

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents some reviews of relevant theories and studies that are about the young learners, vocabulary, English for young learner and teaching vocabulary, the study of picture as media, and random picture.

#### **A. The Young Leaners**

##### **1. Definition of young learner**

The term young learner covers a wide age range. This can be anybody from the age of three to the age of eighteen. There is a big difference between what a –three-year-old child can do and what a child of fifteen can do. We should consider their development too. Some children develop faster, others need more time (Pribilova 2006: 10). The young learners are the students of the elementary school from the age of 6-12 years old. They can be subdivided into two group: they are younger group ‘6-8 years old’ and older group ‘9-12 years old’. According to their level, they are called as students of lower classes such as first, second and third years students and upper classes namely fourth, fifth and six years students. Scot and Yterbeg (2010: 18) Subdivided them into two group: they are level one ‘5-7 years old’ an level two ‘8-10 years old’.

According to Pinter (2006: 84) the young children, in particular, are not ready for or interested in thinking about the language system or manipulating the language so as to separate lexical item out of structures, they are interested in the meaning and function of new language more holistically, in order to play game,

sing song, or act out a story. As they grow older, their awareness of language and its component part of grow. When children pick up new word, they might be able to recognize a vocabulary item without knowing the appropriate meaning.

## 2. The characteristic of Young Learner

Generally, characteristic of young learner are difference between what children of five can do and what children of ten can do. Attention to the characteristic of the average child which is relevant for language teaching, teaching young learners requires the knowledge of knowing all the development differences. Understanding these differences can help me as a teacher to develop methods and a system of work that I will use in the process of teaching. Of course, it is not possible to say that every child of six will know this and that. But it is possible to pick out some characteristics which I as a teacher should know and should be aware of Pribilova (2006: 11)

According to Scott and Ytreberg (2010: 1) the characteristic of English for young learners divided in to two groups:

### a) five to seven year olds

Young learner are five to seven years olds have characteristic such as the can talk about what are they doing, they can tell you about what they have done or heard, they can plan activities, they can argue for something and tell you why they thing what they think, they can use logical reasoning, they can use their vivid imaginations, they can understand direct human interaction.

Other characteristics of the young language learner are they know that the world is governed by rules. They may not always understand the rules, but

they know that they are there to be obeyed and the rules help to nature a feeling of security. They understand situation more quickly than they understand the language use and they use language skills long before they are aware of them and their own understanding comes through hands, eyes and ears, they are very logical - what you say first happens first. They have very short attention and concentrations span, young children sometimes have difficulty in knowing what is fact and what is in fiction. And they are often happy playing and working alone but in the company of others. The adult world and the child's word are not the same, they will seldom admit that they do not know something either. Young children cannot decide for themselves what they learn, young children love to play, and learn best when they are enjoying themselves, and young children are enthusiastic and positive about learning. (Scott and Ytreberg 2010: 2)

b) Eight to ten year olds

While, characteristic of eight to ten years olds are they have very decided views of the world, they can tell the difference between fact and fiction, they ask question all the time, they really on the spoken word as well as the physical world to convey and understand meaning, they are able to make some decisions about their own learning, they have definite views about what they like and do not like doing, they have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions, and they are able to work whit others and learn from others. (Scott and Ytreberg 1990: 2)

the young children will start a year earlier and in some schools the foreign language will be introduced from the first grade. In the seventh grade they will have to start learning a second foreign language.

According to Pribilova (2006: 11) that the young children have difference in learning like they are happy when they can play, they love to share their experiences, they love when people pay attention to them and their talking, they are able to talk about what they are doing, they use imagination a lot, they can think, argue, discuss and they are able to interact with both children and adults, they are able to concentrate for certain time, they understand situations and through situations – they use several senses, they are able to use language skills not even realizing them, they do not realize what is fact and what is fiction sometimes, they want to learn and are happy when they learn something, then they have to share it with somebody and they are proud that they learnt something, they can show off a little bit, Often they “teach” each other, they love to be praised for what they have done and learnt, this is very important fact to keep their motivation.

## **B. The Vocabulary**

### **1. Definition of Vocabulary**

Taken from Oxford Pocket Dictionary, “vocabulary is all the word that person knows or use or list of words whit their meaning, especially in a book for learning a foreign language.”Vocabulary is one of the essential aspects of language. Knowing appropriate vocabulary is very important to understand language. It is important to master vocabulary to express ideas precisely and

forceful. It means vocabulary is best learned when someone feels that a certain word is needed.

According to Ur ( as cited in Pribilova, 2006: 14) “Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary „items“ rather than words“. Says that vocabulary learn to know words in foreign language because we cannot communicate effectively if we do not learn vocabulary and learn vocabulary very important in teaching English. All languages consist of words. Languages emerge first as words, both historically, and in terms of the way each of us learned our first and any programs languages.

