

## **CHAPTER II**

### **REVIEW ON RELATED LITERATURE**

This chapter include about the literature of the research such as the previous of studying about vocabulary, teacher's strategies and frame thinking.

#### **A. The Previous of Studying**

In this chapter, some literature related to the study are review as means to clarify the present study. The research has found one relate study as done by the previous research, they are: Alfiansyahs' thesis in titled "Vocabulary Learning Strategies", Samsul Bahris' thesis in titled "Strategies of Learning vocabulary at Ulin Nuha Dormitory of State Islamic College Palangka Raya, and Hesti Suriatis' thesis in titled "Teaching Strategies by English Teachers in Teaching English Vocabulary at the Eleventh Grade Students of Language Program in MAN Model Palangka Raya".

In Alfiansyah's thesis he found after the students the principle purpose of the study was to describe the vocabulary teaching strategies applied by the teacher at MIN Model Pahandut of Palangka Raya. Specifically, most of the teacher's strategies thought the teaching techniques in this case was memorization. In contrast, several students did not like memorization technique and they did not have a big motivation to master English vocabulary. The solutions given by the teacher to improve the

students' score applied at MIN Model Pahandut Palangka Raya was referred toward Communicative Language Teaching or Communicative Approach..<sup>1</sup>

It is different to this study. This study discussed about the vocabulary teacher strategies where it is focused in process to get vocabulary by the students. The similarity is to the use of qualitative paradigm in a case study including descriptive method.

In Samsul Bahris' thesis he founded after study was the students the principle purpose of the study was to describe the vocabulary teaching strategies applied by the senior and junior students at Ulin Nuha Dormitory Palangka Raya is as and international language, English has gained its popularity all over the world including our country Indonesian. This main research are the strategies are used by seniors in learning in Ulin Nuha Dormitory of State Islamic College Palangka Raya consisted of memory strategy, practicing naturalistically strategy, social strategies (cooperating with peers), applying images and sounds strategy, cognitive strategy, evaluating your learning strategy, and Community Language Learning.<sup>2</sup>

It is different to this study. This study discussed about the subject of the study were senior and junior students. The similarity is to the use of qualitative paradigm in a case study including descriptive method.

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<sup>1</sup> Alfiansyah, *The Vocabulary Teaching Strategies (A case study in the fifth grade at MIN Model Pahandut of Palangka Raya)*, Palangka Raya: STAIN Palangka Raya, 2010

<sup>2</sup> Samsul Bahri, *Strategies of Learning Vocabulary at Ulin Nuha Dormitory of State Islamic College Palangka Raya*, STAIN Palangka Raya, 2012

In Hesti Supriatis' thesis she founded after research was the students the principle purpose of the study was to describe the vocabulary teaching strategies applied by the teacher at MAN Model Palangka Raya. The principle purpose of the study was to describe the teaching strategy in improving students' English vocabulary at the eleventh grade students of language program in MAN Model Palangka Raya. The study used qualitative approach with descriptive qualitative method.<sup>3</sup>

It is different to this study. This study discussed about the vocabulary teaching strategies in target research was English teacher and ten students. The similarity is to the use of qualitative paradigm in a case study including descriptive method.

## **B. Teaching of English as a Foreign Language**

The role of English is considered as a second language or a foreign language in each country all over the world. As a second language, English are an essential role in national and social life through in communication aspect. Meanwhile, as a foreign language, English is taught in schools and courses. It does not play an essential role in national or social life. However, the role of English is great. Mostly we find it in developing country.<sup>4</sup>

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<sup>3</sup> Hesti Supriati, *Teaching Strategies by English Teachers in Teaching English Vocabulary at the Eleventh Grade Students of Language Program in MAN Model Palangka Raya*, Palangka Raya: STAIN Palangka Raya 2011

<sup>4</sup> Geoffrey and Anita, *A Practical Guide "Teaching Today". Third Edition*, United Kingdom: Nelson Thornes Ltd, 2004, p.6

The role teaching English as a foreign language (TEFL) is about conveying information to students in an interesting way and communicating through sense of English language. Giving the students foreign language competence by using more several ways to read literature, to read technical work, to listen the radio, to understand the dialogue and the movie use of the language for communication. It is clear that teaching a foreign language has important role and has the same position with another teaching subject in order to reach the objective of language teaching.

