CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides to review some related studies, vocabulary (nature of vocabulary, kind of vocabulary, the importance of vocabulary, vocabulary strategy and vocabulary assessment), reading (nature of reading and the importance of reading), Newspaper (definition of newspaper, the importance of using newspaper in the classroom, and access to newspaper, incidental vocabulary acquisition.

A. Previous Studies

There are some studies that concerned with incidental vocabulary acquisition discussed to be in line with this research. The researcher notes some of them in this thesis as previous studies to support this study.

First, Xiaohui Xu conducted experimental study entitled "The effects of glosses on incidental vocabulary acquisition in reading". Her research questions are does a better understanding of the reading passage lead to a higher rate of retention of word knowledge? And which type of glossing, among glossing in Chinese, glossing in English, and glossing in both Chinese and English, is the most effective in enhancing incidental vocabulary acquisition through reading?. The instrument here is test and the result represent that "A better comprehension of the text does lead to a higher rate of incidental vocabulary acquisition of word knowledge, glossing in both is

the most effective, the least effective is glossing in Chinese, and the poorest one is glossing in English".[20]

Second, the study was done by Nina Daskalovska with the title "Incidental Vocabulary Acquisition from Reading Authentic Text". There are three research problems in this study, those are how much vocabulary can advanced EFL learners acquire from an authentic text?, are the any significant differences in acquisition rates between learners with vocabulary sizes? And are the words that appear more frequently in the text more likely to be learned?. She was used vocabulary level test as her instrument in this study. The result indicates that "First, participants were able to learn one in every four words tested. Second, the learners' knowledge of the less frequent words may be a better predictor of the effect of their vocabulary size on the learning gains from reading. The last one is both the frequency of the words in the text and their global frequency may have certain influence on the rate of vocabulary acquisition, but also that many other factors come into play during the process".[21]

Third, the title of previous study is incidental vocabulary acquisition from reading, reading while listening and listening to the stories by Ronan Brown, et al. There are some research problems in this study which be solved by two tests, those are multiple choice test and meaning translation test. Then,

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[20] Xiaohui Xu. "The Effect of Glosses on Incidental Vocabulary Acquisition in Reading". (China: Academy Publisher. Vol.1, No.2, pp.117-120, March 2010) (Http://www.academypublication.com/issues/past/jltr/vol01/02/03.pdf) accessed on December 8th, 2014, 21:24

[21] Nina Dascalovska. *Incidental Vocabulary Acquisition from Reading an Authentic Text*. 2014. Goce Delcev University: The Reading Matrix. (http://www.readingmatrix.com/files/11-7519l4x3.pdf) accessed on December 14th, 2015, 5:26

the result are, first, the subjects learn vocabulary impressively in reading while listening, in reading were similarly impressive, and less remarkable in listening mode, but the subjects can learn more vocabulary in multiple choice test than in meaning translation test. Second, there was relatively decay over a 3-month period in the scores for the three modes for the two test types. Also, this study shows that certain subjects retain knowledge of partially known words learnt in their reading and associate that knowledge with other words in the lexicon as they continue to learn the language. Third, the more frequently an item is met, the more chance it has of being learned. As one would expect, the more frequently met words were better learnt than the less frequently met words. Fourth, there was no significant difference between reading-only and reading-while-listening modes for the two tests. Hereafter, there were significant differences between listening-only and reading-only scores, and listening-only and reading-while-listening scores on each test type. The last, predominantly, the subjects preferred mode is reading-while-listening, followed by reading-only, reflecting corresponding success rates on the tests.[22]

Fourth, the study from Juhari Sham bin Juson with the title "using authentic reading materials to improve students' vocabulary acquisition". He wants to investigate whether authentic reading materials help the students to improve their vocabulary acquisition using quasi experimental research. Then

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[22] Ronan Brown, Rob Waring, and Sangrawee Donkaewbua. "Incidental Vocabulary Acquisition from Reading, Reading-While-Listening, and Listening to Stories". Reading in a foreign Language, ISSN 1539-0578, october 2008, Vol.20, No. 2. Pp.136-163. (http://www.nflrc.hawaii.edu/rfl/october2008/brown/brown.pdf) accessed on December 14th, 2015, 5:26

the result of this study pre-test and post-test for experimental group shown that there was a statistically significant difference the mean in pre-test and post-test with the significance (2-tailed) value is .00. Afterwards, the result of pre-test and post-test for control group was significant different and the significance (2-tailed) value is .020. And from the comparison noticed, that the students in the experimental group had improved more than students in the control group after one week of treatment.