Moreover, vocabulary is still extensive. Even in our native language we are continually learning new words and meanings of old words. Some words can be entirely new to us. We come across completely new words that are made up according to new technologies and according to the needs of real life. Learners of a second language experience something similar. According to Thornbury (as cited in Pribilova 2006: 14) they can be confronted by words that are totally unfamiliar, or being used in ways that for them are novel and possibly obscure. To find the right word to fit the meaning can be very frustrating, especially if the store of words is limited

## 2. Kinds of Vocabulary

According to Nation (2001: 11) one description of the various levels of vocabulary with the goal of designing the vocabulary component of a language course divides vocabulary into four levels: high frequency words; academic vocabulary; technical vocabulary; and low frequency words.

High frequency words are the most frequent 2,000 words of English called these words a general service vocabulary because they were of use (or service) no matter what the language was being used to do. This vocabulary typically covers around 80% of the running words of academic texts and newspapers, and around 90% of conversation and novels. It includes virtually all of the function words of English (around 176 word families), but by far the majority of high frequency words are content words (Nation, 2001: 11).

Academic word for learners with academic goals, the 570 word family Academic Word List is like a specialised extension of the high frequency words. the text is from an academic textbook and contains many words that are common in different kinds of academic text. It covers on average 8.5% of academic text, 4% of newspapers and less than 2% of the running words of novels. This vocabulary has been called academic vocabulary Nation (2001: 12)

Sub-technical vocabulary or semi-technical vocabulary There has been a lot of discussion and some research on academic vocabulary. This vocabulary is common to a wide range of academic fields but is not what is known as high frequency vocabulary and is not technical in that it is not typically associated with just one field. It is however more closely related to high frequency vocabulary

than to technical vocabulary. It was thought that the third level of vocabulary, technical words, covered about 5% of the running words in specialised texts, and was made up of words that occurred frequently in a specialised text or subject area but did not occur or were of very low frequency in other fields Nation (2001: 12). it means Technical vocabulary is largely of interest and use to people working in a specialised field.

The fourth level of vocabulary consists of all the remaining words of English, the low frequency words. There are thousands of these words in the language, by far the biggest group of words and they typically cover around 5% of the running words in texts ( Chung and Nation 2003: 2 )

Vocabulary can support the learner to learn the language skill. The large vocabulary helps the learner to express their idea because vocabulary really supports the learners to learn the skill of the target language.

### 3. The Importance of Vocabulary

According to Allen (1983: 1), Experienced teachers of English as a second language know very well how important vocabulary is. They know students must learn thousands of words that speakers and writers of English use. Fortunately, the need for vocabulary is one point on which teachers and students agree. Vocabulary is the body of words that make up a language, and the vocabulary has importance factor in the language teaching and learning especially in English because without a good working knowledge of words and their meanings, both written and verbal communication will be muddled or poorly understood. Teachers and

parents can emphasize reading and verbal interaction with children to help them build a strong working vocabulary. Students with poor in vocabulary or the word recognition skills to make sense of the material. Students do not tend to read very often, which causes them to miss out on learning new words. Vocabulary can affect many of their grades.

The singular importance of vocabulary has become a powerful insight to raising achievement, The words we know help us organize our learning, The creation of labels (words) is our tool for increasing learning, Vocabulary instruction should be a focal point of learning, especially for students impacted by poverty and Vocabulary instruction is an excellent advance organizer but also must be taught in context. Vocabulary, much more than grammar, is the key to your child understanding what she hears and reads in school; and to communicating successfully with other people. For this reason it is very important for her to quickly build up a large store of words.

#### 4. Approaches in Teaching and Learning vocabulary

According to Pribilova (2006: 16) there are many different method and approaches how to teach a foreign language, including vocabulary. Here will be mentioned just some of them that can be used in teaching young learners.

- a) To help the learners understand it is important to visualize the item and get the pupils to repeat or use the item actively. One good way of doing this is to let them see or perhaps touch the vocabulary item, for instance a house. We



need to let them repeat it in different ways and they should be given a chance to listen to the teacher talking about it.

- b) A little bit of shocking method is the direct method or the direct approach. The mother tongue is never used, there are no translations. Only target language is used in the classrooms and only complete sentences are used. Culture is considered an important aspect.
- c) Suggestopedia is a very successful method in helping learners to memorize words. This method stimulates the learner's brain by music while learning but nowadays teachers seem to be leaving this method.
- d) What really works especially for young learners is the Total Physical Response method - TPR. Very many children are nowadays very hyper and physically active and to concentrate for a long time can be very difficult for them. Using this method, games, changing topics and using a variety of activities is very appreciated by them. This method is used a lot by teachers.
- e) Communicative Language Approach (Teaching) – CLT – stresses the meaning of a language in context. Communicative competence is highly developed here and learners are encouraged to communicate.

