CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Vocabulary

Vocabulary is known as like bricks for constructing a building. Like bricks, they are vital for the building of a language. Mofareh Alqohtani in his journal says that Vocabulary as one of the knowledge area in language, plays a great role for learners in acquiring a language (Cameron, ed., 2001:22). Vocabulary is important for student as learner in learning any language, such us Japanese, spain, arabic belongs in this study research is English. Language is made up of words. If we want to use language effectively, we must have good stock of vocabulary of that language. We'll find difficulty in using a language, if we don't know the words of that language. English language has vast vocabulary. It is the richest language of the world.

The study of vocabulary has occupied the central place in teaching-learning activities. Bury (2002: 378) stated that "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words." It's not means that we don't need to learn grammar, because english skill is not only speaking, but also listening and writing activities. Those are need vocabulary and grammar

Vocabulary is a very important means to express our thoughts and feeling, either in speaking, listening and writing form. Indeed, neither literature nor language exists without vocabulary. Water (2004: 35) rightly said that words are the bricks the bricks with which the poetry and the literature of the world have been built. It is mainly through using words that we compose and express our thoughts to others. We can tackle our own task through words. It shows words are powerful tools. Famous imperialist poet, Kipling (2006: 15) said that words are the most powerful drug used by mankind. Those who are rich in vocabulary can speak and write English correctly.

Vocabulary is needed for expressing meaning and practically using for listening, reading, speaking, and writing skills. It should be considered as an internal part of learning a foreign language since it leads the way to communication. If one wants to use language effectively, he/she must have good stock of vocabulary. Because language is made up of words. According to Throat et.al (2005: 36), 'Words are the building block of language'. Nagy (2003) appropriately remarks, "Vocabulary knowledge is fundamental in reading comprehension; one cannot understand text without knowing what most of the words mean". Teaching vocabulary is a key aspect of developing engaged and successful readers.

Vocabulary is the first and foremost important step in language acquisition. In a classroom where students are not finding themselves comfortable with L2, language learning can be made interactive and

interesting with the introduction of appropriate vocabulary exercises. This research is an attempt to study and explore the Audio Lingual Method that can be incorporated in the teaching of vocabulary items in a language classroom.

2.2 Teaching Vocabulary

It is noteworthy to mention here that vocabulary items are imparted mostly by translation: either a list of words with their translation at the beginning of the lesson or the translation of the content having new words or glossaries at the very end. This is an erroneous practice as it leads to a state of confusion for the learners. Pavicic (2003: 74) dealt with a way to improve students' abilities to explore, store and usage of vocabulary items. He determined the role of vocabulary teaching and how a teacher could help their learners. He laid emphasis on self-initiated independent learning with strategies, in which formal practices, functional practices and memorizing could be included. He stated that the teacher should create activities and tasks to help students to build their vocabulary. Teacher should also develop strategies to learn the vocabulary on their own.

There are many ways for teaching. First, vocabulary can be taught in context. According to Jack C. Richard and Theodore S. Rodgers (1986: 6) cited in Damayanti (2014: 16) word should be practice in meaningful context and in sentences and should be isolated, disconnected elements. This statement shows that vocabulary is taught contextual meaning in sentences. So we can guess the meaning of words or new items by seeing in the context.

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It means that using teaching aids in teaching concrete vocabulary has important role. Students can understand the writing more easily by vocabulary.

2.3 Technique of Teaching Vocabulary in English Class

Three techniques use in enriching and strengthening the English vocabulary.

a. Listening Carefully

Careful listening to the words may be a good option in teaching vocabulary items in a heterogenic classroom. "Let the students hear the word in isolation and in a sentence. If the sounds of the word have been mastered, the students will hear it correctly with two or three repetitions." (Robert Lado 2004: 121) Slow pronunciation without distortion will help. Breaking the word into parts and building up to the whole word will also be helpful.

b. Pronouncing the Word

Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it.

c. Methods of Grasping the Meaning

Naveen Kumar Mehta in his journal said that The teacher should try to get the meaning to the class without using translation. This is not preferable on the ground that translation may or may not provide the meaning of the word accurately and precisely. It is advocated as it enables the class to go without grasping the meaning of a word that they have learned to pronounce rather than to depend upon the translation.

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According to Lori (2003: 13) students without an extensive vocabulary have a hard time understanding what they're reading, especially as they get older and reading material becomes more difficult. To complicate matters, most young readers, including different learners, have a larger spoken vocabulary than a reading vocabulary. Furthermore, an efficient language teacher can use selected vocabulary activities or can use integrated activities. All this depends upon ability and level of understanding and interest of the learners.

2.4 The Principles of Audio Lingual Method

The Audio-Lingual Method, like the Direct method, is also an oral-based approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio lingual method drills students in the use of grammatical sentence patterns. It also, unlike the Direct method, has a strong theoretical in base in linguistics and psychology (Freeman 2004: 35).

Therefore, the teacher models the target language, controls the direction and pace of learning, and monitors and corrects the learners' performance. The teacher must keep the learners attentive by varying drills and tasks and choosing relevant situations to practice structures. Language learning is seen to result from active verbal interaction between the teacher and the learners.

