

**REVIEWING CONTEXTUAL VOCABULARY THROUGH DIALOGUES
AT JUNIOR HIGH SCHOOL**

PAPER

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ABSTRAK

ZUL ULYA, 2011, “Reviewing Contextual Vocabulary through Dialogues at Junior High School” English Department, Faculty of Language and Arts. Padang State University.

Belajar bahasa Inggris sering dianggap oleh siswa sebagai suatu yang sulit dan membosankan. Hal ini disebabkan karena siswa tidak dibekali dengan kosakata (vocabulary) yang memadai bahkan pengajaran kosakata itu sendiri sering diabaikan oleh guru, meskipun ada siswa diberikan daftar kosakata untuk mereka hafal satu persatu. Metode belajar yang monoton dan pengajaran yang berpusat pada guru adalah penyebab timbulnya kebosanan dan kehilangan motivasi siswa untuk belajar.

Makalah ini akan mendiskusikan suatu model pembelajaran kosakata untuk para siswa Sekolah Menengah Pertama. Menampilkan *dialogues* adalah model pengajaran kosakata yang bertujuan untuk penguatan kosakata (vocabulary) yang telah mereka dapatkan pada awal pembelajaran dan di review kembali pada akhir pembelajaran, sehingga anak-anak benar-benar terlibat secara mental dan fisik dalam menggunakan kosakata tersebut. Beragam jenis teks bisa digunakan sebagai konteks dan basis pembelajaran kosakata.

Penulis menyarankan agar guru bahasa Inggris pada sekolah menengah pertama untuk dapat menciptakan suasana belajar yang menyenangkan dan berpusat kepada siswa. *Dialogues* adalah salah satu alternatif untuk menciptakan kondisi kelas yang dimaksud sehingga siswa terlibat secara fisik dan mental dalam berekspresi.

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Finally, the writer hopes that this paper will be useful for English teachers, especially for those who are teaching English at Junior High Schools.

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Writer,

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CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Mastering vocabulary is one of important components in English language learning. Without adequate vocabulary the students will face some problems in learning English. It means that English teachers have to enrich their students' vocabulary. In fact in the classroom learning, teachers often ignore vocabulary enrichment. This condition could be the cause of students' poor vocabulary.

As one of language components, it will be problems if students have lack of vocabularies, as a result they often do not understand the text they read. Kustaryo (1988) said that vocabulary affects all of English skills like listening, speaking, reading, and writing. In the classroom students just know the meaning from the dictionary for a temporary need or even the teacher just translates it into Indonesian language. Because of that, the students often forget the vocabulary they have studied and the process of teaching reading become less efficient.

When students are asked to read texts, they take long time to comprehend the text they face. Poor vocabulary make students often get misunderstanding about the meaning. Moreover they often state their statement by using the dictionary to find the meaning lexically, or based on the structure of their mother tongue. If students find too many words in reading activity, they spend much time on looking up the dictionary, even much longer time using dictionary than reading the text. Using much time on checking the meaning from the dictionary make students bored.

The evidence of poor vocabulary can also be proved that many students keep silent or do not respond the teacher when they are asked questions about new things. They become triggered to answer the questions, they know the answer but they do not know how to express it in English. They do not have selves' confidence to say some words correctly and appropriately.

Students are less trained in improving their vocabulary. They only improve their vocabulary when they find new word in their reading text at school and when they are doing their exercises. Most of students' poor vocabulary may also occur because the teachers are not skillful and do not know how to implement the model of teaching vocabulary in the classroom, so that the students have no interest and causes them not interested in English and poor in vocabulary.

In order to solve those problems, English teacher's job then is to involve students' responds physically and mentally in gaining vocabularies. Nation (2003) suggested that teacher should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help learners figure out meaning on their own. It means that teacher has to apply many strategies in teaching vocabulary and encourage students to be more creative related to the text.

