CHAPTER 1

INTRODUCTION

A. Background of the Study

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning.

Vocabulary is an essential building block of language and it makes sense to be able to measure learners' knowledge and use of it (Scmitt, 2001:55). However, much less time is dedicated to the teaching and thereby testing of vocabulary than to that of the other language skills. Despite the inadequate attention paid to it in the field, assessing vocabulary should have the same priority as other skills in that the important cornerstones of testing (validity, reliability, practicality, washback, authenticity, transparency and security) need to be considered in designing and evaluating tests of lexical knowledge and use.

Vocabulary development is crucial both from a theoretical and practical standpoint. Experts in the field of vocabulary development are in agreement that vocabulary is central to the language learning process, and as such, it is generally recognized that a focus on strengthening vocabulary is necessary at every stage of a learner's language development. Folse as well as those who championed the lexical approach and lexical syllabus in the 1980s and 1990s point out that you can get by without the correct syntax or grammar, but not vocabulary (Folse, 2004:1)Folse goes on to state that without syntax, meaning is hindered;

but without vocabulary meaning is impossible. From a practical standpoint, educators cite that lexical knowledge is important in the development of other language skills.

According to Chastain (1988:113) the lack of needed vocabulary is the most common cause of students' inability to say what they want to say during communication activities. In addition, tests of vocabulary often provide a good guide to reading ability.

Reading is a skill that asks students to understand and comprehend the text. Through reading, the students can increase their knowledge, enhance their vocabulary, get information, can explore their idea and refresh their mind. Besides that, Reading is an activity in language skills that should be mastered by the students besides listening, speaking, and writing skill.

Reading is central to the learning process that important to be learned and mastered by every individual. There are some experts who have proposed definition ofreading. According to Nunan (2003:68), reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that readers need to combine their prior knowledge with their existing knowledge to comprehend what is being read. It supported by Seyler (2004:3) adds reading is the process of obtaining or constructing meaning 4 from a word or cluster of words. It can be said that when the reader read the text, they intent to understand and comprehend the content of the text.

B. Identification of the problems

Reading is very important skill in learning English besides any skills such as Listening, Speaking and Writing. So, students need to be exercised and trained in order to have a good reading skill. Because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress.

In this case, there are some factors that cause students less comprehension in reading. The first factor is students less attention to study reading subject, because they assumed that reading is difficult subject, they prefer to do others activities than read the text. The second, the students have lack of vocabulary. It makes them difficult to recognize the meaning of the words from the text. The last, strategy that used by the teacher. So, in order to increase student reading comprehension, the teacher should apply effective and interesting strategy in teaching reading. So, the researcher used contextual redefinition building vocabulary strategies in order students to more interesting in teaching learning process especially in reading comprehension.

The study of vocabulary is an integral part of the process of language learning be it native or foreign. Therefore, the use of a language is partly related to the amount of words that a person knows which refers to vocabulary. The teaching of vocabulary seems very important since without it, learners of a language cannot succeed in using the language. The knowledge of vocabulary is necessary for conveying messages, understanding a text, meeting academic and individual needs and learning the target language and culture. The business of teaching a foreign language will be quite difficult to the teacher because he is the only one who is responsible for widening the learners' knowledge of vocabulary. The difficulty rises, essentially, in the problem of selection and choice of vocabulary, then presentation.

Based on the researcher experienced as an English lecture for Islamic Guidance and Counselling major of Dakwah Faculty State Islamic University Sultan Maulana Hasanudin Banten, the first problems apperead were coming from students. Some of students felt unable to comprehend the text. Some of them could not answer the questions given. Some of them did not know where the information or answers come from. They tend to live out reading items and do other items. The answers were often the same for all the members of class because of cheating. Besides that, most of students were passive. The indication of

the problem can be seen from their reading behaviour. For instance, they had lack of attention and did not ready to do reading task. Some of them talked to each other and draw some pictures on their note book. They were lazy to do their homework. After the researcher interviewed some students, most of them said that they found many difficult words in the reading text, so they did not know the answers of the questions. It means that the main factor is students had poor vocabulary.

Based on the problems above, the lecturer in this research as a researcher also, should attempt to find out the appropriate teaching strategy to be applied in learning process especially in reading. By using appropriate strategy, the lecturer could make students interested in teaching and learning process. Besides that, lecturer should use strategy that could add students' vocabulary in reading text so that it would help the students understand English text. Thereby students would be motivated to study English because they understand about the text.

Based from the background above, the researcher intends to formulate the statements of problems as follows:

1. How is the vocabulary strategies applied in improving students ready comprehension?
2. How is the contextual redefinition building organized on students reading ability?
3. How is conversational rules and strusture organized on students reading ability?

C. Limitation of the Problems

This study offers a closer look at the problem of reading comprehension for language learners. The researcher concerned with teaching vocabulary is to facilitate the comprehension of a text that students will be assigned to listen to or read. If students do not know the meaning of many of the words that they will encounter in a text, their comprehension of that selection is likely to be compromised. When the purpose of

vocabulary instruction is to facilitate the comprehension of a text, it is obvious that this instruction must take place as an introduction before the decoding of the text. As a rule, new words in narrative texts are not as critical to the overall understanding of the type as are new words in informational types. Before guiding students' reading or listening of a particular narrative, lecturer should determine if there are any new words that represent concepts that are critical to understanding the selection and which are not adequately defined in context.

Due to many problems, the writer limited the problems of the research on the contextual redefiniton building used in reading comprehension and kinds of vocabulary strategies used by the languge learners in this case the second semester students of UIN SMH Banten majoring in Islamic Guidance and counselling..

D. Research Questions

The study investigates the following questions:

1. How is the vocabulary strategies applied in improving students ready comprehension?

2. How is the contextual redefinition organized on students reading ability?

E. Objectives of the Study

As stated in the research questions, the main purposes of the study are:

1. To identify the vocabulary strategies applied by the second semester students of UIN SMH Banten majoring in Islamic guidance and counselling.

2. To identify the contextual redefinition organized on students reading ability

F. Significance of the Study

Vocabulary is the important part of learning a language and as a meaning of a new word is emphasized in books and classrooms. Vocabulary means words that we use to communicate effectively in speaking (expressive vocabulary) and in listening (receptive vocabulary).

The results of the research are expected to share on the vocabulary strategies student's use that can optimize their learning. Research into the good language learners revealed a number of positive strategies so that such strategies could also be used by poor language learners trying to become more successful in language learning. It is hoped that the result of this study will considerably have significant contributions for those who need it: teachers, institutions and researcher. The significance of the research can be explained as the following:

1. For the researcher

   The research may give the researcher knowledge and information to the teaching learning process as well as the achievement of using vocabulary strategies in developing students reading comprehension.

2. For the Institution

   The result of this research may make the institution aware of using vocabulary strategies in teaching reading comprehension

3. For the English teachers

   This research may provide useful information for teachers on how to improve students' vocabulary strategies. This study is also hoped to contribute to the teachers who want to trains students on how to contextual redefinition in teaching reading comprehension that important in helping students become more successful language learners.

CHAPTER II

THEORETICAL FRAMEWORK

A. Review of Related Literature

A.1. Reading Skills

Reading is very important skill in learning English besides any skills, such as Listening, Writing, and Speaking. In Reading, the reader can search the information from the text and get information or knowledge. Moreover, many experts have defined about reading, it is defined based on their own thinking and perception. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning (Nunan 2003:68).

 Reading is the process of obtaining or constructing meaning from a word or cluster of words (Seyler 2004:3). Teaching reading is a process in the English classroom in which there are interaction between the teacher and students in which the teacher guides the students find the information from the text. Different experts give their opinion about teaching reading. According to Nunan (2003:68) teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refer to teaching learner who already have reading skills in their first language.

The goal of reading is comprehension. It is about how to understand the message of text being read. According to Snow (2002:10) reading comprehension is usually a primary focus of the instruction of the post primary-grades, after readers have largely mastered word recognition skills, although comprehension of text should be an integral part of reading instruction with beginning readers as well. It is mean that the students should have more

attention for the teacher and focus of the instruction toward the students more comprehend about the text or the teacher explanation.

In comprehending a passage, students should have vocabulary knowledge as background knowledge. Therefore, vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge Thus, students who do not have strong vocabulary knowledge will struggle to comprehend a text while they are reading and to understand new concepts presented in oral discussion (Hackman, 2008).

