

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Nature of Vocabulary**

##### **1. The Definition of Vocabulary**

Vocabulary is one of the language aspects which should be learned. Learning vocabulary is important because we are able to speak, to write, and to listen nicely we have to know vocabulary first. Vocabulary has an important role in making up a language. It is one of the basic elements and that is why no language exists without words (Napa, 1991: 6).

Another definition in vocabulary is a list or set of words for a particular language or a list of words that individual speakers of a language might use (Hatch, 1995: 1). In other words, learners will be able to master English skill if they master some vocabularies. Basically, vocabulary is one of the language components which has important role in studying English, especially for beginner.

Based on the definition mentioned previously, it is concluded that vocabulary plays an important role in language learning for developing ones language ability. It has been neglected for a long time, in which course book focused on structures but only little vocabulary was provided.

## 2. Kinds of Vocabulary

Surely, there are some words in a sentence and those collections words include to the vocabulary because vocabulary is a list collections of words arranged in alphabetical order and explained. Those words could be noun which is usually used as subject or object, verb usually used as predicate in a sentences, adverb etc.

The sentence may be further divided according to the functions of each word has in the subject – predicate relationship – each of these functions is classified as a different part of speech. There are:

### 1. Noun

It is most important part of speech. It is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. It could be the name of person, place, thing or idea.

Example:

- a. It is a **book**.
- b. There is an **umbrella**.

### 2. Verb

It is the words which express an action or help to make a statement.

Example:

- a. Robert **plays** football.
- b. Mr. Brown **reads** newspaper.

### 3. Adjective

It is the word used to qualify noun or pronoun.

Example:

- a. Mr. Herman is **clever**.
- b. The bag is **expensive**.

### 4. Adverb

It is a word used qualifying the meaning of verb, adjective or another adverb.

Example:

- a. I go to school at **six o'clock**.
- b. Mrs. Windy is teaching in **the classroom**.

### 5. Conjunction

It is a word used to relate one word to another one, or one sentence to another one.

Example:

- a. Tike **and** I am student at UMP.
- b. I have to call him **before** I go.

### 6. Pronoun

It is the word which can take the place of a noun.

Example:

- a. **They** are my lecturer.
- b. **He** goes to office.

## 7. Interjection

It is a word put into a sentence to express a sudden feeling of mind or emotion.

Example:

- a. **Hurrah!** I am the winner.
- b. **Oh my God!** I can't believe it's real.

(Frank, 1972: 1)

## 3. Learning for Vocabulary Teaching

In learning vocabulary, there are some materials that relate with vocabulary like word formation, synonyms, antonym, word families that can help learners in comprehending vocabulary deeper.

### 1. Word formation

Word formation is a word is constructed by adding prefix and suffix in base word or root. In word formation discussed about affixes. There are two affixes: prefix and suffix.

#### 1) Prefix

Prefix is syllable added at the beginning of word to change their meaning. The words of prefixes are un-, in-, dis-, mis-, re-, pre-, etc. The prefix un- and in-, are the most common negative prefix which both mean not. Prefix mis-, means wrong, pre-, means before, re-, means again, etc.

Example:

Words	Added prefix	meaning
Popular	unpopular	not popular
Active	inactive	not active
Writing	prewriting	before writing

## 2) Suffix

Suffix is syllable added at the end of word to change their meaning or their part of speech. The words of suffix are -ment, -ion, -ness, -less, -er/or, -ist, etc. The suffix -ment, -er/or, -ist are changed verb form becomes noun. Suffix -ness, are changed adjective form becomes noun. While suffix -less, means without.

Example:

Words	Added suffix
Art	artist
Direct	director
Use	useless
Weak	weakness
Agree	agreement

## 2. Synonym

Synonyms are words that share a similar meaning. Synonyms are similar, but seldom the same.

Example:

See        look

Use        wear

Good      excellent

### 3. Antonym

Antonyms are words with the opposite meaning. It can be assumed that both synonyms and antonyms have useful defining function and it does depend on the context.