The important of vocabulary role in the student's learning is needed to consider because if the vocabulary is not ensured and developed, the vocabulary mastery of the learners will be limited and they will find many difficulties in teaching learning English. We can help the children to understand and make the learning fun.

## 5. Techniques in Teaching Vocabulary

According to Allen (1983: 1) for many years, however, program that prepared language teacher give little attention to technique for helping students learning vocabulary. In fact, teachers were sometime told they ought not to teach many word before they student had mastered the grammar and the sound system of the language.

According to Allen (1983: 10) that are some techniques that can be used in teaching vocabulary.

- a) A look at the text book lesson, to the right of each listed of word, we may find a corresponding word in the student' language.
- b) Showing the meaning of word, everyone has been the textbook where meanings are shown in the students' mother tongue. In such as books, the English word appears fist, the word in the students' language. In books without translation, the teacher is expected to provide a definition after reading aloud each English word.
- c) Drawing attention to meaning before drilling word, it's think about ways of drawing students' attention to the ideas represented by those word (not to the words themselves) it's consider a few possibilities and reject some.
- d) Using real object, for helping students understand the meaning of word, that often find that picture is useful, if it is big enough to be seen by all member of the class, but real objects are better than pictures whenever we have them in the classroom.

- e) Preparing and using pictures, the teacher arranges the pictures along the ledge of the blackboard, and saying something, so the teacher asks a member of the class.
- f) Singing Songs, technique was used by the teacher to make the students enjoy the English lesson.
- g) Game “See and Guess” applied to make the students easy to keep new words in their mind.
- h) Using Pictures was applied by the teacher in all grades to get the students attention. In introducing the theme the teacher always shows pictures that are related to the theme. This technique used by the teacher in teaching all grades.

According Pribilova (2006: 19) there are techniques that are particularly appropriate for certain types of words:

- a) Actions can be explained through pantomime. Another factor that is worth considering is the age of the learners. Younger ones react quite well when we show them concrete illustrations, the older ones can manage pretty well abstract explanations or even definitions.
- b) Verbal and visual techniques. Among visual techniques we can find pictures - flashcards, photographs and magazine pictures, wall charts, posters, blackboard drawings, word pictures, several realia that teachers can hold up or point to. Verbal techniques consist of using illustrative situations,

descriptions, synonyms and antonyms, collocations, scales, and using various forms of definition.

- c) Explanation can become extremely difficult especially with beginner levels. Another way that can be used is translation. This technique is not used much recently, even though it is quick and easy but can be very discouraging for learners. They cannot interact with the words. Words can be organised into sets, subclasses and subcategories often aided by visual presentation.
- d) Translation is one of the traditional ways of explaining the meaning of words. It could be done by the teacher or with using a dictionary. It has its advantages but also disadvantages. Using this technique, learners can learn how to use dictionaries. Most of the young learners have never used a dictionary before so it is a need to teach them to use dictionaries first. Then they have to be told about the alphabetical order and about other things they can find there.

In my opinion it is good to use both picture dictionaries and classical dictionaries where they find the meaning with young learners. Teachers can prepare quite interesting lessons where the learners learn how to use dictionaries.

## 6. Testing Vocabulary

A good knowledge of English vocabulary is important for anyone who wants to use the language, so knowledge of vocabulary is often tested. The purpose of the vocabulary test is to measure the comprehension and production of

word use. The balance of the chapter is illustrate how to evaluate vocabulary mastery.

Four general kinds of vocabulary test are presented Madsen (1983: 14), there are:

a) Limited response

Limited response is for beginner. The test items require either a simple physical action like pointing at something or a very simple verbal answer such as “Yes” or “No”

b) Multiple-choice completion

Multiple-choice completion is a test in which sentence whit a missing word is presented, students choose one or four vocabulary items to complete the sentence.

c) Multiple-choice paraphrase

Multiple-choice paraphrase is a test in which sentence whit one word underline given. Students choose which four words is the closest in mening to the underline item.

d) Simple completion (word)

Simple completion (word) is has students write in the missing part of words that appear in sentences.

According Isnawati (2011: 48) techniques are suggested only for possible use in achievement test, there are:

a) Pictures

The use of pictures can limit the students to lexical items that we have in mind. Some pictures are provided and the students are required to write down the names of the objects, this method of testing vocabulary is obviously restricted to concrete nouns which can be drawn.

b) Definition

This work for a range of lexical items. The following is an example of such test.” ..... *is the second month of the year*”.

c) Gap filling

This can take the form of one or more sentences with a single word missing.

