**CHAPTER II**

**REVIEW OF LITERATURE**

**2.1 Definition of Reading**

Reading is a very important skill that must be processed by learners, it would help them in understanding the meaning of text learnt in the school, according to Tarigan (2008: 7), reading is a process to get message of the writer through words or written languages.

Today, almost all people only read but they do not think how to comprehend. When they asked about the content within the text they have read, they can not explain anything. Whereas, reading needs more comprehension to gain the gist of the text.

Basically, reading is an advantageous activity, although the motivation of people to read are varied. People read to get information, to learn something, or just for fun. We often hear an opinion which says that the more we read, the more knowledge we learn. Reading can be entertaining as well as informative. It is not an exaggerated statement, for we really take a lot of advantages through reading, no matter what we read (whether we read scientific books or articles or popular ones). By reading we will know and get something to enrich and enlarge our knowledge. People who like reading have the biggest opportunity to improve their career. In today’s school, the importance of reading has been emphasized to the students.

Cahyono ( 2011: 49 ) stated that “It is an activity aimed to understand the messages of a particular text”. As we know that reading is a developmental process, a teacher must help the students to develop techniques for inferring the meaning of new words,, reading for information, and increasing the comprehension of the structural signals. There were some techniques that can be used in presenting the reading lessons.

“Reading involves in the interaction between the readers’ knowledge and interest, text variables and the quality of teaching”.

**2.2 The Purpose of Reading**

Anderson (2014) also mentions three typical purposes for reading : reading for pleasure, reading for information, and reading to learn something new.

1. **Reading to search for simple information and reading to skim**

Reading to search for simple information is a common reading ability. Reading is defined to search simple information about the specific content to Interpretation the meaning of printed and concerned mainly with recognize the printed symbols that present language and to respond intellectually and emotionally. Search for simple information through some some researchers see it as a relative independent cognitive process in reading of search, we typically scan the text for specific piece of information or specific word. It is used so often in reading tasks that is probably best seen as a type of reading ability.

Similarity, reading to skim is a essence a combination of strategies for guessing where the important information might be in text, and then using basic on reading comprehension skills on those segment of the text until a general idea is formed. It means that reading to search help the readers to find out the information needed by scanning and skimming the text.

1. **Reading to learn from texts**

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension ( primarily to reading and reflection ) strategies to help remember information.

1. **Reading to inter grade information, write and critique text**

Reading to inter grade information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information to accommodate information from multiple source. These skills inevitably require critical evaluation of the information being reading that the reader can decide what information to inter grade and how to inter grade it for the readers goal. Reading to write (or search for information needed for writing). Reading to critique texts is reading to write and reading to critique abilities to compose, select and information from a text.

1. **Reading for general comprehension**

Reading for general comprehension is the most basic purpose for reading, underlying and supporting most other purpose of reading, general reading comprehension is actually more complex than commonly assumed. Reading for general meaning representation of main ideas and efficient coordination of many processes under very limited time constraints. The purpose of reading that relates to the study is reading for general comprehension.

**2.3 Type of Reading**

Depending on the purposes of reading, it also can be classified into two types of activities, intensive reading and extensive reading.

1. **Intensive reading**

Intensive reading means reading shorter texts to extract specific information. Intensive reading means the student are expected to understand everything they read and to be able to answer the detailed vocabulary and the comprehension question. This activity is likely more to emphasize the accuracy activity involving reading for details. The process of scanning takes a more prominent role here than skimming. Reader is trying to absorb all information given, example: reading the dosage instruction for medicine.

1. **Extensive reading**

Extensive reading means the student have general understanding of the text as a whole, which requires the ability to understand the component part and their contribution of about the overall meaning, usually for one’s own pleasure. This is fluency activity, mainly involving global understanding example: reading newspaper, article, short story or novel.

In skimming a reader must ask himself what the text is talked about. He must move his eyes quickly over the text, looking especially at the main title, the beginning and the end, and the first sentence of paragraph, in scanning the reader must ask himself weather or not the text contains what he is looking for and if any, he must find where is located, he moves also his eyes more or less quickly over the text for specific items.

**2.4 Kinds of reading**

There kind of reading, they are: these investigation have come up with many result which are not consistent simply due to difference in terms of participant’ personality or test administration context.

1. **Reading aloud**

In reading aloud, the student will get experience in producing the sounds, which should be practiced as many as possible, helps children to acquire early language skills. Reading aloud is widely recognized as the single most important a activity reading to language development.