A large number of learners in the world are taught a foreign language and are taught to read in that language at the same time. Reading methods are chosen according to the specific-community aspects and may include the following: phonic, syllabic, whole word/whole sentence or simply language knowledge. Therefore, no need to overrun all these methods, showing their principles and drawbacks, but what is really needed in our context is to show the direct results that one method could have on our linguistic and educational situation. Methods that explicitly draw on the knowledge that learners have of their second language (in this case, it is French used as L2 in Algeria) may be treated together as language experience methods. When observing certain readers with a given experience, it shows that they use their knowledge of syntactic structure and vocabulary to help them decode. In cases where learners are already literate in their own language or their L2, then there may be some transfer of skills. Furthermore, there will be, in the case of languages that use the Roman alphabet, many letter-sound correspondences, which, although they may be only approximate, will prevent the need to begin from the very first principles.

Thus learners, who are already literate in French, learn to read in English with little overt attention to initial reading skills, although there may be some ad-hoc attention to the pronunciation of certain letters. Subsequently, the practice of a read-aloudstrategy for second

or foreign language learners is arguably perennial for assessing, at least, pronunciation. Yet, in mother-tongue (L1) reading, it could simply assess how well learners can read; and in L2, though learners are proficient readers, they may be required, from time to time, to read aloud to reach that encrypting/deciphering proficiency of appropriate diagraphs.

How to Improve F.L Reading Skills

According to Carrel (1988), bottom-up operations and top-down processes should accompany any reading proficiency. In other words, the physical aspect of the written/spoken text, word recognition and phonological awareness are operations that should interact with prior knowledge of text and topic and further with world knowledge. To encounter the proposed model, it's quite interesting to point out the interest directed towards the reader and the text, and especially the interaction between the two. This encounter has had, actually, a clear influence on materials for FL Reading and Listening alike.

Reader: There are, in fact, some important factors related to the reader. They may include the language as a means for comprehension, some relevant knowledge represented in topic schema, and simply interest in the reading text leads to motivation which in turn enhances comprehension. The above three factors are not the only criteria for developing reader's ability to read and comprehend; yet they constitute the corner stone of the reading ability. In other words, an adequate knowledge (let's say a threshold level proficiency) should help any readers deal with the text they are reading. The other parameter of learners' knowledge about the topic (be it football, mathematics, marriage…) exhibits the schema theory. This is to say that the prior knowledge of the text topic can enhance also the gist of comprehension through some pre-reading activities like: listing questions, discussing facts, brainstorming on titles or illustrations. Actually such type of activities may activate reader's

knowledge of the topic and the relevant knowledge. As for the interest of the reader to the text, this could never bring efficiency if the text itself does not meet the reader's expectation.

The Text

Since texts in reading comprehension collections usually cover a variety of function and language, FL learners, especially those of general purpose (general English) are requested to read wide range of text types. In 1994, Underwood proposed a variety of text types aimed at general-purpose EFL secondary school learners. Attempts of sympathy were brought to the texts in achieving an apparent real-life function. The practicability of such function was undertaken through activities and exercises. Language mastery, linguistic accessibility and coping with unknown language constitute the main approaches in tackling language difficulty.

However, teaching sufficient language of original texts still constitutes a hard objective to achieve. This is why other strategies may convene as valid and occasionally necessary resource, like: guessing the meaning of unknown words. Therefore, it may require from readers to be good readers to have large vocabulary and automatic word recognition.

Another approach to language difficulty is to select texts that we can control linguistically and lexically. At the linguistic level, we may alter from simple to complex structures and at the level of lexis, we can easily move from more frequent to less frequent words. This has been the call of many linguists and the product of many publishers. However, these linguistically-controlled texts may not help develop the learners' internal language development on the one hand. On the other hand, such simplification and/or spoon feeding may not prepare readers to cope with authentic texts. Controversial views have largely appeared as far the adoption of authentic/controlled texts and a middle-ground may find its way to the readers' prospects and interests.

In the reading process, many other strategies can be suggested to be implemented as possible approaches fitting the level, capacity and type of potential readers. There could be a strategy attempting to guess not the meaning from context, but from the form of the word (Known cognates and affix words). Use of dictionary though impeding the run of comprehension through reading, is also a possibility.

Interaction of Reader and Text

Actually, when referring to the term 'Reading Skills' we loosely and broadly refer to those different types of interaction that may loom largely between a reader and the reading text. We may also include some reading styles typical to certain readers and indirect relation with reading skills. These reading styles are, however, mere interactive responses to a text, activated by the readers' own purpose and surely affected by his language competence. In brief the most common styles are: Skimming means rapid survey of text to get a general idea.

- Scanning means rapid reading to localize a specific piece of information.
- Intensive means low and careful reading to absorb the text.
- Extensive means fairly rapid reading practiced typically for pleasure or interest.

The next exemplification shows that both skimming and scanning are developmental reading styles that need readiness on the part of the reader. Though skimming is rapid reading to establish what simply the text is about and that scanning is still a rapid reading to find a specific piece of information; the scanning of two different types of text is not equal at the difficulty level. If the text is structured (eg: dictionary, table of contents…) that scanning would appear a much easier task than scanning continuous prose.

Reading skills in general terms and regardless to the inclusion of styles and strategies, attempt to break down or deconstruct the-one-common block of reading comprehension into

smaller components. These sub-skills are easily teachable and more possibly testable. The above mentioned components may include: -understanding word meaning –understanding words in context –literal comprehension –inferencing – understanding the gist of a text – identifying main ideas – separating principles from examples – following the development of an argument –following the sequence of a narrative.

In sum, Reading is an interactive process with a number of processes, drawing on a number of skills going on simultaneously. A more striking evidence, the inferencing skill appears powerfully in all lists, holding a strong notion since it refers to the fundamental capacity of reasoning in the construction of meaning.

In reading skill activities, inferencing is often divided into three types:

1) - Identifying pronoun,

2) - Establishing relationships between sections of text (cause/effect)

3)-pragmatic inferencing (world knowledge).

So, let's give some illustrations to make explicit the types cited:

1)-The identification of pronoun relevance is not merely mechanical. It may be

indicative to the nearest noun phrase, as the following example shows:

*The police chased the criminals but they managed to slip away.

*The police chased the criminals but they failed to catch them.

2) - The establishment of relation between certain sections of the text, mainly these

related to cause/effect, as shown in the following example:

*The rain came down harder. (Cause)

*Jane put up her umbrella. (Effect)

Here, we infer that Jane put up her umbrella because the rain came down

harder although the text does not explicitly tell us so.

3) - The pragmatic inference stipulates the reader's drawing on some knowledge

outside the text (world knowledge) to construct meaning. The example below:

*The man pulled down the stocking and walked into the bank.

So here, most reader familiar with bank robberies (seen on TV or read through news) infer that the man pulled the stocking down over his face and that he did so in order not to be recognized.

Intensive reading generally takes place in the classroom under the teacher's control, using relatively short texts with a high proportion of task to test. This kind of classroom practice checks not only language but skills and even strategies. The practice of reading in class generally includes three (3) phases: a pre-reading phase (warm-up session) where the teacher attempts to activate the learner's knowledge of and about the chosen topic; then the reading phase where the leaners are instructed to read the text and carry out comprehension, strategy options or typically skill-focused work. The last phase, post reading, requires from learners (readers) to reflect on the process undertaken for comprehending the text and the way they answered the questions related, and develop in some way the reading process.

Contrastively, extensive reading is typically the personal, free-instruction andout-class-door type of reading. It usually involves the reading of longer texts which are selected by reader (advised by teachers, rarely) and usually read out of class. Actually that personal reading makes of the reader free to stop reading if interest. Also, extensive reading consists of a holistic-view process where readers 'learn reading' through practicing reading rather than being 'taught reading' through practicing separate reading skills or strategies. A major claim goes also to the fact that extensive reading helps improve writing and enhances language proficiency, especially developing vocabulary. In the same line of thought, readers who feel free choosing the texts to read themselves are likely to adopt a positive attitude to (their) reading.

However, a key problem that confronts extensive reading (Algerian as a case) is that such programme may present problems of logistics and management. Obviously, the books should be linguistically accessible, otherwise readers will struggle. In addition, availability of interesting and motivating books is rather lacking, otherwise, not within students' means. The harsh struggle, indeed, is for those readers who do not come from backgrounds where reading for pleasure or interest is practiced. Only when forced to read, readers still resist the idea of reading.