The last one is incidental vocabulary acquisition through newspaper reading: the impact of content familiarity by Wilaiwan Lebkatem. The research questions here are does the degree of familiarity contribute significantly to gain of new vocabulary encountered in the texts?, is the impact of content familiarity still observed over time?, and what are learners' attitudes towards learning words incidentally through reading?. There are five research instruments used in this study, those are a content familiarity questionnaire, 15 reading passages, a vocabulary test used as a pre- and post-test, a vocabulary retention test, and an attitude questionnaire toward learning words through reading. The results are: first, the subjects' vocabulary knowledge improved significantly after reading the 15 texts regardless the effect of content familiarity. Then, in context of incidental vocabulary acquisition from familiar and unfamiliar texts, the significant contribution of content familiarity to the acquisition of the target words was found in two texts, 3 and 5. Second, regardless of the effect of content familiarity, over time (two weeks) the subjects' ability in retaining the meaning of acquired

words significantly decayed, then, when the effect of content familiarity on vocabulary retention was taken into account, it is found that the effect of this factor contributed significantly to the retention of words the subjects familiar with the content of texts 1, 5 and 15 acquired from reading these texts. And the last result, the means of the subjects' responses to questionnaire items 1-9 are between 3.64 and 4.36 ranging from agree to strongly agree level. And, in terms of subjects' concern about learning words incidentally through reading, the results obtained from the questionnaire items 10-15 show that the means of their responses to these items are between 2.92-4.12 ranging from moderately agree to agree level.[23]

Based on the previous studies above, it can be concluded that English learners can acquire vocabulary from reading and/or comprehend the text. So, while the English learners read a text, book, article or other sources unconsciously they do a process of incidental vocabulary acquisition. In this study, the third semester students at English education study program especially in the reading class, they acquire vocabulary incidentally through reading. Their focus on reading, but unconsciously they acquire vocabulary, thus, vocabulary is a by-product from reading activity.

B. Attitude

According to Oxford dictionary, the meaning of attitude is a way of thinking about somebody/something or behaving towards somebody/something.[24] Then, According to Bohner and Dickel, an attitude is

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[23] Wilaiwan Lebkatem, *op.cit*
[24] A.S Hornby, *op.cit*. p. 66

defined as a belief or thought toward any object, person, or event based on judgment. One example of attitude is self perception, which is a result of observations of our own behaviors.[25] Subsequently, according Paul and Jan stated that attitude is a feeling or opinion about something or someone.[26]

According to Baker, attitudes consist of three components: cognition, affect, and readiness for action. Cognition comprises thoughts and beliefs. The affect is related to feelings or emotions for the object, such as love or hate, and passion for language learning and use. Readiness for action indicates a tendency of language behavior in relation to a person or object in a specific context. It is connected with cognition and effect components.[27]

According to Grant Henning state that to measure attitudes and opinion of respondents using questionnaire. Questionnaires or rating schedules usually employ some short of artificial scale in order to gather information in the most efficient way. The various kinds of artificial scale are demographic, Likert, semantic differential and general rating scale.[28] In this study, the researcher will use Likert scale to measure students' attitudes towards vocabulary acquisition incidentally through reading.

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[25] Byunghyun Jang. 'Korean Parents' Attitudes, Motivations, and Home Literacy Practices Toward Bilingualism Between Korean and English in Korea'. May 2012. p. 13 (http://etd.lsu.edu/docs/available/etd-04262012-182344/unrestricted/Dissertation.pdf) september 10th, 2015, 14:09

[26] Paul Wilkinson and Jan Schilt. *ABC of ICT An Introduction*. 2008. Van Haren Publishing: Zaltbommel. p. 25

[27] Byunghyun Jang. *loc.cit*. p.13

[28] Grant Henning. *A Guide to Language Testing: Development, Evaluation and Research*. 1987. Heinle & Heinle: Wadsworth. p. 21

C. Vocabulary

1. Nature of Vocabulary

Vocabulary is knowledge of words and meaning. In Oxford dictionary, vocabulary is the total number of words in a language.[29] However, vocabulary has a complex definition. First, words come in two forms: spoken and written. Spoken is a vocabulary that recognize and use in listening and speaking. Written is a vocabulary that recognize and use in reading and writing. Vocabulary known as a word and Vygotsky states a word is a microcosm as a human consciousness[30].

