

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. Definition of Teaching**

According to *Oxford Advance Learner's Dictionary of Current English*, teaching means “to give instruction to somebody to know or be able to do something: give to somebody knowledge, skills, etc”. (Hornby, 1987, p.886). Brown defines teaching as “teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand” (Brown, 2000, p.10). Brown further explains that teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning for the learner to learn, setting the conditions for learning. The teacher's understanding how the learner learns will determine the philosophy, the teacher's teaching style, teacher's approach, method and classroom techniques (Brown, 2000, p.7).

The definition of teaching above explain that teaching is an activity to teach by giving example, instruction, and guiding from teacher to students for get information and knowledge to students.

#### **B. Definition of Learning**

Nobody will deny the fact that it is actually very difficult to find out and to decide which definition is the best and most representative for the “learning” term. Learning is a verbal noun gerund. It is a compound word “learn and ing”. In

*webster's New Twentieth Century Dictionary*, learning means the act of gaining knowledge or skill, acquired knowledge or skill; especially much knowledge in a special subject; erudition; as a judge of great learning in law (Kechine, 1980, p.1032).

Another source mentions that “learning” refers to gaining the knowledge through experience (Gordon & Ernest, 1981, p.2). Then ethymologically, “learning” which is derived from the verb “to learn” actually also means “to get knowledge of (a subject) or skill in (an art, trade, etc) by study, experience and instruction (Victoria & David, 1988, p.786).

Learning is process where a human absorbs information, memorize and processes information it further use. There are many things and skills that we learn unconsciously or without further thinking for example riding a bike, but there are also lot of things that we learn consciously and use different strategy to learn it.

### **C. Teaching and Learning Process**

Teaching and learning process is a relation between a teacher and student's that happens in an educational interaction. The relationship between learning and teaching is complicated and often not direct. Learners often do not learn what the teachers teach and equally often learn what the teacher do not teach. One way to help overcome this problem is to create a positive relationship (Linsay & Knight, 2006, p.3).

According to Nicolad, teaching and learning process is aimed primarily at language teachers with some experience and though it could be very useful for teacher for explore on their own, it means using it likely to be as a core textbook in service training course (Nicold, Language Teaching and Learning in Classroom).

Teaching and learning process is planned interaction that promotes bahavioral change that is not a result maturation or coincindance. Teaching and learning process will happen if there is an interaction between the teacher and students. In interaction, the teacher can be an interactor or learning leader, fasilitator, administrator and motivator. Teacher and students have to be active, so the interaction might run optimally.

From the definition that describes about teaching and learning above it can be said that the term teaching and learning can not be separated. When there is a teaching process, there will be a learning proces. Teaching does not occure unless learning take place. Both teacher and students should contribute their roles to get the purpose of teaching and learning process.

There are some steps in teaching and learning process as follows:

1. Pre activity, which consists of giving motivation.
2. While activity, the section where the students are usually given chances to ask and also time for teacher to give task so that teacher knows the students' mastery of the lesson and to conclude the lesson.
3. Post activity, which consists of giving assignment or the reinforcement of material has been taught (Richard, 1998, p.54)

Based on the statement above teaching and learning process is very important for the teacher. It explains about technique and procedure the teacher uses when the teacher teaches the subject.

On Foreign language teaching, teachers need to learn and also understand about these methods and also techniques in teaching foreign language. This is a necessity because of the different foreign language teaching with the teaching of other subject areas. Required skills and also the ability of teachers are significant in the teaching of other languages such as English. In addition, there is not enough with just teachers' skills and also teacher's ability in English, but teacher's understanding and also the deployment method, technique and also supporting the media as also very necessary. So, it can be concluded that the selection of an appropriate strategy in the teaching of English will determine the quality of the resulting students.

#### **D. Method and Technique in Teaching Learning English**

According to Wina Sanjaya (2008, p.147) Method is "a way in achieving something". So, methods on learning can be defined as a way that is used to implement the plans that have been drawn up in the form of real and practical activities to reach the learning objectives.

