

CHAPTER II

THE DIRECT METHOD IN TEACHING CONCRETE NOUNS

In this chapter, the researcher would like to reveal some literature reviews in line with opinions and suggestions from books and other resources. This chapter consists of teaching concrete nouns, general concept of Direct Method, Direct Method in teaching concrete nouns, and previous research.

A. Teaching Concrete Noun

1. What is Concrete Noun?

a. Noun

According to Hornby, noun is something exists in a form that can be touched, felt, seen, etc; real or solid.¹ So, noun is word which given name toward person, place, or things. Noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence.

Every speaker of English realizes that the words of English constitute various classes. These classes have traditionally been called the parts of speech. According to Imam Djauhari, parts of speech are divided into nine classes: Noun, Verb, Pronoun, Adjective, Article, Adverb, Preposition, Conjunction, and Interjection²

As stated in the title of this thesis that the researcher discussion is only focused on the noun vocabulary. Imam Djauhari states on the book *Mastery on English Parts of Speech* there are five approach of discussion noun:

1) Forms of Nouns

Based on the forms, noun divided into two classified:

a) Concrete Nouns

¹ AS Hornby, *Oxford Advanced Learners Dictionary*, (Oxford University Press: Great Britain, 1995).

² Imam D. Djauhari, *Mastery on English Parts of Speech*, (Malang: Indah, 1986), hlm.11.

Concrete noun is a word whose shape can be seen physically.

Example:

- My father lends me his *boat* to go fishing at the *sea*.
- I always eat good *food* and drink a lot of *water* everyday
- *Mr. Habibie* designs a lot of *aero planes*

b) Abstract Nouns

Abstract noun is a word which cannot be seen, but can be imagined because nouns are concept in the mind.

Example:

- Thank you very much for your *kindness*.
- He spent his *childhood* in a village.
- Many people live in *poverty*.

Other example:

- | | | |
|------------|------------|--------------|
| - goodness | - flight | - darkness |
| - health | - honesty | - boredom |
| - freedom | - death | - simplicity |
| - live | - movement | - wisdom |

2) Kinds of Nouns

Kinds of noun divided into four, those are:

a) Proper Nouns

Proper noun is noun which is indicating name of persons, places or things, and proper noun must written using capital letter.

Example:

- Surabaya, Malang, Kediri, Ujung Pandang, Boston, etc.
- Mohammad Erlangga, Erwiena, Imam Djauhari, etc.
- Bengawan Solo, Ciliwung, Semeru, Bromo, Bali, etc.

b) Common Nouns³

Common noun is noun which states in general cognition.

³ Imam D. Djauhari, *ibid*, hlm.15.

Example:

- Car, book, house, radio, television, tape-recorder, etc.
- Man, woman, girl, boy, people, person, student, etc.
- Mountain, river, valley, hill, sea, island, lake, etc.

c) Collective Nouns

Collective noun is noun which states a club or things group, animal or people, etc.

Example:

- people
- audience
- fleet
- committee
- cattle
- crowd

d) Material Nouns

Material noun is noun which states matter or essence whatever something made.

Example:

- This ring is made of *gold*
- That lady is dressed in *cotton*
- That temple was built of *marble*

Another example:

- nickel
- brass
- copper
- tin
- silver
- stone
- sand
- lime
- steel
- iron

3) Types of Nouns⁴

Types of noun divided into two kinds:

a) Countable Nouns

Countable noun is noun which can be counted.

⁴ Imam D. Djauhari, *ibid*, hlm. 16.

Example:

- Radio, bus, truck, house, glass, piano, man, boy, girl, etc.
- Horse, goat, cat, apple, tooth, foot, child, person, etc.

b) Uncountable Nouns

Uncountable noun is noun which cannot be counted.

Example:

- Sand, tea, sugar, ink, water, air, dust, beer, oil, etc.
- Paper, butter, milk, money, honey, jam, etc.

4) Numbers of Nouns

From numbers of nouns, noun can be divided into two classified:

a) Singular Noun

Singular noun is a single word. Usually at the written using “a” or “an” if not identify. But if has been identified, using article “the”.

Example:

- a car - an answer
- a bus - an apple
- a house - an hour
- a horse - an umbrella
- a history - an old man

b) Plural Nouns⁵

Plural noun is a word which points objects more than one, at the written word using add “s”.

Example:

- cat --- cats
- box --- boxes
- monkey --- monkeys

⁵ Imam D. Djauhari, *Ibid.*

5) Gender of Nouns⁶

All human being can divide into genders. There are masculine and feminine. But any objects that common gender, and nonliving objects classified to neuter gender.