### **C. Vocabulary**

#### **1. Definition of Vocabulary**

Vocabulary refers to the words we must know to communicate effectively. Pieter argues that vocabulary is one of the components of language and that no language exists without words. Words are signs or symbols 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.<sup>5</sup>

From the definitions above, it can be seen that vocabulary is a list or a set of words for a particular language that have meaning and it can be used for communication. Vocabulary is knowledge of words and words have meanings.

However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we

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<sup>5</sup> Pieter A. Napa, *Vocabulary Development Skill*, Yogyakarta: Kanisius, 1991, p.6-7

recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive.

According to Fauziati "Vocabulary is a central to language and of critical importance of typical language learner"<sup>6</sup> Without sufficient vocabulary, some one can not express his ideas in both oral and written express.

## 2. Types of vocabulary

Researchers often refer to four type of vocabulary, they are:

- a. Listening vocabulary the words we need to know to understand what we hear.
- b. Speaking vocabulary the words we use when we speak.
- c. Reading vocabulary the words we need to know to understand what we read.
- d. Writing vocabulary the words we use in writing.

Besides, Armbruster, Lehr, and Osborn state that types of words are:

- a. Important words: Words that are important for understanding the concepts.
- b. Useful words: Words those students are likely to see and use again.
- c. Difficult words: Words with multiple meaning or idiomatic expressions.<sup>7</sup>

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<sup>6</sup> Endang Fauziati. *Op.cit*, 155

<sup>7</sup> Fran Lehr et al, *A Focus on Vocabulary*, University of California-Berkeley ([http://www.prel.org/products/re\\_ES0419.htm](http://www.prel.org/products/re_ES0419.htm) accessed on March 10, 2015)

### 3. The Importance of Vocabulary

This is how the linguist David Wilkins described the importance of vocabulary as quoted by Thornbury. It means that someone can speak English although less in grammar during the key words is easy to be understood. In the other side, someone can not say something if they never know vocabulary, means that they can not communicate well. Other opinion, Rivers in David Nunan argued that the of an adequate vocabulary is essential for successful second language use because without extential vocabulary, we will be unable to use the structures and function we may have learner for comprehensible communication. Lewis argues that vocabulary should be at the center of language teaching because language consists of grammatical lexis, not lexicalized grammar.<sup>8</sup>

### 4. Kind of vocabulary

According to standard competence and basic competence in syllabus that used in senior high school, kind of vocabulary are vocabulary about important word, useful word, and difficult word that arranged in a sentence and expressions that included in speaking, writing, listening and reading material. In addition material for eleventh grade students of SMA NU Palangka Raya are vocabulary about news reader and master ceremony in fifth semester. In the second semester the addition material is about belles letters such as song, poetry, film, and short story.

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<sup>8</sup> David Nunan, *Language Teaching Metodology; A textbook for teachers*, London: Prentice Hall International (UK) Ltd, 1991, p 117

According to Dwiwandono, vocabulary can be divided into active vocabulary and passive vocabulary. Active vocabulary is vocabulary actually used, while passive vocabulary is vocabulary understood.<sup>9</sup>

Kind of vocabulary in active and passive and passive form have own function. They are usually named as words classification or the eight parts of speech. These are the basic of introduction of vocabulary. According to Hayanto and Hariyono, the eight parts of speech are;<sup>10</sup> Noun, Adjective, Verb, Pronoun, Adverb, Preposition, Conjunction, interjection.

a. Noun

Noun are words such as name of person, place, animals, things, feelings, ideas, qualities and activities. Noun in the English grammar consist some types are:

1) Concrete noun. Concrete noun is something we can see touch, handle and taste by the five senses. Example: Table, car, gold, iron, etc. Concrete noun itself can divide into four are:

a) Proper noun, they are show the names of person, country, city, organization, places, times, etc. Written start be capital letters for example; Indonesia, America, Samsul, Anto, October, December, etc.

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<sup>9</sup> M. Soemarji djiwandono, *Tes bahasa dalam pengajaran*, Bandung ITB, 1996. p.43

<sup>10</sup> Dony hariyanto and Ruby Hariyono, *English Grammar for general application*. Surabaya: Gitamedia Press, 2003, p.28-212

b) Common noun. All nouns which are proper nouns are common nouns.

