
TEACHING VOCABULARY IN CONTEXTUALIZATION FOR YOUNG LEARNERS

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Abstract

The primary focus of this study is to determine the effect of teaching vocabulary in contextualization for young learners. Vocabulary is one of the central components in a language included in English. According to Luppescu and Day (1993: 266), "Building a large vocabulary is essential when learning English because people with large vocabularies are more proficient than those with limited vocabularies. It occurs because the young learners who want to speak English with limited vocabulary, they will get difficulty during speaking with partners. They will stop their conversation or they will do code-mixing while talking with partners. It happens because the young learners will get the obstacle with the word that will be delivered because the speakers do not have enough storage in vocabulary. The obstacle appeared because the teachers order the young learners to memorize the word. Consequently, it can make the young learners easier to forget the words memorized by them. It happens because in that age (young learners), they need to understand the context and the use of each vocabulary that is provided by the teachers. Therefore, this study is proposed to solve the problem by giving the suggested strategy which is using contextualization in teaching vocabulary for young learners.

Keywords: Young Learners, Vocabulary, Teachers, Contextualization

1. INTRODUCTION

In 21st Century, English has widened its existence in the world. It is proven with the usage of English as the Lingua Franca in number of countries. English also has been taught in schools which place English as the Foreign Language. In teaching English as Foreign Language (EFL), there are several components which have an important part, such as grammar, pronunciation, Vocabulary, etc. By considering those components, vocabulary is one of the language components that espouse the process of language learning. In the context of EFL, it also has a big role in learning foreign language especially in English as one of the foreign languages which has been an international language. Vocabulary becomes a necessary language part because Vocabulary can be used to know the name of things, activities, concepts, etc. According to Folse in Siangwan, et al (2016) Learning a language involves various skills including pronunciation, writing, grammatical accuracy, register, reading and composition, and so on, but the most significant aspect is vocabulary. It tells the readers that learning vocabulary is very needed in learning English to make the people easy to communicate each other especially for the young learners who are still lack of motivation to learn English. Young learners are convinced as students of English between age of 7 and 15.

In the field, the young learners are difficult speaking English with their friends because they don't have enough vocabulary capacity. The problem appears because the teacher's teaching technique is not apposite with the students learning aim. The teacher often asks the students to memorize the vocabulary by using flashcard, words list, etc. As a consequence, the young learners just know the meaning of the vocabulary without knowing the use of each word. During speaking with their friends, the young learners will get problematic with unknown words because they are not taught to understand the context of the words. Furthermore, the problem can occur on reading activity. While the students get the difficult words, they will be difficult to predict the unknown words meaning.

Considering the problems above, it occurs because the inappropriate teaching technique which is served by the teacher. Related to Pavicic in Samita, et al statement that dealt with a way to improve students' abilities to explore, store and usage of vocabulary items. Therefore, if the teacher can teach the

young learners by using appropriate technique, they will be easy to get the learning outcome of vocabulary because the purpose of learning vocabulary is to get the students' comprehending how to use each word in context. In this part of the paper, some concepts regarding teaching vocabulary in contextualization for young learners are discussed in accordance with the study ordered by the researcher.

2. THE ESSENTIAL PART IN A LANGUAGE

Generally, vocabulary is defined as a system of words and as a language component which has noteworthy part in a language. It happens because people communicate with others by using words so that the one of language components should be understood well by the young learners. The understanding means that the young learners must know the meaning and the used also. For instance, word 'water' can be defined as verb and as noun. A teacher must give a definition to the young learners for the used. 'I water the plants' the sentence can be explained by the teacher if it has a meaning that an activity to cure a plan. In other example, 'I am thirsty', with the sentence the teacher can explain that an expression of someone who is so tired so that he/she needs glass of water.

The given example above describes that learning vocabulary is one of the essential part in EFL so that the teacher must be able to deliver the word to the young learning in easy way. Pinter in Rohayati (2013) stated that a successful primary class teacher is not only able to transfer the rest of curriculum but also able to notice children's characteristics and their language. With the reference to the statement, in attempt to describe how necessary learning vocabulary is.

3. COMMON PROBLEMS IN LEARNING VOCABULARY

Vocabulary is generally considered as the basic component in a Language included in English. In arranging a sentence, young learners must have known number of vocabularies to construct the sentence. It also happens in oral communication, the young learners must have known the vocabularies which will be used to communicate by them. Eventhough it is a basic component in a language, Vocabulary is as a central part to EFL acquisition. As McCarthy in Rohmatillah states that without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way. Unfortunately most of leaners, in case as a young learners are still lack of understanding the necessary words when they are using the words or communicating. In fact, the young learners are not able to use English in communication. It ensues because some factors impact the young learners learning vocabulary outcomes, they are:

Problematic in remembering the large amount of vocabulary

Learning L2 is not an simple activity. The learners must study hard to get the learning goals. In this case, the young learners must study a lot to have amount of vocabularies. Nevertheless, learning vocabulary is one of the difficult learning activity. It occurs because the young learners are often asked by the teacher to remember vocabularies. It can be seen with the method which is ordered by the teacher, such as word list. The young learners are asked to list the words which are found around them, after listing the words, they are asked to remembered those words. Related to Quaidy statement in his journal proceeding that to get students' interest in speaking, teachers must find the appropriate method in teaching English, In addition, Oxford stated in Farjami, et al (2013), language learners have a serious problem remembering the large amounts of vocabulary necessary to achieve fluency. Therefore, young learners are considerable forgetting particular words.

