



THE EFFECT OF CONTEXTUAL REDEFINITION STRATEGY (CRS) IN IMPROVING STUDENTS VOCABULARY

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Abstract

Contextual Redefinition Strategy (CRS) is the one strategy can be used to improve vocabulary students. The aim of this research is to find the use of Contextual Redefinition (CRS) Strategy is Effective to Increase Vocabulary Achievement of the tenth grade students at MAS DDI Tellu Limpoe and to find out students' interest toward the use of CRS strategy in improving vocabulary achievement. In the methodology of research, the researcher used mix method that applied Quantitative and Qualitative method. The data was analyzed by using t-test. The population of this research was the tenth grade at MAS DDI Tellu Limpoe. In this research there were only one class and total students only twenty-eight. So the sample was selected using total sampling technique. The Researcher used two instruments, the first instrument is vocabulary test in order to find and know students' vocabularies achievement and the second instrument is questionnaire to express the students' interest in use of CR strategy in learning English vocabulary. Based on the result of t-test show that the t-test value (14.051) was higher than t-table value (2.056). From the data shows that the alternative hypothesis (H_a) is accepted and H_0 is rejected. It's means that there is a significant difference before and after teaching vocabulary through contextual redefinition strategy and using Contextual Redefinition Strategy is effective to improve students' vocabulary achievement of Tenth Grade Students at MAS DDI Tellu Limpoe.

Keywords: Students; CRS; Vocabulary; Interest; Achievement

Abstrak

Strategi Kontekstual Redefinisi (CRS) adalah salah satu strategi yang bisa digunakan untuk meningkatkan kosakata siswa. Tujuan Penelitian ini adalah untuk menemukan Strategi Kontekstual Redefinisi efektif untuk meningkatkan kemampuan kosakata siswa kelas sepuluh di MAS DDI Tellu Limpoe dan untuk menemukan ketertarikan siswa terhadap penggunaan Strategi Kontekstual Redefinisi dalam meningkatkan kemampuan kosakata. Dalam metodologi penelitian peneliti menggunakan metode penggabungan yang mengaplikasikan metode penelitian kuantitatif dan kualitatif. Data dianalisis dengan menggunakan t-test. Populasi pada penelitian ini adalah kelas sepuluh di MAS DDI Tellu Limpoe. Didalam penelitian ini hanya ada satu kelas dan jumlah siswanya berjumlah dua puluh delapan, jadi sampel yang digunakan adalah total sampling. Peneliti



menggunakan dua instrumen, Instrumen pertama adalah tes kosakata dengan maksud menemukan dan mengetahui kemampuan kosakata siswa dan instrument yang kedua adalah questionnaire untuk mengekspresikan ketertarikan siswa dalam menggunakan Strategi Kontekstual Redefinisi di dalam mempelajari kosakata bahasa Inggris. Berdasarkan hasil dari t-tes menunjukkan bahwa nilai t-test (14.051) lebih tinggi dibandingkan dengan nilai t-table (2.056). Dari data menunjukkan bahwa alternative hipotesis (H_a) diterima dan (H_o) ditolak. Ini berarti bahwa ada perbedaan yang signifikan sebelum dan sesudah mengajarkan kosakata melalui strategi kontekstual redefinisi dan menggunakan Strategi Kontekstual Redefinisi efektif untuk meningkatkan prestasi kosakata siswa Kelas Sepuluh di MAS DDI Tellu Limped.

Kata kunci : Siswa; CRS; Kosakata; Minat; Prestasi

1. Introduction

Vocabulary is group of words that have meaning, vocabulary can be used by person or people. Furthermore, vocabulary is used to know the intelligence of a people. In the process of communication vocabulary plays an important role. Furthermore, vocabulary is an important part of teaching and learning a language and it's one of element in the four language skills. It is important aspect for learning English without enough vocabulary you cannot speak and write well. Vocabulary is the base principal or most important thing that must in language.