The method is a way that used to implement the plan which has been drawn up in real activities to objectives that were achieved optimally. This means the method used for the realization of the teaching and learning process has been established. In fact, the manner or method of instruction that is used to convey

information in a way that is different to solidify students in mastering the knowledge, skills and attitudes. Special methods of instruction in the classroom and the effectiveness of the method are influenced by the factor goals, student factors, factors in the situation and factors of teachers themselves. Thus the method in a series of learning system holds a very important role, due to the success of learning depends very much on how teachers in using learning methods.

After that, learning methods elaborated into the techniques and styles of learning. Thus, learning techniques can be defined as a person does in the way of implementing a method specifically. For example, the use of methods lectures on class with the number of students who are relatively more in need of its own technique, which is certainly technically will be different with the use of methods lectures on class number of students is limited. Similarly, with the use of methods of discussion, it is necessary to use different techniques on the student class belongs to the class of their students active with relatively passive. In this case, teachers can have changed technique although in the corridors of the same method.

There are a lot of methods that contain techniques on teaching and learning English. Such as:

## 1. Grammar-Translation method (GTM)

The Grammar-Translation Method is the oldest method that focused on grammatical rules, memorization of vocabulary, of various declension of conjunction, translation of texts and doing written exercises.

### a. Procedure of Grammar Translation Method

- 1) The spoken language is primary and that this should be reflected oral based methodology.
- 2) The finding of phonetics should be applied to teaching and to teacher training.
- 3) Learners should hear the language first, before seeing it in written form.
- 4) Words should be presented in sentence, and sentences should be practiced in meaningful context and not be taught as isolated, disconnected element.
- 5) The rule of grammar should be taught only after the students have practiced of grammar points in context-that is, grammar should be taught inductively.
- 6) Translation should be avoided, although the native language could be used in order to explain new words or to check comprehension. (Ricard, J.C, Theodore, S.R, 2001, p. 10)

### b. Some Techniques on Grammar-Translation Method.

#### 1) Translation of literary passage

Students translate a reading passage from the target language into their native language. The reading passage then provides the focus for several classes: vocabulary and grammatical structures in the passage are studied in subsequent lesson.

#### 2) Reading Comprehension Question

Students answer question on the target language based on their understanding of the reading passage. Often the questions are sequenced so that the first group of question asks for information contained within the reading passage. In the order to answers the second group of question, students will have to make inferences based on their understanding of passage. The third group of question requires students to relate the passage to their own experience.

#### 3) Deductive Application Rule

Grammar rules are presented with example. Exception to each rule are also noted. Once students understand a rule, they are asked to apply it to some different example.

#### 4) Inductive Application Rule.

Grammar rules are not presented directly, but the teacher give example of the structure that would be taught. the teacher asks to students to guess it what is the component of example. And after students answer it, finally, teacher will tell what is structure of the example about to them. (Freeman, D.L, 2000, p. 19-20)

## 2. Direct Method

The direct method has one very basic rule, No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language.

### a. Procedure of Direct Method

- 1) Classroom instruction was conducted exclusively in the target language.
- 2) Only everyday vocabulary and sentences were taught.
- 3) Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive class.
- 4) Grammar was taught inductively. New teaching points were introduced
- 5) orally.
- 6) Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
- 7) Both, speech and listening comprehension were taught.
- 8) Correct pronunciation and grammar were emphasized. (Ricard, J.C, Theodore, S.R, 2001, p. 12)

### b. Some Techniques on Direct Method

- 1) Reading Aloud.  
Students take turn reading section of a passage, play, or dialogu out loud. At the end of each students' turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning of the section clear.
- 2) Getting students to self-correct.  
The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternative answer he supplied.
- 3) Dictation.  
The teacher read the passage three times. The first time the teacher reads it at normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher reads again at a normal speed, and students check their work.

4) Memorization.

Students are given list of target language vocabulary word and their native language equivalent and are asked to memorize them. So the students are also required to memorize it. (Freeman, D.L, 2000, p. 30-31).