Example:

Man        woman

Young     old

Big        little

### 4. Word families

Word families are groups of words that have a common feature or pattern in English.

Example:

All                ball, call, tall

Ay                stay, day, play

Out               shout, bout

#### 4. Teaching of Vocabulary

Teaching vocabulary is what the most teachers take for granted since it saved that essential area of language is the lexicon, or vocabulary of the language.

In teaching vocabulary many teachers often have to explain the meaning of words. According to Harmer (1987: 85), there are many ways to teach vocabulary such as:

a. Real activity

It means that teacher can use the real objects in the classroom that can easily be taken seen into the class. Using realia is helpful for teaching the meaning of words or for stimulating learners activity.

One way of presenting words is to bring the object into the classroom such as 'a ruler', 'a pen', 'a ball', etc. The teachers holds up the object (or point to it), say the words and then gets learners to repeat.

b. Picture

By picture, it means that mean whiteboard drawing, wall picture, charts any other non-technical visual representation. Picture can be used to explain the meaning of vocabulary items; teacher also can draw things on the board to help with explanation or bring the picture. Picture is very important for language teaching since they can be used in many ways.

c. Mime, Action and Gesture

Mime is to act out with gestures and body movement. Action is movement or posture during some physical activity. While gesture is a motion of the hands, head or body to emphasize an idea or emotion.

d. Contrast

Sometimes realita, picture, and mime may not be sufficient to explain the meaning of words. In this case, the teacher can use the kontras or antonym for words. For example: “large” by contrasting it with “small” or “cold” by contrasting it with “hot”.

e. Enumeration

If the teachers are difficult to explain the word visually, they can make a list (or numerable) a number of words and the meaning will be clear. For example: the teacher want to teach the word “fruit”, teacher can enumerate a number of fruits such as mango, orange, banana, apple, melon etc. The word of fruit will be clearly understood.

f. Explanation

Explaining the meaning of vocabulary items is very difficult, especially at beginner. If the teacher used this method they have to be sure that the explanation includes information about the items can be used.



g. Translation

It can be used when learners do not understand a word and the teacher cannot think how to explain it, he can translate it, but it should be used with caution.

To anticipate learners failure to acquire the target language teachers have to give learners comfortable teaching, for the beginning teacher introduce vocabulary with good pronunciation and train the learners pronunciation. Montessori method can be used to teach vocabulary because besides learners get joyful learning.

## 5. Learning Vocabulary

The learners are not learning a new word individually, asking them to memorize a list of words is time consuming. A word does not really mean anything, as it is used without context and without referring to something that will be expressed. Below are a few techniques in learning vocabulary:

a. Testing and revision

To ensure the words stick in your memory, do not forget to test and revise again. For example, if we learn some new words in the morning, check your memory still remember them later that day, the next day, a week later, and a month later.

b. Learning related to the words and phrases

To get more vocabulary, try to learn related words and phrases. This way will help to find quick definition by guessing the meaning of the word. For example: part the hand, action of the hand, other parts of the body.

c. Learning the words in context

To facilitate in learning vocabulary, try to focus on learning words in the context. This way also helps to reduce the difficulty in learning vocabulary. For example: when learning “food” word, think about more related to the more, i.e. when cooking, eating, shopping, and learn other words related to those situations. Then try constructing sentences using the new words.

d. Practising reading as much as possible

A great way to build up in learning vocabulary is to have a reading books, magazines, newspapers or comics. Start to read from the enjoy topic in the magazine or newspaper, and then try to guess the meanings of any words and then check them in dictionary correctly.