1. **Silent reading**

Silent reading is an essential skill for learners of English as a second language. This kind of reading leads the readers to the better comprehension. This reading is skill to criticize what is written, your primary focus in the classroom should be on getting meaning on print, to discuss written meaning and to draw inference and conciliation as well as to tell new ideas on thesis what is read.

1. **Reading fast**

Reading fast is used to improve the speed and comprehension in reading. This skills is any of several techniques used to improve one ability to read, the main purpose of reading that is comprehension it depends on the kind of reading material.

**2.5 The Importance of Reading Technique**

Reading is a way to get information from written media. Student will get knowledge by reading activities to motivate their learning, not only in formal education, but also in informal education. Therefore, reading is one of the urgent skills for students to obtain their success.

Reading is very complex and progresses from very poor reading habit to better ones. It requires a high level of effort and concentration. It is more than just a visual task. A reader must not only see and identify the symbol in front of him but he must be able to interpreted what the reads, associate with past experience, and project beyond this in tern of ideas, judgment, applications, and conclusion. These reading necessities should be taught to help improve the student’s reading abilities.

Students should know some reading technique that they can need for their college work. They should be sure that sub table techniques are used to facilitate, their rapid understanding of the reading material. In any reading task a student should be flexible in using these techniques, meaning that the techniques should be appropriately chosen: they should fit the aim of this reading to provide these necessities some reading techniques will be discussed here and a shame of comprehension process is presented to describe the relationship among the elements of reading skill and good comprehension.

**2.6 Reading Skill**

Reading skill enable readers to turn writing and achieve the goals of reading independence, comprehension, and fluency. If reading skills appear to be lacking, then a reading skills is recommended. A reader having a specific reading disability (also called dyslexia) has average general intellectual ability , but well bellow average reading ability. The profile for a reader with a specific reading disability is characterized by average to above average performance on the simple perception tasks and the letter identification tasks, but below average performance on the remaining tasks.

Reading skills can be categorized into four types : skimming, scanning, intensive reading and extensive reading. These four skills are usually used integratively when reading a text. For instance, a reader may skim the text first to find out whether it is relevant for his / her purpose and then decide to read in intesively.

1. **Skimming**

Skimming is a way of reading which guides used to focus our attention on discovering as quickly as possible to what author has said. This way of reading consist of rapid run through the picking out the main ideas and selecting area of the closer attention in order to leave the reader with an overall picture of the section being studied.

Skimming is a skill that requires concentration, adequate knowledge of vocabulary, and comprehension skill. Besides, a certain amount of practice is necessary in order to skim and to fulfill their purposes. If they master these skills and practice techniques explained above, they will find that skimming, skimming is also used after a person has already carefully studied and to review the major ideas and concepts.

1. **Scanning**

Scanning is a style of reading, which is adopted when you know exactly what you are looking for. By rejecting something quickly what you do not need.

Based on the quotation above, it can be inferred that scanning is a way of reading which tends to guide the readers to read the important message only without paying attention to the unnecessary message. Therefore, scanning is much concerned with rejecting what we do not need. As it is with isolating what we do need.

Scanning is a useful technique, to read a text quickly in order to locate a specific item of information. It is used to design the process of locating quickly a particular word, phrase, sentence, and fact of figure with a selection. Scanning means to find certain information quickly by using scanning sight, such as figures, capitals, quotations, and underlines.

1. **Intensive reading**

Intensive reading calls students’ attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, etc. Intensive reading may also be a totally content related reading, initiated because of subject matter difficulty. In other words, the aim of intensive reading is to achieve a detailed understand of the text. Intensive reading is for recall or total accuracy. It is an activity in classical way in using reading. Involving the learners to read in detail with specific learning and tasks. It deals with the detail content and linguistic study.

1. **Extensive reading**

Extensive reading is carried our to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc). Most extensive reading is performed in outside of class. Extensive reading is also to obtain global or general meaning from longer passages; using an extensive reading is to improve general knowledge.

Extensive reading plays a key role in top-down approaches to reading. Extensive reading can be constracted with extensive reading. Extensive reading means reading many books(or longer segments of text ) without a focus on classroom exercises that may be the test comprehension skills.

**2.7 The basic of reading skill**

In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process woolley (2011)

Reading is defined as the process of looking for a series of written symbols and getting meaning from them. Reading is a skill which we try to get information from printed or written materials.

1. **Pronunciation**

Pronunciation is the utterances of any sound symbol or word. In recognizing a word because the correct pronunciation of a word would help the readers to recall the meaning of it.

