VOCABULARY AND READING

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Membaca adalah bagian yang sangat penting dalam belajar bahasa inggris khususnya bagi yang pelajar awa sedangkan bagi pelajar lanjutan setidaknya menguasai 3000 kata. Pelajar pemula yang menguasai kosa kata yang terbatas akan mengalami keterbatasan kemampuan dalam membaca.

PENDAHULUAN

Reading is an important part of all but the most elementary of vocabulary programs. For intermediate learners with vocabularies above 3.000 or so words, reading offers a portal of exposure all remaining words. Even beginning students with a limited vocabulary can benefit from reading. By accessing graded readers books written with a controlled vocabulary and limited range of grammatical structures) of course many word can be learned incidentally through verbal exposure, but considering that spoken discourse is associated with more frequent word and lower type-token ration than written discourse only about 2.000 word made up the majority of speech in the Schonel, Medliton, and shaw (1956) study, it would be optimistic to expect to learn a wide vocabulary from only spoken discourse. Written discourse, on the other hand, tends to use a wide variety of vocabulary., making it a better resource for acquiring a broder range of words.

There is plenty of evidence that learners can acquire vocabulary from reading only. In one of the classic studies, learners read A Clockwork Orange, an English novel that uses Russian slang words called *nadsat*. Since the *nadsat* glossaries were removed from the novels before being given to the learners, and they did not speak Russian, the only way learning these words

was from context. The researchers found that, on the vocabulary uptake from   average, 75% of the meaty test was unexpected (Sarangi, Nation, & Meisters, 1978). However, most other studies show that the vocabulary uptake from reading is really other small. And it is only through numerous repeated exposures from a great deal of reading that any significant numbers of words are learned. His means that the odd reading session may not have much of an effect on vocabulary learning. Vocabulary learning can be somewhat enhanced by making certain word salient, but what is really needed is extensive reading, as in the book-flood studies, where reading is both consistent and takes place were a priod off time. advanced students can take advantage of a wide variety of authentic text. But for beginning students, graded readers are tyfically give the best access to this amount of input. This readers are typically made into a number of levels. Below are the vocabulary guidelines for the oxford bookworm's series.

level	New words	Cumulative words
1	400	400
2	300	700
3	300	1.000
4	400	1.400
5	500	1.800
6	700	12.500

(Hwang & Nation, 1989)

These guidelines ensure that vocabulary is systematically recycled and added to as the reader work through the series. Nation believes that graded readers are as effectively resource that should not be ignored, specially as bey provided the following benefits: they are an important means of vocabulary expansion, they provide opportunities to practice guessing from

context and dictionary skills in a supportive environment in which most words are already known, and partialy known words are repeatedly met so that they can be consolidated.

For intermediate students just on the threshold of reading authentic text, arrow reading may be appropriate. The idea is to read numerous authentic text, but all on the same topic. Reading on one subject means that much of be topic-specific vocabulary will be repeated throughout the course of reading which both makes the reading easier the reading easier and gives he reader a better chance of learning daily newspaper account of an ongoing story. Two studies (Hwang & Nation, 1989; Schmit & charte, under review) showed that the vocabulary load in a series of running stories was substantially lower than in as equivalent amount of unrelated stories. This good news, because newspaper are often a convenient source of authentic L2 material, especially if English is the target language. Also, running stories seem to be easy to find in newspapers; Hwang and Nation (1989) report that 19% of stories in international, domestic, and sport section of the newspaper they looked at were on recurring topic.

 Narrow reading can accelerate access into authentic materials, but of course most of the words in any text need to be known before it can be read. The exact percentage has not been established, and almost certainly depends on factors such as familiarity with topic and whether the unknown words are essential to the gist of the text. A figure of 95% known words (Laufer, 1987) crops up in the literature frequently, and at the moment this seems to be a reasonable estimate.

The percentage of known and unknown vocabulary is one of the most important factors that determine the difficult of a text. Thus, one way to determine students' reading levels is to gauge their vocabulary knowledge. One do can do this by using cloze test. The following is an

example of how this can be done. First, take passages at a variety of level of difficulty. Then prepare the cloze test by deleting 25 words from each passage and replacing them with blanks.(deleting every 7th word is common technique. Students are instructed to fill in the blank with the word they think was deleted. Scoring can be either on an exact word (only exact matches are marked as correct) or an appropriate word (any suitable word is marked as correct) basis. if you already known the reading levels of same students, their score can be used to set scoring bands that indicate ability to handle the various difficulty levels. For example, if the students who have been reading comportable at a certain level are all able to answer between 15 an 25, then one would expect other students with a similar score o be able to cope with known reading level (Nuttal, 1982.184). If you do not have any students with known reading levels to calibrate can fill in 15 to 25 blank with an appropriate answer, then he or she has enough vocabulary to read that level of passage independently. If the score is 10 to 14, that level may be a challenge, but the students should be able to manage it with some support from the teacher. But if the score is 9 or less, the students will only became frustrated, and needs to drop to an easier level of readings. The percentage of text known also affects the guess an unknown word's meaning from context (also called inferencing from context). Guessing a new word's meaning from context is a key vocabulary learning skill, and Nation (1990) identifies it is one of the three principal strategies for handling low-frequency vocabulary. However, we now know that infrencing is a complicated process, and we cannot assume that learnes will automatically be successful. In addition to needing to know enough of the word in a text, extensive research has highlighted a number of other factors that effect the likelihood of inference success, some of which are listed below:

1. The context must be rich enough to offer adequate clues to guess a word's meaning. although many context offer multiple clues a new word's meaning, he undeniable fact is that many context simply do not offer enough. This means that inference is no a strategy that can be used in every situation. For example, readers would have a very difficult time inference the meaning of intractable from the following context, other which getting a vague negative impression.