Vocabulary refers to the words should know to communicate effectively. Pieter stated that vocabulary is one of the components of language and there is no language without words. Words are signs or symbol for ideas. They are the means by which people exchange their thoughts. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively[31].

From the statements above, vocabulary is one of basic knowledge which it is the important thing to be learned. Because, vocabulary is knowledge of word and meaning, then from one word we can connect it with other word become a sentence.

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[29] A.S Hornby. *Oxford Advanced Learner's Dictionary of Current English. op. cit.* p. 1331
[30] Scott Thornbury. *loc. cit.* p. 1
[31] Scott Thornbury. *ibid.* p. 1

2. Kinds of vocabulary

a. Function words

Function word are among the most frequent in language, which is not surprising because they are necessary for communicating about any topic, from daily life to astrophysics.

1) Pronouns

Pronoun is a word that is used in place of noun or noun phrase.

2) Preposition

Preposition is a words or group of words which is used to show the way in which other words are connected.

3) Auxiliary verb

Auxiliary verb is functioning auxiliary verb assists the role of it is (the jobs activities).

4) Conjunctions

Conjunctions word is that connects sentence, phrase or clause.

5) Determiner

Determiner is a word that comes before a noun to show how the noun is being used.

b. Content words

Content words are words that have meaning. They are words we would look up in a dictionary.

1) Noun

Nouns are word or group of words that is the name of person, a place, a thing or activity, or quality of idea. Noun can be used as subject or object of a verb.

2) Verbs

Verbs are words that indicate the name of action that is done of the subject or may be indicate the situation.

3) Adjectives

Adjectives in words indicate a quality of the person or thing referred to by a noun or pronoun.

4) Adverbs

Adverbs are words that clarify verbs, adjective, noun phrase, another adverb or whole sentence.[32]

3. The Importance of Vocabulary

Vocabulary is one element of the language that should be learnt and taught. Zimmerman in Coady and Huckin states that vocabulary is central to language and critical importance to the typical language learner. Wilkins puts that without grammar very little can be conveyed, but without vocabulary nothing can be conveyed. In reading ability, vocabulary helps learners in comprehending the text. In addition, Coady and Huckin argue that vocabulary is central and critical importance to typical language learner. It makes vocabulary becomes the basic element to master the four

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[32] Rahmiyati. *The Correlation Between Frequency of Listening to English Songs and Vocabulary Size by The Students of English Study Program at Islamic Dormitory of STAIN Palangka Raya.* Thesis: Unpublished. *p. 13-17*

skills, namely listening, speaking, reading and writing. Without having adequate vocabulary, a language learner will not be able to master the language skills.[33]

From the statements above, vocabulary is very important for us to comprehend what we read. Vocabulary is basic element which we have to learn before we learn reading, speaking, writing and listening.

4. **Vocabulary Strategy**

Hatch & Brown mention five essential steps in vocabulary learning that represent what learners must do. The five steps are: (1) having sources for encountering new words, (2) getting a clear image, either visual or auditory or both, for the forms of the new words, (3) learning the meaning of the words, (4) making a strong memory connection between the forms and meanings of the words, and (5) using the words. Schmitt and McCharty divide the taxonomy of vocabulary learning strategies into four groups, namely:

a. Discovery Strategies

In this stage, when learners do not know the words, they must discover their meaning by guessing from structural knowledge of the language.

b. Social Strategies

A second way to discover new meaning employs the social strategy of asking someone who knows. Teachers are often in this position. They

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[33] Budi Setiawan. *Improving The Students' Vocabulary Mastery Through Direct Instruction. Thesis,* 2010. Surakarta: Sebelas Maret University. p. 10-11 (http://core.ac.uk/download/pdf/12348650.pdf) accessd on December 17th, 2015, 21:10

can be asked to help in a variety of ways. They can be asked to help in a variety of ways: giving the L1 translation, giving a synonym, definition, and paraphrase.

c. Memory Strategies

Most memory strategies involve relating the word to be retained with some previously learners' knowledge, using some from of imagery or grouping. The strategies used in this stage are pictures/imagery, related words, unrelated words, grouping, etc.

d. Cognitive Strategies

Language strategies in this taxonomy are similar to memory strategies, but are not focused specially on manipulative mental processing; they including sorting, classifying, comparing, predicating, repeating, and using mechanical means to study vocabulary.[34]

5. **Vocabulary Assessment**

There are a number of reasons why vocabulary testing should be regarded as a useful in a well-run language-teaching program. Most obviously, if vocabulary is considered to be an important component of language knowledge, then it naturally needs to be assessed in some way.[35] Beside that, without testing, there is no reliable means knowing how effective a teaching sequence has been. Testing provides a form of