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). Furthermore, the students who already know most of the words are exposed to will not only be able to understand more but also can use the understanding to acquire new knowledge and the vocabulary to represent that knowledge (Spencer & Guillaume, 2006).

Helping students to develop a strong reading vocabulary requires more than having them look up words in a dictionary. Rather, students need instruction that will help them acquire new word knowledge and develop strategies to enable them to increase the depth of that knowledge over time. To help students develop word knowledge in breadth and depth, we must first recognize four fundamental obstacles, and then develop teaching practices to address those obstacles: The size of the task. The number of words that students need to learn is exceedingly large. The differences between spoken English and written, or "literate" English. Texas Education Agency. (2002).

Related to description above there are many teachers and lecturers make effort to make their class interesting with various approach, method, and strategy in order to stimulate their students to learn English, especially to learn vocabulary. Furthermore, all teacher and lecturer of English should be applying some method or strategies to prevent the problems that may be occur in the English classroom activities. Especially for teaching vocabulary. Therefore, teachers of English are challenged to be more innovative and creative in order to motivate students to learn English vocabulary. Furthermore, teachers of English have to make sure teaching and learning activities is running well.

In the teaching learning English process have to involve from teacher to students, not only from students to teacher but also from students to students. Based on explanation provided above, the researcher proposed use of contextual redefinition strategy to increase the vocabulary achievement of the tenth grade students at MAS DDI Tellu Limpoe.



According to Nash and Snowing (2006) Contextual Redefinition is a self-teaching strategy, it's mean that students know how and they can use it independently to improve their skill. Teaching students through Contextual Redefinition shows them how to increase their vocabulary knowledge and comprehension skills even when the teacher isn't at their side. These word-learning strategies will serve them well as they progress. Furthermore, Miller and Veatch (2012) write that Contextual Redefinition (CR) is a strategy that teaches students how to use context clues (Tierney & Credence, 2000) in order to make sense of unfamiliar terms. Students sometimes struggle to find meaning of words through direct instruction in the classroom, and context use can be an effective way to help students put together clues and information from reading text to determine the definition of an unknown term (Miller & Veatch, 2012).

There are some reasons why the researcher chooses MAS DDI Tellu Limpoe as the object of this research. The first reason is because the researcher knows about condition and situation in this school. Furthermore, this school also still try to look for several suitable strategies, approach and method to apply in teaching and learning process especially teaching English therefore the researchers believe that this school is very suitable to test teaching a new strategy, so can be applied in teaching and learning process especially for teaching vocabulary. The second reason is the researcher ever did observation there and the researcher also knows a lot about the language skill of the students in the school because the researcher got a lot of information from the English teachers. They say that most student cannot speak and write English because they don't have enough vocabulary to speak and write well, them memorize only maximum 120 word. Furthermore, according to the teacher there were some factors that influenced students for learning English. The first factor is students afraid using English language because students always keep using their mother tongue namely Buginese language. The second factor is student also have limited vocabulary, and another factor is the less of motivation and interest in learning English. Related to English lecture's statement, according to the students there are some reason why English language is difficult to learn. The first is because The differences among written and spoken. The second reason is students always not interest every time they learn new English words, meanwhile teacher only using common way for teaching English especially teaching vocabulary.

2. Method

2.1 Type of Research

The research method use Mix method which applied Quantitative and Qualitative Method. Mix Method Research is combining between quantitative and qualitative approaches by including both of them in the single research study (Gay Mills & Airsian, 2009).

2.2 Population and Sample.

Population is a group of individuals or items that share one or more characteristics from which data can be gathered and analyzed. The population of this research is the Tenth grade Students at MAS DDI Tell Limped. Furthermore, in the tenth grade students at MAS DDI Tell Limped there were twenty eighth students and consist of there were eleventh male and there were seventeenth female. Sample is a set of individuals or items selected from a population for analysis to yield estimates of, or to test hypothesis about, parameters of the whole population. In this research, the researcher used total sampling.

