

**TEACHING VOCABULARY THROUGH
VERBAL TECHNIQUES**
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Abstract

This paper aims to discuss how to teach vocabulary using verbal technique. Verbal technique method is one effective strategy in teaching vocabulary because it is easily done by the teacher in teaching vocabulary. One of kinds of verbal technique is definitions and illustrative sentences. In the method of verbal technique, teachers must implement procedures ranging from pre-teaching, whilst-teaching, and post-teaching. The teacher should introduce the words that they will learn. After that, the teacher give definitions and illustrative sentences about the words and ask the students about them, to solve the problem teacher give solution with give other examples and discusses about the words that is difficult for the student to understand until the students understand what that words they learn. So, the verbal technique is one of effective way in teaching English vocabulary.

Keywords: Teaching Vocabulary, Verbal Techniques, Definitions and Illustrative sentences

**CHAPTER I
INTRODUCTION**

In this chapter, the writer explains about the background of the problem, formulation of the

1.1 The Background of Problem

English is important for everyone since English is often used as a means of an international communication. It is widely used in many activities all over the world. In Indonesia, it is one of the foreign

languages that thought at school as a compulsory subject at junior high schools, and university. Alderson and Bachman (2009:14), say that there are four skills in English that should be mastered. They are listening, speaking, reading and writing.

Vocabulary is the important component of languages. To develop the skills of listening, speaking, reading and writing, the learners must master vocabulary, because vocabulary influences the improvement of other skills. Vocabulary is not an easy skill to learn for the students, they difficulty to memorize.

To solve the problems, the learners should increase their vocabularies and teacher should also find interesting materials and good teaching strategy. Verbal technique is one technique that can improve vocabulary.

Concerning with the statements above, this paper focuses on “Teaching Vocabulary through Verbal Technique”

1.2 Formulation of the Problem

Based on the explanation above, the writer formulates the problem

into the following question “How Teaching Vocabulary through Verbal Technique?”

1.3 The Purpose of the Paper

The purpose of this paper is to share scientific information about teaching vocabulary through verbal techniques. Beside that, it is to discuss how oral communication improve vocabulary and to discuss procedure of verbal technique to be applied in vocabulary class.

1.4 The Organization of Paper

This paper consists of four chapters. Chapter one covers the introduction that consists of three subtopics; the background of problem, the purpose of paper, and the organization of paper.

In chapter two, the writer discusses some related literature on vocabulary and verbal techniques. Vocabulary consists of definition of vocabulary, types of vocabulary, the purpose of vocabulary and teaching vocabulary. Verbal techniques consists of what verbal techniques is, and kinds of verbal techniques.

Chapter three focuses on the implementation of verbal techniques in presenting vocabulary. It consist

of presentation through definition and illustrative sentence, presentation through explanation, and presentation through translation. Finally, in chapter four, the writer presents conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer wants to explain about teaching vocabulary and verbal techniques. First, the writer will describe the definition of vocabulary, types of vocabulary, purpose of vocabulary, and teaching vocabulary. Next, the writer will explain about verbal techniques and kinds of verbal techniques.

2.1 The Definition of Vocabulary

Vocabulary is the total number of words that build a language. While Barnhart (2008: 697) says that (1) stock of words used by person, class of people, profesion, etc. (2) a collection or list of words, usually in alphabetical order and defined. Furthermore, Markshefell (1996:246) states that vocabulary is defined as the total number of words

everybody knows. So, we can say that vocabulary is the collection of words in a language which everybody knows and uses in communication.

According to Penny (1991:60) vocabulary can be defined, roughly, as the words we teach in the foreign language. Fengiying (1996:1) indicates that vocabulary is the same words. It can be seen that essentially the experts propose the same view on the definition of vocabulary. Basically they say that vocabulary is all that words used in a certain language.

2.2 The Types of Vocabulary

There are some types of vocabulary:

- a. Receptive Vocabulary: Knowing a word involves being able to recognize it when it is heard (What is the sound like?) or when it seen (What does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right.

b. Productive Vocabulary: Knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there any.

Mickulecky (1990:13) also classify vocabulary into relatively the same types: passive recognition and active or use vocabulary. The recognition vocabulary is composed of those words which we recognize when we see or hear them but which we do not employ in speaking or writing. The active vocabulary is made up of the word one uses in speaking and writing.

From the classify above, we know that every expert in every book classifies differen kinds of vocabulary, because every person has different ways to tell their opinions and ideas.

2.3 The Purpose of Vocabulary

Nunan (1991:117) has argued that the acquisition of an adequate vocabulary is essential for successful second language use. Without an extensive vocabulary, we will be unable to use the structure and function we may have learned for comprehensible communication. It is strengthened by Robinett (1980:133) states that without lexicon the major element of meaning carried in language will be missing. In the other words, vocabulary is an important thing to make learning of a second language successful.

According to Byrne (1986:43), the students need an adequate mastery of vocabulary as well as grammar and phonology in order to be able to communicate effectively. He said that mastery of vocabulary is a necessary thing in learning foreign language since it is needed to communicate effectively. Allen (1983:5) also argues that a number of paper have recently dealt with lexical problems (problems related to words) in communication. It means that communication breaks

down with people who do not use the right words.

