the term *expressive vocabulary* is used to refer to both since these are vocabularies we use to express our selves.
2. Vocabulary when we listen to speech and when we read; the term *receptive vocabulary* is used to refer to listening and reading vocabularies.
3. Vocabulary that round out the terminology, *meaning or oral vocabulary* refers to the combination of listening and speaking vocabularies.
4. *Literate vocabulary* refers to the combination of our reading and writing vocabulary.
5. The Important of Vocabulary

This is the important of vocabulary are:

* An extensive vocabulary aids expressions and communication
* Vocabulary size is directly linked to the reading comprehension
* Linguistic vocabulary is synonymous with thinking vocabulary
* A person may be judge by others based on his or her vocabulary

A word of vocabulary should have much attention to be understood. One of vocabulary sometimes has many other meaning. That’s why; learning vocabulary needs more attention besides vocabulary is one language component. One of the way to learn vocabulary is by using some techniques like vocabulary game for children, students and learners. A game of vocabulary will built the interest and confidence around the learners, because they can feel enjoy and feel happy within.

According to Mahmud that :

A good vocabulary goes hand in hand with your ability to think logically and to learn easily and quickly. Languages help you understand you’re self and the world around you. A good vocabulary and your ability to use word correctly and effectively can be your passport to worlds of interesting and exiting information. You can travel in the past, in the present, and in the future through the words you’re read or hear. You can learn to use words to help transport other to the worlds you have discovered. More ever a good vocabulary makes schoolwork easier and more rewarding.[[5]](#footnote-6)

1. Kind of Vocabulary

Vocabulary is classified into active and passive vocabulary

1. Active vocabulary refers to put items which the learns can use appropriately in speaking or writing and it also called as productive vocabulary, the student must to know and be able to use grammar of the target language, they also must be familiar with collocation and understand the connotation meaning of the words, this type is often use in speaking and writing skills.
2. Passive vocabulary refers to language items that can be recognized an understand in the context of reading or listening, and also called as receptive vocabulary.[[6]](#footnote-7)

According to John Haycraft that there are two parts of distinction need between.

1. Active vocabulary, words which the students understand, can pronounce correctly and uses constructively in speaking and writing.
2. Passive vocabulary words that the students recognizes and understands when they occur in a context, but which he cannot produce correctly himself.[[7]](#footnote-8)

So from the description above, passive vocabulary or receptive vocabulary is only presented until the students’ know the meaning to understand the context of reading or listening and active vocabulary is used to speaking and writing, the stage of teaching and learning must end with vocabulary practice, where the students get an opportunity to try to use the vocabulary in context.

In this research the writer only focuses on *noun*. Then the writer just explains about *noun*. Noun is one of many words which it is the important one in speaking or writing. Noun is word that functions as the name of some specific thing or set of things, such as living creatures, objects, places, actions, qualities, state of existence, or ideas.

In the English language, noun can be divide into are :

1. Concrete Nouns

Book Pen Phone Chair

Desk Car Bag Paper

Airplane Apple Tomato Bicycle, etc

1. Abstract Nouns

Illness Love Pride Beauty

Flight Honesty Time Happiness

1. Proper Noun

Mr. Alvin Adam Smith Mary Sinta

Jakarta Serang Bandung Indonesia

February July Sunday Tuesday, etc

1. Countable Nouns

A Man A Girl A Cat A Tiger

5 Chicken**s** 2 books, etc

1. Uncountable Nouns

Milk Coffee Sand Ink

Money Hair Water Oil, etc

1. Verb Forms as Noun

Writing Listening Reading Swimming

Seeing Planning, etc

1. Teaching English Vocabulary
2. The principles of teaching vocabulary

The writer has assumption to fit explanation on some principles of teaching vocabulary they are:

1. The teaching of vocabulary should be based on the students ability.
2. The teaching vocabulary suitable with students capability.
3. The words are taught from easiest from easiest to the difficult.

One of principles that have been found useful in all methodological decision is the principles of the time effectiveness. The key in all, vocabulary teaching is to keep the high students’ motivation.

To know a word in language as well as the native speaker knows it may mean the ability to:

1. Recognize it in its spoken or written form
2. Recall it well
3. Relate it to an appropriate grammatical form
4. In speech, pronounce it in a recognizable way
5. Use it in the correct collocation
6. Use it at the appropriate level of formality
7. Aware of its connotations and association.
8. Techniques on Teaching Vocabulary

Generally, as a beginner, to understand the meaning of sentence is not easy as to understand word by word. If it is not practiced often, automatically it will reduce or lose. To help students maintain the capacity of words what has been taught, Montessori method can be used as an aid.