3. Audio Lingual Method

The Audio Lingual Method drills students in the use of grammatical sentence patterns.

a. Procedure of Audio Lingual Method

- 1) Students first hear a model dialogue (either read by the teacher or on tape) containing the key structures that are the focus of the lesson. They repeat each line of dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes pronunciation or grammar is direct and immediate. The dialogue is memorized gradually, line by line. A line maybe broken down into several phrases if necessary, the dialogue is read aloud in the chorus, one half saying one speakers' part and the other half this responding. The students do not consult their book throughout this phasage.
- 2) The dialogue is adapted to student's interest or situation, through changing certain key words or phrases. This is acted out by the students.
- 3) Certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually. Some grammatical explanation may be offered at this point. But this kept to an absolute minimum.
- 4) The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced. At the beginning level, writing is purely imitative and consists of little more than copying out sentences that have been practiced. As proficiency increases, students may write of variations of structural items they have practiced or write short compositions or given topics with the help of framing question, which will guide their use of the language.
- 5) Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out. (Ricard, J.C, Theodore, S.R, 2001, p. 65)



#### b. Some Techniques on Audio-Lingual Method

- 1) Dialog Memorization.  
Dialogs or short conversations between two people are often used to begin a new lesson. Students memorize the dialog through mimicry; students usually take the role of one person in the dialog, and the teacher the other. After the students have learned the one person's lines, they switch role and memorize the other person's part.
- 2) Reiteration drill.  
Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of dialog
- 3) Chain drill.  
A chain drill gets its name from the chain of conversation that forms around the room as students, one-by-one, ask and answer questions of each other.
- 4) Substitution Drill.  
The teacher says a line, usually from dialog. Next, the teacher says a word or phrase-cue. The students repeat the line the teacher has given. Substituting the cue into the line in its proper place.
- 5) Transformation Drill.  
The teacher gives students a certain kind of sentence pattern, an affirmative sentence. (Freeman, D.L, 2000, p. 47- 49)

#### 4. Total Physical Response

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

##### a. Procedure of TPR Method

- 1) Review, this was fast-moving warm-up in which individual students were moved with command.
- 2) Command
- 3) Now, the instructor asked simple questions which the students could answer with a gesture such as pointing.
- 4) Role reversal. Students readily volunteered to utter commands that manipulated the behaviour of the instructor and other students.
- 6) Reading and writing. The instructor wrote the chalkboard each new vocabulary item and a sentence to illustrate the item. Then she spoke each item and acted out the sentence. The students listened as she read the material. Some copied the information in their notebooks. (Ricard, J.C, Theodore, S.R, 2001, p. 78).

b. Some Techniques on TPR method

1) Using command to Direct Behavior

The command is given to get students to perform an action; the action makes the meaning of the command clear. (Freeman, D.L, 2000, p. 116).

5. Community Language Learning

The basic procedures of CLL can thus be seen as derived from the counselor-client relationship.

a. Procedure of CLL Method

- 1) Informal greeting and self-introductions were made.
- 2) The teacher made a statement of the goals and guidelines for the course.
- 3) A conversation in the foreign language took place.
  - a) A circle was formed so that everyone had visual contact with each other.
  - b) The students initiated conversation with another student by giving a message to the L1
  - c) The instructor standing behind the student, whispered a close equivalent of the message in the L2
  - d) The student then repeated the L2 message to its addressee and into the tape recorder as well.
  - e) Each student had a chance to compose the record a few messages.
  - f) The tape recorder was rewound and replayed at intervals.
  - g) Each student repeated the meaning in English of what he or she had said in the L2 and helped to refresh the memory of others.
- 4) Students then practiced in a reflection period, in which they were asked to express their feeling about the previous experience with total frankness.
- 5) From the material just recorded the instructor chose sentences to write on the blackboard that highlighted elements of grammar, spelling and peculiarities of capitalization in the L2.
- 6) Students were encouraged to ask questions about any of the items above.
- 7) Students were encouraged to copy sentences from the board with notes on meaning and usage. This becomes their "textbook" for home study. (Ricard, J.C, Theodore, S.R, 2001, p. 97)

## b. Some Technique of CLL Method

### 1) Tape Recording

This is a technique used to record student-generated language as well as give the opportunity for community learning to come about. By giving students the choice about what to say it, students are in a good position to take responsibility for their own language. Students are asked to have a conversation using their native language as common language of the group. In multi-lingual group, other means will have to be employed. For instance, students can use gestures to get their meaning across. After each native language utterance or use of a gesture, the teacher translates what the students says or acts out into target language. (Freeman, D.L, 2000, p. 103).