1. **Structural system**

Structural system is the part of a word that forms a unit of meaning or a sound. The unit may be part of an inflectional ending. It compound the word, prefix, suffix, syllable.

1. **Vocabulary**

Vocabulary is a list of words in which a reader can find word to express the meaning.

1. **Comprehension**

Comprehension is the combination of knowledge in structure and vocabulary in which situation the knowledge.

**2.8 Teaching Reading Strategies**

Strategies are the tools for active, self directed involvement that is necessary for developing communicative ability. Strategies are not single but rather a creative sequence of events that learners actively use.

In reading the teacher must help to focus the students’ attention by giving them the purpose for reading or a study guide. Eventually, however the students need to learn a focusing strategy they can use on their own. Thus, it would probably be useful to guide students through asking them to tell how they will focus their attention for search section.

**2.9 Ctl (Contextual Teaching Learning)**

**A .Contextual Teaching and Learning (CTL)**

Philosophy of CTL is rooted from John Dewey progressivism, that the students will better learning if what they have learnt related to what they have already know and teaching learning process will be productive if the students are active in the process of teaching learning. According to contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them in their own frames or reference (their own inner worlds of memory, experience, and response).

Contextual Teaching and Learning is a learning system that is based on the philosophy that students are able to absorb the lessons if they get a sense of the academic material they receive, and they get the meaning in school assignments if they can associate the new information with knowledge and experience already they had before.

CTL as conception of teaching and learning that helps teachers relate subject matter or content to real world situations; and motivates students to make connections between knowledge and its applications to their lives. It is a focus on the context of what we teach from the students’ point of view. CTL also emphasizes on learning by doing. The students will learn better if they also get involved in the class activities. In contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them. CTL emphasizes the leaning process through “constructing” not memorizing and teaching is not only a process of transferring knowledge to the students.

Contextual learning that known as Contextual Teaching and Learning, has been familiar among teachers and not a little that apply it in learning process with optimal results.

**B.Definition of Contextual Teaching and Learning.**

There are some definitions of Contextual Teaching and Learning: Contextual teaching and learning is a conception of teaching and learning that helps teachers to relate subject matter content to the real world situations and motivates students to make relation between knowledges and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires.

. Contextual Teaching and Learning is a learning strategy that emphasizes the involvement students in totally process to be able find the materials that they have studied and relate it to the real life situations that encourage students to be able apply it in their lives.

CTL is a teaching and learning that use an approach which help the teachers to integrate the value of lesson to the reality. This study motivate the students to integrate the knowledge that they got in the classroom and implementation to the students life.

Isnaeni Astuti explains that the theory or cognitive also has influenced the philosophy of CTL. Student will learn so well if they actively involved in the classroom activities and have a chance to inquire it by themselves. Students will show their learning achievement through real things that they can accomplish. Learning is regarded as an effort or intellectual activity for developing their idea through introspection.

In addition, Johnson states that: CTL is an educational process that aims to help student see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, and collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessments.

Contextual Learning is based on a constructivist theory of teaching and learning. Learning takes place when teachers are able to present information in a way that students are able to construct meaning based on their own experiences. Furthermore, Breveton Jhon asserted that the process of contextual teaching and learning happens in a situation where the teaching or learning itself closely relate to the learner real experience.

CTL is instruction and learning that is meaningful. Typically that means instruction is situated in context but for more advanced students meaningful learning can also be abstract and d-contextualized.30

From the definitions above, it can be concluded that Contextual Teaching and Learning (CTL) is conception of teaching and learning that helps the students to get better understanding about their knowledges that related to the context of real life..

**C. Components of Contextual Teaching and Learning**

CTL as a method has seven components as the basic implementation. The seventh components are Constructivism, Questioning, Inquiry, Learning Community, Modeling, Reflection and Authentic Assessment.31 Each of the components will be explained as follows:

* **Constructivism**

Constructivism is a process of building and arranging new knowledge based on experience. Knowledge is built by humans step by step in which the result is widening through restricted context. Knowledge is not a set of facts, concepts, or regulation which is ready to be taken and remembered. Human must construct knowledge and give the meaning through real experience.

* **Questioning**

Basically, learning is a process of questioning and answering. Question can be seen as reflection of students’ curiosity, while answering question reflects someone’s ability to think. Through CTL, teacher does not only convey information of learning materials but motivate the students to find by themselves and finally conclude learning materials together by teacher’s coordination and guidance. In a productive learning, questioning activity can be useful for.