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[34] Budi Setiawan. *ibid.* p. 13-14

[35] Norbert Schmitt. *Vocabulary in Language Teaching*. 2000. Cambridge University Press: New York. p. 163

feedback, both for learners and teachers.[36] Thus, vocabulary can be seen as a priority area in language teaching, requiring tests to monitor learners' progress in vocabulary learning and to assess how adequate their vocabulary knowledge is to meet their communication needs. Afterward, vocabulary assessment seems straightforward in the sense that words lists are readily available to provide a basis for selecting a set of words to be tested. In addition, there is a range of well-known item types that are convenient to use for vocabulary testing. Here are some examples:[37]

a. Multiple choice (*choose the correct answer*)

The principal was <u>irate</u> when she heard what the students had done.

  a. surprised

  b. interested

  c. proud

  d. angry

b. Completion (*write in the missing word*)

At last the climbers reached the s_____ of the mountain.

c. Translation (*give the L1 equivalent of the underlined word*)

They worked at the <u>mill</u>.

Serious = _____

d. Matching (*match each word with its meaning*)

  1) Accurate   _____   a. Not changing

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[36]Scott Thornbury. *Op.cit*. p. 129

[37] John Read. *Assessing Vocabulary*. 2000. Cambridge University Press: New York. p. 2

2) Transparent   _____   b. Not friendly

3) Constant   _____   c. Related to seeing things

4) Visual   _____   d. Greater in size

5) Hostile   _____   e. Careful and exact

f. Allowing light to go through

g. in the city

In addition, there are four vocabulary tests are: the vocabulary levels test (VLT); the Eurocentres vocabulary size test (EVST); the vocabulary knowledge scale (VKS), and the test of English as a Foreign Language (TOEFL).[38] To investigate the effect of extensive reading on vocabulary acquisition,[39] the researcher will use vocabulary levels test. The vocabulary levels test was devised by Paul Nation at Victoria University of Wellington in New Zealand in the early 1980s. He has distributed copies freely and made it available in two publications, and it has been widely used in New Zealand and many other countries. The vocabulary levels test is designed to represent five levels of word frequency in English: 2.000 words, 3.000 words, 5.000 words, the University words level (beyond 5000 words) and 10.000 words. As for the format, the test involves word-definition matching although, in a reversal of the standard practice, the test-takers are required to match the words to the definitions in groups of six and three respectively. Here for example: [40]

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[38] John Read. *ibid*. p. 117
[39] Scott Thornbury. *op.cit*. p. 140
[40] John Read. *op. cit*. p. 118-119

1 apply

2 elect   _____   choose by voting

3 jump   _____   become like water

4 manufacture   _____   make

5 melt

6 threaten

D. Reading

1. Nature of Reading

Based on Oxford dictionary, reading is the action of a person who reads. Subsequently, according to Urquhat and Weir, reading as the process of receiving and interpreting information encoded in language form via the medium of print. According to Koda, reading is comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already know.[41]

From the statement above, reading is a process of receiving and interpreting information encoded in the content of the text, then, ends with meaning which a reader construct.

2. The Importance of Reading

a) From reading, people can get needed information.

b) By reading people can learn language itself and observe how the learnt a sentence is formed and constructed.

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[41] Hasan Basri. *Correlation Between Voluntary Reading and Students' Spelling Ability in Efl Context of Fifth Semester English Department Students of Stain Palangka Raya*. Thesis: Unpublished. p. 12

c) According to Josef Essberger, when we learn a language, listening, speaking and writing are important, but reading can also be very helpful.

There are many advantages associated with reading, including:

a) Learning vocabulary in context

b) A model for writing

c) Seeing correctly structured English

d) Working at our own speed

e) Personal interest[42]

From the statement above, reading is important for people life. From reading people can increase their knowledge or ability. So, if they want to be a human better who have large knowledge they have to increase what we read.

E. Newspaper

1. Definition of Newspaper

Based on Oxford Advanced Learner's Dictionnary, Newspaper is a printed publication appearing daily or weekly and containing news, advertisements and articles on various subjects.