Another pertinent fact where classroom observation suggests that much of the time in reading lessons is not actually devoted to reading, but to activities such as, answering questions, writing notes, etc. This is why extensive reading (according to its proponents) is a remedy to such deviating goals placing both extensive and intensive reading as the main components of an efficient reading programme.

Moreover, there is another strategy in learning vocabulary, namely contextual redefinition. Literature on vocabulary and learning strategies has revealed that this strategy is selected as an alternative vocabulary strategy in promoting students' vocabulary development in reading comprehension. It is believed that this strategy has some advantages such as it is easy to be employed, it needs relatively simple preparation and easy to use, and it has potential transfer to be used by students in other reading situations. Also, by using this strategy, the students would be easier to learn and remember the word and phrases

CONTEXTUAL REDEFINITION

Contextual Redefinition is a strategy that can be applied by teacher in teaching reading. According to Brassel (2011:26), Contextual Redefinition Strategy is an instructional strategy that do through structural analysis of the words to associate with other meaningful word parts, to help them in constructing the meaning of the word and understanding the text.

However, types of context clues that the researcher use is Cooper opinion (2012). Context clues are used such as definition, synonyms and comparison and contrast. The researcher thinks that use definition, synonyms and comparison and contrast more easily compared by using morphemic analysis which suggested by Antonacci. The procedure of Contextual Redefinition Strategy included: Before reading are:

a. The lecture selects some difficult words yet to understand the text. The lecture identifies the sentences from the text where the target words appear.

b. The lecture identifies the meaning of the words through context clues chart to students

c. The lecture writes the words on the chart and pronounce it to students and then ask students to write each word on their chart

d. Students predict meaning of the words through context clue such as definition, synonyms, comparison and contrast

e. The lecture helps students with write a sentence on chart if it happened a trouble in guessing the meaning of words

f. The lecture asks students predict again meaning of the words and write it on their chart.

g. Students can use a dictionary for verification Whereas during reading are: students read the text and practice their strategy for deriving meaning of words so that they get a deeper comprehending.

Contextual redefinition strategy has advantages to helps students focus on the most important part of the text, a necessary skill for comprehension. According to Fastrup and Samuel (2008), Contextual Redefinition Strategy encourages students to concentrate on what is clear in reading passage, state the meaning as much as possible, and use the context to interpret unclear terms. Thus, it can help students comprehend a text even though there are many unfamiliar words or terms that contain in the text.

The Reading Skill

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The importance of Vocabulary

Vocabulary has depth relationship the other skills, especially with reading. Biemiller (2003) in Hackman defines vocabulary as a strong indicator in reading success. In this case, the students who have low vocabulary will have difficulties in comprehending the texts. It makes the students need more time to catching the meaning of the text. It is also supported by The National Reading Panel (NICHD). The National Reading Panel (NICHD: 2000) in Hackman identified the components of reading as phonemic awareness, phonics, fluency, vocabulary, and comprehension. As a result, vocabulary holds the important aspect in reading comprehension.

Moreover, vocabulary is not only about reading comprehension, but it is also related to the curriculum. Bowman (2006:3) in Ababneh argued that vocabulary is integrated into every content area and is addressed as part of the curriculum. It means that the use of

vocabulary is part of reading, writing as well as establishing the foundation of effective communication. So, vocabulary can be as a based factor before having communications with others.

Similiarly, according to Hatch and Brown (1995) vocabulary is the foundation to build a language which plays a fundamental role in communication. It means that vocabulary is the first priority in learning English.

Based on the definition above, it can be concluded that vocabulary is not just the list of words with their meaning. It is about how the words in a language express the meaning in learning a language, especially English.

Besides, vocabulary also became one of the important factors that influence the students to master the other skills.

The Kinds of Vocabulary

English has such large numbers of words. According to Kamil and Hiebert (2005) there are two kinds of vocabulary: Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. It means that receptive vocabulary is words that people can recognize and understand but they hardly ever used. They just know the meaning of the words. While, productive vocabulary is words that people know about the meaning and they are usually used in their writing and speaking.In addition, there are four basic vocabularies. Pikulski and Templeton (2003) point out that there are some differences in the number of words that are used and understood by the students, there are kinds of vocabularies as follows:

a. Receptive Vocabulary

It is the words that the students understand when they listen to speech and when they read. The term receptive vocabulary is used to refer to listening and reading vocabularies.

b. Expressive Vocabulary

It is the words that the students use when they speak and write. The term expressive vocabulary is used to refer to both of speaking and writing that they use to express themselves.

c. Meaning/ Oral Vocabulary

It is the words that the students understand when they hear, then they can use in their speech. The term oral vocabulary refers to the combination of listening and speaking vocabularies.

d. Literate/ Written Vocabulary

It is the words that the students understand when they read and they can use in their writing. The term written vocabulary refers to the combination of reading and writing vocabularies.

In relation to kinds of vocabulary, Nation (2001) stated that there are four kinds of vocabulary in the text:

1. High frequency words.

These words are almost 80% of the running words in the text;

2. Academic words.

Typically, these words make up about 9% of the running words in the text;

3. Technical words.

These words make up about 5% of the running words in the text;

4. Low frequency words.

These are the words of moderate frequency that did not manage to get into

the high frequency list. They make up over 5% of the words in an academic text.

Moreover, kinds of vocabulary also based on the students find in reading. According to Cheek, et.al (1989), there are three kinds of vocabulary that the students may encounter when they are reading. They will be described as follow :

1. General vocabulary. It refers to the words that comprise the major portion of one's vocabulary usage in everyday communication, such as "house", "table", and "chair".

2. Specialized vocabulary. It refers to the words with multiple meanings that change from one content to another, such as "mass", "root", and "raise".

3. Technical vocabulary. It refers to the words that are essential to the understanding of a specific content area. These words only relate to one content area and the understanding of its concepts, such as "gene" (science), "embargo" (social studies) and "exponents" (mathematics).

As a result, kinds of vocabulary are depends on the words that students understand and they are used in learning English. Besides, it is also based on the frequently for using the words and the words that they find in their reading.

Reading Vocabulary

Young children naturally learn to communicate through listening and speaking. In order to make the transition to communicating through reading and writing, they need a large meaning vocabulary and effective decoding skills. There is an abundance of research evidence to show that an effective decoding strategy allows students not only to identify printed words accurately but to do so rapidly and automatically (Pikulski and Chard, 2003). Given the focus of this paper, we will not attempt to review the rather complex topic of developing fluency.

However, we do feel it is important to briefly address one aspect of decoding

that is crucial for beginning readers: high-frequency vocabulary. High-frequency vocabulary refers to those words that are used over and over again in our communications—they are important to both our meaning and literate vocabularies. A mere 100 words make up about 50% of most English texts; 200 words make up 90% of the running words of materials through third grade; and 500 words make up 90% of the running words in materials through ninth grade. If a reader is to have at least a modicum of fluency, it is critical that these words be taught systematically and effectively.

The research of Ehri (1994, 1998) is particularly informative. Her research strongly suggests that high-frequency words should be introduced without written context so that students focus on their visual composition, that they should be practiced in materials that are at an appropriate level of challenge,and that they should be practiced several times in order to allow developing readers to recognize them instantly or, in other words, at sight. She also makes the important point that although many of these words do not conform completely to phonic generalizations or expectations (e.g. was), they nonetheless very frequently do have elements that are regular. For example, the w in was is regular and the s at the end of that word sometimes does have the /z/ sound. Ehri's research strongly suggests that these phonic regularities are powerful mnemonics for remembering the words and should be pointed out, rather than expecting that students will remember the vague shape of the word, as was the tradition with flash-card instruction for many years.

The Need to ImproveVocabulary Instruction

While the dependence of both general achievement and reading achievement on vocabulary growth has been clearly established for decades, those findings do not appear to have been put into practice. In a recent text, Beck et al. (2002) draw the research-based conclusion: "All the available evidence indicates that there is little emphasis on the

acquisition of vocabulary in school curricula." In a classic classroom observational study, Durkin (1979) found that in the 4,469 minutes of reading instruction that were observed, a mere nineteen minutes were devoted to vocabulary instruction andthat virtually no vocabulary development instruction took place during content instruction such as social studies.