Example:

Masculine Gender	Feminine Gender	Common Gender	Neuter Gender
Father	Mother	Baby	Car
Dad/daddy	Mom	Person	River
Uncle	Aunt	Parent	Mountain
Son	Daughter	Child	Jacket
Grandfather, etc.	Grandmother	Friend	Shirt

Furthermore, the researcher does not present all kinds of nouns. The researcher just takes concrete nouns as the materials to be taught.

b. Concrete Noun

In this thesis the researcher does not present all kinds of nouns. The researcher just takes concrete nouns as the material to be taught. So, in the same manner explained above concrete nouns are the objects that can be touched and seen. It's part of form nouns.

According to Kardimin, concrete nouns consist of four kinds those are proper noun, common noun, material noun, and collective noun.⁷ In this study, the researcher taught concrete nouns using Direct Method for elementary school, the concrete nouns were taught as material is things in the classroom. It makes students easier in understanding and memorizing the subject matter, because Direct Method here used demonstration real object and picture.

⁶ Imam D. Djauhari, *ibid*, hlm.24.

⁷ Kardimin, *Perfect Structure for Better TOEFL*, (Yogyakarta, Pustaka Pelajar, 2007), Cet. 1, hlm. 156.

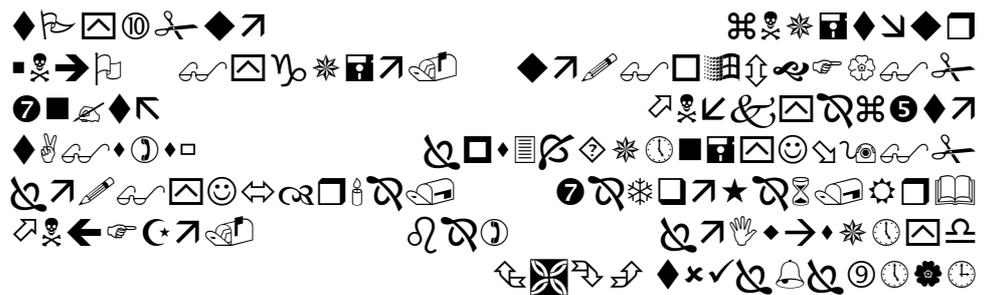
2. How to Teach Concrete Noun

In teaching, the teachers use media to teach their students were to make easier students understand. Ibrahim Nashir said meaning of media:

الوسائل التربوية هي كل ما يستهدم من وسائل حسية بغية ادراك المعاني بدقة وسرعة.⁸

From that statement, media is whatever served from the five senses as a purpose understands meaning as careful and fast. So, the researcher uses Direct Method which consists of real objects and pictures as media to teach concrete nouns.

Allah said in the Koran at Al Baqarah: 31



That surah says, Allah taught to Adam names of thing. So, teaching concrete noun is suitable to the students in elementary school by using Direct Method as the technique.

Teaching concrete nouns to children at the school is very important before they learn to speak. So, in teaching concrete noun a teacher should also teach structure or grammar as well as pronunciation. For example if we want to teach objects in the class, we do not just say “table”, “blackboard”, “book”. So we should say “This is a table”, “That is a blackboard”, “This is a book”. By doing this, the teacher can make the students practice to speak English in the right way.

In teaching concrete noun, the teacher must be able to select the words that will be given to the students. There is also a limitation of vocabulary that a teacher gives to the students. According to Evelyn

⁸ Ibrahim Natsir, *Muqaddimati fi-Tarbiyah*, (Aman: Ardan, tt.), hlm.169.

Hatch, however several studies have shown how few words are learned or taught by direct instruction compared to how many students need to know.⁹ Here, the researcher focuses on common words object in the classroom to elementary students.

According to Evelyn, teaching vocabulary should follow five essential steps in vocabulary learning:

1) Having sources for encountering new words

Encountering new words, that is having a source for words. The students strategies included: learning new words by reading books, listening to TV and radio, and reading newspapers and magazines.

2) Getting a clear image, either visual or auditory or both, for the forms of the new words

This step was shown in comments such as: associating new words with words that sound similar in the native language, writing the sounds of words using sound symbols from the native language, associating words that are similar to words in other languages that have studied, associating a word with a similar sounding English word that known, and seeing a word that looks like another word that already known.

3) Learning the meaning of the words

This step includes such strategies as: asking people who speak native language the meaning of new words, making pictures of word meanings in the mind, and explaining what the meaning and asking someone to tell the English word.