* + - 1. Getting information of students’ ability in comprehending learning materials.
      2. Giving motivation for the students to learn.
      3. Stimulating students’ curiosity of something.
      4. Focusing the students’ attention in something they want.
      5. Guiding the students to find and conclude something.
* **Inquiry**

One of the key word related to Contextual teaching and learning (CTL) is the higher order thinking. Since higher order thinking designates both creative thinking and critical thinking, in applying CTL, the students must make use of their creative and critical thinking in collecting data, understanding an issue or a concept, and solving a problem.

* **Learning Community**

Learning Community is an activity where the students are asked to work together to solve a problem. Forming Learning Community (LC) is not merely grouping students to work together. There has to be a problem for the teams to solve, and the team members should be willing and ready to share ideas/opinions, answers, and be willing to accept other members’ opinions and (possibly) criticism. As we shall see later, those characteristics are the things that make Learning Community good. Working in a group, sharing, accepting or rejecting other people’s ideas will lead to deeper understanding and the students really enjoy doing it more than working alone.

* **Modeling**

Modeling is learning process by showing something as a sample which can be imitated by each student. Modeling process is not restricted only from the teacher but the teacher can also ask the students who have competence. Modeling is important aspect in the implementation of Contextual Teaching and Learning, because through modeling the students will be avoided from ambiguous learning. A good teacher is a good model

* + **Reflection**

Reflection is a process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose. By collecting information that the students have reflected, and by analyzing and evaluating this information, the students‟ and the teacher identify and explore their own practices and underlying beliefs. Every time the learning process is over, the teacher gives a chance for the students to remember what has been learned by their learning experience and then they take a conclusion together.

* Authentic Assesment

Assessment has various purposes: formative, for assessing progress an summative for assessing whether instructional goals have been achieved. It has been noted in the literature that young learners may not perform to the best of their ability on formal standardized tests due to the time and pressure constraints and general lack of experience with this mode of assessment. When assessing young learners, the following considerations should be kept in mind:

* Assessments should be an integral part of the teaching / learning process. Each lesson is an opportunity for assessment.
* Methods of assessment should recognize that young children need familiar contexts and familiar activities which mirror to the things they do regularly in class, in order to be able to demonstrate their abilities.
* Information on all dimensions of learning should be monitored: affective and social as well as linguistic and cognitive.
* The emphasis of assessment should be on “Can Do”. Finding out what the pupils can do and what they still need help with.
* Assessments should be appropriate to age level in terms of content and cognitive demands.
* . The teacher should find time to sit with each pupil individually to reflect on learning and allow the pupil to express his/her feelings about his/her learning.

**D. The Characteristics of Contextual Teaching and Learning**

Johnson describes the characteristics of Contextual Teaching and Learning. There are eight main components in the Contextual Teaching and Learning, they are;

Making Meaningful Connection

The center of contextual teaching and learning is the connection that leads to meaning. When young people can connect the content of an academic subject such as mathematics, science, or history with their own experience, they discover meaning, and the meaning gives them a reason for learning.

Doing Significance Work

Connecting work with school gives students an immediate, practical reason to learn, say, science, marketing, or mathematics. It gives them not only a real-world academic subjects, but also opportunities to grow personally.

Self-regulated Learning

Self-regulated learning is a learning process that engages students in independent action involving sometimes one person, usually a group. This independent action is designed to connect the academic knowledge with the context of the students’ daily lives in ways that achieve a meaningful purpose. This purpose may yield a tangible or intangible result.

Collaborating

Collaboration is an essential component of the CTL system. Schools collaborate with business and community partners, middle schools and high schools work together, and teachers collaborate with parents and colleagues.

Critical and Creative Thinking

Critical thinking is a clear, organized process used in such mental activities as problem solving, decision making, persuading, analyzing assumptions, and scientific inquiry. Critical thinking is the ability to reason in an organized way. It is the ability to systematically evaluate the quality of one’s own reasoning and that of others. Creative thinking is the mental activity that nurtures originality and insight.

* + - 1. Nurturing the Individual

The interplay of various CTL components produces students’ success. Balancing these components requires extraordinary versatility. The nature of CTL system demands that teacher mentor, become personally invested in, each one of their students. CTL teachers nurture the individual students’ efforts to develop as a whole person.

Two aspects which affect nurturing the individual:

* + - * 1. Teaching and the Learning Environment

All children are capable of reaching high academic standards and all children are entitled to reach these standards. Only if the instructors know each child’s interests and talents, can they help students not only overcome supposed limitation, but also exceed even their own expectations.