Some techniques in teaching vocabulary can be used to explain the meaning of words, and every teacher has to determine the best technique to each or explain the meaning of words. In determination, a teacher needs to consider whether the technique is able to improve student’s retention.

1. **Montessori Method**

Maria Montessori was born in Italy in 1870 at Chiaravalle, a small province of Ancona. Because she possessed, as a young child, a great interest and aptitude for mathematics, her parent moved to Rome so that Maria would have the educational advantages of a large city. She was the first woman who received a medical degree at the university of Roma in 1896. She developed her method of education over forty–years period during which she observed children directly and worked with them personally and work with them personally. Dr. Montessori devoted her live education of children and his honored and respected through the word.[[8]](#footnote-9) The Montessori method has been used successfully with children all over the word, it is concerned with the development of each child as an individual. Her main contributions to the work of those of us raising and educating children are in these areas:

1. Preparing the most natural and life supporting environment for the child.
2. Observing the child living freely in this environment
3. Continually adapting the environment in order that the child may student his greatest potential - physically, mentally, emotionally, and spiritually.

The Montessori Method is an approach to education that is based on a philosophy of child development. The Montessori approach to education is also based on the belief in children’s innate curiosity and desire to learn. Using this as a foundation, the Montessori approach uses a student-centered learning in which even young children are encouraged not only to choose their activities independently, but also to be active participants in the care and maintenance of themselves and their environment. The goal of this is to allow a child’s curiosity to guide his or her own learning while also instilling a sense of competence and independence.

Teaching Montessori used various material because she believes that those materials can be used to stimulate thinking an languages growth in children, for instance, Large Moveable Alphabet (LMA). Children will get fun learn to find out a new vocabulary.

The Montessori educational system is a unique in that is successful undergone continued development for over. Seventy years and has been used effectively with gifted, normal, mentally restarted and physically handicapped children in different countries around the world. Perhaps the most significant reason of its success is that a comprehensive method of education resulting from an integration of research on development, learning, curriculum, and teaching.

Montessori program in Indonesia began during the early 1980 at present, Montessori program are broadly developed in some big cities in Indonesia such as Jakarta, Surabaya, Tangerang and Medan.

1. Teaching Vocabulary by Using Montessori Method
2. Teacher’ Roles on Teaching Vocabulary

Dr. Maria Montessori always referred to the teacher as a directress and the role differs considerably from that of a traditional teacher. She is first of all, a very keen observer of the individual interests and needs of each child, and her daily work proceeds from her observations rather than from a prepared curriculum.[[9]](#footnote-10)

She demonstrates the correct use of material as they are individually chosen by the children. Whenever a child makes as mistakes, she refrains, if possible, from intervening an allows him to discover his own error through further manipulation of self-correcting material. This procedure follows Montessori principle that a child learn through experience.

Teacher have good roles in teaching and learning process at elementary school, the teacher have some duties to increase the student’ ability in English, such as preparing all material, explaining how to use the materials to the students, teacher give instruction to the students in order to practice alone or in a group about the materials, and also the teacher observe and control the student’ activities while they are studying. It is good motivate the students to encourage to know a new vocabulary and to speak what they want to say.

In this method the writer uses technique the three-lesson learning. The Children are given language for the variable qualities of the sensorial materials in a ‘three-period’ lesson. This lesson is not only used with the sense exercises, but in all areas of the Montessori curriculum. Each lesson teaches two or three related words, echoing contrasts in the material. Learning words related, for example, through contrast, makes them easier to remember than words in isolation.[[10]](#footnote-11)

The lesson is delivered with a light touch and the most economical use of language possible; there is no irrelevant chatter or conversation. If in the second or third period, the child makes an error, at a later time, and without correcting the child, the teacher returns to the first period. Montessori educators see no value in correction. If children know something, they will show you or tell you. If they don’t know, they need a lesson. If, through correction, a child becomes conscious of making an error, everything else is pushed out of the child’s mind, making it more difficult for the child to learn.

In presenting the lessons for the education of the senses, the three period of which the lesson according to Seguin consists:

First Period :*Recognition of identity*

Make the association between the object being shown and it’s name. “This is \_\_\_\_\_\_,” repeat until the teacher that the child understands the association.