The effects of the lack of attention to vocabulary instruction, however, may not manifest themselves in the earliest grades where tests of reading achievement tend to contain passages that have simple content and common vocabulary. While most students who succeed in reading in the early grades continue to achieve well, some do not. The Report of the Rand Reading Study Group (2002) concluded, "Research has shown that many children who read at the third grade level in grade 3 will not automatically become proficient comprehenders in later grades."

Indeed, a commonly reported phenomenon in reading test results is for achievement to be good through second or third grade and to falter thereafter. This drop off in achievement seems very likely due to weaknesses in language development and background knowledge, which are increasingly required for reading comprehension beyond the early grades and for reading informational and content-area texts.

The most recently released study of international reading achievement provides some strong evidence that the weakness in U.S. student performance is not the result of decoding problems or inability to comprehend narrative texts. Instead, it seems to be due to weakness in ability to comprehend informational texts (Progress in International Reading Literacy Study, 2003). When compared to students from the 35 participating nations, United States fourth graders ranked fourth on the narrative section of the test but thirteenth on the informational section. This disparity of nine rankings was by far the largest among the nations participating in the study.

Vocabulary and Language Development: The Important Preschool Years

Scarborough (2001) reviews very convincing evidence that children who enter kindergarten with weak language skills are likely to encounter difficulty in learning to read. Hart and Risley (1995) conducted a careful, intensive study of early language development and found huge differences that reflected parents' socioeconomic status. Extraordinary variation was found in the amount of talk that took place between parents and children from family to family. At the extremes, the children from high socioeconomic status had 16 times more language stimulation than children from lower status families. These differences in language experiences directly influenced children's language growth. Children from parents of professionals had a cumulative vocabulary of about 1,100 words, those from working class families had about 650 words, and those from welfare families had just over 400 words. These differences systematically widened between the onset of speech and three years of age when the vocabulary measures were taken.

More recently Farcus (2001) presented similar research data. He found that once children who were falling behind in language growth entered kindergarten, with its greater language stimulation, the language gap no longer widened. Nevertheless, although the gap didn't widen, neither did it narrow.

Research reviews such as that by Barnett (2001) suggest that it is possiblefor children who are behind in early language development to overcome these limitations. However, reviews such as that by Beck et al. (2002) and Juel et al. (2003) clearly show that not enough is being done in our school programs to help children who enter school with weak language and vocabulary development to catch up. Juel et al. concluded that although these children were exposed to much oral language stimulation in school, it was too incidental and insufficiently direct and intense to have a major impact.

The amount of vocabulary that children need to acquire each year is staggering in scope, estimated to be about 3,000 words a year. Therefore, a comprehensive approach consisting of the following components needs to be in place.

• Use "instructional" read-aloud events.

• Provide direct instruction in the meanings of

clusters of words and individual words.

• Systematically teach students the meaning of

prefixes, suffixes, and root words.

• Link spelling instruction to reading and

vocabulary instruction.

• Teach the effective, efficient, realistic use of

dictionaries, thesauruses, and other reference

works.

• Teach, model, and encourage the application of

a word-learning strategy.

• Encourage wide reading.

• Create a keen awareness of and a deep interest

in language and words

Vocabulary Teaching

When teaching vocabulary, teachers, methodologically, follow certain steps to make learners able to recognise, know, understand and use the new introduced words. This process is sketched out by using different techniques depending on the difficulty of the new lexis and on the level of the class. There are numerous ways of conveying the meaning of a new introduced word. These include a definition, a demonstration using gestures, pictures or a

diagramme presentation, a real object, some contextual clues revealing meaning of other difficult words, or an L1 translation. In terms of the accuracy of conveying meaning, none of these ways is intrinsically better than any of the others. It all depends on the use of the estimated item. However, studies comparing the effectiveness of the various techniques for teaching vocabulary, always, come up with the result - a shared feeling among learners- that an L1 translation is the most effective.

This is, probably, because L1 translations are usually clearer, shorter and less effort and time consuming. Concerning the use of dictionaries, it is largely observed that learners prefer using bilingual ones, though; monolingual ones usually contain a wealth of useful and additional information. So, there should be an attempt to make them accessible for lower proficiency learners within a controlled vocabulary. Most learners of English strongly favour bilingual dictionaries in reference to surveys of dictionary preference.

It is public knowledge that L1 translation provides familiar and effective way of quickly getting to grips with the meaning and context of what is conveyed in the target language. Here, some teachers do avoid using this technique. They simply opt for maximising foreign language use during classroom management. Accordingly, classroom management should involve things like telling the class what to do (take your books, turn to page seven), controlling behaviour (sit down, be quiet), explaining activities (read the text, get in pairs…) in the target language. However, though it is very beneficial to maximise the foreign language use in classroom management, it is too foolish to arbitrary exclude this proved and efficient (translation) means of communicating meaning. To do so would be parallel to saying that pictures or real objects should not be used in foreign language class.

All the arguments for or against the use of a given technique are to be tested and clearly stated for specific situations rather than others. It is the teacher's role to develop the

learners' proficiency in English, bearing in mind that there are several reasons why learners use their L1 when they should be using the target language.

These reasons are of different range that cover the affective, cognitive and resource alternatives. These include low proficiency in the target language, shyness in using the target language or simply a lack of interest in learning that particular language. Thus, a balanced approach is needed which sees the complementarities of all the techniques at hand and seeking for new ways that are of significance to our learners.

The gaps pointed in the analysis vary in their importance. However, insightful observations of the already existing techniques should apply to the needs of learners in realistic situations. Hence, learners' language needs are to be seen as a useful tool like other tools which should be used as a means to an end and surely not be over-used.

The study of vocabulary is an integral part of the process of language learning-be it native or foreign. Therefore, the use of a language is partly related to the amount of words that a person knows which refers to vocabulary. In fact, it is the 'Everest of a language' to use Crystal's terms (1995) and constitutes the basis in the use of a language. The teaching of vocabulary seems very important since without it, learners of a language cannot succeed in using the language. The knowledge of vocabulary is necessary for conveying messages, understanding a text, meeting academic and individual needs and learning the target language and culture. The business of teaching a foreign language will be quite difficult to the teacher because he is the only one who is responsible for widening the learners' knowledge of vocabulary. The difficulty rises, essentially, in the problem of selection and choice of vocabulary, then presentation.

Purposes for Teaching Vocabulary

One reason teachers are concerned with teaching vocabulary is to facilitate the comprehension of a text that students will be assigned to listen to or read. If students do not know the meaning of many of the words that they will encounter in a text, their comprehension of that selection is likely to be compromised. When the purpose of vocabulary instruction is to facilitate the comprehension of a text, it is obvious that this instruction must take place as an introduction before the decoding of the text. As a rule, new words in narrative texts are not as critical to the overall understanding of the type as are new words in informational types.

Before guiding students' reading or listening of a particular narrative, teachers should determine if there are any new words that represent concepts that are critical to understanding the selection and which are not adequately defined in context. If there are, then these words should be presented and discussed before the students listen or read. While a "narrow" or superficial treatment is often sufficient for these, on other occasions it is necessary to develop "deep" understandings. The study by Elley strongly suggested that vocabulary growth was much greater when teachers discussed, even if briefly, the meanings of the words. The recent study by Juel et al. (2003) showed that while teachers in kindergarten and first grade spent considerable time reading and discussing books to children with below average vocabularies, these activities had minimal impact on the progress of the children. Only when teachers spent focused time on the vocabulary did significant growth occur. However, which words should be taught? In deciding which words to teach, we have found it helpful to think about "levels" of vocabulary, which is similar to what Beck et al. (2002) refer to as "layers" of vocabulary. Let's consider the following sketching as a sample representing word levels as follows:

-Level I Words:These are words that are used over and over in everyday speech.

Since they are so frequently used in a variety of contexts, virtually all learners learn them. Some examples of these words would be house, girl, cat, up, umbrella, etc. Level I words are sometimes referred to as "conversational speech." Students who are learning English as a second or foreign language will sometimes make progress with this level of vocabulary but have difficulty making progress with words at levels beyond this one.

Level II Words:These are words that are likely to be learned only through reading or continual listening. They have been referred to as the vocabulary of educated persons, as "academic vocabulary," and as "instructional vocabulary." They are words that are necessary for general success in school. Words such as perspective, generate, initiate, intermediate, calculation, etc. are possible examples.