2.3 The Instrument of Research

In this research the researcher use two instruments: the first instrument is vocabulary test in order to find and to knows the students' vocabulary achievement and the second instrument is questionnaires in order to find data data from students interest in learning vocabulary through



Contextual redefinition strategy. In this research questionnaires are distributed by researcher to the students after treatment. The questionnaires contain 5 negative and 5 positive statements.

2.4 Procedure of Collecting Data

The writer use one kind of test as an instrument of collecting data, namely vocabulary test. It is apply in pre-test and post test. The procedure of collecting data is presented in chronological order as follows :

a. Pre-test

Pretest is given before doing treatment. Pretest is given to the students of the tenth grade students at MAS DDDI Tell Limped on the first meeting in order to know and check unknown the students vocabulary achievement.

b. Treatment

After giving a pre-test. The researcher gave some treatment for students. Time allocation for each meetings two hours lesson. Every meetings in the treatment the researcher recommends students to bring dictionary. Furthermore in every meetings in treatment the researcher used contextual redefinition strategy . The steps of the treatment in every meetings in using contextual redefinition strategy was described as follows :

1. Select a self-contained passage of text that contains unfamiliar words (or familiar words that have new/unusual meanings) in a length appropriate for students' grade level.
2. Select unfamiliar or familiar words that have new/unusual meanings (<10) and list them on a fillable table.
3. Establish the purpose of using contextual redefinition.
4. Provide students with the fillable table with the words listed.
5. Have them predict the meaning of the words from schema and word parts without the context. Scaffold as needed.
6. Provide students with the passage and have students read the passage to revise their definitions of the words with context. Scaffold as needed.
7. Have students determine the types of clues that helped them understand the meaning of the words.

c. Post-test

After giving the some treatments, the researcher gave post-test to Students of the tenth students in order to know the students vocabulary achievement.

2.5 Technique of Data Analysis

To analyze data that collected from result of the pretest and post-test, there are some formula use in this research as follows :

- a. Scoring the students answer of pre-test and post-test
- b. Calculating the students score and Classifying students score

$$\text{Score} = \frac{\text{students correct score}}{\text{maximun score}} \times 100$$

86 – 100 classify as very good

71- 85 classify as good

56 -70 classify as fair

41-55 classify as poor

< 40 classify as very poor (Arikuntoro,2005)



- c. For calculating the mean score of the student's test of pretest and post-test by using the following formula.

$$X = \frac{\sum x}{N}$$

Where

X = mean score

$\sum x$ = the raw of the score

N = The number of students (Gay, 2006)

- d. Calculating the rate percentage of student's score

$$P = \frac{F}{N} \times 100. \text{ Where :}$$

P = percentage

F = Frequency

N = total number of students.

- e. Criteria of Testing Hypothesis.

In order to undertake hypothesis testing you need to express your research hypothesis as a null and alternative hypothesis. The null hypothesis and alternative hypothesis are statements regarding the differences or effects that occur in the population. You will use your sample to test which statement (i.e., the null hypothesis or alternative hypothesis) is most likely (although technically, you test the evidence against the null hypothesis). So, with respect to our teaching example, the null and alternative hypothesis will reflect statements about all statistics students on graduate management courses.

To test the hypothesis, the researcher used one tail hypothesis with t-test at level of significance $\alpha = 0.05$ for independent sample and degrees of freedom (df) in $(N - 1)$.

3. Result and Discussion

3.1 Result

The finding consisted of two kinds, the first namely frequency at percentage pre-test and post-test is the result of students vocabulary achievement and secondly is finding students interest through questionnaire

- a. The score percentage in the pre-test and post-test.

The finding acquired from the multiple choice which got from two terms, namely pre-test and post-test

Table 1. Frequency and Percentage Score of Pre-Test

Classification	Score	Frequency	Percentage %
Very Good	85–100	0	0
Good	70– 84	0	0
Fair	55 – 70	9	32,14 %
Poor	41– 54	13	46,42 %
Very Poor	<39	6	21,42 %
Total		28	100

Based on the data from the table 4.1 above, it explains that most the students in the tenth grade got poor classification even there were six students got very poor classification in pre-test. It can be shown that from 28 students only 9 students got fair classification.