Second Period: *Recognition of contrasts*

To assure that the child understand, say “Give me the \_\_\_\_\_,”

Third Period: *Discrimination between similar objects*

See if the child remembers the name himself. Point of various object, saying “Which one is this?” The student should be able to say the name correctly. If not, help him. Repeat until the students able to do it.[[11]](#footnote-12)

1. Students’ Activities

The ‘real’ world for children who work and play in the Children’s House is their immediate surroundings: all the things they can hear, see and touch. From about the age of six, in the Montessori view, the special intelligence of early childhood, the absorbent mind, begins to make way for a different kind of learning and remembering, one based on reasoning, abstraction and the imagination. Children increasingly exercise their imagination, ask questions, research and problem-solve in order to explore the wider world, far beyond the immediate here-and-now accessible to the senses. The sensitive periods of this age include:

* A heightened interest in being part of a social group
* A fascination with different fields of knowledge
* An urge to investigate ethics and morality and to construct a social conscience.

There is a different Montessori qualification for each of the following age groups:

* Children aged from birth to three years
* Children aged from three to six years
* Children aged from 6 to 12 years.

To qualify as a Montessori teacher for each age group requires at least one full year or equivalent of academic study over and above the local qualifications required to teach that age group. To become a trainer of Montessori teachers for each of these age groups requires considerable classroom experience, followed by further intensive international training over several years.

The Montessori methods takes advantages of his fall by allowing the child freedom to select individual activities which correspond students own periods of interest.

The writer devises the procedure bellow based on the procedure of teaching by Motz (1997) are preparation for the exercise, preparation of the exercise and exercise.[[12]](#footnote-13)The procedure of teaching vocabulary in which the writer will insert modified Montessori methodis described as follow:

1. Early preparation stage

In this stage, the teacher prepares everything that he or she wants to teach such as object, picture, cards, boxes, large moveable alphabets, floor mats, a book note or piece of paper to take a note of the students progress for each meeting, and soon.

1. Presentation stage

The Teacher describes and explains the some materials, such as object, Large moveable alphabet, picture, card, and the other material.

1. Practice stage

The teacher divides the class into groups of four to six. Each group has the same materials, such as large moveable alphabet, picture, cards, and floor mats. Student can do practices in groups after the teacher explains.

1. Control of error

The Teacher observe and control while the students practice, they should take a note from every students progress and help if they need.

Here is the more detailed procedures in conducting the class:

Table 2.1

*The illustration of the procedures*

|  |  |  |
| --- | --- | --- |
| Stages | Teaching steps | Language |
| 1. | Teacher prepares all material.Teacher divides the class into group of five to six. | In group, I have decided who will in which group. Now listen carefully as your name is mentioned then you go to group. |
| 2. | Teacher states the aim of the lesson.Teacher explains the activity’s rule.Teacher explains how to use the material in front of the class. Teacher introduces one object and clearly names it for the students.Teacher places the object left of the LMA boxIf the students can’t find the word the teacher repeat again to say word clearly.Teacher checks students understanding | Well, the class by the end of this lesson, you should be able to know some vocabulary. such as the names of fruits, plants, animals, etc. its clear?In this activity member group will get turn use the material, for example: one of the student get a chance to take objects. Whereas, the other student participate to build word by using LMA and another students get chance to pronounce word correctly. Do you understand?All right, I’m going to explain you how to use this material.First, put the floor mat on the table.Second, put the LMA box on the right of floor mat. Third, put the objects box below LMA box. Do you understand?I’ll take one object h . . a . . t. now listen me h. . a . . t . . h . . a . . t. Listen once more h . . a . . t, can you find the letter of h . . a . . t ?E /eh/ is it all right sir?No, it isn’t e/eh/ but a/ah. Can you find it ?All right, I’d like to ask you, Can you show me a hat ?Very good and what is this ? |
| 3 | Teacher asks students to practice the activity in each group | Students practice in group |
| 4 | Control of error can be done by the teacher of students, for example : while students work in group teacher control students from one group to another groups. |  |

In the last section the writer use Three-Period lessons until the student understand the object. Which is follow:

Table 2.2

*The teaching steps in use Three-Period lessons*

|  |  |  |
| --- | --- | --- |
|  | Teaching steps | Language example |
| First period | The teacher indicates a quality materialized in an object and give the students begins to associate the language with the perception. | This is RedThis is BlueThis is a HatThis is a TriangleThis is a Circle |
| Second period | The teacher names quality materialized in an object and the student moves to identify the object. The teacher elicits a variety of movements from the student. In this the most extended and varied part of the lesson, the student recognizing the object with the quality that corresponds to the language provided by the teacher  | Give me the Red.Where is the Hat?Show me the triangle.Can you find the flower?Put the ball back in its box. |
| Third period | The teacher slips into the third period, without the student noticing, by casually asking questions. The responsibility for identifying the quality, using both movement and language, is handed over to the student, and the teacher is able to verify the student has learned the names. | What’s this again?Do you remember what this is?Can you tell me what this is? |