This method of Language Learning is also called the Aural-Oral Method. This method is said to result in rapid acquisition of speaking and listening

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skills. The audio-lingual method drills students in the use of grammatical sentence patterns. When this method was developed it was thought that the way to acquire the sentence patterns of the second language was through conditioning or helping learners to respond correctly to stimuli through repetition(Behaviorism consept).

The Audio-lingual Method is based on the following principles (Harmer: 2001):

1. Speaking and listening competence preceded reading and writing competence.
2. The development of language skills is a matter of habit formulation.
3. Students practice particular patterns of language through structured dialogue and drill until response is automatic.
4. Structured patterns in language are taught using repetitive drills.
5. The emphasis is on having students produce error free utterances.
6. This method of language learning supports kinesthetic learning styles.
7. Only everyday vocabulary and sentences are taught. Concrete vocabulary is taught through demonstration, objects, and pictures. Abstract vocabulary is taught through association of ideas.
8. The printed word must be kept away from the second language learner as long as possible.

Audio lingual methode ask students to mimic the material that has been prepared by a teacher. According to Kifuthu (2002: 43) one of the key

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principles of the Audio-Lingual method is that the language teacher should provide students with a native-speaker-like model. By practicing this method, students are expected to be able to mimic the model. Based upon contrastive analyses, students are drilled in pronunciation of words that are most dissimilar between the target language and the first language. Grammar is not teach directly by rule memorization, but by including the material. If teacher can use the exact material, student will easy to accept the material. They will interest to follow every instruction during learning processes. Here, the reseacher assumes that Audio Lingual Method presumes that for learning English skill will easier use this methode to enrich student's vocabulary mastery.

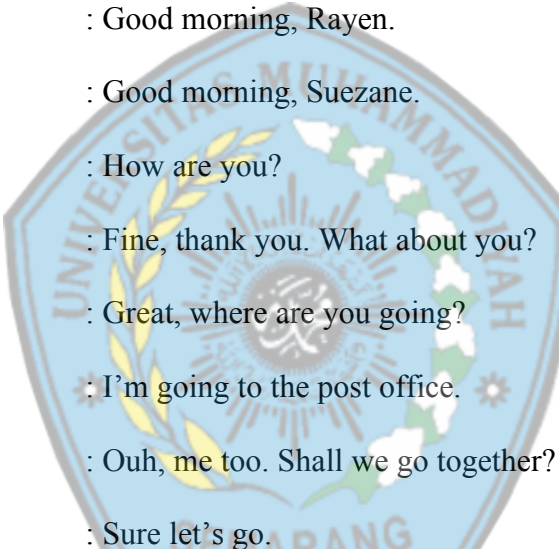## 2.5 Techniques of the Audio Lingual Method

The Audio Lingual Method has a relatively complete procedure of presenting language materials. The method has a set of procedures of teaching each language skill. The following is the first procedure of teaching the target language. This procedure is a set of the typical steps in teaching the target language through the ALM. Since the listening and speaking ability is the first skill to consider, the first procedure of teaching is more related to listening and speaking skill (Huebener, 2005: 17). The procedure can be as follows:

a. The teacher gives a brief summary of the content of the dialogue. The dialogue is not translated but equivalent translation of key phrases should be given in order for the students to comprehend the dialogue.

b. The students listen attentively while the teacher reads or recites the dialogue at normal speed several times. The teacher also shows gestures and facial expressions or dramatized actions of the model in presentation material.

c. Each sentence may be repeated a half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and is asked to repeat the sentence. If many learners make the same errors, repetition and drill of the dialoge will be necessary.

d. Repetition is continued with groups decreasing in size, that is, first the two halves of the class, then thirds, and then single rows or smaller groups. Groups can assume the speakers' roles.

e. The teacher shows the student that each the dialoge are constructed by vocabulary. Student's vocabulary will increase directly through this activities.

f. Pairs of student now go to the front of the classroom to act out the vocabulary from the dialogue. By this time they should have memorized the dialogue. In teaching the target language dialogue plays an important role. Almost any language class begins with a dialogue.

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2.6 Application of Teaching English Vocabulary Using Audio Lingual Method at Junior High School

Freeman (2004:32-33) states that the first in application Audio Lingual Method in teaching is that the researcher as a teacher presenting a new dialogue, a conversation between two people. Then Suezane and Rayen have conversation.

Suezane   : Good morning, Rayen.

Rayen   : Good morning, Suezane.

Suezane   : How are you?

Rayen   : Fine, thank you. What about you?

Suezane   : Great, where are you going?

Rayen   : I'm going to the post office.

Suezane   : Ouh, me too. Shall we go together?

Rayen   : Sure let's go.

Secondly, after the researcher gives an order to the whole class, the students should be repeating each of the lines of the dialogue. When it has been repeated several times, then the teacher applies a role-playing to the present the dialogue. This called as Dialogue Memorizing, one of the techniques or strategies in teaching Audio Lingual Method. The third is the teacher shows each vocabulary that has been studied from their activity today.

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