Lado in Martha (2011: 16 ) also gives several ways that the learners can learn English vocabulary, there are:

a. Using the dictionary

Obviously, in teaching learning process, the learner has a good dictionary, perhaps two, one large, and one small. When they have

trouble in catching the meaning of words, they can use dictionary effectively so that they can find a quick definition.

b. Guessing the meaning

In finding the word, try to guess the meaning of the sentences in reading. Wait and see if something else in the context which will give a clue to its meaning.

c. Studying words in families

Other way to learn vocabulary is studying words in families. By this we mean list of items that naturally occur together: part of human body, articles of clothing, food and so on. Each person can make such list, according to his interest or add the word as you find that words.

d. Using the notebook

One of the most effective way to control learning of new words is keeping a vocabulary notebook.

## **B. Montessori Method**

### **1. The Definition of Montessori Method**

Montessori method is a method of educating young children that stresses development of learners own initiative and natural abilities especially through practical. Montessori method is an inclusive educational method that was formed by Dr. Maria Montessori in which it delves into the perception of young children preferred learning modalities they develops. The classroom environment consists of attractive

manipulative, education toys that involve children in academic learning. According to Wallace and Finn (2005:345) it is stated that Montessori method is a sensory-based pedagogy that is based on the belief the children learn at their own pace through manipulation of object.

## **2. Principles of the Montessori Method**

Crain (2004: 4) says that one underlying premise of the Montessori method is that each learner possesses an inner power that motivates them to seek out specific activities and interactions. In the Montessori method, there are three principles, namely:

### **1) The Absorbent Principles Mind**

One of the principles discovered by Montessori reveals the mind of the learners up to the age of seven to be absorbent in nature. Everything in the learner environment and experience is assimilated into the personality and characteristic of the child. Because of this principle, our staff is diligent in providing a carefully prepared environment that is filled with interesting and inviting lessons that are also beautiful and pleasing to the young child. Everything is scaled to their size and is designed to be appealing to them providing ample opportunity for movement. The learners are the caretakers of their environment and are comforted by its order and beauty (Montessori, 1967: 14)

## 2) Sensitive Period

Between the ages of three and six, learners are in the developmental sensitive period for language (vocabulary, writing, and reading), good manners, order, and sensorial refinement. The learners learn effortlessly. After age six, the absorbent mind begins to diminish as rational and abstract thinking emerge. Understanding the important and significance of these sensitive periods. Montessori teachers endeavor to provide each individual child what is needed and when it is needed.

## 3) Freedom in Education

Freedom in the Montessori classroom means freedom to do what is right. During the course of the school years, the learners and teacher work together to build a miniature but very real community. The learners learn honor a few carefully chosen, well understood, and strictly enforced ground rules (Montessori, 1967: 29)

### **3. Curriculum of Montessori Method**

The Montessori curriculum is very broad based and covers traditional and uniquely Montessori subjects. The Montessori curriculum is non-graded and non-competitive, thus allowing the learners to work and grow in an environment that permits their individual potential to reach its own level and at its own pace, without any negative or judgmental pressure. Evans (1971: 59) states the curriculum in a Montessori education

as consisting of three broad phases: exercises for practical life, sensory education, and language activities (reading and writing). In the Montessori curriculum, areas of study such as language, math, geometry, geography and history are presented in a social setting comprised of young children of multiple ages in an ungraded class. From the mentioned previously, Association Montessori International divides Montessori into three parts, namely:

1. Montessori primary curriculum

It means that children enrolled in the Montessori primary curriculum explore and learn in a sensory way. The Montessori curriculum also offers musical instruments and specific vocabulary to apply to observations of the natural world. With the Montessori method, young children engaging in the primary curriculum are learning about the physical world, animals and people, language and measurement. The learners are learning to care for each other and for their environment, to write and read and to carry out simple arithmetic operations within the decimal system of numbers.

2. Montessori elementary curriculum

It means that the Montessori elementary curriculum aims to make basic answers to these questions available, enticing the child to dig deeper to reveal the history and detail of these stories.

### 3. Montessori adolescent curriculum

It means that Montessori adolescent curriculum is important because adolescence it is time with the young child enters on the state of adulthood and becomes a member of society (Montessori, 1952: 82).

