

**CHAPTER II**  
**LITERATURE REVIEW, CONCEPTUAL FRAMEWORK, AND ACTION**  
**HYPOTESIS**

**A. Literature Review**

**1 The Nature of Vocabulary**

Many parents really want their children to learn English as early as possible, Consequently, people should know the word first before they learn others; it means that vocabulary plays an important role because it appears in every language skills. However, learners must memorize the meaning of words and there are unlimited words in a language that is why some students consider learning a foreign language as the most difficult thing to master.

Hornby (2002) stated, the word vocabulary means all the words that a person knows or uses, the words that people use when they are talking about a particular subject. vocabulary has three definitions: The first, vocabulary is the study of words. For example, the meanings of the words, the part of speech, and synonym/ antonym. The second, is how the words are uses such as applying the word into the sentence. The study Mastering English is necessary and becomes a need for the students. When they learn English, they will learn about words or vocabulary at the first time. Mastering vocabulary can help students deal with Listening, Speaking, Reading and Writing (Language Basic Skills) and elements of language, such as grammar, pronunciation and vocabulary. According to Allen & Vallete (1997) “All languages have words.

Language emerges first as words, vocabulary is very important in a language, when we learn a language like English; we learn the words of language. Students must continue to learn words as they learn structure as they practice the target language. The vocabulary is very needed to mastery the four skills in English. The vocabulary itself is an important part in the process of acquiring a language. “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. From the statement, it can be concluded that vocabulary is one of the core part in language learning”, as stated by Wilkins in Thornbury (Thornbury, 2002)

According to Haycraft (1978), there are two types of vocabulary which are Receptive and Productive. Receptive vocabulary is knowing a word and able to recognize it when it is heard or when it is seen. Moreover, receptive vocabulary also having knowledge of what grammatical pattern the word is occurred as well as the suitable meaning of the context. The second is Productive vocabulary. It means know how to pronounce the words, how to write and spell the word, and how to use the word in correct grammatical patterns.

Hatch & Brown stated (1995) that productive vocabulary is when the students know how to pronounce it well. They must know and able to use grammar of the target language and can be familiar with the collocation as well as understand the meaning of the words. This type often used in speaking and writing skill. Passive vocabulary refers to language words that can be recognized and understood the context.

Furthermore, Aeborsold & Field stated (1997) three types of vocabulary: (1) Active, is when someone able to understand and actively uses vocabulary probably

around 5.000 to 10.000 words. (2) Reserve, is when someone know the words but rarely uses in ordinary speech or in writing a letter. (3) Passive, when someone recognizes but imprecisely and not sure of the meanings as well as never uses them in either writing or speech.

## **2. Berlitz Method**

### **2.1 The History of Berlitz Method**

Maximilian Berlitz grew up in the Black Forest region of Germany; he immigrated to USA in 1870. A language prodigy, Berlitz taught Greek, Latin and six other European languages, firstly uses the traditional "grammar-translation" method. Through Berlitz's impressive teaching way, he became Professor of French and German. When Berlitz became sick, he hired a young Frenchman assistant named Christian Joly to replace him to teach his students in French class. Since he had always corresponded with Joly in French, he did not notice that Joly speak no single word of English. When Joly taught the class, the entire process was in French with no translation, only by using gestures, pointing to objects and using tone of voice and facial expressions to convey meaning. Berlitz returned to the class six weeks later to find that his students, who had spoken little to no French before Joly began teaching, were conversing semi-fluently in French. Their pronunciation and grammar were also very good. Berlitz used this experience to develop the Berlitz Method, for which only the language to be taught is spoken from the first day of class. Students rely on the same techniques Joly used, rather than translation, to gather meaning and learn

grammar and vocabulary. This method strongly an alternative way in which language was presented in context and mother tongue was avoided. Its principal proposed what famously called Natural Method that changed from Grammar translation to the method that later on came to be known as Direct Method or Berlitz Method.

According to Maximilian Berlitz, this method has some characteristic such as only focuses on using target language as a communication tool in learning process, always presented language in context of real life situations with everyday vocabulary, learning through listening and speaking, visual aids mostly uses to teach vocabulary, approach comprehension and oral expression, most of all Berlitz provides professional guidance on learning strategies and motivating students to actively participating in the learning process. And this way has scientifically proven improved students' vocabulary mastery.

## **2.2 The Advantage and Disadvantages from Berlitz method.**

Berlitz Method has many advantages, with high disciplines in listening the dialogue directly the students will able to understand the pattern and have lots of vocabulary understanding, compared with the method of translation, children will more easily learn for vocabulary because the material given repeatedly and using medias, there will be lots of interaction between teacher and students, students will understand their mistakes because the teacher correct their mistakes directly, the learning process will be more intensively because the method is given directly.

Although Berlitz method is adequate, its proven by many school in Indonesia apply this method, but there are some disadvantages too, since the entire lesson given orally using target language, the teacher fluent speaking is a must but many teacher in Indonesia still lack of four skills of English especially the way they pronounce the vocabulary and this could impact to student's perception and they could also apply wrongly. This is one of the biggest challenge especially in Indonesia because at the end the school prefer to have native speaker. In practice, this requirement is generally difficult to be fulfilled. Other disadvantage is, the number of learners in a class should not be large, the last one is demonstration lessons needed to explain many times both verbally and with gesture, it means teacher should teach proactively and consume more effort.