Based on the above explanation, it can be concluded that knowing vocabulary items is very important in learning a foreign language especially for beginners. Communication will not take place well or will not be done any longer if the person who involved in a communication does not apply the appropriate words.

2.4 Teaching Vocabulary

Teaching vocabulary takes an essential part when we start to learn a second language. We must start to acquire vocabulary in order to be able to use the language. Teaching vocabulary could be said as a process or a way to make students learn unit of words presented by the teacher. As the result, the students can respond teacher's command. Allen (1983:26) supports that the beginners in learning English must be exposed to concrete reference subject of events that can be seen, heard, or felt while the language is being used. Because of that, the teacher needs to use media while teaching vocabulary to help the students adopt the words.

Nation (1983:24) states that technique of teaching vocabulary through demonstration such as gestures, action performing, and visual aids like picture, photographs, blackboard, objects, transparencies and verbal explanation (definition, context, and translation).

Based on the explanation of some experts above, the writer can conclude that teaching vocabulary is a process or a way to make students learn unit of words presented by teacher. It means that, teaching vocabulary can helps students known unit of words and can improve students ability in vocabulary.

2.5 Verbal Techniques

When we talk about verbal, we talk about communication and speech. The communication of someone is influenced by their environment. Miller (1951:141) says that when the child is ready to talk he begins to talk, provided a normal verbal environment is at hand. And verbal behaviour is much the same in all children, regardless of their parents' language. While the motor side of the child's verbal behaviour is developing and expanding

through vocal play and random experimentation with sounds, the perceptual side is also making progress.

According to Flanders in Hennings (1975:80), the statements that verbal interaction can supply is knowledge about who talks in the classroom and it can be categorized in one of three major classes: (1) teacher talk, (2) student talk, and (3) silence or confusion, used to handle anything else that is not teacher and student talk.

As it is stated above, the writer can conclude that the student's verbal are depend on their verbal environment when their child. In order to make the communication verbal class be meaningful for students the teacher should: select vocabulary with care, use language appropriate to the occasion, employ vivid and colourful language and use spoken rather than written English.

Based on the explanation above, the writer can conclude verbal technique are communication and speech. Verbal technique that the way of communication refers to use the sounds and language to relay a

message. There are some influence the verbal technique like environment and interaction.

2.5.1 The Kinds of Verbal Techniques

According to Mendez and Rodriguez (1999:4), there are four kinds of verbal techniques, namely:

1. Definitions and illustrative sentences: The introduction of a word in English through the use of other words in the same language offers the advantages of contextualization.
2. Synonyms and antonyms: Synonyms and antonyms are specially important in building new vocabulary because learners are able to use known vocabulary.
3. Explanation: This technique explains the meaning and the use of a given foreign word in the foreign language it self.
4. Translation: Although, it is not a good presentation technique that is stated by many linguists, however, the major drawback may be when L2 words are introduced in list.

All of the verbal techniques above can be used by teacher in presenting vocabulary, excepted to

translation technique; it can be considered dangerous for students if it becomes the only presentation technique or it is the only technique used in presentation.

2.5.2 The Advantages of Verbal Techniques

There are advantages of verbal techniques for each kind :

1. Verbal Communication.

- a. Saving of Time: The greatest advantages of verbal communication, is saving of time. Under this system of communication the messages are communicated immediately without consuming any time. Verbal communication is the only way out during urgent condition and when immediate action is necessary.
- b. More Effective: As there is direct touch of the sender of message with the receiver of message these messages prove to be more effective. The sender of message can also exercise his personal influence over the receiver of message.
- c. Knowledge of Reaction of Message: An important

advantage of verbal communication is that under this method of communication, the sender of message can judge the reaction of the message on its receiver. He comes to know whether the receiver of the message will follow it or not.

- d. Increase in Productivity and Efficiency : Verbal communication is more effective. It increases the productivity and efficiency of workers because they clearly understand it and follow it.

CHAPTER III PROCEDURES OF TEACHING VOCABULARY

In this chapter, the writer discusses the procedures of teaching vocabulary through verbal techniques. The procedures are preparation, and implementation. There are three ways in implementation: pre-teaching activity, whilst teaching activity, and post- teaching activity.

3.1 Preparation

Before the teacher starts to teach in the classroom, she or he

should prepare the material at home. The teacher should consider several factors that she or he does for teaching. The first is selecting the material. The teacher should select the suitable topics to consider about the time allocation of the material and students ability. At the last, it is better for the teacher to prepare the teaching aids to support the teaching process.

The teacher has to motivate her or his students and presents the material in attractive way in order to attract the students interest in studying and the students will pay their attention to all of the teaching material which are given by teacher.

3.2 Implementation

The learning activity involves all students in the class. In teaching learning activity the teacher using verbal technique. The students should be more active and the teacher becomes a facilitator. This condition would be helpful in handling a class.