Problematic in Meaning Words Context

The futher obstacle which occurs in vocabulary learning process is the young learners are difficult in utilizing the applicable words in context. For instance, in differentiating two words overlapping in meaning. Make and do are case in the point: you make a cup coffee and you do your homework. Both sentences have opposite meaning. Make is used for creating or producing something, wheareas Do is used for actions. Unfortunately, most of young learners are difficult to differentiate both words if the

teacher does not educate them in using appropriate words in context. It is a common problem which happens. However, the common problem will be serious when the young learners have been adult learners because the failure will be used in their daily activity. To solve the problem above, the teacher must teach vocabulary for the learners in early age with the applicable technique so that they are able to use English to communicate well.

Problematic in Homophone

In learning words, all of learners will be served the altered spelling and meaning but having similarity in sounding the words. The type of phenomenon is called 'homophone'. Regarding to Pexman, et al, Homophones are pairs of words that sound the same but are spelled differently (e.g., MAID-MADE). It is explainable that in learning words, the learners must notice the similar sound of words. The way in noticing the similar words is focus on the context of the plot. For instance, 'they **see** my close friend in the market', the sentence describes that word **see** is an activity which is called verb in the grammatical science. In the other side, 'they go to the **sea**', the second sentence tells that **sea** is a place which is often visited by number of breathing creatures.

The both illustrations mentioned above defines that in teaching words (vocabulary), the teacher must notice the used of each words so that the young learners will be easy to remember the words based on the usage.

4. TEACHING VOCABULARY IN CONTEXTUALIZATION

Many factors appear to play a role in vocabulary development. One of the factors is the way in which vocabulary presents itself to learners. The applicable way of presenting the lexical (word) lesson to the young learners can make the intake working well. Contextualization teaching technique is one of the techniques which is ordered in this paper. Teaching vocabulary in contextualization has big role to emphasize that vocabulary is the central part in learning EFL. It is supported by Brown in Rohayati (2013) who affirms that in improving learner's attention and retention toward the language; contextualization is needed such as, giving story lines, familiar situation and characters, and daily real-life conversations. Besides, Paul in Rohayati (2013) also affirms that providing a related situation leads the learners to learn best since they are able to focus their attention on the meaning rather than words form. In conclusion, the reason why utilising contextualization as the vocabulary teaching technique is it can create the real atmosphere in using the words. It occurs because the words which are presented are the daily words.

The further reason is the technique can also enhance the young learners' metacognitive. Borkowski, et al in kraayenoord (2010) defines that metacognition has also been associated with the "selfsystem". Selfsystem means that self-awareness to try comprehending the knowledge which is delivered by teachers or other things that can develop the learners' cognition. Teaching vocabulary in contextualization can develop young learners' metacognitive because the young learners will be trained to describe in telling the meaning of the unknown words. It is proven by Schouten-van Parreren in Tricia in siangwan, et al (2016) that the contextualized technique supports the learners' memory by surrounding clues to enhance vocabulary recognition. This technique also provides the usage of words in real linguistic structures. For example, 'Cat', the teacher will tell that *Cat* is an animal where many people take it as a pet. After teaching the young learners based on contextualization, they will understand the meaning of the words 'Cat' in the context not in the word meaning. In fact, when the young learners forget the meaning of the word, they have known the context of the word so that they will be able to describe the word in describing it.

Read the following illustrated below of utilizing contextualization as the teaching technique in vocabulary.

Situation (Setting)	Topic	Notion (Concept/Idea)	Function	Grammar	Vocabulary
Reporting	Road accident	Time (Past time)	Describing	Past tense	Road, car,

an accident			action		drive, etc
Shopping	Buying clothes	request	Making request	Modal (would, could, might)	Clothes, size, colour, etc

The illustrated shown above is the activity that is suggested for the teacher to apply because the young learners will know the usage of each vocabularies (e.g. road, car, drive) so that when they are forgetting the vocabularies, they can guess it related to context. Accordingly, Teaching vocabulary in contextualization is recommended technique which based on Cameron in Rohayati (2013), Contextualization is able to be a recommended method to teach vocabulary since it can help students understand the meaning of new words easier.

5. CONCLUSION

This study is introducing the vocabulary teaching technique which is still isolated in utilizing it This is noteworthy to be discussed because the vocabulary is the main factor in communication. People cannot communicate without any vocabularies. In learning vocabulary also has a purpose in which all of the learners included the young learners must be able to use whole the words appropriately (in context). On the whole of this paper, the researcher proposes that teaching vocabulary in contextualization for young learners is the recommended technique which can be applied by all teachers. It occurs because the technique which is ordered by several teachers is not applicable with the young learners' for the learning atmosphere during classroom process.

Additionally, the technique also provides several effect to the young learners as the learners who have an potential age, such as developing their metacognitive and knowing the words in context. Therefore, this technique is noteworthy to be applied

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