### **2.3. Teaching Using Berlitz Method**

In short, the principles of the Berlitz Method are as follows: (a) Classroom instruction should be conducted in the target language. (b) Never Translate; Act instead. (c) Only everyday vocabulary is taught. (d) Vocabulary is taught through pictures and objects, while abstract is taught by association of ideas. (e) The learner is actively involved in using the language in realistic everyday situations. (f) Students are encouraged to think in the target language. (g) Speaking is taught first before reading or writing. (h) Never explain; Act instead. (i) Translation is completely banished from any classroom activity. Classroom activities is carried out only in the target language. (j) Use of chain activities accompanied by verbal action and comment

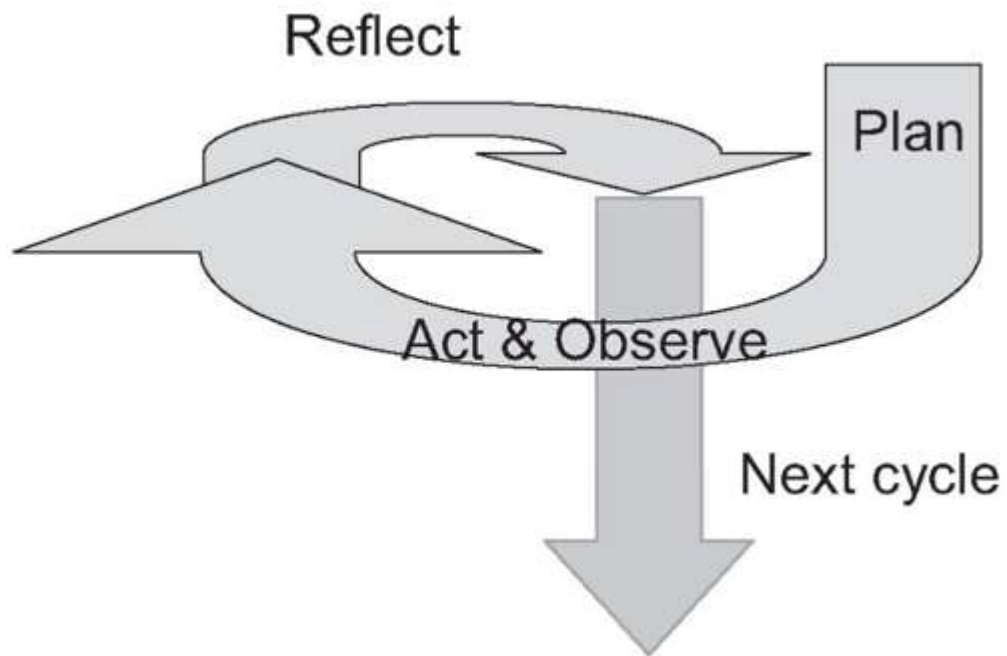
like: I go to the door, I open the door, I close the door, I return to my place, I sit down.

(k) Never speak with single words but use sentences instead. (l) Never speak too much but encourage your students to speak much. (m) Correct pronunciation and grammar are emphasizing. (n) Student should be speaking at least 80% of the time during the lesson. (o) Never jump around but follow your plan coordinately.

Another way of application on teach using Berlitz Method according to Norland and Tery (2006): The teacher shows a set of pictures that often portray in real life in the country of target language, the teacher describes the picture in target language, the teacher asks question about the picture using target language and students answer the questions as best they can be using the target language. Pronunciation is corrected, but grammatical structure is not.

### **3. Action Research**

This study was an action research, applied within two cycles. According to Kemmis and McTaggart (2005) developed a simple model of the cyclical nature of the typical action research process as shown below:



**Figure 1 Action Research Cycle by Kemmis and McTaggart**

### **3.1 Planning Phase**

A planning phase was done after researcher identified and diagnosed students' vocabulary problem. The planning includes cycle to cycle and formed into lesson plan on the current used syllabus.

### **3.2 Acting Phase**

This part is the implementation from planning, it covers material to be taught using the method and strategy. According to Arikunto (2009), the acting phase should be conducted at least two cycles continuously, the time period for each cycle also depends on the material needs to be taught.

### **3.3 Observing Phase**

In this phase, the class teacher act to observe the researcher and put notes of what happen in the class and what need to be improved by researcher as a good outcome. This part could include researcher's performance, class situation, and students' response.

### **3.4 Reflecting Phase**

This phase aimed to reflect what has been evaluated in previous step, and this also related what to be done for the next cycle such as what need to be more focused to make the learning process reached expectation. If it still not solved, then the problem needs to be carried to the next cycle until it solves.

## **B. Conceptual Framework**

Researcher was having confident Berlitz method gave advantageous on improving students' Vocabulary for Kindergarten Students' Happy Holy Kids Cinere as mentioned before that the students was having lack of vocabulary because of uninteresting teaching method and English lesson only taught once a week which and surely not proper to increase students' vocabulary.

## **C. Action Hypothesis**

Based on the theories, hypothesis of this study was: "Using and applying Berlitz method will give positive effect to the students' vocabulary mastery.