## 6. Communicative Language Teaching

Communicative Language Teaching is making communicative competence the goal of language teaching and by acknowledging and interdependence of language and communication.

### a. Procedure of CLT Method

- 1) Presentation of a brief dialog or several mini-dialogs, preceded by a motivation (relating the dialog situation to the learners' probable community experiences) and a discussion of the function and situation-people, roles, setting, topic, and the informality or formality of the language which the function and situation demand. (At the beginning levels were all the learners understand the same native language, the motivation can well be given in their native tongue).
- 2) Oral practiced of each utterance of the dialog segment to be presented that day (entire class repetition, half-class, group, individuals) generally preceded by your model. If mini-dialog are used, engage on similar practice.
- 3) Question and answers based on the dialog topic(s) and situation itself. (inverted *wh* or *or* questions).
- 4) Questions are answer related to the students' personal experiences but centered around the dialog theme.
- 5) Study one of the basis communicative expressions in the dialog or one of the structures which exemplify the function. You will wish to give several additional examples of the communicative use of the

expression or structure with familiar vocabulary in unambiguous utterances or mini-dialog.

- 6) Learner discovery of generalizations or rules underlying the functional expression or structure. This should include at least four points: its oral and written form; its position in the utterance; its formality or informality in the utterance; and the case of structure, its grammatical function and meaning.
- 7) Oral recognition interpretative activities (two to five depending on the learning level, the language knowledge of the students, and related factors).
- 8) Oral production activities-preceding from guided to freer communication activities.
- 9) Copying the dialogs or mini-dialog or modules if they are not in the class text.
- 10) Sampling if written homework assignment, if given.
- 11) Evaluation of learning (oral only). (Ricard, J.C, Theodore, S.R, 2001, p. 171).

#### b. Some Techniques on CLT Method

- 1) Group Work/Pair Work  
CLT procedures often require teacher to acquire less teacher-centered classroom management skill. So, for it, teacher would divide the students into some group and each group is given questions for answers it with group.
- 2) Language Game  
Games are used frequently in CLT. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice.
- 3) Role Play  
Role plays are very important in CLT because they give students an opportunity to practice communicating in different social context and in different social roles. Role plays can be set up that they are very structured (for example, the teacher tells the students who they are should say) or in a less structured way (for example, the teacher tells the students who they are, what the situation is, and what they are talking about, but the students determine what they will say). (Freeman, D.L, 2000, p. 132-134).

#### 7. Task-Based

Task-Based Approach refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching.

a. Procedure of TBA Method

- 1) Linguistic analysis: discussion of grammar and vocabulary based on student's analysis of oral presentation done the day before.
- 2) Preparing from film: activities previewing vocabulary in the film, including a vocabulary worksheet.
- 3) Viewing a segment of the movie.
- 4) Discussion of film: the teacher leads a discussion of the film.
- 5) Discussion of the reading
- 6) Videotaped interview: students see a short interview in which immigration matters are discussed.
- 7) Discussion: a discussion of immigration reform.
- 8) Preparation of articles: students are given time to read related articles and prepare a class presentation.
- 9) Presentation of articles: students make presentation, which may be taped so that they can later listen for self-correction.
- 12) Wrap-up discussion. (Ricard, J.C, Theodore, S.R, 2001, p. 219).

b. Some Techniques on TBA Method

- 1) Jigsaw Task  
These involve learners combining different pieces of information to form a whole (e.g., three individuals or groups may have three different parts of a story and have to piece the story together)
- 2) Information-gap Tasks  
One student or group of students has one set of information and another student or group has a complementary set of information.
- 3) Problem-solving Task.  
Students are given a problem and a set of information. They must arrive at the at a solution to the problem. There is generally a single resolution of the outcome. (Ricard, J.C, Theodore, S.R, 2001, p. 234).