Interest in the teaching of English to young learners has been steadily growing in recent years. Celce Murcia (1977) stated that research in first and second language acquisition suggest that initial teaching priorities for language areas should be vocabulary, grammar, and pronunciation. Therefore, the English teachers have to be able to organize teaching and learning activities and also have to give materials by using a suitable technique and master the lesson effectively. Especially in learning vocabulary, English teachers must enable the students to memorize words in English language and group of

new words. The statements above indicate that vocabulary is important to teach and teachers must try to find the most effective way to teach it.

Memorizing new vocabulary items is very difficult for young learners who have different learning styles and different dominant intelligences. However, through dialogue they are not supposed to memorize words in isolation, but they are involved in the contextualized learning process intellectually and emotionally. This paper concerns with dialogue implementations in teaching contextual vocabulary to Junior High School students.

Based on the diagnoses of the writer about the students' vocabulary, many students should involve their whole senses in studying vocabulary and keep the vocabularies in their long term memory. Rich of vocabularies will make them easier to get the meaning of the message they received.

1.2. Identification of Problem

Based on the back ground of the problems, there are many problems of language teaching that can be identified as subjects of study. It could be from the teacher side that he or she often ignores vocabulary enrichment. From the student's side, they get the vocabulary when they face reading texts and work with dictionary to do the tasks. As the result of this situation students will easy to forget the vocabulary and have poor vocabulary and affect all classroom activities. Therefore, in this paper the writer wants to make a study about how to reinforce contextual vocabulary for junior high school students by using dialogues in reviewing contextual vocabulary.

1.3. Limitation of the Problem

Based on the identification of the problems above the writer limits his study on reviewing contextual vocabulary through dialogues at Junior High School.

1.4. Formulation of the Problem

Based on the limitation of the problem above, the writer formulates the problems into the following question: how does an English teacher reviews contextual vocabulary through dialogue at junior high school?

1.5. Purpose of the Paper

The purpose of this paper is to explain about how a teacher reviews students' vocabulary through dialogue, what activities can be done by the students and how those activities can improve students' vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. The Nature of Vocabulary.

Vocabulary is very important in learning a language; people cannot listen, speak, write, and read well if they do not have enough vocabulary. In classroom students will face various problems when they involve with those language skills. In short, vocabulary is as a root in learning a language.

There are many linguists who offer different definitions toward the term of vocabulary. Each of them shows their own definition of vocabulary in different views. According to Nunan (2000) vocabulary is seen in its central role in contextualize meaningful language. Lado (1960) defined vocabulary as a lexical unit or lexicon of written language, which are called words.

In addition, Nunan (2000) stated that vocabulary is essential for successful second language use because without an extensive vocabulary, we will unable to use the structure and function we may have learnt for comprehensible communication. He means that before studying structures and functions, the students are supplied with supported vocabulary for language use.

Simply, vocabulary is the collection of words that individual knows, but Marsheffel (1969) states that vocabulary is the total number of words individual knows. In communication, students need vocabulary which can support them to produces and use meaningful sentences because vocabulary provide organ of sentence. That's why vocabulary is very important to be mastered.

Hornby (1990) stated that vocabulary is the total number of words which (with rules for combining them) make up a language. According to Templeton (2004) vocabulary is the sum of words used by, understood by, or at the command of a particular person or group. Vocabulary is

not only sign of symbol for ideas but also a part of how to improve language skills in the target language. The more vocabulary students learn the more ideas they should have, so they can communicate by using their ideas more effectively.

Furthermore, Gutlohn (2006) explains that vocabulary is the knowledge of words and word meanings. Vocabulary is not something that can ever be fully mastered, it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. According to Lehr (2008) Vocabulary is knowledge of words and word meanings in both oral and print language and in productive and receptive forms.

Based on the definitions above it can be concluded that vocabulary is knowledge of words where involve the meaning of words and how the words are used in context. Vocabulary is not only looking up words in a dictionary and then use the words in a sentence, but it is something that expands and deepens over the course of a lifetime.

2.2 Teaching Vocabulary at Junior High School

Learning a language means learning its vocabularies. We use the vocabularies in communication either in spoken form or written form. We try to send messages, share information and ideas by using the language. In general, no language acquisition is possible without understanding the vocabulary, either in the first or the second language.

