DEVELOPING STUDENTS' VOCABULARY THROUGH CONTEXTUALIZED EXPLANATION IN READING PASSAGES

A THESIS
In Partial Fulfilment of Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching

Universitas Katolik Widya Mandala Surabaya
Fakultas Keguruan dan Ilmu Pendidikan
Jurusan Pendidikan Bahasa dan Seni
Program Studi Pendidikan Bahasa Inggris
February, 1995
This thesis entitled *DEVELOPING STUDENTS' VOCABULARY THROUGH CONTEXTUALIZED EXPLANATION IN READING PASSAGE* and prepared and submitted by Farida has been approved and accepted as partial fulfilment of the requirements for the Sarjana Pendidikan degree in English Language Teaching by the following advisor.

Drs. Ignatius Harianto, MPd
Advisor
APPROVAL SHEET

(2)

This thesis has been examined by the Committee on Oral Examination with a grade of .......... B ............. on ....February 20, 1995................................. .

DR. Wuri Soedjatmiko

Chair Person

Drs. I. Harjanto, M.Pd.

Drs. Agnes Santi. W, M.Pd.

Dra. Megawati Liesman

Dra. Magdalena I. K, M.A.

Mrs. Antonius Gurito

Dean of The Teacher Training College

Magdalena

Head of The English Department
ACKNOWLEDGEMENT

First of all, the writer would like to thank Lord for His lead, blessing and help in writing this thesis.

The writer has also got a lot of help and guidance from the following sources, so she would like to express her gratitude to:

1. Drs. Ignatius Harjanto, her advisor, who has patiently spent his time to guide the writer and gives a lot of valuable suggestion and advice in finishing this thesis.

2. Drs. M.P. Soetrisno, MA, Dr. Wuri Soedjatmiko, Dr. D. Wagiman, MA, Drs. Djoko Soeloeh Marhaen, MA, and still many other teachers at UNIKA Widya Mandala University Surabaya who have always encouraged and given the writer motivation to complete this thesis.

3. All teachers of the English department of Unika Widya Mandala University Surabaya who have given the basic knowledge so that she can finish the study.

4. The writer's family whose kindness and understanding support the writer during her study and this thesis writing.

5. The friends of the writer and anybody who have given her assistance and encouragement.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL SHEET (1)</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL SHEET (2)</td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iv</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>viii</td>
</tr>
<tr>
<td>CHAPTER I: INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>1.1 The Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Statement of the Problem</td>
<td>4</td>
</tr>
<tr>
<td>1.3 Objective of the Study</td>
<td>4</td>
</tr>
<tr>
<td>1.4 Significance of the Study</td>
<td>4</td>
</tr>
<tr>
<td>1.5 Scope and Limitation of the Study</td>
<td>5</td>
</tr>
<tr>
<td>1.6 Definition of Key Terms</td>
<td>5</td>
</tr>
<tr>
<td>1.7 Research Methodology</td>
<td>6</td>
</tr>
<tr>
<td>1.8 Organization of the Thesis</td>
<td>6</td>
</tr>
<tr>
<td>CHAPTER II: THE COGNITIVE THEORY OF READING</td>
<td></td>
</tr>
<tr>
<td>AND VOCABULARY</td>
<td></td>
</tr>
<tr>
<td>2.1 Cognitive Theory</td>
<td>8</td>
</tr>
</tbody>
</table>
4.2 Presentation of Teaching

Vocabulary 45

CHAPTER V: CONCLUSION AND SUGGESTIONS

5.1 Summary 60

5.2 Suggestions 62

5.2.1 Suggestion for English Teachers 63

5.2.2 Suggestion for Further Research 63

BIBLIOGRAPHY 64

APPENDIX 67
ABSTRACT

Based on the 1984 English curriculum for SMA, the elements and skills of English to be taught are structure, vocabulary, reading, conversation, and composition. Vocabulary is one of the important elements in reading. If the reader does not know the meaning of the word in the reading text, they will not understand what they read or they cannot comprehend the content of the reading passage.

Actually there are many ways in teaching vocabulary. Teaching vocabulary can be done through pictures, realia, demonstration, anagrams, word analysis, and contextualized explanation. But the most effective technique in teaching vocabulary is through contextualized explanation. Because through context, the students can guess the meaning of a sentence more easily and they can memorize the meaning of the word for longer time.

Teaching vocabulary through contextualized explanation can be done using four contextual-clue techniques, namely: definition, experience, antonym and synonym.

The writer hopes that this suggested teaching techniques is useful for the English teaching.

The Writer