Level III Words:These are words associated with a particular field of study or profession. These words make up the technical vocabulary. The majority of English words have been created by the combination of morphemic elements, that is, prefixes and suffixes with base words and word roots. If learners understand how this combinations work, they possess one of the most powerful understandings necessary for vocabulary growth.

This understanding of how meaningful elements combine is defined as morphological knowledge, because it is based on an understanding of morphemes-the smallest units of meaning in a language. In the intermediate grades and beyond, most new words that students encounter in their reading and listening are morphological derivatives of familiar words (Aronoff, 1994). In recent years,research has suggested some promising guidelines for teaching the meanings of prefixes, suffixes, and word roots as well as for the ways in which knowledge of these meaningful word parts may be applied (Templeton, 2004). Very good instances could be those word roots such as 'dict', 'spect', and 'struct' which are meaningful parts of words that remain after all prefixes and suffixes that have been removed but that usually do not stand by themselves as words, such as: prediction, inspection, and contract.

As a primary step, students should begin to explore the effects of prefixes such as un-, re-, and dis- on base words. Later on, students may continue to explore prefixes and an increasing number of suffixes and their effects on base words: govern (verb) + -ment = government (noun). In the same direction, common Greek and Latin roots begin to be explored, along with the effects of prefixes and suffixes that attach to them. These include, for example, 'chron' ("time," as in chronology), 'tele' ("distant, far" as in television), and 'fract' ("break," as in fracture).

A large proportion of the vocabulary of specific content areas is built on Greek and Latin elements. As this morphological knowledge develops, teachers can model how it may be applied to determining the meanings of unfamiliar words encountered in print.

Informational selections (texts) usually carry a higherload of new words than narratives, and themeanings of these new words are quite oftenimportant for understanding the selection. Someauthors of informational texts make it a point to useartificially enhanced contexts to facilitate wordlearning. If new words are defined appropriately inthe selection, they may not need to be discussed beforehand.

However, it is important to keep inmind the research finding that in naturallyoccurring contexts, it is more difficult to usecontexts for word meanings in informational textsas compared to narrative texts. Thus new wordsthat are critical to an understanding of the majortopic or theme should be introduced and discussed prior to reading or listening because the exploration of theseprerequisite terms and concepts will establish astrong foundation for subsequent learning.A second major reason for teaching the meaningof words is to increase the number of words that students know and can use in a variety ofeducational, social, and eventually work-relatedareas. These are very likely to be what we havetermed 'Level II words'.

To increase the number of words the students learn, it is often helpful to teachthese

words in morphological or semantic clusters.Morphological clusters refer to what Nagy calls"the word formation process." These clusters willoften build around a base or root word. Forexample, if a teacher were teaching the word 'arm'not as a body part but as a verb meaning "toprovide with a weapon," then it would probably beuseful to teach the morphologically related words:arms (noun), armed (adjective as in armed guard),disarm, rearm, unarm, armor, armory, armament, etc.Semantic clusters, however, refer to words that are relatedin meaning or relate to the same field of study. So, teaching words in semantic clusters is particularlyeffective since vocabulary expansion involves notjust the acquisition of the meaning of individualwords but also learning the relationships amongwords and how these words relate to each other.A very effective way to present semanticallyrelated words is to build word webs around somecentral concepts.

Moreover, spelling knowledge applies not only to the ability to encode words during writing; more importantly, it also underlies individuals' ability to decode words during the process of reading and listening (Templeton, 2003a, 2003b).

Students' spelling knowledge is, therefore, a powerful foundation for their reading/listening and their vocabulary development. This latter aspect is linked to the role that morphological knowledge plays an important part in gaining comprehension of either discourse. Words that are related in meaning are often related in spelling, despite changes in sound. To get a sense of how the connection works between spelling and meaning, examine the following words: 'bomb/bombard'; 'muscle/muscular'; 'compete/competition'. Because the words in each pair are related in meaning, the spelling of the underlined sounds remains constant; although the sound that letters represent may change in related words, the spelling usually remains the same because it preserves the meaning relationship that these words share.

Thus, once students understand the spelling-meaning relationships among words, they can learn how the spelling or structure of familiar words can be clues to the spelling and the meaning of unknown words, and vice-versa. For example, a student who spells 'condemn' as 'condem' in his/her spontaneous writing may be shown the word 'condemnation': This not only explains the so-called "silent" /n/ in 'condemn' but expands the student's vocabulary at the same time.

Exploring dictionary entries is one important and effective component of understanding a word. The entries can also help students determine the precise meaning of a word. Dictionaries can also provide helpful information about the history of a word and reinforce the interrelationships among words in the same meaning "families." For example, a discussion of run-on entries illustrates how one word's entry can include information about related words—the entry for 'entrap' also includes 'entraps' and 'entrapment'. The usage notes in dictionaries often explain subtle but important differences among words—usually the appropriateness of one word over another in a particular context. Words for which the dictionary is essential may be entered in a student's vocabulary notebook. Dictionaries can also contribute to an interest in and attitudes toward words that teachers and the students explore. The usage notes in dictionaries reflect a powerful and consistent research finding: every word/concept we know, and the degree to which we really know it, depends on the relationship of that word/concept to other words/concepts. The thesaurus, another resource for word learning, also helps learners make fine distinctions among concepts and words. This differentiation of learners' conceptual domains is the essence of vocabulary development and growth.

As noted above, written texts contain richer vocabulary and, therefore, more opportunities for expansion of vocabulary through reading as compared to the word challenge in oral language (listening).

There is research evidence that shows that students can be taught strategic behaviours to improve their ability to learn the meaning of words (Kuhn and Stahl, 1998). While skills such as application of morphological clues, reference works, and spelling clues to word meanings are all useful, they become more powerful and functional when combined with the use of context clues in a deliberate strategy.

The importance of wide reading in the growth of students' vocabulary is quite critical too (Nagy and Anderson, 1984). Given the amazing number of new words that learners must add to their vocabularies each year, it would be impossible to directly teach all of them. Anderson (1996) estimates that it would require teaching about twenty new words a day each day of the school year! Through wide independent reading and free exposure to the language, students come in contact with vocabulary that rarely occurs in spoken language but that is much more likely to be encountered in printed language. Cunningham and Stanovich (1998) present evidence that vocabulary used in oral communication such as television shows or adult conversation is extremely restricted.

Research shows that some learners enter school with many more language skills than others. It seems reasonable to suggest that they also come with varying degrees of interest in words. Therefore, it is important that every teacher attempts to develop such an interest. It seems important that every teacher be interested in words themselves. It is highly recommended, therefore, that each teacher becomes a certified "Linguaphile" (one who loves language!).

We also recommend that every teacher develop a "word-a-day" routine wherein there is a focus on an interesting, challenging word. These words should be introduced and discussed; students should be encouraged to look for them and use them in and out of school. If a word a day seems too fast a pace, a word every other day or even a word a week will still be beneficial. Again, the main purpose is to create an interest in words; a secondary but

highly important purpose is to teach the meaning of the words themselves. In the beginning of the year, the teacher will probably need to select the words, but later students should be encouraged to nominate the words.

As students continue to explore and think about words, they can be encouraged to keep vocabulary notebooks in which they jot down interesting words they come across in their readings or through their meetings with the (spoken) language. As they become comfortable with this technique, they can add information to each word as appropriate recording of the sentence in which it occurred so they gain a sense of the context in which it is used, its word parts and its meaning, and the appropriate dictionary definition. Students' interest and curiosity about words are also stimulated when they learn the logic behind word origins and the many stories that underlie how words came about and came to mean what they do. And it is also important to realize that learning these aspects about words reveals that words' learning and teaching is given via different techniques.

1.2.4. Techniques Used in Teaching Vocabulary

The introduction and presentation of the new lexical items is done, generally, during warm up sessions. The new items are, first, presented within a context; and this is particularly done to fit the thematic approach the teacher follows. However, this is not always efficient since a word can have various meanings according to different contexts. That is why learners should be exposed to different kinds of contexts in which a word may be used to ensure its proper usage. Most of the time, teachers present a word and ask their pupils to use strategies; for example, the guessing ability or the use of a dictionary if available. Sometimes, the word is presented to fulfil a specific role in the sentence, eliciting its function, i.e. to state if it is a verb, a noun or an adjective, e.g. (consider, consideration, considerable).