For example, ship, soldier, lawyer, table, chair, etc.

c) Collective noun; they are something more than one and accountable. Example team, people, class, group, etc

d) Material noun; they are shown about raw materials, generally uncountable noun. Example silver coffee, sugar, water, oil, sand, milk, iron, etc.

2) Abstract nouns; they name ideas, feeling and qualities. It can not see, touch, handle but only can imagine. Most thought not all are uncountable. Example, brotherhood, love, happiness, freedom, leadership, etc.

a) Countable noun, the nouns which can be counted and can be made plural. Example; a car-two cars, table-five tables, etc.

b) Uncountable noun; the nouns which can not be counted and can not be made plural. Example milk can not say two milks, or fun we can not say two funs. Besides, uncountable noun never use the article a or and with them.

## b. Adjectives

Adjectives are words used to describe or modify nouns or pronouns used before nouns. Example; lazy student, fat man, small room, new book, old woman, etc. The type of adjectives are:

1) Adjective of quality; small fat, large poor short, etc.

2) Adjective of quantity; much, some little, enough, half, any, etc.



- 3) Adjective of numeral; one, second, singel, two, first, double, etc.
- 4) Demonstrative adjective; this, that, these, etc.
- 5) Proper adjective; English, Dutch, Javanese, Canadian, etc.
- 6) Interrogative adjective; what, whose, which, before noun.
- 7) Possesive Adjective; my, you, his, its, her, their, our.
- 8) Distributive adjective; every, each, either, neither.

c. Verb

A verb is a word that expresses action or a state of being, which means that it makes a statement about the subject. Example: “The boy stole the candy bar.”

Type of verbs are:

- 1) Finite verbs; they are ordinary verbs which their form are changed by tenses, has infinitive, present participle, and gerund. Example \: work-working-worked-works.
- 2) Transitive verbs: the verb are followed by word or phrase that answers question what? Or whom? It means that transitive verbs cannot complete their meaning without the help of a direct object. Example: bite-a dog bites the man.
- 3) Intransitive verb; the verbs do not need an object to complete their meaning. Example; he always laugh.

- 4) Linking verb; the verb are used to relate between subject with pronoun to explain its subject. Example; the plants grows very fast,-she look around to find someone else.
- 5) Auxiliary verbs; the verbs are used with the other verbs to state action or condition. The most common and the most important is the verb *to be*- show a state of being (or existence) or a condition. The most common, after *to be*, are modal auxiliary, to do, and have.
- 6) Regular verb; the simple past and past participle of the verbs end in-ed. Example: listened, hoped, and studied.
- 7) Irregular verb; the simple past and past participle of the verbs do not end in-ed. Example: broke-broken, came-come, hit-hit.

d. Pronoun

Pronoun are the words take the place of noun and can be used in the same places as noun. Example; Ely is not here, she is the class room now. Types of pronouns are:

- 1) Personal pronoun; first person, second person, third person. Personal person pronoun in position divided into two are;
  - a) Nominative case pronouns are used as subject of the sentences such as in column below:

**Table 1.1**

### Nominative case pronouns as subject

Subject	Fuction
I	First person
You	Second person
He	Third person
She	Third person
It	Third person
We	First person plural
You	Second person plural
They	Third person plural

- b) Objective case pronoun are used as object in the sentences. It's generally put after infinitives or preposition.

**Table 1.2**

### Objective case pronouns as object

Subject	Fuction
Me	First person
You	Second person
Him	Third person
Her	Third person

It	Third person
Us	First person plural
You	Second person plural
Them	Third person plural

c) Possessive case pronouns show possession such as my, mine, you, yours, his, hers, its, our, ours, their, theirs.

d) Reflexive pronouns will never be subjects; they show action reflected back to the person named: myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves.

2) Relative pronouns will never be subjects; they show action reflected back to the person named: myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves.

3) Interrogative pronouns; they are used to ask question. They are who, whom, whose, which, and that.

4) Indefinite pronouns; they do not refer to any specific person, place, thing, or idea. Many times they are used to denote a quality.