Table 2. The Frequency and The Percentage Score of Post-Test

Classification	Score	Frequency	Percentage
Very Good	85-100	0	0
Good	70-84	4	14.28%
Fair	55-70	24	85.71 %
Poor	41-54	0	0
Very Poor	<39	0	0
Total		28	100

Based on the data from the table 2 above, it explains that there were twenty four students of the tenth grade in the post-test got fair classification even there were four students got good classification in post-test and there were no students got poor and very poor classification. It indicates that there were significant improvement score from pre-test to post-test after giving treatment through Contextual redefinition strategy. It means that students' vocabulary achievement significantly improve.

b. The students mean score and standard deviation

Table 3. The Mean Score and Standard Deviation of Pre-Test And Post-Test

Pre-Test		Post-test	
Mean Score	Standard Deviation	Mean Score	Standard Deviation
49.99	1.60	86.15	2.08

The data from the table 3 above, it explains that the mean score of students result of vocabulary achievement in post-test was higher than in pre-test where mean score in pre-test was 49.99, meanwhile in post-test was 86.15 and standard deviation in the pre-test was 1.60 and meanwhile standard deviation in the post-test was 2.08.

c. Hypothesis testing

In testing the hypothesis, the researcher applied a t-test formula at the level of significance with $\alpha = 0.05$ and with degree of freedom = 27

Table 4. The T-Test Value and T-Table Value

Df	t-test value	t-table value
27	14.051	2.056

The data from the table above shows that the t-test value (14.051) was higher than t-table value (2.056). The data shows that the alternative hypothesis (H_a) is accepted and H_0 is rejected . It's means that there is a significant difference before and after teaching vocabulary through contextual redefinition strategy and this strategy effective to improve students vocabulary achievement of tenth grade students at MAS DDI Tell Limped.

d. The finding through interest

One of the famous instruments for collection data in education and social research is questionnaire. In this research, the aim the researcher distribute questionnaire in order to find out the students' interest toward the using contextual redefinition strategy. The questionnaire was distributed to the students in the tenth grade at MAS DDI Tell Limped. The questionnaire answered individually based on the students' opinion afterward the researcher analysis questionnaire. In this research from thirty items statement of students interest include five items for enjoyment, five items for satisfaction, five items for Focus, Five items for Engage, Five items for Curious and Five items for desire. Average



students of tenth grade students at MAS DDI Tell Limped. Furthermore it can be shown in table 5 the rate percentage of students' interest.

Table 5. The Rate Percentage of Students' Interest

Category	Interval Score	Frequency	Percentage
Strongly Interested	85 – 100	16	57,14 %
Interested	69 – 84	12	42,85 %
Neutral	52 – 68	0	0
Uninterested	36 – 51	0	0
Very Uninterested	20 – 35	0	0
Total N		28	100

Based on the data from the table 5 above, it explains that most of the students in the tenth grade students at MAS DDI Tell Limped strongly interested in Contextual Redefinition Strategy. It proved that there were 16 students strongly interested 57.14 % and there were 12 students interested 42.85 %. It indicates that there were correlation among students vocabulary achievement and students interest. It means that CR Strategy not only effective to improve students' achievement but also make students interest in learning English vocabulary.

3.2 Discussion

The discussion of the findings is presented according to the questions of the research. There were two discussion here, the first discuss about the findings related to quantitative research and the second discuss about finding related qualitative research.

a. Discussion of findings related to quantitative research

From the previous findings, especially based on the data from table 1 the frequency and percentage score pre-test of students in the tenth grade students at MAS DDI Tell Limped. It explains that the students' achievement frequencies and percentage score at the pre-test was still low and most of students got poor and even there were six students got very poor classification. It can be shown that from twenty-eight students only nine students got fair classification.