* 1. The Influence of Relationships

CTL asks teachers to nurture every student, in part because relationships weave a context for personal growth. CTL teachers cultivate numerous relationships of various kinds. They form partnership with business leader, and they create ties with managers of community service agencies to develop service-learning opportunities. They establish strong relationships with parents, and they collaborate with colleagues and administrators to design new courses and programs.

1. Reaching High Standards

The heart of educational matter for parents is their child’s academic success. The heart of the matter for the contextual teaching and learning system is helping all students reach high academic standards. Traditional education, which delivers great quantities of material to be learned mainly through rote memorization and lectures, has failed, and continues to fail, the “neglected majority”. All students, however, particularly the neglected majority, benefit from the contextual teaching and learning system. CTL succeeds in part because of its steady focus on high academic standards.

1. Using Authentic Assessment Authentic assessment focuses on objectives which involves hands-on learning, requires making connections and collaborating, and inculcates higher order thinking. Because authentic assessment tasks use these three strategies, they allow students to display mastery of objectives and depth of understanding, while the same time increasing their knowledge and discovering ways to improve. Authentic assessment invites the students to use academic knowledge in real-world context for a significance purpose.

**E. Principles of Contextual Teaching and Learning**

* + - 1. The principle of interdependence.

By working together, students are assisted in finding the problem, prepare the plan, and finding solution. Working together will help them to know that by listen each other will lead to success.

* + - 1. Principle of Differentiation

If differentiation lost, then our thoughts and feelings will be same. For example, the music will be one tone, the artists will be paint the same subject, the poet will be make the same illustration. Similarity would make life flat and barren.

* + - 1. The principle of self-setting "Context" is taken from the Latin word meaning contexere "weaves together". The word "context" refers to "the whole situation, background, or environment" associated with the self that exists together.

**F. The Advantages and Disadvantages of CTL Method**

In teaching vocabulary, especially in using contextual teaching and learning we can find some advantages and disadvantages as follows:

* + - * 1. Advantages :

Contextual Teaching and Learning approach make the hold meaning, self regulated learning, doing significant work, by Contextual Teaching and Learning (CTL) method the student have collaboration, the student is critical and creative thinking, reaching high standards, and has authentic assessment.

* + - 1. Learning becomes more meaningful and real. It means that students are required to grasp the relationship between the experience of studying in school and the real life.
      2. Learning becomes more productive because contextual teaching and learning method as constructivism, in which the students are led to find their own knowledges through the foundation of constructivism philosophy that students are expected to learn through “experience” instead of “memorizing”

A. Disadvantages :

Teacher has to see each of students in the classroom expressly to understand that child’s emotional state, learning style, English vocabulary skills, cultural and racial context, and financial circumstance.

Teacher is no longer serves as a center of information. The task is to manage the classroom teacher as a team that work together to discover new knowledges and skills for students. Thus, the teacher’s role is not as instructor but the teacher is supervising students.

* + - 1. Teacher needs extra attention and guide the students in learning process.35 Based on the explanation above, the researcher concludes that in teaching approach especially by using contextual teaching and learning approach has some advantages that will be easier for the students to study a lesson.

**G. The Correlation of Vocabulary and Contextual Teaching and Learning**

Lusiana explains that in teaching vocabulary, some teachers use ineffective and uninteresting method that causes difficulties for the students in understanding and using the words in the appropriate context. In order to accommodate different characteristics of young learners and maintain young learners’ interest, the teacher must use the appropriate method to teach young learners. Teaching techniques and activities must also be varied. Contextual Teaching and Learning has a concept that can be used to solve the problem of vocabulary. The concept of CTL makes the students discover meaningful relationships between abstract ideas and practical applications in a real world context. In CTL, students analyze concepts through discovery, reinforcement, and interrelationships. If students experience what they learned, the learning process will be more meaningful and make sense.

John Dewey said that students will learn better if what they learns are related to what they have known, and also the learning proccess will be productive if students are involved in learning proccess in school.

It means that vocabulary has correlation with contextual teaching and learning to makes students have better understanding of words by their experiences.