Singular: anybody, anything, anyone, each, either, everyone, everybody.

Plural: all, both, few, most, none, some.

5) Demonstrative pronoun; they point out such as this, that, these, and those.

e. Adverb

Adverbs are described of verb, adjective and other adverb. Types of of adverbs are;

- 1) Adverb of manner; they tell about condition or how something do they are easily, simply, suddenly, quickly, carefully, etc.
- 2) Adverb of place thy tell “where” an action accurate. Example; here, anywhere, below, down, in Jakarta, in Surabaya, etc.
- 3) Adverb of time they tell “when” an action occurs. It divided in two, they are:
  - a) Adverb of definite time; everyday, today, tomorrow, next week, next month, in the morning, last week, on Friday, etc.
  - b) Adverb of indefinite time; seldom, often, soon, ever, never, usually, always, still, lately, etc.
- 4) Adverb of frequency; they tell “how often” an action occurs. They are seldom, always, often, usually, sometimes, etc.
- 5) Adverb of quantity or adverbs of number; they tell “how many” an action occurs. Example; once, twice, three times, half, two fold, etc.
- 6) Adverb of degree; they tell “how much” or “to what degree” something occurs. Example; perfectly, almost, quit, too, deeply, etc.
- 7) Relative adverb they are used as connector in the sentence. It same with interrogative adverb, but different in position. They are when , while, where, why, and how.
- 8) Interrogative adverb they are used to aks question.

a) Why did she shy?

f. Preposition

Prepositions are the words that show the relationship between the noun that takes as an object and some other word in the sentence. They show how one thing relates to something else or relate one idea to another. They are put before the nouns.

Types of preposition are:

- 1) Preposition which has a syllable; example: at, about, before, behind, until, since, of, without, etc.
- 2) Preposition which has two syllables or more; example: according to, instead of, next to, upside of.

g. Conjunction

Conjunction are the words that relate between word to word, sentence to sentence and phrase to phrase. Types of conjunctions are:

- 1) Coordinate conjunction; the words that use to relate two clauses or sentences and those sentences have some degree. Examples; and, but, yet, or, for, etc.
- 2) Subordinate conjunctions are the words that related two sentences.  
Example; for, when, while, besides, before, since, that, until, after, etc.

h. Interjection

Interjections are the words which use to show all emotions (happy, sad, angry, bad, etc). Example; ah!...oh...! look!...ssst! etc.

#### **D. The Teacher's Strategies in Teaching Vocabulary**

##### **1. Definition Teaching vocabulary strategies**

When language develops from language-rich classrooms, vocabulary-rich conversation, and experiences to build prior knowledge. The status of vocabulary within the curriculum and the attitude of foreign language teachers toward vocabulary instruction have varied considerably over the years.

However, for teachers of upper elementary and secondary school students, *vocabulary* usually means the “hard” words that students encounter in content area textbook and literature selections. Vocabulary as knowledge of words and word meaning in both oral and print language and in productive and receptive forms.<sup>11</sup>

In education, teachers facilitate student's learning, often in a school or academy or perhaps in another environment such as outdoors. The teaching is a basic component of the teacher competences. Every teacher must be able to teach and master the teaching activity in front of the student. Sanusi via Iskandarwassid states that *”proses pembelajaran mengarah pada peningkatan kualitas manusia secara utuh, meliputi dimensi kognitif-intelektual, keterampilan dan nilai-nilai lainnya.”*<sup>12</sup> (Teaching process aimed at raising human quality as intact pervade cognitive-intellectual dimension, skill and others values).

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<sup>11</sup> Endang Fauziati, *op.cit*, p.159-166

<sup>12</sup> Iskandarwassid, *op.cit*, p.02

Other source from Dequely and Gazali via Slameto stated that, “*Mengajar adalah menanamkan pengetahuan pada seseorang dengan cara yang paling tepat dan singkat*”.<sup>13</sup> (Teaching is inculcating the knowledge to everyone with the briefest and the priciest ways or method).