The newspaper companies are facing an innovation, the e-newspaper published one-paper technology. It's also called online newspaper. This online newspaper is more innovative, this is reflecting, because it can give the same reader experience as paper (such as high

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[42] Hasan Basri. *op. cit.* p.12-15

contrast and the possibility to read in sunlight) and is thin, flexible and non-sensitive. The e-newspaper also combaines the readibility and overview from the printed newspaper with the possibilities of online media such as constant updates, interactivity and video, and is predicted to replace the printed edition in the long run.[43] In this study, the researcher used online newspaper as an authentic reading material in the classroom to make students interest in reading and also promote extensive reading by giving students the motivation and ability to continue their reading outside the classroom.

2. The Importance of Using Newspapers in The Classroom

There are a number of very strong arguments in favour of using newspapers in language classroom, those are:[44]

a. General educational value

Newspapers help keep us informed about what is happening in the world, thereby extending our knowledge and deepening our understanding.

b. Cultural information

Language and culture are inextricably linked, and the newspapers of a given target community reflect its culture through the language they contain. Newspapers are an invaluable source of

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[43] Evriana Asmara. "The effectiveness of Using Online Newspaper in Teaching Reading Comprehension at The Tenth Grade Students of AMA 1 Kumai". 2014. Unpablised. P.31

[44] Paul Sanderson. *Using Newspapers in the Classroom*. 1999. Cambridge University Press: New York. p.2-4

such information, and the more widely students read, the greater their understanding of this sociocultural meaning will be.

c. Language change

Newspapers reflect changes in the language, and, in so doing, help students (and teachers) keep abreast of such changes.

d. Varieties of English

Newspapers contain a wide variety of text types and language styles not easily found in conventional language-learning material (e.g. general coursebooks), and students need to become familiar with such language forms.

e. Reader interest

The enormous variety of subject-matter in newspapers means that any one newspaper will invariably contain something of value or concern to every reader. This makes them interesting and motivating for students to work with. Newspapers report real-life events, and this arouses our natural curiosity about the world around us and our fellow human beings.

f. Reading for pleasure

For countless people worldwide, reading newspapers is already an enjoyable and popular pastime. Newspaper-based activities in the language classroom become, for such people, simply an extension of this interest, and one which teachers can capitalise on. For others, who do not read newspapers in their own

language, there is the para-pedagogic benefit that working with English-language newspapers may even encourage them to do so.

g. Authentic materials

Newspapers are an invaluable source of authentic materials, and their use in the language classroom is very much in keeping with current thinking and practice in teaching pedagogy. Indeed, for many students, the ability to read and understand English-language newspapers for work purposes represents a very real and tangible goal to aim for. Using newspaper material in the classroom will also be particularly helpful for those students who may go to live or work in target-language community.

h. Subject-specific materials

The diversity of information in newspapers enables teachers of English, to choose current materials to suit the precise needs and interests of their students. This is especially important to teachers of specialist in their search for suitable materials.

i. Teaching materials

English-language newspapers are readily available in most countries throughout the world, and there is a constant, on-going supply which is replenished with new content on a daily basis. As such, they provide language teachers with a limitless supply of teaching materials which can be used to develop their students' language skill.

j. Multi-level

Newspapers can be used effectively with a wide range of levels from Elementary to Advanced.

k. Lesson planning

Newspaper items are conveniently self-contained units which vary in length from a short paragraph to a complete page or more. This is a particularly helpful feature for teachers, in that it offers them a great deal of flexibility when planning lessons and selecting materials to meet certain criteria, e.g. the length of the newspaper item(s), the complexity of the language, the density of information, the subject-matter and content, the lesson time available and the level of the students.

The feature of newspapers is also helpful to students, who can measure and increase their reading tolerance, progressing from very short items, perhaps for detailed study, to much longer ones for extensive reading. As such, they offer students tangible, on going targets to aim for in their reading.

So, it can be conclude that newspaper is suitable with the advanced students. It can be used as an authentic reading material to make the students interest to read and improve their ability or knowledge.

3. Access to Newspapers

There are a number of ways that teacher may more easily obtain newspapers.[45]

a. Cost-sharing with colleagues

With a small group of colleagues, you can club together and buy newspapers.

b. Local organisations

Large hotels, airlines, international companies and banks often receive English-language newspapers on a regular basis.

c. Inter-school newspaper exchange

You may be able to arrange a newspaper exchange with a school in an English-speaking country. This should be easy if your school already has overseas links for educational and cultural exchanges.

d. School subscription

Another possibility is to ask your school (or Parents' Association) if they would approve a special budget to pay for a subscription to a newspaper. This can reduce the cost per issue considerably, and should be substantially cheaper than buying individual copies from a newsagent.

e. Twin towns

Many towns (especially in Europe) are twinned with towns in English-speaking countries.