1. **Conceptual Framework**

Vocabulary is an important part of language. In teaching vocabulary there are many ways that can be used. But in this case the researcher uses CTL in teaching vocabulary. Based on the statement above, the researcher focuses on the effectiveness of CTL in teaching vocabulary. The conceptual framework underlying in this research was given in the following diagram :

Teaching vocabulary

Through contextual

Teaching and learning

Students at SMAN 1

Panai hilir

SSS

Themes :animal, occuptions,and verb of actions

Student find the vocabulary

The students’ vocabulary

achievement

**2.10 vocabulary**

**1. Concept of Vocabulary**

Vocabulary is an important thing in learning language, it would be impossible to learn vocabulary without words. It can be presented, explained in all kinds of activities, but it must be learned by the individual. Vocabulary is one of the components of language. More words we know more ideas we can explore.

There are many concepts about vocabulary, some of them:

A. Vocabulary is the stock of words used by a people or by a particular class or

Person.

B. Vocabulary is a list or collection of the words of a language, book, author, branch

Of science or the like, usually in alphabetical order and defined.

C. Vocabulary is the sum or scope of one’s expressive technique, as in the arts.3

According to Hornby that vocabulary is :

A. Total number of words (either used for combination them) make up the language.

B. Range of words know to, or used by a person in trade.

C. Book contains a list words used in a book etc-usually with definition or

Translation.

**2. Definition of Vocabulary**

In oxford, vocabulary is all the words that a person knows or uses, all the words in language, list of words with their meanings especially in a book for learning a foreign language.

Vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary. The acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use thestructures and functions we may have learned for comprehensible communication.

Vocabulary is knowledge of words. However, vocabulary is more complex than this definition suggest. First, word come in two forms, Oral and Print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use reading and writing. Second, word knowledge also comes in two forms, Receptive and Productive. Receptive vocabulary includes words that we recognize when we hear or see them.

Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary and may include many words to which we assign some meaning. Even if, we do not know their full defenitions and connotations or ever use them ourselves as we speak and write.

According to Jack C Richard and Willy A Willy Renandya explain that vocabulary is a core component is language proficiency and provides much of the basic for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around that such as listening to native speaker, using the language is different context, reading or watching television.

Vocabulary is one of components that very important to mastering English language skills besides speaking, reading, writing, and listening. More vocabulary memorized more quick to mastering English.

According to the defenitions above the researcher concludes that vocabulary is one of the important aspects in language that should be learned and taught as basic to know the other skills in a language, and also with vocabulary we can easier to communicate.

**3. Vocabulary Selection**

The teaching vocabulary is an important of language and it must be done carefully. The English teacher should know which words are important to learn because many words will not be useful to the students.

Vocabulary must not only be known, it must be readily available for use. The fluency development strand of a course aims at helping learners make the best use of what they already know. It is important to see fluency as being related to each of the four skills of listening, speaking, reading and writing with fluency needed to be developed independently in each of these skills. Fluency development activities should involve only known language items (there should be no unknown vocabulary of grammatical features should be massage-focused, should involve substantial) quantities of input and output and should involve some preasure.10

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that is does not over helm other essential part of the course. The best way to avoid this is for the teacher and course the designer to have a set of guiding principles that can be applied in a variety of teaching and learning situations. The participles they are :

A. Focus on the most useful vocabulary first.

Some words can be used in a wide variety of circumstances. Others have much more limited use. For example, the word help can be used to ask for help, to

Describe how people work with others, to describe how knowledge, tools, and materials can make vocabulary give learners to best return for the learning effort.

B. Focus of the vocabulary in the most appropriate way.

Here we look at the four most impotent vocabulary learning strategies of using words part, guessing word context, using word cards and using dictionaries. We will see that teachers need to clearly distinguish the way they treat high frequency words from the way they treat low frequency words.

C. Give attention to occur in all four strands of a course.

It should get deliberate attention through teaching and study and should be met and used in communicating message in listening, speaking, reading and writing. High frequency vocabulary should also be frequency accessible for receptive and productive use.

D. Encourage learners to reflect on and take responsibility for learning.

There is an important principle that lies behind choosing and learning and that’s that learners need to realize that they must be responsible for their own learning. Taking this responsibility requires (1) knowledge of what to do learn and the range of options for learning vocabulary, (2) skill in choosing the best options, and (3) the ability to monitor and evaluate progress with those options.

**4. How To Teach Vocabulary**

Teaching vocabulary is clearly more than just presenting new words. This may, of course, have it’s place but there are other issues, too. For example: students see a lot of words in the course of the week. Some of them are used straight away, others are not. So we teach some words (which we need for structure practice, for example) and not teach other (which occur incidentally in reading texts, for example)

In teaching vocabulary there are many skill can be used to teach, namely :

A. Vocabulary

The teacher select some words given then preliminary discussion so put them into a suitable context, then teach them to the students as if the teacher were presenting them a class. Our aim is to teach these words for active control, so the teacher will have to work out natural ways be to elicit the new words from the student and make use it.