Furthermore, from the previous findings based on the data from the table 2 the percentage score post-test of students in tenth grade students at MAS DDI Tell Limped. It explains that there were twenty-four students of the tenth grade in the post-test got fair classification even no one students got poor or very poor classification. It indicates that there was significant improvement score from pre-test to post-test after giving treatment through Contextual Redefinition (CR) strategy. It means that students vocabulary achievement significantly improves.

From the previous findings based on the data from table 3 that discussed the mean score and standard deviation of the students' pre-test and post-test in tenth grade students at MAS DDI Tell Limped. The data from table 3 indicated that the mean score of the students result of vocabulary achievement in post-test was higher than in pre-test where mean score in pre-test was 49.99, meanwhile in post-test was 86.15 and standard deviation in the pre-test was 1.60 and meanwhile standard deviation in the post-test was 2.08. It indicates that the mean score and the standard deviation in pre-test and post-test were significantly different.

Furthermore from the previous findings based on the data from table 4 discussed the different between t-test value and t-table value. t-test value (14.051) was higher than t-table value (2.056). The data shows that the alternative hypothesis (Ha) is accepted and Ho is rejected. It's means that there is a significant difference before and after teaching vocabulary through contextual redefinition strategy and using Contextual redefinition Strategy is effective to improve students vocabulary achievement of tenth grade students at MAS DDI Tell Limped.



From explanation above, it can be concluded that Contextual Redefinition Strategy was effective to improve vocabulary achievement of the students because in the Contextual Redefinition (CR) Strategy can give student more opportunity to find a new word independently

Furthermore, it confirmed the premise of some scientist and researchers namely: (Nash & Snowing, 2006) Contextual Redefinition is a self-teaching strategy, meaning that once students know how, they can use it independently to self-improve. Teaching students Contextual Redefinition shows them how to increase their vocabulary knowledge and comprehension skills even when the teacher isn't at their side. These word-learning strategies will serve them well as they progress through their high school years. Furthermore, Miller and Veatch (2012) write that Contextual Redefinition is a strategy that teaches students to use context clues (as cited in Tierney & Credence, 2000) in order to make sense of unfamiliar terms. Students sometimes struggle to find meaning of words through direct instruction in the classroom, and context use can be an effective way to help students put together clues and information from reading text to determine the definition of an unknown term (Miller & Veatch, 2012).

b. Discussion of Findings Related to Qualitative Research

The second discussion aim to find out the students interest toward the use contextual redefinition strategy in improving vocabulary achievement. The questionnaire was distributed to the students in the tenth grade students at MAS DDI Tell Limped after giving treatment. The questionnaire contained thirty items, all statement related to the use Contextual Redefinition Strategy in Improving students vocabulary achievement. In this research from thirty items statement of students interest include five items for enjoyment, five items for satisfaction, five items for Focus, Five items for Engage, Five items for Curious and Five items for desire. Average students of tenth grade students at MAS DDI Tell Limped, only choose strongly interested and interested.

Furthermore Based on the data from the table 4.5 above, it explains that most of the students in the tenth grade students at MAS DDI Tell Limped strongly interested in Contextual Redefinition Strategy. It proved that there were 16 students strongly interested 57.14 % and there were 12 students interested 42.85 %. It indicates that there were correlation among students vocabulary achievement and students interest. It means that CR Strategy not only effective to improve students' achievement but also make students interest in learning English vocabulary.

4. Conclusion

Based on the finding on the test, the researcher concludes that the students' vocabulary achievement of the tenth grade students at MAS DDI Tell Limped become better after learning English Vocabulary through Contextual Redefinition (CR) Strategy. It can be proved by looking at the difference frequencies and percentage score in the pre-test and post-test were really significantly different. Furthermore, based on the finding on the questionnaire, the researcher concludes that Contextual Redefinition (CR) Strategy are not only good strategy to improve students' vocabulary achievement but also can improve students' interest in learning English Vocabulary. because Contextual Redefinition Strategy help the students to realize that context can provide additional clues to the meaning of words and engage students in using context to discover the meaning of unknown words. Furthermore Contextual Redefinition (CR) Strategy also help faltering the students experience in thinking process involved in deriving a definition from context.



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