1. The advantaged and disadvantaged of Montessori method

Montessori education is an unconventional way of educating children on the basis of their own experiences and their surroundings. The teacher are just there to provide the desire help the student require by making their presence felt not too much and allowing the children to grow on their own. Their main aim is to help student tackle the problem instead of tackling it for them. There are a lot of advantages of becoming Montessori teachers.[[13]](#footnote-14) Some of being:

1. Using unconventional methods to promote overall development of a child instead of using bookish methods or sticking to script methods, by doing so teacher’s help in keeping the student at bay with cutting edge development,
2. There is no pressure of sticking to a curriculum as framed by institutions, teacher have full expression of freedom in choosing methods through unconventional yet effective which would help in the overall human development of the student.
3. As teachers you will help the students develop communication skills, help them tackle problems, solve conflicts and place emphasis on solutions.
4. You will teach the students to capitalize their strengths and interests in order to learn a specific set of skills in contrast of teaching them through rote memorization.
5. It will help students become independent, self sufficient and self motivated. It will give them a new outlook on life.
6. As teacher you will help students in becoming more aware, active and concerned citizens of the world. The students are likely to become more socially aware of their actions and impact they leave on the society.
7. As teacher you can integrate education with the latest affairs in science, history, social studies, geography and world news. This is another way of encouraging a student to become more aware of these surroundings.

Despite so many perks and benefits Montessori education also has a downside to it, some of them being:

1. Even though being around for decades parents have not warmed up to the idea of Montessori education. Before children even parents have to be educated about Montessori.
2. Montessori education is often mistaken for waldorf and or summerhill education so as the teacher you will have clarify this and lay down the differences for the parent to see from the very beginning.
3. It is very difficult of discipline a student as most of the progress is about being self taught and being self sufficient, also it is difficult to measure a student’s progress as the environment is not competitive enough.
4. The students may also experience difficulty when making transition to a more real, more competitive world as Montessori is more laid back.
5. The cost of Montessori education is also quiet high as compared to other mode of education.

As everything in this world, Montessori education also has two sides to it so weigh your pros and cons and decide what’s best for student’s future.

1. Nunan David, *language second teaching and learining*, (Bustom, USA: Heinly Publisher, 1996), P.101. [↑](#footnote-ref-2)
2. Chamber English Dictionary, (British National Corpus: Publisher. 1997), P.573. [↑](#footnote-ref-3)
3. AS Horby.*Oxford advanced learner’s Dictionary of current english.* (London: oxford university press. Third edition. 1974), P. 959. [↑](#footnote-ref-4)
4. John J. Pikulsi and Shane Templeton, *Teaching and Developing Vocabulary,* (USA: Houghton Mifflin Company, 2004), p.1 [↑](#footnote-ref-5)
5. Mahmud Nasrudin. English for IAIN students revised *“vocabulary building basic reading skills”*, (Jakarta: PusatBahasa IAIN), p1 [↑](#footnote-ref-6)
6. Mary Lee Filed, Jo Ann Aeborsold, *Forum Reader to reading Teacher,*  (New York: Cambridge University Press, 1997) [↑](#footnote-ref-7)
7. John Haycraft, *An introduction to English language Teaching,* (England: Longman, 1978), p44 [↑](#footnote-ref-8)
8. Elizabeth G. Hainstock, *Teaching Montessori In The Home,*(New York, Random House) p.5-6 [↑](#footnote-ref-9)
9. Hainstock E.g., *MetodePengajaran MontessoriUntukAnakPrasekolah,*(New York: Elizabeth Press), p.12 [↑](#footnote-ref-10)
10. Isaacs, Barbara, *Bringing the Montessori Approach to your early year practice,*(New York,London) p.32 [↑](#footnote-ref-11)
11. Hainstock E.g.,*Teaching Montessori in the Home, the pre-school years*. (New York, Random house) P. 48 [↑](#footnote-ref-12)
12. LaMoine, L, Motz*, infrastructural support needed to meet science education reform. Science educator*, (1997) p. 28 [↑](#footnote-ref-13)
13. Montessori, *the advantages and disadvantages Montessori education*, ([www.studymontessori.com](http://www.studymontessori.com)), accessed on 12 April 2016 [↑](#footnote-ref-14)