4) Making a strong memory connection between the forms and meanings of the words

This step requires the consolidation of form and meaning in memory. Many kinds of vocabulary learning drills, such as flashcards,

⁹ Evelyn Hatch, and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, (USA: Cambridge University Press, 1995), p.368.

matching exercises, crossword puzzles, etc., strengthen the form meaning connection.

5) Using the words

The final step an argument can apply to many of the other processes as well, since a great amount can be comprehended in context even if a reader or listener knows nothing about many of the words being used.¹⁰

Those steps resemble with Mary's premises and comments related to the teaching of vocabulary follow:

- a. Vocabulary should always be taught in normal speech utterances
- b. New vocabulary items should always be introduced in known structures
- c. Whenever possible, the vocabulary items should be centered about one topic.
- d. Vocabulary items should be taught in the same way we teach everything else. We give our students an understanding of the meaning in many ways. We dramatize; we illustrate using ourselves and our students; we show pictures; we paraphrase; we give the equivalent if necessary; we use any appropriate technique.
- e. Vocabulary should be practiced as structures are practiced in substitution drills, transformation drills, questions and answers, etc.¹¹

In teaching concrete nouns at the elementary school students, the teachers should choose and apply some techniques which are suitable to the students needs. In addition, according to Sarah Philips:

Vocabulary is best learned when the meaning of the word is illustrated for example by a picture, an action, or a real object. The children should then meet and use the word in relevant contexts, in order to 'fix' them in their minds.¹²

The researcher used Direct Method as a technique in teaching vocabulary concrete nouns. Where the technique using Direct Method which demonstrates meaning using real objects and picture.

¹⁰ Evelyn Hatch, *ibid.*, p.373.

¹¹ Mary Finocchiaro, *English as a Second Language: from Theory to Practice*, (New York: Regents Publishing Company, 1974), pp.73-74.

¹² Sarah Philips, *Young Learners*, (New York: Oxford University Press, 1993).

In other hand, there is less of picture as media in teaching. According to Virginia in the book of *Technique in Teaching Vocabulary*:

“Real objects are better than pictures whenever we have them in the classroom. When there are real windows, doors, walls, floors, desks, and clocks in the classroom, it is foolish not to use them in our teaching”¹³. In learning concrete noun to young learners easier using real object than picture, because picture sometime not enough to be seen by all members class.

3. Problem Occurred in Teaching Concrete Nouns

Teaching young learners is different from teaching adults. Young children tend to change their mood every other minute, and they find it extremely difficult to sit still. On the other hand, they show a greater motivation than adults to do things that appeal to them. Young learners have the achievement in learning English:

- a. Generally, young learners has own attitude egocentric where there are their tendency like to connect what they learn or they do with their self. They like the lesson items which deal with their daily activities and around.
- b. Young learners still be difficult differentiate things which concrete and abstract. Lines constrictor between real world do not unclear for them. They cannot differentiate something real matter or not.
- c. Young learners tend to active and imaginative. They like to study through games, story and song so that they will be more motivated to learn English.
- d. Young learners easy bored and they have short level concentration. To overcome their bored, learning activity must be variatif. If teacher can choose the correct technique of teaching and pleased by the

¹³ Virginia French Allen, *Techniques in Teaching Vocabulary*, (New York: Oxford University Press, 1983), p.24.

students so young learners will be more motivated in learning English and situation of study will be more enjoy.

- e. Students age 8-10 years has awareness and readiness to study language.
- f. Basically young learners like the intrik conversation to interaction and converse about their own self. Young learners which learn English in Indonesia need to drill speaking in foreign language. Teacher, parents, and their society must give an example or model.
- g. Elementary school students generally is a learners active thinker. They like to learn something. They like learn language by doing something, for example playing or singing by moving body or give meaning by expression.¹⁴

Both teacher and students have problem in teaching learning process. To learn English, Indonesian students have several difficulties. In learning foreign language the learners have to try to master both the language skills and its components.

According to Kasihani factors the influence of teaching as follow:

- a. Mother Tongue
Insting, characteristic and skilled are formed in learning mother tongue or first language very help children in learning new language.
- b. Material
Material which used in learning is suitable with ages and students' enthusiasm will be able to enjoy English for Young Learners.
- c. Social Interaction
Communication between students and teacher and also students and students will give safety at young learners and improve their self confidence in learning new language. Social interaction helps the children to used language and make them learn each other.
- d. Media

¹⁴ Kasihani K.E. Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2008), pp.16-20.