## E. Vocabulary

### 1. Definition of Vocabulary

*In Oxford Learner's Dictionary* (Hornby, 1987, p.978) said that Vocabulary is the total number of words that make up a language. It means that in languages vocabulary is one of the main aspect that must be mastered well and previously before the learners.

Vocabulary is an element of language that links the four skills of listening, speaking, reading and writing altogether. Wilkins in Thornbury (2002, p.13) assumed that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Therefore, because of this reason, a person needs to master vocabulary first in order to communicate with other people.

There are some definition about vocabulary. The first thing in a person’s mind about vocabulary is a group of words on a certain language. However, there are many definitions about vocabulary taken from some experts. Vocabulary is one of language aspects which should be learned. A person says to know a word if he can recognize its meaning when he sees it (Cameron. 2000, p. 75). It means that in learning vocabulary someone has to know the meaning and also to understand and can use it in a sentence context. According to Celcie Murcia (2001, p.285), vocabulary is central to language acquisition, where the language is first, second, or foreign. While, Hatch and Brown (1995, p.1) defined vocabulary as a list or a set of particular language or list of a set of words that individual speaker may use. In addition, Hornby (1995, p.133) also defined vocabulary as a list of words complete with their meanings. It is core of a language. Based on those definitions, it can be concluded that vocabulary is a stock of words on a language complete with their meanings which is used by individual or group of people, either in oral or written communication.

Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary the learners cannot communicate to others clearly.

Moreover, the term “mastery” means having great skillfulness and knowledge of some activities or subjects. So, vocabulary mastery is comprehensive knowledge to recognize, to understand, and to produce the stock of words and their meaning.

From the essay above it can be concluded that vocabulary is the list or the total number of words which are arranged alphabetically and used in the book for reference and it is usually explained along with definition, translation, and spelling.

## **2. The Influences of Vocabulary in Teaching and Learning English**

There are four factors which could influence the mastery of English vocabulary. They are the student’s factor, the teacher’s factors, the learning facilities’ factors, and environments’ factor.

### **a. Students Factor**

#### **1) Student’s Interest in English Subject**

Vocabulary should be provided at all levels of the English learning. Factor which could influence the mastery of English vocabulary is interest. *In Oxford Advanced Learner’s Dictionary*, interests means “condition of wanting to know or to learn something”. While Hilgard stated that interest is persisting tendency to pay attention and enjoy the activity of content. (Slameto, 1988, p.57).

#### **2) Student’s Learning Activities**

Learning is acquiring or getting of knowledge of a subject study, experience or instruction (Brown, 1987, p.114). Student’s learning activity

is not only in activity in the school, but the students must be active to learn the subject in other place.

### 3) The Teacher's Factor

Teachers as facilities are one of important parts of the students to master English vocabulary. The ability of a teacher in mastering methods and techniques of teaching language is one of factors that influence in learning language. Wilkins (1979. P,53) stated that English teachers skill is dependent on two factors, his own proficiency in the language and his language od and expertise in method and techniques of language teaching. The other aspect of the teacher's professional skill is his understanding of language learning and techniques of language teaching. So, the teacher is factor that believed to influence the student's mastery of English vocabulary.

### 4) The Learning facilities factor

Factor facilities are one of factor that influence to mastery vocabulary, like English vocabulary, text book, dictionary, and the other books which can increase English vocabulary. The facilities is complete, it is easier to teach the goal. Teaching and learning never can be done well if we have incomplete facilities

### 5) Environment

The environment is important for teaching and learning process because the condition of it can influence to positive or negative toward



the development of the students. The influence of environment can be positive or negative if it able to motivate and stimulate them to do better.

## **F. Verbs**

### **1. Definition of Verb**

Any of large classes of words in a language that to indicate the occurrence or performance of an action, the existence of state or condition called verbs. In other words, a verb is a word that describes an action or occurrence or indicates a state of being.