B. Remedial vocabulary teaching

After the teacher teach vocabulary and give the test, then the teacher think how would explain in English the difference between some of these pairs. Think of examples, two or three for each word, contextualizing them, finally work out ways to check that students can distinguish the meaning of the words can use them correctly.

C. Selection vocabulary

Make a group of three or four, each group should take a different unit if the

Course book and isolate it. Then selecting the vocabulary with (a) which lexis will need to be pre-taught for active use, (b) which lexis could be pre-taught for passive

Control the problems, or cause students to panic, (d) which words students can be encouraged to guess from context (e) the words you could help students guess at by asking carefully graded questions, directing them to the correct meaning, (f) the words which are uncommon or just too difficult to teach at this stage, that you may translate, if asked to explain them, but would not bother to teach.

D. Using a dictionary

The teacher chose the different reading passage from the course book and

Look up in the dictionary that the student use. The words they are likely to look up themselves. Cross check to see if a suitable word or meaning is given in both halves dictionary. The teacher prepare explanations and further examples to help students to learn the most important of these words.

E. A game to play

A game can be made more difficult by putting longer phrases, e.g. ’In a

Suitcase’ nor turn the TV or making them specific, e.g. ‘the suitcase or the man who was walking.

According to Michael Graves, there are four components of an affective vocabulary program:

1. Wide or extensive independent reading to expand word knowledge

2. Instruction in specific words to enhance comprehension of texts containing

Those words

3. Instruction in independent word- learning strategies, and

4. Word consciousness and word play activities to motivate and enhance learning13

**5. Presentation of Vocabulary**

Not all vocabulary can be learnt through interaction and discovery techniques. Even, if such techniques are possible, however, they are not always the most of effective. But the good method is need also to teach vocabulary such as Contextual Teaching and Learning that has seventh components and through the components we can create good situation in learning process. Therefore, look at some examples of presentation of vocabulary namely :

A. Realia

The use of real objects makes the meaning of certain words be easily to explain, but the real objects used are restricted to those that can be taken to the classroom.

B. Picture

Pictures here includes wall pictures, blackboard drawing charts, flashcards, etc. Pictures can be used to explained in the meanings of vocabulary times, the meanings of sentences, and to create a situation or context.

C. Mime, Action and Gesture

Sometimes, realia and pictures are impossible to be used to explain the

Meaning of words and grammar. Actions, in particular are probably better explained by mime. For instance, word “sit” is easily explained if the teacher pretends to sit, gesture is useful for explaining words like to, from, etc.

D. Contrast

Contrast is used because sometimes a visual element (e.g. Realia, pictures, etc.) May not be sufficient to explain meaning.

E. Enumeration

We can use this to present the meaning, for example we can say “clothes” and explain this by enumerating or listing various items. The same is true of “vegetable” or “furniture”.

F. Explanation

Sometimes, explaining certain words is helpful and important, especially at elementary level. The explanation must contain the information about when the word is use the word “mate” is unsatisfactory if it is said that the word “friend” without any explanation.

G. Translation: Translation can be used with caution, because students want to hear

And use the target language, not their own however translating the target language into the native one does save the time to explain.

In this research, the researcher used picture, translation, and gesture. Because these can support to motivate students in other to they can get the meaning of the lessons in using CTL method.

**6. Types Of Vocabulary**

In general, we know the vocabulary can be divides into two groups, passive vocabulary and active vocabulary. Passive vocabulary contains all the words that you understand when you read and listen, but which we do not use (or cannot remember) in our writing and speaking. Active vocabulary is all the words that you understand, plus all the words that we can use by ourselves.

In learning vocabulary there are four types of vocabulary, those are :

A. Active speaking vocabulary is words that the speakers are able to use in speaking.

B. Passive listening vocabulary, words that the listener recognize but can not

Necessary produce when speaking.

C. Passive reading vocabulary refers to words that a reader recognizes but would not Necessarily be able to produce.

D. Active writing vocabulary, words that a writer is able to use in writing.15

Collier writes that there are two words list, one of function words and

Contain words that containing a basic 2000 word English vocabulary

A. Function Words

By ‘Function words’ we mean a word that does not belong to one of the four

Major part of speech in English (noun, verb, adjective, and adverb). Their purpose is not only to express meaning but to relate other words to each other. These are the words you must know in order to speak or understand English with any fluency at all. Not only are they among the most frequent in the language, but they are also indispensable in forming sentences.