Hence, an understanding of the structure of English words facilitates learning and enhances recall. Thus, the presentation of the form is necessary for making the learners establish a relationship between form and meaning. In a more practical way for reaching the use of the new vocabulary, some teachers group the explained words and write them down on the board and ask pupils to recall and use them in meaningful sentences. So, the learners should use the words they have learnt in order to remember and grasp their meaning in different contexts. These steps are widely undertaken through the use of various techniques.

Among the various techniques used in teaching vocabulary in an EFL situation, the following are the most commonly observed and used by teachers in our language classrooms: Verbal Explanation. This technique requires a considerable knowledge of the language from the teacher since he has to use a variety of examples and illustrations aiming at clarifying the meaning of the new introduced words. It is, by far, the most common used technique where the teacher has to explain words through different devices. If available and clear enough, a synonym may solve the problem (clever = intelligent, amount = quantity); otherwise, an opposite of the word can easily facilitate the comprehension of the new item (easy # difficult, short# long). Some words, however, need a longer explanation which may be provided by a whole definition. In some cases, the derivational device may be used to clarify the root of the word and its affixes (write: re-write, necessary: un-necessary, home: home-less, function: mal-function…) In order to further the knowledge of vocabulary, it is arguably advisable to present the new items, when possible, through word-class. Thus, words are better grasped and recalled when given through activities of derivation, like: (noun/verb, noun/adjective, verb/adverb, adverb/noun…etc.). Another well-planned and restricted device is the use of translation. In fact, it is the most appraised among learners but there should be a restriction to avoid dependence on a word-to-word equivalence.

Use of Pictures and Realia

Departing from the idea that teaching is used to facilitate learning, pictures can ease the burden. Pictures are used to explain unknown words which have roughly a synonym or an equivalent even in the learners' language. As an example, the following words can be best explained only through images and pictures, e.g.: tree/ flower/ computer and can be effortlessly presented to learners without looking for long, ambiguous definitions. The use of pictures will lead learners to distinguish between differences and concepts and will help them use words in the right way and appropriate contexts.

Vocabulary items can be presented quickly and easily by using realia, which is the use of real objects and materials to make learning more explicit to the learners. Teachers use realia to make vocabulary more meaningful and beneficial; and the main reason is that it is helpful for eliciting the meaning of vocabulary items, e.g. a mobile, a floppy disk, a lighter, a fountain pen, switch on/ off etc. By using objects that learners can see and touch, the vocabulary becomes more concrete and will, therefore, be retained and better understood than if a teacher just explains using words. Undoubtedly, the use of concrete objects and materials simplifies the task of the teacher and makes it easier for the learners to identify and understand these words.

Use of Dictionaries

Though it has been long criticised (the use of dictionaries interrupts the run of the course), it is one of the techniques used to find out meanings of unknown words. Teachers use this technique to check the guessability of learners and provide them the opportunity to search for personal investigations later on. Moreover, teachers argue that the use of a dictionary can add interest and motivation for the learners being able to confirm their guessing ability and will broaden their vocabulary stock. Thus, the dictionary is very useful

for learners since it gives them definitions and examples about the word they want to explain not only in given activities but in further uses. Moreover, pupils are allowed to make use of the bilingual dictionary for consolidation and reinforcement.

Using Texts

The receptive skills have always been displayed through the presentation of (written and/or oral) texts that incorporate a content carrying meaning and information and a form showing a structure and style. Above all, texts offer much to both teachers and pupils in terms of involvement and motivation. For teachers, there is the simulation of finding interesting texts and bringing them into the classroom; for the students, there is the perception that the foreign language has a reality outside the classroom. Moreover, pupils may realise that foreign language texts have something to say, can be interesting and mean something more than just a structure or some new words that have to be learned as an unpleasant consequence of beingheard or read.

The use of texts is probably one of the defining characteristics of classroom language teaching. An overview is taken both of the types of texts that may be used, and the exploitation activities that may be based on them. In reality, texts have a much wider range of purposes than just the transmission of information, and their 'message' can be more than simply factual. Texts are also used to provide samples of the language in action. i.e., through analysis and imitation of certain texts, such as showing how to complain, apologise, ask for information, etc., students are encouraged to use these texts as models for their own language performance. Texts may serve a quite different purpose from that set out before. In this case focus is not on process or model, but rather on the content of the text itself. The rationale for the choice of the text has to do with the subject-matter involved. The hope is that by choosing texts that are inherently interesting, the teacher will motivate pupils to involve themselves in

work in a particular topic area and that the foreign language will be naturally used as the medium of work.

Factors for Successful Use of Texts

It is arguable that a large part of the language teaching that takes place in the classroom in a country where the target language is not spoken must follow a contextual typology and must, in deed, be given the gloss of our suggested approach (comprehensible input). After all, classroom foreign-language teaching always involves working with simulated situations. Yet, surely there must be room for something less controlled, more authentic, more involving and motivating. It is clearly now time to suggest the principal factors associated to a successful use of texts. These factors seem to us, in our context, central and interconnected as follows:

• Authenticity

This certainly involves 'authenticity' of the text in the sense of using material taken from 'real life', not produced specifically for foreign language learners. Though it is important to seek for the notion of 'authenticity of response', we would argue, as stated above, for a less controlled response for the sake of being flexible and more encouraging learners to be involved even with their own native language or with their own terms. This means that the starting point for the teaching/learning must be the response of the learners to the text, and this response must be that of the learner as an individual, perceptive human being. Whenever we read texts in real life, we have reactions or responses to them; we may be interested, indifferent, excited or disgusted. The reaction may be intellectual, emotional or aesthetic (i.e., it may include cognitive or affective factors). Nobody ever listens or reads anything without some reaction to it and it is this reaction that we feel is the essence of communicating truly a comprehensible input. The latter, is probably administered through a simplified version

where the reader finds room for acquaintance with and reference to an already established prerequisite lexical knowledge.

• Involvement

A response to a text is, by evidence, the result of an involvement with it on the part of the reader or the listener. Involvement may be of the following kinds: -Informational; e.g.: Does this text tell the reader/listener anything about…that he did not know before?

-Emotional; e.g.: What does the reader/listener feels about?

-Opinion-seeking; e.g.: Does the reader/listener agree with…?

-Character / Behaviour; e.g.: Does he identify with any of the characters?

Would he behave in the way they do?

-Familiar Wording; e.g.: Do the words contained in the text reveal a certain reference

to or relation with a pre-requisite knowledge? (Here, there is reference to recognition

of word forms, sounds and real life uses).

It will be clearly observable through different reading/listening texts that such involvement is open-ended and brings about subjective reactions on the part of the listener/reader. In the same way, Grellet, clearly, relates the fact to what follows: "it is obvious that the ideas expressed in the passage should be discussed and judged at some point. Whatever way these opinions were expressed, one cannot help reacting to them and questions leading students to compare their own views to those of the writer are necessary components of any comprehension syllabus". The point of focus should remain a complete free interaction between the sender and the receiver.

• Choice

A key factor underlying involvement in a text is the personal choice of the reader or the listener. In general, in the real world, nobody forces us to read, or listen anything in

particular. What we read, listen to or watch is the result of a conscious choice to engage in the activity. How can we mirror this in the classroom use of texts?

Departing from the idea of sharing responsibilities in the learning process and equipping the learner with a certain autonomy, we opt for a very obvious way through which we offer the learner a range of texts to choose from rather to attempt to impose a single text upon the whole class. In the words of Nuttal there is emphasis on the claimed approach: "Quantity of reading geared to individual tastes".

The application in the classroom of the ideas outlined above means offering the learner the opportunity to develop authentic response, personal involvement and a shared responsibility in choosing a piece of textual material. For the sake of simplifying the task for language users, a well-planned vocabulary programme should check to see that the high frequency vocabulary is being covered and repeated. However, there has been a long history of frequency counting of vocabulary and the application of this to the teaching of vocabulary. In spite of this, course designers and teachers still take a largely laissez-faire approach to vocabulary selection, leaving it to be guided by topic selection and expediency. This is important because there is a big difference in the value of learning high frequency words compared of low frequency words. Furthermore, since both learners and teachers see vocabulary knowledge as being very important for language use, it needs to be balanced by communicative opportunities to put this knowledge to use and to gather more vocabulary for such learning. Put another way, it is arguably attested that there are possible ways of presenting texts containing words already heard (phonological familiarity), usually seen (acquaintance with spelling forms) and quickly mastered (semantic reference).