Verb, part of speech typically used to indicate an action. English verbs are inflected for person, number, tense and partially for mood; compound verbs formed with auxiliaries (e.g., be, can, have, do, will) provide a distinction of voice. Some English verb like forms have properties of two parts of speech (e.g., participles may be used as adjectives and gerunds as nouns). Verbs are also classified as transitive (requiring a direct object) or intransitive. In Latin verb inflection, voice and mood are indicated in every form. Most languages have a form class resembling that of English verbs. In many of them, unlike English, these words may form complete sentences, e.g., in Spanish, "I am singing" is expressed by the single word *canto*. Some languages (e.g., Turkish) can convey a great deal of information through modifications of form in the verb stem and ending, without the aid of auxiliary forms.

Another John E. Warriner (1982,p.122) stated that a verb is a word that expresses an action or otherwise helps to make a statement. Manzanita (2002:1)

says that verbs are the important words, to convey the meaning of the sentences that showing action (*look, run*), occurrence (*became, happen*), or a state being (*be, live*). Related with (James 2005:4) states that verbs are one of part of speech those show action.

A verb is one of the main parts of a sentence or question in English. A brilliant professor once said that “a verb is a word that does verb-y things.” He said the same thing about nouns (they do noun-y things) and other parts of speech as well, and while it’s not a very concrete or satisfying definition, it’s probably the best one out there. The way English works is that every word sits in a specific place and plays a specific role in a sentence.

According to Knud Schibsbye (1978,p.18) verb is defined as the sentence forming element of a word-group. Verbs are basic for students to make simple sentences. Verbs that specifically describe what the subject of the sentence is doing. The power of the verb lies in the meaning and intention that they contain and how they bring direction and force to the sentence. Understanding the types of verbs will make students better writers and communicators.

## **2. Types of Verbs**

### **a. Action Verbs**

Action verbs express specific actions and are used any time you want to show action or discuss someone doing something.

**b. Transitive Verbs**

Transitive verbs are action verbs that always express doable activities. These verbs always have direct objects, meaning someone or something receives the action of the verb.

Example: the man reads the book

“reads” is the verb and “book” is the direct object

**c. Intransitive Verbs**

Intransitive verbs are action verbs that always express doable activities. No direct object follows an intransitive verb. These verbs do not involve a direct object.

Example:

The man reads quickly

Verb “ reads” is used intransitively

**d. Auxiliary Verbs**

Auxiliary verbs are also known as helping verbs, and are used together with a main verb to show the verb’s tense or to form a question or negative.

**e. Stative Verbs**

Stative verbs can be recognized because they express a state rather than an action. They typically relate to thoughts, emotions, relationships, senses, states of being, and measurements. Stative verbs are verbs for things which are not active. In Non Action Verb we cannot use progressive –ing. Non Action verb indicate state, sense, desire, possession, or opinion.

Example: Need, seem, know, have, want, look, etc.

In the sentences:

“she looks beautiful”. It is impossible if “she is looking beautiful”

**f. Modal Verbs**

Modal verbs are auxiliary verbs that are used to express abilities, possibilities, permissions, and obligations.

**g. Phrasal Verbs**

Phrasal verbs aren't single words; instead, they are combinations of words that are used together to take on a different meaning to that of the original verb.

Examples: *wake up, get up*

**h. Regular verbs**

A regular verb is one that forms its past and past participle by adding –d or –ed to the infinitive form.( John E. Warriner,p.124)

**i. Irregular Verbs**

Irregular verbs are those that don't take on the regular spelling patterns of past simple and past participle verbs. irregular Verbs does not usually follow the rules for common verb forms. They usually do not have the predictable –ed ending.