Study English for Young Learners will be more effective if teacher use media to support school activity because children like the visual things. Using aim or media like real object, picture, puppets and miniature can make material presentation more interesting and enjoyable.

e. Family Background

Family background or social also support or pursue the children efficacy learn English. The available of dictionary, book, and their facility at their home and also support from their parents represent factors which can influence the process learning foreign language.¹⁵

The elementary school students find it difficult to learn English components, mainly vocabulary and structure. There are several problems faced by the students in learning nouns items such as problem in pronouncing, spelling, memorizing, and meaning in using words in sentences and in oral communication.

It is a fact that the students forget the vocabulary they have learned. It is very difficult for them to recall the words when they are asked by the teacher. There are several aspects of memorization problem:

- a. The students do not have high motivation in memorizing the new words they have learned.
- b. The students do not always use the words they have known to communicate in daily live.
- c. The English teachers have not found and use the proper teaching techniques which can make the students memorize the words.¹⁶

For those reasons, an English teacher should choose and using a technique which is suitable with the objective of instruction and also interesting. In this case, the technique is used Direct Method which is using real object and picture in teaching concrete nouns.

¹⁵ Kasihani, *ibid*, pp. 21-22.

¹⁶ Ratno, *The Effectiveness of Using Direct Method Compared With Total Physical Response in Teaching Vocabulary on Hobbies And Daily Activities to The Sixth Graders of Elementary School*, (Semarang: Universitas Negeri Semarang, 2007), p.16.

B. Direct Method

1. What is Direct Method?

a. Method of Teaching

The English teachers use method will be effective in teaching their students. Here will be explained about method. According to Anthony, concept of method was the second of three hierarchical elements. Those are approach, method, and technique.

An approach was a set of assumptions dealing with the nature of language, learning, and teaching. Method was described as an overall plan for systematic presentation of language based upon a selected approach. Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.¹⁷

Method also used by teachers for reaching their skill in teaching. On the book *Techniques and Principles in Language Teaching*, there are eight methods of foreign language teaching. Those are Grammar Translation Method, Direct Method, Audio Lingual Method, Silent Way, Suggestopedia, Community Language Learning, Total Physical Response, and Communicative Approach.¹⁸

In this study, the writer used Direct Method as the technique in teaching concrete nouns to elementary school students.

b. Direct Method in Teaching Concrete Nouns

Direct Method is natural to feel that all approaches to teaching have strong and weak points, and that standard approaches may not fit our particular teaching situation. So, we need to draw on ideas from a

¹⁷ Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco State University: Longman, 2001), 2nd Ed., p.14.

¹⁸ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 1986).

number of different approaches and add ideas that come from our own experience. However, the methods we choose need to fit together coherently.

Teaching English is not easy as we think. There are many methods which one should follow. One of them is Direct Method. The Direct Method enjoyed considerable popularity at the beginning of the twentieth century.¹⁹

Bambang Setiyadi said the Direct Method is a method of language teaching associated with Francois Gouin and Charles Berlitz.²⁰ This method could be taught without translation or the use of learners' native tongue if meaning was conveyed directly through demonstration and action. These natural learning principles provided the foundation for what came to be known as the Direct Method.

According to Richards and Rodgers that Direct Method stands for principles and procedures of Direct Method are:

1. Classroom instruction was conducted exclusively in the target language
2. Only everyday vocabulary and sentences are taught
3. Oral communication skills are built up in a carefully traded progression organized around question and answer exchanges between teachers and students in small, intensive classes
4. Grammar is taught inductively
5. New teaching points are taught through modeling and practice
6. Concrete Vocabulary is taught through demonstration, objects, and picture; abstract vocabulary is taught by association of ideas
7. Both speech and listening comprehension are taught
8. Correct pronunciation and grammar were emphasized²¹

In addition according to Bambang Setiyadi the following principles are some of the characteristics of Direct Method regarding to language learning:

¹⁹ Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco State University: Longman, 2001), 2nd Ed., p.21.

²⁰ Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.44.

²¹ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (USA: Cambridge University Press, 2001), 2nd Ed., p.12.