2. Readers are better able to use local clues in proximity to an unknown word than more global clues that are located further away.

3. Learners may mistakes an unknown word for one they already know with a similar orthographic or phonological form. Once this happens, learners may continue with this interpretation oven if I does not make sense in the context. In a way that is congruent with their erroneous reading of the unknown word, rather than letting the context help define the word (McCharty, 2000).

4. Cognates can help guessing from context if they area used prudently. Especially for speakers of Romance language, awareness of cognates can help increase the numbers of words that are known in a text, which increases the numbers of English words that are known I a text, which increases the chances for inferencing success.

5. Background knowledge about the topic and the culture being discussed aids inferencing.

6. Leaners need to be skilled in guessing. Learners need to know what clues to look for and where to find them. With the almost unlimited variety of clues possible, a systematic approach to guessing from context may be advisable.

7. Guessing a word from context does not mean that it will be remembered. If a word is easy to guess, then a learner will inference it quickly with the minimum amount of mental processing in order to carry on with reading. This shallow processing in order to carry on with reading. Also, the text may be rich with clues are sparser and the guessing process requires more cognitive effort, then the word is more likely to be remembered. Thus guess ability and retain ability may have an inverse relationship. This does not mean that inferencing is unimportant, but it might facilitate fluent reading more than vocabulary acquisition.

1. What vocabulary is needed to read English

Learners of English as a foreign language usually begin their reading with specially simplified text. The vocabulary and often the sentences structure guidelines which are followed in these simplified text are very explicitly describe for writers. Typically, the vocabulary of only goes in step of around 300 words. This means that with a vocabulary of only 30 to 400 words learners have enough vocabulary to rea several simplified text aim at taking learners to the 2000 word level, although some aim higher.

The article on simplified reading text by Bamford (1984) is an excellent introduction to such text and gives as indication of the hundreds of titles available at the various levels. The chapter on simplification in this book also gives more information.

When learners are faced with unsimplified text, the vocabulary load can be very heavy. It is clear from the statistical information we looked at in the first chapter of this book that a vocabulary of a least 3000 head words is needed to read unsiplified text with any ease. Even with 3000 headwords, around 5 or 6 percent of the words on each page.

(about 15-18 words) will be unknown. Guessing is possible at this density, but the vocabulary load is still high. Developing a large reading vocabulary as quicly as possible is very important priority for learners who whish to pursue academic study in English

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2. **How do your test a learner's reading vocabulary**

The types of test described on assessing vocabulary. These include solated word tested with multiple-choice meanings or translations, word in simple no defining context. and checklist test. The vocabulary levels text an be used as a test to see if learners have enough vocabulary to read, but is important not to confuse having an adequate reading vocabulary with skill in reading. vocabulary is clearly an important factor n reading, as readability studies show, but it is only one of range of factors (Hwang & Nation, 1989) as well as checking to see if a learner's vocabulary is sufficient for a certain task, test can do other jobs. Achievement test are based very closely on a particular course. They can have two aims, to check if learning has taken place, and to help this learning take place. They can help learning take place by providing motivation to study (" learn this words because they will be in the test") and by giving another meaningful repetition of the words. It is important that such achievement test required the learners to use vocabulary in ways which related closely to the aims of the course. advance English Vocabulary by hellen (1980) has short blank-filling test at the end each unit which provide one more chance to repeat the vocabulary taught in the unit. Because the course aims an understanding word in written and spoken material, the words are tested in passage rather than in isolated phrase.

3. **Teaching vocabulary through reading in content area**

In any well-structured vocabulary program there needs to be the proper mix of explicit teaching and activities from which incidental learning can occur. With rank beginners, it is probably necessary to explicit teach all words until students heave enough vocabulary to start making use of the unknown words they meet in context but beyond this most basic level, incidental learning should be structured into the program in a principle way. It is important for at least two reasons: meeting a word in different context expand what is known about it (important quality of knowledge), and the addition exposures help consolidate it in memory.

Taking an incremental view of vocabulary acquisition, such elaboration and consolidation are both crucial explicit approach to vocabulary learning, whether teacher-id in a classroom or through self-study, can only provide some elements of lexical knowledge. Even lexical information amenable to conscious study, such as meaning, cannot be totally mastered by explicit study, because it is impossible to present and practice all of the creative uses of a word that a student might come across. We have also seen that some kinds of word knowledge, such as collocation, register constraints, and frequency, can only be fully grasped through numerous exposures. Therefore, explicit an incidental approaches are both necessary in the course of learning vocabulary, each with its own strength and weaknesses.

Sokmen (1997) surveys explicit vocabulary teaching and highlights a number of key principles (1) build a large sight vocabulary, (2) integrate new words with old, (3) provide a number of encounters with word, (4) promote a deep level of processing,

(5)facilitate imaging, (6) make new word "real" by connecting them to the student's world in some way, (7)use a variety of techniques, (8) encourage independent learning strategies.

Most of these principles should be familiar from earlier chapters in this book, and are indeed based on our most recent understanding of how words are required and remembered. A number of other principles are also worth being aware of Sokmen (1997) mentions integrating new words with old, which is often done by some of grouping similar words are initially taught together, it might actually make them more difficult to learn. This is because students learn the word forms and learn the meanings but which goes with which (cross-association).

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