In addition, in order to reach the instruction purposes above, the teaching process must belong to the effective and interisting strategies. The strategies are the soul of the teaching activities. Seels and Richey via Syarifudding and Nasution state that, “instructional strategy are specifications for selecting and sequencing events and activities within a lesson.”<sup>14</sup> Gegne & Briggs state that “Instuction ia a set of event which affects learners in such a way that learning is facilitated”.<sup>15</sup>

## 2. Kinds of Teaching Vocabulary Strategy

In other word strategy refers to a plan of action designed to achieve a particular goal. Related to the teaching learning strategy, definition of strategy is general pattern of teacher and student activity in realization teaching learning activity to get the purpose. Teaching and learning strategy offers a synthesis of the most effective ways to facilitate and enchance teaching and learning. In the present study the researcher will focus on describing teacher strategy in teaching and improving vocabulary.

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<sup>13</sup> Slameto, *Belajar dan Fakto-Fator yang Mempengaruhinya*, Jakarta: Rineka Cipta, 2003, p.30

<sup>14</sup> Syarifuddin and Irwan Nasution, *Menajemen Pembelajaran*. Jakarta: Quantum Teaching, 2005, p.158

<sup>15</sup> Muhammad Ali, *Guru Dalam Proses Belajar Mengajar*, Bandung: Sinar Baru Algensindo, 2002, p.13



Specifically, Fauziati states that more effective strategies to teach vocabulary are:

- a. Word clustering. Word clustering is a type of activity in which students can make connection between new and known items. The grouping of word may include clusters of topically related lexical items such as elections which includes political parties, campaign ballot box, taking a poll, polling place, conventions, taking a straw vote, inaugural address etc.
- b. Multiple meaning. A word renewal activity. It is a type of activity that develops students' awareness of words that may have more than one meaning.
- c. Vocabulary expansion. It is a certain activity to help students expand the vocabulary use. The teacher can put a useful but unfamiliar word on the wall. He gives definition to the word, then the students scan in the reading passage.
- d. Word part exercise. It is a particular activity which help the students derive meaning from words analysis. The teacher directs the students to find word on the word wall that have identifiable.
- e. Game. Game is one of activities which can help to create dynamic motivating classes. The reason is that learning takes place when the students,

in relaxed atmosphere, participate in activities that require than to use what they have been drilled on.<sup>16</sup>

She also stated about the vocabulary such as:

a. Semantic Networks

A semantic network consist of word which share semantic features or semantic components. A componential analysis can show what relates and differentiates members of a particular semantic network.

b. Memorization

Memory is also very important in the development of a second language, and it is vocabulary which requires more generous treatment for memorization compared with other aspects of second language development.

c. Context

Vocabulary can be managed through inferring word meaning from contexts, since guessing word meaning from its context is quite possible.

d. Definition Clause

They are the direct statements of the meaning of a term or vocabulary. There are illustration clause and contrast clause.

e. The word well approach

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<sup>16</sup> H. Douglas Brown, *op.cit*, p. 134-135

It utilized a set of six words, filled well panels, each with a different background color corresponding to a different curriculum objective. There can be phonic elements, word from classes, grammatical forms, or spelling patterns.

The scientific study on vocabulary instruction reveals that most vocabulary is learned directly and some vocabulary must be taught directly. The students at eleventh grade of SMA NU Palangka Raya used direct vocabulary learning such as:

a. Specific word instruction

Specific word instruction, or teaching individual words, can deepen students' knowledge of word meaning. In-depth knowledge of word meaning can help students understand what they are hearing or reading. It also can help them use word accurately in speaking and writing.

b. Extended instruction that promotes active engagement with vocabulary improves word learning.

c. Children learn words best when they are provided with instruction over an extended period of time and when instruction has them work actively with the words. The more students use new words and the more they use them in different contexts, the more likely they are to learn the words.

d. Repeated exposure to vocabulary in many contexts aids word learning

Students learn new words better when they encounter them often and in various contexts. The more children see, hear, and work specific words, the better they seem to learn them. When teachers provide extended instruction

that promotes active engagement, they give student repeated exposure to new words.

### 3. Problem in Teaching Vocabulary

The students will find some common problem when learn about vocabulary are new word, David Ridell mentions such as:<sup>17</sup>

#### a. Meaning

- 1) A word may have more than one meaning
- 2) First language (L1) interference such as “a false friends” words with a similar appearance or sound to words in their L1 but with different meaning.
- 3) The meaning can be interpreted in different meaning.
- 4) A students may understand the meaning of a word, but not the approach context in which to use it.