Based on curriculum 2004 which is completed by KTSP (School Based Curriculum) 2006 states that the ways of teaching language related to culture and situation or context. Context of culture are given in many genres or kinds of text, such as descriptive, recount, narrative, report, and procedure, they are called monolog text. Beside the monolog text, dialog texts are

also taught to SMP students. They are transactional dialogue and interpersonal dialog that are used in students' daily life. (See **Appendix 1**)

The aim of teaching English at junior high school essentially is learning how to communicate both orally and written, Depdikbud (2003). It means that learning English in order to understand and express information, thought, feeling and develop science, technology and culture. This can be reached through teaching the four language skills, listening, speaking, reading and writing. The objectives are stated in Basic Competence (*SK*) and Standard Competence (*KD*)

Even though there is no subject of vocabulary at Junior High School, the teacher teaches vocabulary related to the topic through selected texts. Students are actively involved in a text, they practice using the expressions in the classroom. Lee (1972) said that teaching vocabulary bring the foreign language to live in the classroom and provided by gesture, picture, role play, interesting spoken and written story and games. This means that teacher should find innovative teaching technique in teaching vocabulary in order to make students interested in learning English.

There are two main approaches of teaching vocabulary. The first is the list approach by giving a list of words and their meanings. The list may or may not be related to the topics on the students is currently studying. The second approach, the contextual approach, relies on students ascertaining the meaning of word through reading and related activities. Performing dialogue is an ideal way to preview the vocabulary from the context at the end of teaching.

Even though there is no subject of vocabulary at SMP but the teacher teaches vocabulary related to the texts given to the students as supported competence. Therefore the language teaching is called genre based approach. Before coming to the lesson, the teacher should do the

warming up activities to explore the students' background knowledge about the lesson that is going to be taught. As pre reading activity it is the time for teacher to teach vocabularies that are going to be found in the text.

Direct and indirect vocabulary instruction should be included as part of a vocabulary development program (Carlo et al., 2004). Direct instruction refers to teaching the words and their meanings. Indirect instruction refers to helping students learn appropriate strategies so they can figure out the meaning of words on their own.

Haycraft (1978) stated that English is not just words, structures, and idioms but it is a lively, dramatic and versatile means of communication. It emphasizes too, that learning and teaching can and should be pleasurable. To make the learning and teaching process to be pleasure, students involvement is needed and let them do some activities in front of the class.

English teaching in the junior high school, vocabulary learning is an important component. According to Bauman (1991) words are the tools we use to access our background knowledge, express ideas, and learn about new concepts. Students' word knowledge is linked strongly to academic success. Specifically, word knowledge is crucial to reading comprehension, and determines how well students will be able to comprehend the texts they read in the upper elementary grades, in middle and high school, and in college.

The teacher should try to get the meaning to the class without using translation. This is not preferable that translation may or may not provide the meaning of the word accurately and precisely. It is advocated as it enables the class to go without grasping the meaning of a word that they have learned.

Based on the explanation above, it can be concluded that teaching vocabulary at junior high school is very important because vocabulary as a foundation for students to communicate. Vocabulary is as a tool to express idea and learn new concept. It also

functions as the most important component of second language, and essential for successful second language learning.

2.3. The Use of Dialogue.

Paul Davies (2008) suggested that the use of dialogue is to review and remedial the work. He also suggested that the teacher should consider some review work necessary to reactivate, consolidate, and clarify previously presented language items. He strengthens his opinion by his statement “most course books include review units”. From this point of view, we can make a conclusion that we have to review the vocabulary given to students again in order to reinforce the words they have learned at the end of teaching.

According to Molinsky and Bliss (1980:2) the dialogue is conversation between two or more people consist of questions and answers and Wiki (2011) defined dialog as a conversation between two persons. From these definitions we can use the dialogues that consist of question and answer between two persons in reviewing contextual vocabulary. The dialogues of course contain new word put in context.