An irregular verb is one that forms its past participle in some other way than does a regular verb, usually, but not always, by a vowel change within the verb. ( John E. Warriner,p.124)

## **G. Action Verb**

### **1. Definition of Action Verb**

Action verbs express specific actions and used any time you want to show action or discuss someone doing something. For example Susan ran the mile in gym. Any of large class of words in language that serve to indicate the occurrence or performance of an action, existence of state or condition called verbs. In other words, a verb is a word that describes an action or occurrence or indicates a state of being. According to (Manzanita 2002:1) that verbs are the important words, to convey the meaning of the sentences that showing action (*look, run*), occurrence (*became, happen*), or a state being (*be, live*). He also adds that verbs are the part of speech that they have tense. The verbs can indicate that something has already happened, that it is currently happening, or that it will happen at a later time. To changing form to show time, verbs can change depending on what form or person is doing the action. Most of the action verbs are categorized as transitive or intransitive. What this means is that, some verbs are used along with direct objects while others don't. The object here can be a thing or a person receiving an action of a certain subject. These types of verbs carry a great deal of information in a sentence and can convey emotion and a sense of purpose that extends beyond the literal meanings of the words. A sentence like "The band appeared on the scene" sounds much more less impressive than the sentence "The band erupted onto the scene." The power of the action verb lies in the meaning and intention that they contain and how they bring direction and force to the sentence. Understanding the

types of action verbs will make students better writers and communicators. (Lovetoknow:1996.p, 9).

## 2. Types of Action Verb

There are several types action verbs that separated based on their function.

Both of them are:

### a. Transitive Verbs

Transitive verbs are action verbs that always express doable activities. These verbs always have direct objects, meaning someone or something receives the action of the verb. These verbs involve a direct object, transmit action to an object and sometimes it is allowed to have an indirect object, which indicates to or for whom the action is done. It means that it is incomplete without a direct object, and can also use indirect object depending on their context.

Example: The boy **throws** the ball

“throws” is the verbs and “ball” is the direct object

### b. Intransitive Verbs

Intransitive verbs are action verbs that always express doable activities. No direct object follows an intransitive verb. These verbs do not involve a direct object. It means that a direct object unnecessary in this verb.

Example:

He **sat** there quietly

Verb “sat” is used intransitively

Based on the explanation above, the writer wants to research kind of verbs especially in teaching action verbs by using the interesting teaching techniques in the classroom. There are many kinds of technique that interesting in teaching English, especially in teaching action verbs.

#### **H. Teachers' Technique in Teaching Action Verbs**

Active teaching instructional technique include a wide range of activities that share the common element of —involving students in doing things and thinking about the things they are doing.(Bonwell & Eison 1991).

As stated by( Brown,2000, p.14) language teaching is not easily categorized into methods and trends. Instead, each teacher called on to develop a sound overall approach to various classroom. It means, teachers must have their own way to develop the language teaching in the classroom, to make the students feel comfortable with their teaching class. That's why teachers need the suitable techniques to apply in the classroom.

Based on Richard and Roger (2001,p.19) a technique is implementation that actually takes place in a classroom. It's a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistant with a method, and therefore in harmony with an approach as well.

Kassem (1992, p. 45) defined teaching techniques as teacher's activities in the class to involve students in the subject matter, and requires that students participate in learning activities, share equally with other learners, and react to the learning experience. The teacher also needs to work with students as a friend, make the learning place more comfortable, organize his/her lesson plans, and

influence students by using different teaching methods. The teaching goals must be adapted to the needs and interests of learners, while teaching techniques should be carefully used to improve learning and make the subject matter useful.

The fundamental importance of teaching strategies is to make learn easier for the implement a variety of teaching methods and techniques. Teaching models are prescriptive teaching techniques that are designed to accomplish particular instructional goals (Eggen & Kauchak, 1996:11). Van der Horst and (McDonald 2003:121) describe a teaching technique as a broad plan of action for teaching activities with a view to achieving a particular outcome. Teaching technique to help students take more responsibility for their own learning and enhance the process of teaching for learning.

There are some tecahniques that can be use by English teachers in improving students vocabulary in action verb:

#### 1. Translation

Translation (or the practice of translation) is a set of actions performed by the translator while rendering the source (or original) text into another language. As stated in Oxford Advanced Learner's Dictionary (2000:1438). Translation is the process of changing something that is written or spoken into another language.