Among the function words are articles, auxiliary verbs, conjunctions, preposition, pronoun, noun-determines, substitute nouns, intensifiers, and other specialized expressions. They also include numerals, day of the week, and month of the year. Many of the words can be used in more than one way.

B. Contain Words

We might call the rest of the words in English “content words”. These words

Name and describe the infinitive number of things, persons, events, and processes that speakers of English want to talk about some of them (water, man, eat, drink, house).

Content words can be divided into three general classes:

1. Word naming things, idea, entities

2. Word naming actions

3. Word use to describe the qualities of those things or actions.

According to Rudy Hariyono that in English Grammar there are eight types of

Word as element of sentence, namely: noun, adjective, verb, pronoun, adverb,

Preposition conjunction, and interjection.17 In this case, the researcher only discusses about noun and verb.

**A. Noun**

Noun is a word which function for naming. This word type can used to indicate names of people, animals, plants, days, places, ideas, an object or things that nominalized and etc.

1. Based on the form, noun can be divided into two kinds, as follow:

A). Concrete noun is noun to indicate all real object, so that can felt by the five human senses.

Examples :

 Table  Chair  Pen

 Marker

B). Abstract noun is noun that can not seen, touched and felt by the five human senses.

Examples :

 Love

 Knowledge  Friendship

2. Based on kinds of noun, noun can be divided into four kinds. As follow: a) Common noun is noun that commonly used.

Examples :

 Book

 Teacher  River

 Table

B) Proper noun is noun that show the name of people, place etcetera special for just it. Proper noun always use capital letter.

Examples :

 Anti

 Indonesia

 Palopo

 Cokroaminoto University

C) Collective noun is noun that show a group or corps that assumed as one unit or gathering a number of its member.

Examples :

 a posse of policeman

 a band of musicians

 a troupe of dancers

 a flock of birds.

D) Material noun is noun that show raw material or noun that from mining and other materials basic.

Examples :

 Gold  Water  Silver

3. Based on can or can account classified in to two kinds, as follow: a) Countable noun

Example:

 Book

 Student

 Car

B) Uncountablenoun

Example:

 Coffe

 Milk

 Oil

4. Based on the total of it.

A). Singular Noun. Example :

 House , Teacher, and Girl

B). Plural Noun. Example :

 a book = two books

 a city = five cities. 18

**B . Verb**

The verb is word that show the name of actions which done by subject, but also to show situations.

There are many kinds of verbs, these are:

1) Auxiliary verb is a verb that used to help other verb to complete the

Sentence and also have function of grammar. Example:

 To be (am,is,are)

 Do,does,did

 Modals (can, must, may)

2) Regular verb is verb that can change according to tenses and the changed is regular.

Example:

 Hate - hated – hated

 Pass – passed - passed

3) Irregular verb is verb that can change according to tenses and the changed is not regular.

Example:

 Pay - paid - paid

 See–saw-seen

4) Transitive verb is a verb needs an object as a complement.

Example:

 He struck the board

 A dog bites the man

5) Intransitive verb is a verb did not needs an object.

Example:

 The sun shines

 The water boils

 The cat slept

6) Copulative verb or linking verb.

Example:

 She looks serious

 The detectives looked puzzled

 This is she.

**2.11 Relevant Study**

Lindawati (2011) found the result of her research is that the use of short stories in teaching reading comprehension was more effective for English as compared to the traditional learning method. Furthermore, cooperative learning appeared to be more favorable for overcrowded groups. It is suitable with the experimental study conducted by the researcher.

Reading as a written material is intended to be read, improving the reading skills is essential in order to be succeed in today’s world. Students who struggle with reading often need more practice and motivation to strengthen the reading skills. Well-read student usually get better grades in school and often have stronger language skills.

Here , the teacher teaches the student how to teach about reading skills for the students in secondary school by using suitable technique and method. One of the techniques is through reading the short story. A short story is a form short fictional narrative prose. Short stories tend to be more concise and to the point than longer works of fiction, such as novel as ( in the modern sense of this term) and novels. Because of their brevity, successful short stories rely on literary devices such as character, plot, theme, language, and insight to a greater extent than long from fiction.

Based on the explanation above, it can be concluded that through a short story, the student will interest in learning process,especially in teaching reading comprehension skill, because through short story the reading can make them more interested to comprehension the material.