#### b. Form

- 1) The spelling may be very different from the sound.
- 2) Student may be competent speakers of the language but poor writers.
- 3) A word may be more than one part of speech.
- 4) Some words are irregular.
- 5) Different varieties of English have different spealings.
- 6) Spealling pattern are not obvious.

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<sup>17</sup> David Riddell, *Teaching English as a Foreign Language*, London: Hodder Headline Ltd, 2003, p. 58-59

c. Pronunciation

- 1) The sound may not correspond to the spelling
- 2) Students may have difficulty knowing how many syllables the word is broken up into.
- 3) It is hard to know which syllable is stressed.
- 4) A speaker of a particular language might have difficulty with certain sounds.
- 5) Some words with different spelling and meaning are pronounced the same.

4. Strategy and Method

Teaching and learning strategies are selected ways to deliver learning materials in teaching environment particular, which include the nature, scope and sequence of activities that can provide learning experience to students. Teaching and learning strategies are not limited to the procedure of activities, but also include material or a teaching package. Teaching and learning strategy consist of all components of teaching materials and procedure which will be used to help students achieve specific learning goals in other words. Teaching and learning strategies is also the choice of exercises that match a particular destination will be achieved. Each behavior to be learned should be practiced. Since every material and teaching purposes different

from each other, so these activities that must be practice by students require different requirements.<sup>18</sup>

## 5. Teaching

Teaching is not easy job for the teacher. The teacher's magnificence will be seen in good attitude of the students. In class, teacher will face in group of the students by the all of their differences and similarities. The varieties of the students creative, stand alone and responsible to their action.

Teaching is guiding and and facilitating learning, enabling the learner to learn, setting the condition for learning.<sup>19</sup> Teaching is showing or helping someone to learn how to something, providing with knowledge, causing to know or understand as guiding and facilitating, the teachers must be able to guide the students to do something or to learn and they must know the suitable condition to learn.

The teacher English vocabulary teaching stages based on response theory are:

### a. Preparing

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<sup>18</sup> Eric://Bimbingankaryatulis.Com/2010/03/Pengertian-Strategi-Belajar-Mengajar.Html  
accessed n March 15, 2-16

<sup>19</sup> H.D Brown, *Principle of language*, p. 7

This stage is stage decision apperception instructional, as basic to be developed further in new instructional.

b. Present (expressing/presentation)

In this stage, teacher expresses new instruction matter to the students. New instructional matter expresses to the students. Based on their development level of thinking, appropriate with didactic basic (from that easier to more difficult, look for from concrete to semantic level and abstract level.

c. Formulation and conclusion

In this stage, the teacher gives general conclusion by correlate between old instruction matter and new instruction.

d. Application

In this stage, the teacher makes and submits question that must be answered by the students appropriate with matter that has been taught.

6. Characteristic of Teaching Vocabulary Strategies

A number of ways of conceptualizing strategies in language teaching have been made. Various attempts have also been made to explore more systematically the relationship between theory and practice within a method. A knowledge of methods is part of the knowledge base of teaching. Method serve as foil for reflection that can

aid teachers in bringing to conscious awareness the thinking that underlies their action.

Every teacher and students are able to use several strategies or method to master the foreign language, espencially vocabulary. Everthoug every strategies has different principle and techniques but every strategy must be the seven characteristics such as:

- a. Teaching language strategies refer to the effective procedures and technique s to master the langauage.
  - b. Some of teaching language strategies are able to be abserved but some of them are not.
  - c. Taching language strategies oriented toward the problem in the learning.
  - d. Teaching language strategies has big contribution to the succesful of the learner.
  - e. Taeching language strategies are able to be repeated.
  - f. Teaching language strategies are able to be change and improved
  - g. Teaching language strategies are able to be combined among them.<sup>20</sup>
7. Teaching Vocabulary Strategy

This is relatively simple strategy according to Moore and Moore for teaching word meaning and generating considerable class discussion.<sup>21</sup>

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<sup>20</sup> Hendry Guntur Tarigan, *Metodology Pengajaran Bahasa 2* , Bandung: Angkasa Bandung, 1991, p. 24



- a. Teacher chooses six to eight words from the text that may pose difficult for students. These words are usually key concepts in the text.
- b. Next, the teacher choose four to six words that students are more likely to know something about.
- c. The list of ten twelve words is put on the chalk board or overhead projector. The teacher provides brief definitions as needs
- d. Students are challenged to devise sentence that contain two or more words from the list.
- e. All sentences that students come up with, both accurate and inaccurate are listed and discussed.
- f. Students now read the selection.
- g. After reading , revisit the possible sentence and discuss whether they could be true based on the passage or how they could be modified to true.