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[45] *Ibid.* p. 5-7

f. Overseas penfriends

If any of your students havepenfriends in English-speaking countries, you might suggest that they enclose their next letter inside the pages of a newspaper from your country.

g. Overseas holidays

Holiday periods are an ideal opportunity to ask friends, family, colleagues, and your students abroad to English-speaking countries to buy newspapers on their way home.

h. Local English-speakers

English-language speakers living in your area are another potential source of English-language newspapers and they may be quite willing to pass them on to you once they have read them.

i. Your own students

You can also ask your own students to help share the cost of buying newspaper.

j. The internet

Finally, but not least important, we find ourselves in a period of rapid technological changes in mass communications, with a global network of interconnected computers. Through the internet, we are now able to access thousands of newspapers worldwide, and this figure is increasing daily.

So, any some ways to find out the newspapers, not only from the newsagent but also from internet or other resources. But, in this study, the

researcher found out the newspapers from internet, namely e-newspaper or online newspaper.

F. Incidental Vocabulary Acquisition

Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication. The result of language acquisition, acquired competence, is also subconscious. All normal humans acquire a language in the first few years of life. The knowledge acquired is largely of an unconscious sort.[46] Vocabulary acquisition is one of the important features in estimating one's language proficiency, then, reading has been examined as an effective method for vocabulary acquisition.[47]

Incidental vocabulary acquisition means learners could acquire vocabulary by paying their attention to other things, especially information carried on by the language, and not to learn vocabulary technically. Joe also mentions that incidental/indirect vocabulary acquisition indicates that learners paid their attention to the comprehension of the context, not the vocabulary in the course of their learning. And it is very effective to acquire vocabulary. According to Laufer and Hill define it as the by-product of other activity,

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[46] Susan M. Gass and Larry Selenker. *Second Language Acquisition An Introductory Course*. (London: Lawrence Erlbaum Associates. Inc, 1994). p. 5

[47] Yunjung You. Factors in Vocabulary Acquisition through Reading. (china: Purdue University. ITJ. Vol 8, No. 1, 2011.). p. 43 (https://journals.iupuiedu/index.php/intesol/article/download/15524/15570) accessed on December 8th, 2014, 21:19

such as reading or communication without the learner's conscious intention to learn the words.[48]

In short, incidental vocabulary acquisition is an unconscious process of acquire vocabulary which learners have to pay other thing, not vocabulary.

According to Huckin and Coady that incidental vocabulary acquisition through reading refers to the acquisition of unknown vocabulary as a by-product of reading.[49]

From the statement above, it make sure that incidental vocabulary acquisition can gain by reading. So, beside that we can gain information from reading, we also gain vocabulary incidentally, especially new word for us.

In addition, the model of vocabulary acquisition through reading, reading material, target vocabulary, and learner as the main elements to be taken into consideration in vocabulary learning process through reading. As a first step, a reading material is chosen, shown at the base of the figure. The reading material functions as a source of new vocabulary words.

During reading, a learner is naturally exposed to unfamiliar words as potential target vocabulary. While a learner encounters the unfamiliar words, dictionary use, marginal glosses, pictorial input, and oral input assist a learner not only to grasp the word meaning but also to retain the target words. At this point, those elements support the learner to better intake vocabulary words as visual factors.

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[48] Xiaohui Xu. *op. cit*. p. 117-118
[49] Wilaiwan Lebkatem. *loc. cit*. p. *5*

Then, the target words are more effectively acquired by going through the process of repetition, explanation, and L1 translation by a learner. These elements play a role as instructional factors, which come from the outside, affecting the vocabulary learning process. That is, a learner better acquires a new vocabulary when a target word is repeatedly shown, explained, and translated into the learner's first language. Repetition, explanation, and L1 translation can take place by a person such as a teacher, a peer, or even by the learner.

However, even though all other conditions are the same, the effectiveness of vocabulary acquisition can vary in different learners, depending on a learner's background knowledge, motivation, and L2 proficiency, which can be identified as personal factors. In other words, the learning outcome would appear to each individual in different level, as each learner has a different background and different level of second language proficiency which affects the learner's level of grasping the meaning of target words. Also, a learner's motivation is associated with the vocabulary acquisition: the more motivated one is in language learning, the better one focuses on reading.[50]

So, if the teacher or lecturer wants their students gain vocabulary in their class, especially reading subject, they can be applied this model learning.

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[50]Yungjung Yu. *op. cit* . p. 53-54