#### 2. Memorization

Students are given list of target language vocabulary word and their native language equivalent and are asked to memorize them. So the students are also



required to memorize it. (Freeman, D.L, 2000, p. 30-31). Memorization can help students to speak foreign language easily. Students are given list of target language vocabulary words and their teacher ask them to memorize the vocabulary. Memorization not only use for memorize vocabulary, but also can be used in dialog or called dialog memorization. Students memorize the dialog through mimicry, students usually take role of one person in the dialog, and the teacher the other or a half of class to take one role and the other half to take the other.

### 3. Chain Drill

Larsen and Freeman (2003) stated that chain drill is a technique from the chain of conversation that forms around the students, one by one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student or asking the student a question. After that student responds, then turns to the student sitting next to him. The first student greets or ask a question of the second student and the continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

### 4. Repetition drill

Repetition is one of activity that can give stimulus for students. In this activity, students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines (Diane and Freeman 2000, p. 48).

## 5. Drilling

Drilling is a way of standardising pronunciation of a language item and developing fluidity (the ability to introduce language quickly and easily). The idea is for learners to develop good pronunciation habits by first listening to a model from the teacher, and then repeating this model several times while receiving positive and negative feedback for their efforts.

## 6. Describing picture

This activity is simple but surprisingly productive for beginner level. A picture description is an ideal way of practicing English in all sort of field. Pictures provide serious language practice and can be invaluable in the classroom for stimulating discussion and bringing enormous variety to lesson. They also provide the teacher with a flexible and convenient tool to test many different things in exam.

## 7. Language Games

Using language game in the classroom is one of an alternative way in improve students vocabulary. Through the game, students will be more active and enjoy the class activities. Games are used frequently in teaching vocabulary. The students' find them enjoyable, if games are properly designed, they give students valuable communicative practice (Diane and Larsmen, 2000, p.133). Agreement with (Richard-Amato, 1988; Thiagarajan, 1999; Gardner, 1999; Wright, Betteridge & Buckby, 2005) The reasons for using games in foreign language classroom were proposed by many educators Games add interest to what students might not find very interesting; games provide a

context for meaningful communication; games can lower anxiety; games can develop students' skill of working together in a group; and games can connect to a variety of intelligences, etc. Games are not just time-filling activities but have a great educational value (Uberman, 1998, pp.20-27). Lee (1979, p.2) claimed that most language games make learners use the language instead of thinking about learning the correct forms. He also said that games should be treated as central not peripheral to the foreign language teaching program.

#### 8. Using Song

Using song in the classroom can help students in the process of English teaching, develop their English in terms of grammar, vocabulary, and pronunciation (Chandler & Stone, 1999, p.20). In this classroom that all the students are the elementary school students, the teachers often use this technique to persuade students rich vocabulary. The good effect of song is the students can memorize the word faster than just pronounce it word per word. Gugliemino (1986, p.19-26) claimed that if a song is used in coordination with a language lesson it can be of great value. Lo and Li (1998, p.8-11) argued that songs provide a break from classroom routine and that learning English through songs develops a non-threatening classroom atmosphere in which the four language skills can be enhanced. The belief that songs provide enjoyment and develop language skills is also noted by several other authors (Adamowski, 1997; Bechtold, 1983; Domoney & Harris, 1993; Griffiee, 1992; Little, 1983; Monreal, 1982). Schoepp (2001) stated that teachers' reasons for using songs in the classroom were identified into three main theoretical reasons: affective

reasons; cognitive reasons, and linguistic reasons. Krashen's affective filter hypothesis explains how affective factors relate to language learning and why some learners learn and other do not

## 9. Reading Aloud

Reading aloud means just that-reading aloud. When we read to students, we take advantage of the fact that until about the eighth grade, young people have a listening level that significantly surpasses their reading level. When we read aloud to students, we engage them in texts that they might not be able to read. In the process, we expand their imaginations, provide new knowledge, support language acquisition, build vocabulary, and promote reading as a worthwhile, enjoyable activity. All students, from pre-school through high school, can benefit from being read to. Listening to a fluent, expressive, and animated reader can help students make connections between written and spoken language.