THE USE OF READING PASSAGES IN TEACHING VOCABULARY FOR THE STUDENTS OF THE ENGLISH DEPARTMENT

A THESIS

In partial Fulfilment of the Requirements for the Sarjana Pendidikan Degree in English Language Teaching

By:

SANDRA PUSPA DEWI

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
DECEMBER, 1996
This thesis is entitled **THE USE OF READING PASSAGES IN TEACHING VOCABULARY FOR THE STUDENTS OF THE ENGLISH DEPARTMENT**

prepared and submitted by **SANDRA PUSPA DEWI**

has been approved and accepted as partial fulfilment of the requirement for the Sarjana Pendidikan Degree in English Language Teaching by the following advisors.

---

Drs. Djoko Soeloeh Marhaen, M.A.  
Drs. YG Harto Pramono, M.Pd.  
  First Advisor  
  Second Advisor
This thesis has been examined by the Committee on Oral Examination with a grade of B on December 13, 1996

Dra. Magdalena I. Kartio, M.A.
Chair Person

Dra. Agnes Santi W., MPd.
Member

Drs. B. Himawan Setyowibowo
Member

Drs. Djoko Soeloeh Marhaen, MA
Member

Drs. YG Harto Pramono, MPd
Member

Approved by:

Drs. Antonius Gurito
Dean of the Teacher Training College

Dra. Magdalena I. Kartio, M.A.
Head of English Department
ACKNOWLEDGEMENTS

First of all, the writer would like to thank Heavenly God for His blessing in the accomplishment of this thesis.

The writer would like to express her deepest gratefulness and indebted feeling to the following persons:

1. Drs. Djoko Soeloeh Marhaen, M.A., her first thesis writing advisor, for his patience, invaluable guidance and assistance in the writing and improving this thesis.

2. Drs. Harto Pramono, M.Pd, her second thesis writing advisor, who has given some comments and corrections in the purpose of completing this thesis.

3. All the lecturers of English Department of Widya Mandala Catholic University Surabaya who have patiently taught the writer during her academic years at the university.

4. Her loving family whose love, advices, patience, and financial support have enabled her to finish her study.

Finally, the writer also wishes to express her thanks to everyone whose names is all impossible to be
written in this paper, that they have helped and motivated her to accomplish this thesis.

The writer
ABSTRACT

Sandra Puspa Dewi. The Use of Reading Passages in Teaching Vocabulary for the Students of the English Department. S-1 thesis, the English Department of Widya Mandala Catholic University Surabaya, 1996

As a part of language mastery vocabulary improvement is very important in foreign language learning and teaching. The learning of vocabulary should be done continuously in order to help the students comprehend reading materials well. It means that the teaching of vocabulary goes together with the teaching of reading comprehension. As stated by Dobson (1980:152), one's vocabulary stock is very closely related to one's comprehension in reading because vocabulary or word meaning is an integral part of reading and every person should keep reading in order to increase his vocabulary. In reading symbols or words are combined together into related ideas.

Vocabulary, in this case symbols or words, will be meaningful to make up an idea if they are put in context because words get their exact and full meanings through context. Vocabulary should be presented through context to enable the students retain the words for longer time. That's why the teachers should make use of context to enable the students to identify the unfamiliar words. The students are expected to learn new words which are inter-related in the context.

Based on above reasons, the writer chooses reading passages to be a good alternative to enrich or develop the student's vocabulary. In reading passages, all words are contextual or interrelated in context. The words found in the reading passages contain messages put in logically related sentences in which play an important role as symbols of meaning. Through reading passages the students are able to enrich their vocabulary and understand the new words without opening the dictionary, i.e. just by reading it in context. Besides that the students will be able to grasp the totality of word meanings of new or difficult words more easily in reading passages. And at last but not least they are able to comprehend the messages and grasp the message found in the reading passages to increase their knowledge as well.

viii
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval Sheet (1)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Approval Sheet (2)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Table of Contents</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Abstract</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Chapter I</td>
<td>Introduction</td>
<td>7</td>
</tr>
<tr>
<td>1.1</td>
<td>The Background of the Study</td>
<td>8</td>
</tr>
<tr>
<td>1.2</td>
<td>The Statement of the Problem</td>
<td>9</td>
</tr>
<tr>
<td>1.3</td>
<td>The Objective of the Study</td>
<td>10</td>
</tr>
<tr>
<td>1.4</td>
<td>The Significance of the Study</td>
<td>11</td>
</tr>
<tr>
<td>1.5</td>
<td>The Scope and Limitation of the Study</td>
<td>12</td>
</tr>
<tr>
<td>1.6</td>
<td>The Methodology</td>
<td>13</td>
</tr>
<tr>
<td>1.7</td>
<td>The Definition of the Key Terms</td>
<td>14</td>
</tr>
<tr>
<td>1.8</td>
<td>The Organization of the Study</td>
<td>15</td>
</tr>
<tr>
<td>Chapter II</td>
<td>Review of Related Literature</td>
<td>16</td>
</tr>
<tr>
<td>2.1</td>
<td>Cognitive Theory</td>
<td>17</td>
</tr>
<tr>
<td>2.2</td>
<td>Learning and Learning Process</td>
<td>18</td>
</tr>
<tr>
<td>2.3</td>
<td>Teaching Process</td>
<td>19</td>
</tr>
<tr>
<td>2.4</td>
<td>The Nature of Vocabulary</td>
<td>20</td>
</tr>
<tr>
<td>2.4.1</td>
<td>The Meaning of Vocabulary</td>
<td>21</td>
</tr>
</tbody>
</table>
CHAPTER II  SOME CONSIDERATIONS OF USING READING PASSAGES IN THE TEACHING OF VOCABULARY

3.1. Definition of Reading Passages .... 40

3.2. The Use of Reading Passages in the Teaching of Vocabulary .... 40

3.3. The Advantages of Using Reading Passages in the Teaching of Vocabulary .... 42

3.4. Some Considerations in Choosing Reading Passages .... 43
3.5. Kinds of Reading Passages Recommended for Teaching Vocabulary to Students of the English Department ......... 45

3.5.1 Based on Various Topics .... 46

3.5.2 Based on How the Passages are Developed ............... 47

3.5.2.1 Narrative Writing (Narration) ........... 47

3.5.2.2 Descriptive Writing (Description) ........ 48

3.5.2.3 Expository Writing (Exposition) ........... 49

3.5.2.4 Persuasive Writing (Persuasion) ........... 49

CHAPTER IV THE USE OF READING PASSAGES IN THE TEACHING OF VOCABULARY

4.1. Preparation ......................................... 52

4.2. The Implementation in the Classroom .............................. 52

CHAPTER V CONCLUSION AND SUGGESTIONS

5.1. Conclusion ........................................ 70

5.2. Suggestions ...................................... 72

BIBLIOGRAPHY

APPENDIX

vii