### 4. Teaching Vocabulary using Montessori Method

Montessori classroom is an exciting place. There are many interesting and beautiful resources for learners to work. There are many interesting books on a wide assortment of topics. The learners work with many different concrete materials which help them to learn through an active process. The Montessori method teachers use the term three period lesson so often it becomes second nature. Bourne (2007: 3) says that the three period lessons is fundamental approach to introducing a new concept to learners. It is used to move the learners from basic understanding to mastery. The three period lesson of Montessori method are:

#### 1. Introduction (This is...)

It is important to always isolate the desired nomenclature. Say to child “This is big... big, this is small... small”. It is always good to repeat the word several times while pointing to the appropriate item or card. Letting the child handle the Montessori materials is also a good idea.

## 2. Association/Recognition (Show me...)

Its purpose is to extend the handling and action presented in the first lesson. It is not a time to ask the learners to verbalize the name of the Montessori materials. Unfortunately, most adults want to rush through this period and prematurely ask learners to verbally identify materials without enough practice. This is a critical period and should last the longest. During the second period the Montessori teacher has the opportunity to review and reinforce vocabulary as well as see what connection the learners made.

## 3. Recall (What is this...)

This is the first time the Montessori teacher asks the child to name the object. The teacher should only move to the third when she is sure that the child will succeed. This may come sometime after the second period lesson as mastery often takes time.

## 5. Procedure Teaching Vocabulary using Montessori Method

Language is best encountered and learned in context. The focus in teaching vocabulary using the Montessori method will be encouraging learners to interact in teaching vocabulary. There are three stages in teaching vocabulary.



Stage 1:

1. Giving the letter boxes to children and an assortment of pictures with names of object,
2. Asking your child to spell the letters one by one in a word,
3. Providing a list of words known word (e.g., bread, milk, orange, etc.) and let them continue on the same,
4. Indicating the letter box the children and ask them to choose different letters. If they can do it easily, choose a three-letter words and ask, "What our letters if I say the word 'bread'?" Together by saying each letter, ask the children to choose letters from the letter box and place it in front of him. Continue until the child can do it yourself,
5. Once children have mastered more, give small box containing pieces of an image object that has a 3 letter name. Ask them to put the images of objects on the table and the letters are arranged side.

Stage 2:

1. Putting a box consisting of 6 objects with cards that can be matched, which consists of 3 or 4 letter,
2. Putting the objects above desk,
3. Giving the child a card and ask him to read a louder voice,
4. Having your child put the cards under the appropriate thing to cards,
5. Continuing in this way until the children understand and be able to train yourself.

Step 3:

1. Using the same procedure with picture cards and match with cards,
2. Recommending picture cards; ask children to match word cards with pictures,
3. Showing the word phrase cards, and let the kids see the pictures and read the sentences in the picture book.

## **6. Area of Study in Montessori Method**

Standing (1984: 363) says that there are four main areas within the Montessori method ; practical life, sensorial, mathematics, and language which also branches out into cultural activities, for example those areas which include “history, geography, biology, literature and the beginnings of geometry and algebra”.

### **1. Practical life**

The practical life section is the most important area in a Montessori classroom. It is through these materials that the learners develops the self-confidence, control and concentration essential for mastery of the other more advanced area of a Montessori class. The activities of practical life will fall into four main categories: grace and courtesy, care of self, control of movement, and care of the environment.

### **2. Sensorial**

The sensorial materials help the child to become aware of detail. The activities, such as color, weight, shape, texture, size, sound and smell.

### 3. Language

The language area contains many learning opportunities, such as learning the shapes and sounds of the letters, perfecting the fine motor skills for writing, vocabulary development, matching of words and pictures, reading silently, reading word lists, sentences, stories.