Vocabulary activities can easily start off a pre-reading lesson. When it comes to using vocabulary activities, a pre-reading lesson should contain some if not all, of the new vocabulary. Some ideas include: starting with a brainstorm, comic, a quotation, a dialogue or a sentence as lead-in. When a text may have too many challenging or difficult words, a teacher may want to employ a variety of techniques such as translation, picture matching, or explaining the new vocabulary in context. Pre-teaching vocabulary helps:

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<sup>21</sup> Hesti Supriati, *Teaching Strategies by English Teacher's in Teaching Vocabulay at the Eleventh Grade Students of Language Program in MAN Model Palangka Raya*, op.cit, p. 25

- a. Learners focus on the subject of the text.
- b. Teachers predict the content of the text using the target vocabulary.

This pre-reading section of the lesson should take approximately ten minutes. Then, when the text is being read to the students, the teacher has the chance to either confirm the students' predictions, or, to go straight to the main reading task depending on what was previously done.<sup>22</sup>

#### **E. Law of RI About Teacher's dan Lecturer**

Laws of the republic indonesia number 14 of 2005 about teacher and lecturer is profession teacher and lecturer profession is a field of specialized work carried out by the following principles:

- a. Has the talent, interest, call the soul, and idealism
- b. Teacher's to improving the quality of education, faith, piety, and noble character
- c. The teacher's have academic qualifications and educational background in accordance with the task and have the necessary competence in accordance with the task.
- d. Teacher's has responsibility for the implementation of the tasks of professionalism
- e. Earn income determined in accordance with work performance

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<sup>22</sup> Eric://Www. Suite 101.com/Content/How-To-Use-Vocabulary-Activities-A31127, Accessed on March 10, 2016

- f. Teacher's have the opportunity to develop in a sustainable manner with professionalism lifelong learning, have legal protection in carrying out the task of professionalism and have a professional organization that has competence arrange matters relating to the duties of professionalism of teachers.)<sup>23</sup>

#### **F. Difference of Method, Approach, strategy and technique**

1. A method is the principal realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organization. Methods include various procedures and techniques as part of their standard fare.
2. An approach describes how people acquire their knowledge of the language and make statements about the conditions which will promote successful language learning.
3. The strategy or teaching method is a big role in students' mastery of instructional material including vocabulary. The accuracy of method election in language teaching including the most important matter to help the students getting better achievement.<sup>24</sup>
4. Technique a common technique when using video material is called 'silent viewing'. This is where the teacher plays the video with no sound. Silent

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<sup>23</sup> Laws Of The Republic Indonesia Number 14 Of 2005 About Teacher And Lecturer

<sup>24</sup> Iskandarwassaid, *op.cit*, p. 3

viewing is a single activity rather than a sequence, and such is a technique rather than a whole procedure.<sup>25</sup>

#### **G. Frame of Thinking**

Having a limit words or vocabularies is also disturb the learners in learning a foreign language in communication, their interesting in learning will be losed. Learning a foreign language will be successful by supporting enough vocabulary. Foreign langauge learners should fully understand that they need vocabulary because it permeates everything they do in English. In learning English, the students need more vocabulary to understand. To understand the English, the advisors (teacher) have to know the best strategies of teaching vocabulary.

Based on the explanation above, the writer discussed about the teacher strategies in teaching vocabulary, where the purpose is to describe teacher's strategies of learning vocabulary. The writer observed for the teaching vocabulary process and analized. Schema of the frame of thinking in the present study can be seen as follows:

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<sup>25</sup> Jazilatul Masrurah , *Perbedaan "Approach, Methods, Procedures, and Technique* , Englishindo.Com, accessed on 20 October 2015