• Simplification.

Clearly, the nature of the text itself is a vital element. In this context, we should note that the emphasis throughout is on developing a personal response to the text on the part of the

learner. Thus, we have to ensure that the range of material available is suitable, since teaching itself is aimed at facilitating the process of learning. What does this imply?   There is a general feeling that material that has been specially prepared for language learners is not as good as authentic material intended for native .

If the learner reads or listens to a simplified text at a suitable level, the learner can respond to that text in an authentic way, by getting enjoyment from the reading and/or listening, by learning some new ideas, by being critical about some ideas in the text, or by experiencing ease in comprehending. Arguably, 'without simplified texts learners cannot experience authentic comprehension (reading and/or listening) in the foreign language at all levels of their development'. (Nation: 2003:16)It is clearly stated that graded reading needs to be seen as a means to an end. There is, now, plenty of evidence of the substantial benefits of the simplification of the texts as the main component of an extensive comprehension programme.

Yet, texts should be examples of 'authentic' English and can be of any kind, from any source. The prime criterion is that they should be in subject matter, potentially, of interest to the F.L. learner. Admittedly, one can easily imagine situations where the cultural contrast is much more marked (this is an attribute for the authenticity of text-the cultural parameter). But, the general point remains that the source for texts should be English-language versions of the reading matter which the students would normally themselves practise in their own already acquired language. It may be claimed that such an attempt of simplifying an original text would affect its quality. However, the aim here is not to improve pupils' literary sensibilities. Furthermore, 'difficulty', in language terms, is only a marginal criterion. Basically, the aim is to offer pupils texts, involvement with texts which will arouse their interest and motivation to work out meanings. If difficulty can be overcome through the simplification of the words contained in the text (language factor), there are other factors

from which it can arise: Background cultural assumptions and references are much more difficult for non-native speakers. At this level, texts should be very carefully considered and/or glossed in some way. In accordance to the prerequisite language background, learners may find their way to recognising words of a text, written in English, through a cognitive strategy. The exploitation ideas, put forward, imply an approach which stresses the promotion of learning, the development of the learners' involvement and above all facilitate general comprehension of proposed texts through a simplified version at the reach, hopefully, of the majority of learners if not all.

Vocabulary Learning Strategy

1. Contextualizing

One of the most effective strategies to increase vocabulary comprehension is to use the context that surrounds an unknown word to discover the meaning. The students can use context in several ways to help convey meaning. For example, sometimes the meaning of a word is explained within the same sentence. At times, synonyms of the unknown word can clarify words within the sentence. A contrast clue may identify meaning. Students need to realize that it is okay to take a stab at unfamiliar words and figure out an approximate meaning from the context. After students identify the unknown word, they may predict the possible meaning from the context. The context enables students to make an inquisitive stance toward word meaning and to monitor and verify predictions (Elery: 2009). Using a variety of contextual analysis techniques allows the student to be active, rather than passive, in the discovery of new words. There are some strategies of contextualizing:Context complex clues It is a strategy which uses the context to figure out the meaning of the unfamiliar words. Firstly, the students select a word from a text that may cause the students difficulty in understanding the meaning of the sentence or text passage. Then, they demonstrate a variety

of ways students may use the context to figure out the meaning of the unfamiliar word. After that, ask the students to read a sentence that

uses the word in a different context but that keeps the same meaning for the word (for example: definition or description clues, linked synonym clues, compare and contrast clues, inferring clues).

2.Collaborate and Elaborate

This strategy has the purpose to explore, discuss, and formulate a definition that the students perceive from clues within the sentence or related sentences and integrate newly formed words into a working vocabulary. The first step is invite students to write unknown words or phrases in a vocabulary notebook. Secondly, arrange students in groups to explore, discuss, and formulate a definition of the words or phrases that they perceive from clues within the sentence or related 15 sentences. Last, a group selects a recorder to capture their examples

and non-examples of the word from personal experiences and background knowledge, which helps to illustrate what the word is or is not depending on the related words in context.

Definition of Contextual Redefinition Strategy

Contextual redefinition is one of the strategies that students can use to improve their vocabulary. According to Allen (2007) Contextual redefinition is a teaching strategy that helps students learn the importance of contex clues in understanding the meaning of a word. It provides a way to introduce the students with the new vocabularies and gives the students opportunity to predict the meaning of words based on the surrounding context and verify the meaning.

It is also supported by Petzar. Petzar (2000) stated that Contextual redefinition is a strategy for showing students the importance of context in ascertaining meaning. It is useful

in those instances in which difficult terms can be defined by the context in which they occur. The ways in learning vocabulary through contextual redefinition strategy consists of select unfamiliar words, write a sentence, present in isolation, predict the meaning, read and define the word. Firstly, select unfamiliar words from the text or from the lesson to be introduced. Then, write a sentence with rich of context. Categories of context clues can be experience, compare and contrast, description, synonyms. After that, present the word in isolation using the board, write the word and have the students generate meaning as they refer to the context sentences. They can do it in small groups or individually. Besides, the students use the think-aloud strategy to describe how they came up with their definitions (modeling the thinking process).

Next, ask the students to predict the meaning based on the student generated definitions, have all students predict the topic to be read or learned and link to prior knowledge. After they give their prediction, students should read the selection or receive instruction. As they read or take notes, have students verify their selected definitions. It gives them both meaning and a purpose for reading. Last, defining the word with the correct definition which taken from a reliable source (text, dictionary, or teacher). They discuss the differences and similarities between their definitions and dictionary or textbook definitions.

Moreover, San Diego County Office of Education (SDCOE: 2002) stated that contextual redefinition is a strategy for showing students the importance of context in ascertaining meaning. There are five -step strategy includes (1) presenting the words in isolation, (2) presenting the words in context, (3) ask students for suggestions and (4) have the students to consult a dictionary.

As a result, contextual redefinition is a strategy that gives the definition of words by seeing from the context. There are five steps in using contextual redefinition strategy. They

select the unfamiliar words, presenting the words in isolation, present the words in context, and use a dictionary for verification (Valery: 2009).

2.2.2.2Goals of Contextual Redefinition Strategy

In learning process, contextual redefinition strategy has some goals that will fit to the students. According to San Diego County Office of Education (SDCOE: 2002), the goals of contextual redefinition strategy are:

1. Help the students to realize that context can provide additional clues to the meaning of words and engage students in using context to discover the meaning of unknown words.

2. Help faltering the students' experience in thinking processes involved in deriving a definition from context.

Chapter III

METHOD OF THE RESEARCH

A. Setting

This study conducted in State Islamic University Sultan Maulana Hasanuddin Banten with second semester of Islamic guindace and Counselling as the respondents. The research carried out from July up to October 2018

B. Research Design

This study employed a qualitative research design, taking on characteristics of a case study. The case study was considered as the appropriate research method for this study because this study, as like other case study, concern on a small scale and a single case (Bodgan and Biklen: 1998, 54), that is the use of contextual redefinition strategy toward students reading comprehension. A case typically refers to a person, either a learner or a teacher, or an entity, such as a school, a university, a classroom or a program.

C. Participants

The participants of this study are ten students of the second semester majoring in Islamic Guidance and Counselling From its class there are 5 representatives chosen by purposive sampling.

Purposive sampling is a sample selected in a deliberative and non-random fashion to achieve a certain goal. Sampling is the act, process or technique of selecting a suitable sample, or a representative part of population for the purpose of determining parameters or characteristics of the whole population. Their experiences in language learning were quite varied. Most of them have taken English course outside their formal school while other respondents have learnt it through the formal school.

D. Data Collection

The major data collection method in vocabulary strategies is to elicit information about the ways in which the strategies will be use by the students with specific reading tasks by various learners operating under different types of condition.

The writer elicited information from respondents concerning only in reading skill using multiple data collection procedures, which include strategic processing and interview. The respondent asked to describe uses of strategies in general with foreign language acquisition and they described the strategies used with specific language tasks. The use of these data collection is intend to enhance the validity of the study and to attain more rounded and complete analysis of students vocabulary strategies.

E. Instruments

The general approaches used in this study are:

1. Reading Test

In relation to the same context, vocabulary knowledge has demonstrated that fluent readers have very large recognition-vocabulary knowledge resources and that vocabulary knowledge is highly correlated with reading ability. The researcher investigated wheter there were a strong relationship between vocabulary and improvement in reading comprehension.