### 4. Mathematics

The Montessori child is introduced to the required skills for mathematics by many aspects of both the practical life activities and the sensorial activities. The mathematics activities are organized into five groups:

- 1) introduction to numbers,
- 2) introduction to the decimal system,
- 3) introduction to tens, teens and counting,
- 4) arithmetic tables, and
- 5) abstraction

## 7. Relevant Research of Montessori Method

The Montessori method is an approach to education that is based on a philosophy of child development (Lillard, 2007: 37-38). In order to make these activities beneficial for the learners, one of the fundamental components of a Montessori classroom is a carefully prepared environment (Mooney, 2000: 35). Montessori teachers work to ensure that all materials available to learners are attractive, in good working

order, and are developmentally appropriate. At the same time, educational materials are flexible in that they may be used in various ways to meet the individual needs of each of the learners in the classroom (Barron, 2008: 120). In addition, the materials in a Montessori classroom are designed to allow learners to interact with the materials without the assistance of a teacher.

In practice, Montessori emphasizes learning four areas that represent different environments provided, the practical life, sensorial area, mathematics, and language art. Specifically in the area of language (language art) contains in it the development of spoken language, writing, reading, listening and study of grammar in children. Basic skills in writing and reading are developed through the use of paper letters, words from the paper, and a variety of achievements that allows children to link sounds and letter symbols, and to express their thoughts through writing. In the process of learning this language, Montessori uses a number of instruments or props are called apparatus which includes spelling, word making, six object boxes with name tags, six picture boxes with name tags, sheets of pictures and cards, word lists, booklets, secret box, sentence cards, and story booklets (Montessori, 2010: 6).

Vocabulary is studied through fun, hands-on materials. The learners answer questions, in a Daily Response Journal, compose entries in response to the books read in the classroom. The learners work on language mechanics, idea development and organization through

feedback on their writing efforts. Creative stories, poems, reports, and other forms of spontaneous writing evolve as children become interested in expressing themselves. Instructional technology, learning how to use the computer, aids students in producing more polished final drafts of stories and reports.

Similarly, Keraf (1982: 11) found that vocabulary in a sentence is a means of channeling ideas. The more a person controlled vocabulary, the more ideas can be expressed. The vocabulary words that can be controlled by a person will be able to choose the words that correspond to the intended idea. Someone who has a lot of vocabulary words will be able to choose the words that correspond to the taste and situation.

In connection with that, this study intends to investigate further whether the Montessori Method, formulated Maria Montessori, it can effectively influence the child's ability to speak with intelligence variable as an intervening variable, and introduction of the young children will read and learn to analyze the letters to form words in preparation for reading, writing, and spelling.

## **8. Advantages and Disadvantages of Montessori Method**

According to Chattin (1990: 4) states beneficial effects of the Montessori method on study outcomes very little time has been spent on bringing to light what makes the method effective. There are several advantages of Montessori method, namely:

1. The learners get to choose what they want to learn at their own pace.

It means that the learners will choose something that interests and engages them, factors that are considered key to learning. This means that they will not miss understanding a subject if they were absent or did not get it the first time round.

2. The learners are observed by the teacher as a “guide”.

This observation of the learners informs future teaching, enables the teacher to identify a young child’s strengths and areas of weakness and guide them to a better outcome.

3. The learners are encouraged to be independent learners in the classroom environment.

The learners can be more confident in doing anything, in addition the learners to the circumstances such as this they are free to show themselves.

On the other hand, Chattin say that there are several disadvantages of Montessori method:

1. The learners have little interaction with other .

It means that learners will not be able to have good to more communication environments later in life.

2. The learners have to pay more expensive than other.

The cost is more expensive because learners are using expensive materials and a lot of the learning process.

### **C. Basic Assumption**

By using Montessori as a teaching method, the learners will get more vocabulary. In doing the activity, the learners will understand and remember the word better. The learner also will enjoy in the lesson because they learn what they say and do the action immediately. It makes them always to be active in the class.

### **D. Hypothesis**

Based on the literature review previously, the hypothesis is state that “Montessori method is effective in teaching vocabulary at one of primary schools in Banyumas”