1. Grammar is taught by situation and through inductive process.
2. The syllabus is based on situations and related to everyday vocabulary and structure.
3. Grammar and vocabulary is taught orally
4. Concrete meanings are made clear by presenting physical objects and abstract ones through association of ideas, not through translation.
5. Repetition of new materials is encouraged to make language learners acquire the language naturally.
6. Listening and imitating sounds are drilled so that language learners become automatic in producing the sounds.
7. Language learners learn the target language in the class most of the time.
8. Sounds of the language are essential and presented at the beginning of the course.
9. Reading follows listening and speaking and the reading texts are based on the materials of the two skills.
10. Many new items are presented in the same lesson in order to make the language natural.²²

These principles are seen in the following guidelines for teaching oral language:

1. Never translate : demonstrate
2. Never explain : act
3. Never make a speech : ask question
4. Never imitate mistakes : correct
5. Never speak with single words : use sentences
6. Never speak too much : make students speak much
7. Never use the book : use your lesson plan
8. Never jump around : follow your plan
9. Never go too fast : keep the pace of the student
10. Never speak too slowly : speak normally
11. Never speak too quickly : speak naturally
12. Never speak too loudly : speak naturally
13. Never be impatient : take it easy²³

It means that in using Direct Method, a teacher should use the target language all the time in her teaching. The teacher also uses media like real objects or pictures to demonstrate the meaning. The material given is about the classroom things, so the students can be

²² Bambang Setiyadi, *Op. Cit.*, p. 46.

²³ Jack C. Richards and Theodore S. Rodgers, *Op. Cit.* p. 12.

more easily applying in their study. To make the students active during the teaching learning process, the teacher uses questions-answers between them. The grammar patterns were taught inductively by giving drills to the students.

2. Advantage and Disadvantage of Direct Method

Advantage is something useful that puts you in a better or more favorable position than other people. According to Taghavi the advantage of Direct Method is paying attention to speaking, interaction between teacher and students. Then, the disadvantage of Direct Method is less paying attention to writing, reading, and comprehension, not based on a scientific method.²⁴ In this study, the students just pay attention for the teacher is presentation and answer short question, no writing or reading.

By using Direct Method as a technique in teaching, the researcher hopes students can receive material easily and students can understand in teaching using target language. Diane Larsen said at the goals of teachers who use the Direct Method intend that students learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language.²⁵

C. Previous Research

This study describes some works which are relevant to the thesis in order to make the thesis arrangement easier:

- Ratno (2201403651) with his research *The Effectiveness of Using Direct Method Compared with Total Physical Response in Teaching Vocabulary on Hobbies and Daily Activities to The Sixth Graders of Elementary School (A Case Study of MI Al-Iman Banaran in The Academic Year of*

²⁴Taghavi, "Advantage and Disadvantages", retrieved from <http://www.usingenglish.com/forum/ask-teacher/80782-advantages-disadvantages-methods.html#post368936> on March 16 2009.

²⁵ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), 2nd Ed., p.28.

2006/2007). He is a student of English Department Faculty of Languages and Arts Semarang State University out of year 2007. His study is an experimental research. The result of the study shows that after the treatment there is a difference in the students' achievement in learning vocabulary between students' taught using Direct Method and those taught using Total Physical Response. The students get better if they were taught by using Direct Method than those who were taught using Total Physical Response. The result of the experimental group is 76,23 and the control group is 69,08. From his finding analysis, he concluded that Direct Method is more effective than Total Physical Response in teaching vocabulary for elementary school students at MI Al-Iman Banaran. From his study, teaching vocabulary using Direct Method as an experimental group in elementary school is same with the researcher's study. But for the control group is different treatment and different method because the researcher doesn't compare those treatments.

- Hariyati Majiasih (2214910700) with her research *Teaching Vocabulary Through Environmental Objects to Elementary School Students*. She is a student of English Department Faculty of Languages and Arts Semarang State Institute for Teacher and Education out of year 1996. Her study was an experimental that was teaching vocabulary through environmental objects to elementary school students. Her way to teach vocabulary through environmental objects to elementary school students is by showing the objects and asking the students to pronounce the words. By using t-test to analyze the result of the experiment is obviously significant. From her study, using real objects are same with the researcher's study using Direct Method which demonstrates meaning using real object and picture.
- Ken Wororini (2201402514) with her research *The Effectiveness of Pictures as Media to Improve Students' Ability in Vocabulary: A case of the First Year Students of SLTP N 2 Kendal in the Academic Year of 2005/2006*. She is a student of English Department Semarang Faculty of

Languages and Arts State University out of year 2006. Her study is conducted experiment that there was significant difference of grades in vocabulary test achieved by the students who had been taught by using pictures compared to those taught without using them. From her study, picture as media is same with the researcher's study using Direct Method which demonstrates meaning using real object and picture.

In this study was different with the other studies, where the study used Direct Method in teaching concrete nouns at third graders of SD Patukangan 2 Kendal. Direct Method used by researcher using demonstrate real objects and picture.