2. Strategic Processing

During reading (e.g., inferencing, comprehension, monitoring and goal setting), the strategic processing demonstrates that procedures undertaken and metacognition influences reading comprehension. Researchers on discourse comprehension showed that inferencing that arises from "learning from texts" has an important impact on comprehension. These instructional skills (or simply instructions) may be summed up in what follows:

-answering main idea questions as a post-reading task.

-using semantic mapping of ideas from a text.

-previewing specific information from the text.

-asking students to formulate questions about a text.

-filling in and generating graphic organizers that reflect the organization of the text.

-visualizing information from the text.

2. Interview

Interview is the interaction between two people, with the interviewer and the interviewee acting in relation to exchange information and idea about a theme of mutual interest. Qualitative interviewing is an adventure in learning about teaching in different countries, their cultural views, their problems and solutions, and how their practices are similar and different than our own. Interview in this study are important means to obtain the information concerning the use contextual redefinition building vocabulary strategies on students reading comprehension.

F. Triangulation

This study used Methodological triangulation. Altrichter et al, contend that triangulation "gives a more detailed and balanced picture of the situation". Triangulation is an approach to data analysis that synthesizes data from multiple sources. Triangulation seeks to quickly examine existing data to strengthen interpretations and improve policy and programs based on the available evidence (Altrichter, 1996). By examining information collected by different methods, by different groups and in different populations, findings can be corroborated across data sets, reducing the impact of potential biases that can exist in a single study.

The researcher applied methodological triangulation that involves using more than one method to gather data. Triangulation methodology provides a powerful tool when a rapid responses is needed, or when good data do not exist to answer a specific question. Bringing together or triangulation methods and source of information such as from interviews, observations and questionnaire, adds texture, depth, and multiple insights to an analysis and can enhance the validity or credibility of the results.

G.Data Analysis Technique

To support the research, the writer completes the report with qualitative data analysis which is the range of processes and procedures whereby it move from the qualitative data that have been collected into some form of explanation, understanding or interpretation of the students and situations the researcher investigate. For a case study, analysis consists of making a detailed description of the case and its setting (Creswell, 1998). Data analysis may begin informally during interviews or observation and continue during transcription, when recurring themes, patterns, and categories become evident.

After interview, the researcher analyzed the data by using matrix analysis, an outline of generalized causation, logical reasoning process, based on the categorization and organization of qualitative data. The result can use flow charts, diagrams, etc, to pictorially represent these causes and process, as well as written descriptions.

Most commonly use tables and graphs layout the available data and to facilitate comparison and the construction of hypotheses.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter presents the results of analysis of the data collected from students reading comprehension, questionnaire and interview. These data were analyzed qualitatively and classified into several vocabulary strategies. These are presented and discussed in the following sections.

Preliminary data was taken by giving the students of Islamic Guidance and Counselling major that consists of 10 students for having a vocabulary test. Based on the result of preliminary data, it was found that only 6 students got the score higher than the minimum standard score.

In addition, the researcher also interviewed the students. Based on the interview and vocabulary test, the researcher concluded that most of the students had lack of vocabulary. They were still difficult to understand the meaning of words in a passage or a text. They also had limited vocabulary to comprehend the meaning of a text because they do not know how to guess the meaning of words in a text.

The researcher prepared the lesson plan that was used in implementing contextual redefinition strategy in meeting I, II, and III. It included prepare the materials and the task for the students.

In addition, the reseacher designed observation checklists and field notes and vocabulary test for each steps of the research.

In the first meeting, the researcher introduced the descriptive text to the students and explained to them what is descriptive texts, the purposes, generic structures, language features of descriptive texts and gave them the example of descriptive text. Then, the

researcher introduced the contextual redefinition strategy and how it worked to solve the students' difficulties in understanding the meaning of unfamiliar word in a text.

Then, in the second meeting the researcher applied the contextual redefinition strategy to help the students in understanding the meaning of the word based on the context in improving their vocabulary mastery. The action of this research, the reseacher did the action for teaching and learning process especially in vocabulary activity based on the lesson plan by using contextual redefinition strategy.

Firstly, the researcher gave the students the descriptive text. Second, the reseacher asked students to read the text and find out the unfamiliar words from the text.

Here, it was helped by the teacher to guide them find out the unfamiliar words from the text. Third, the reseacher asked the students to present the words in isolations. In isolations means that the students should write their unfamiliar words in contextual redefinition worksheet with the local context missing. Then, they predicted the meaning of the word in group. Fourtly, the reseacher asked the students to present the word in context. In presenting the words in context, the students read the text again and guessed the appropriate meaning a word based on surrounding context. Last, the reseacher asked the students to verify their predicting definition with dictionary.

Contextual redefinition strategy helped students to improve their vocabulary using contextual clues to determine the meaning of the words. The students can guessed the meaning of word based on the context. There were four steps in using contextual redefinition strategy:.

1. They selected the Problem

2. Students had lack of vocabulary

3. Students did not know how to guess the meaning of word

Firstly, the students selected the unfamiliar words from the text that teacher was given. They can not select them randomly. They identified them in conjunction when they are reading the text guided by the teacher.

Secondly, the teacher asked the students to present the words in isolations. Here, the students wrote the word on the worksheet that given by the teacher. Then, they predicted the meaning of the word in group. They predicted it with the possible answer based on their knowledge, for example they looked from the suffix, prefix, etc.

Thirdly, the teacher asked the students to present the word in context. It meant that the students read the text and guessed the appropriate meaning a word based on surrounding context. In offering their individual guesses, they gave a rationale reasons. Obviously, there were some humorous predictions. But it was no problem because the focus of this learning process is they have been associated the unfamiliar words with surrounding context.

The last, the teacher asked the students to verify their predicting definition with dictionary. But if they were sure with the definition, they did not use the dictionary to verify their predicting definition because they defined the word with the correct definition which taken from a reliable source, for example text, or teacher statement.

Steps to Contextual Redefinition:

1. Select several key words from a reading selection (especially words that have multiple meanings or might otherwise be unclear to readers). Write these words on the chalkboard.

2. Have students suggest definitions for these terms before reading the selection. Most likely, students will provide a range of definitions since the words are considered in isolation from any specific context. Some of the proposed definitions will be inexact, hinting at, but not fully defining, the term.

3. Record all definitions suggested on the chalkboard.

4. Have the students read the text selection, noting the specific sentences in which each of the words appears.

5. Ask students to revisit their previous definitions and see which, if any, reflect the use of these words in the context of the selection. Use dictionaries if student definitions lack enough clarity to match the contextal meaning of the words.

6. Reiterate that words have multiple meanings and uses and that the context of a word in a text selection determines its meaning.

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their predicting definition because they defined the word with the correct definition which taken from a reliable source, for example text, or teacher statement.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of the data analysis, it can be concluded that :

1.Contextual Redefinition offers students specific steps for deducing the meaning of unknown (or unclear) words in a reading passage by seeking clues from their context in a larger text selection.

2. This strategy encourages students:

- To focus on what is clear and obvious in a reading selection,

- To state, as much as is possible, the author's general intent/meaning in a passage, and

- To use these observations to help interpret unclear terms and ideas within the known context.

3.Additionally, Contextual Redefinition calls for close attention to word order, syntax, parallel ideas, and examples as keys for predicting word meaning.

4. It can be concluded that there are some advantages found in using contextual redefinition in helping EFL learners' reading comprehension. First, contextual redefinition strategy is pre-reading strategy to enhance new words that are essential in understanding the reading and it is also strategy to assist students to become independent reader. Second, the strategy helps the readers to stimulate their language schema to help them to comprehend what the text is about. Third, most important of the use contextual redefinition is in creating interest in vocabulary learning and it is regarded to be more fun and challenging strategy by the students.

4. Moreover, using contextual redefinition as pre-reading strategy makes the students comprehend better in reading a text.

B. SUGGESTIONS

The findings suggest that:

1. The teachers hould benefit students by using a variety of pre-reading strategies, and one of the alternative pre-reading strategies in helping EFL learners' reading comprehension is contextual redefinition.

2. For the teachers, the writer suggests that the teacher can use the combination of strategy to teach reading because this way is really helpful the teacher to lead the students in reading so that reading subject will be pleasure activity for the students. The teacher can use the contextual strategy in building students reading comprehension.

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