According to Permendiknas no. 41/2007, there are some procedures that teacher may apply in teaching. They are:

3.2.1 Pre-Teaching Activity

Pre-teaching activity is the activity done at the beginning of the class used to give the students' background knowledge, build their confidence, increase students' concentration and stimulate curiosity. Besides, pre-teaching activity could make the students understand about what they have studied.

Procedure of Pre-teaching Activity

1. The teacher comes into the classroom and greets the students

Example:

Teacher: "Hello students. How are you?"

Students: "I'm fine, thank you"

Teacher: "Well class. Today we will study about verbal technique. Do you know what is?"

2. The teacher explains about verbal technique to the students

Example:

Teacher: "Verbal techniques are communication and speech. Verbal technique that the way of communication refers to use the sounds and language to relay a message.

3. Teacher explains kinds of verbal technique

The teacher explains the kinds of verbal technique to the students in order to make them more understand.

Example:

Teacher: Now I'll tell you kinds of verbal techniques

- a. Definitions and illustrative sentences: The introduction of a word in English through the use of other words in the same language offers the advantages of contextualization.
- b. Synonyms and antonyms: Synonyms and antonyms are specially important in building new vocabulary because learners are able to use known vocabulary.
- c. Explanation: This technique explains the meaning and the use of a given foreign word in the foreign language it self.
- d. Translation: Although, it is not a good presentation technique that is stated by many linguists, however, the major drawback may be when L2 words are introduced in list.

In this meeting we just discusses about definitions and illustrative sentences.

4. Teacher checks whether student bring the dictionary or not

This technique is available to acquire new words, so the students can use a dictionary.

Example:

“Before we start the lessons, I want to check whether you bring the dictionary or not. Robby, do you have a dictionary?”

3.2.2 Whilst Teaching Activity

This is the time to apply the technique:

1. The teacher gives information to students about the words that they will learn.

Teacher : “We will learn the words; salary, wages, and generous now”

2. The teacher writes the words on whiteboard, and asks the students what they know about the words.

Teacher : “What do you know about the salary?”

3. The students think about the words and give their opinion.

Students : “The words are relationship with payment”

4. Then, the teacher gives definition and illustrative sentences about the words and asks the students about them.

Teacher : “When we pay people every month, they get a salary. When we pay them every week, they get wages. Salaries are usually bigger than wages. My (University) pays me every month. Do I get a salary or wages?”

Students : “A salary”

Teacher : “Yes, I get salary. This school pays (office boy) every week.

Does he get a salary or wages?”

Students : “Wages”

5. The teacher gives other examples of the words until the students understand the difference between getting a salary or wages.
6. The teacher explains another word; “generous”
7. The teacher mentions the word and gives question.

Teacher : “If I give someone a lot of money as a presents, I’m generous with money. If a man gives his wife a dress allowance which is equal to half salary, is he generous to her?”

Students : “Yes he is.”

Teacher : “Yes, he is. And if he gives her an allowance which is equal to one hundredth of salary?”

Students : “He isn’t generous.”etc

8. The teacher asks the students mention some adjective to describe something.

Collect the students work book and discuss the answer together.

3.2.3 Post Teaching Activity

There are two phases that we can do, there are as follows:

- a. The teacher reviews again about the lesson for the students.
- b. The teacher gives conclusion then ask the students to describe other words as a homework.

For example :

Teacher : Well class, because our time is over I wants to give you conclusion about our topic today and don’t forget to do homework at home.

Students : All right, mam. Thank you.

CHAPTER IV CONCLUSION AND SUGGESTION

4.1 Conclusion

This paper discusses the use of verbal as a technique in teaching vocabulary. Vocabulary is an

important element in teaching English; to master vocabulary first. Otherwise, we will not be able to communicate smoothly and comprehensively within the language. Unfortunately, the learners seem to have difficulties in using English to listen, to write, to speak, and to read, though they have been studying English for many years, but they still cannot properly use it. The main factor that cause them not be able to communicate is that the lack of vocabulary, they only know a few words.

Therefore, in teaching learning process, a teacher should apply a variety of techniques not only to teach syntactic function-grammatical but also he/she should pay attention to vocabulary achievement of the learners. There are many techniques that can be applied in teaching vocabulary. One of them what the paper has discussed, that is through verbal technique. Verbal technique can avoid students' bore and motivate learners to use English. They are interested in studying new vocabulary so that they remember thing faster and better.

4.2 Suggestion

Based on the conclusion above the writer would like to give several suggestions as follow:

1. The teacher should prepare themselves by mastering the material and the techniques used before teaching it in the class.
2. In teaching vocabulary, the teacher must give new vocabulary to students as many as possible, because having more vocabulary can increase students' ability to communicate.
3. The teacher can use the verbal techniques in turn; choose one of them, which is suitable in teaching the words. This is to motivate students and to make learning vocabulary not be tedious.
4. It is suggested to limit the amount of the students (15-20 students) in order that the verbal techniques are effective.
5. At last, the writer suggest the Englist teacher to improve the students' vocabulary by varying the verbal techniques.

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