To avoid various answers, the first letter of the word or even the indication of the number of letter can be given.

### **C. English for Young Learner and Teaching Vocabulary**

#### **1. Teaching and Learning vocabulary to Young Learners**

Teaching means guiding the students in process of acquiring knowledge in the class which involves activities of making lesson plan, selecting material, employing method and techniques, applying in the classroom, using media and administering evaluation.

According to Harmer (as cited in Joklova 2009: 7)“If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.” Vocabulary plays very important role in the communication activity, with the absence of vocabulary a communication will not occur. So the existence of vocabulary must not be neglected in the teaching and learning

activity. English teachers have to teach vocabulary using a certain technique, they have to teach vocabulary when the students are reading, speaking, writing and listening. So, the teachers have to implement a specific way of teaching vocabulary and they must have a proficiency in how to teach vocabulary in a meaningful and enjoyable way for students. Secondly, teachers must have a priority-order list of vocabulary, which vocabulary should be taught first, second and soon. So part of the problem in teaching vocabulary lies in how to select what vocabulary to teach. Thirdly, the English resources in several schools are limited. So, the students have little access to enjoy reading in English language, like folk tales, funny stories, adventures stories and others.

The children enjoy vocabulary learning. They pick up new word at a surprised pace in both their first and second of foreign language and they can understand the concept of words well Pinter (2006: 86). It is a good idea to make deliberate presentation of vocabulary as varied as possible. When presenting vocabulary to the youngest children, teacher can first introduce things they can see, feel, play with, touch, and experience every day. Means teacher can be made real object without the use of the first language. For example teacher can be use of the toys. Such as dolls to present part of body or puppets to act out the dialogue. Pictures is often supplied with young learner.

According to Suyanto (as cited in Yousantri 2012: 23) there were other technique that can be used in teaching vocabulary for EYL:

- a) Listen and Do, technique was used by the teacher when she made introduction to the lesson or asked the students to do something. In this activity the teacher gave instruction and the students did what the teacher said.
- b) Listen and Repeat, technique was used by the teacher to introduce new vocabulary or read a text. This technique was dominant used by the English teacher. In this technique the teacher asked the students to repeat after the words she read from a text.
- c) In-pair or Group Discussion, technique was also dominantly used by the English teacher. In this technique, the teacher divided the students into groups or pairs. Every group or pair was given a project to be solved.
- d) Question and Answer, technique was used by the teacher many times, this technique was usually used by the teacher when she asked something.
- e) Modeling and Demonstration, technique was only used by the teacher when she taught how to say something. The teacher gave example how to pronounce words and the students followed her. The teacher voice was clear, so all the students could listen.
- f) Concept Mapping, was used by the teacher to activate the students in the classroom. In this activity the students were active to participate.
- g) Brainstorming was applied by the teacher to activate the students' knowledge. In this technique the teacher asks the students to give their ideas or mention examples as many as possible.



- h) In Outdoor Activity, the teacher asked the students to go out of the classroom and learn something new outside the class.
- i) Substitution, the teacher loose one part of the sentence and ask the students to substitution with other similar word.
- j) Draw and Color, the teacher gives the picture appropriate what the students like or what the students have. The picture should be appropriate with contexts or facts that are in the real life.
- k) Listen and Identify, the teacher give two similar sounds by using interesting way, for example by using “minimal pair” for vowel and some consonant.
- l) See and Differences, this technique is practice the students to do observation and find the similarity and deference two object of pictures. This activity practice carefulness and it is enjoyable activity for students in elementary school.
- m) Cooperative Learning, every student learns together. They must work together to give reports or tasks that are given by the teacher.
- n) Questioning and Inquiry, questioning is done by the teacher to support, guide and assess student’s ability in thinking. Questioning is also done to get information when the students do the activity that basis inquiry. Inquiry activity is begun by observation activity, ask and then analyze and finally make conclusion. These activities can be done individually or group.

Generally, many of techniques can be adapted to present new vocabulary items. Some techniques are more popular and more often used than others. Also it is up to the teacher which techniques he or she decides to use but always the

effectiveness of teaching should be considered. I think every teacher tends to use and prefers some technique that he or she finds interesting.

#### **D. The Study of Pictures as Media**

##### **1. The Meaning of Pictures**

According to Jean L. Mckenchnie (as cited in Leny 2006: 11) Picture is an image, or likeness of an object, person, or scene produce on a flat surface, especially by painting, drawing or photography.

Gerlach (as cited in Leny 2006: 11) states that pictures are a two dimension visual representation of person, places, or things. Photograph prints are most common, but sketches, cartoons, murals, cut outs, charts, graphs and maps are widely used. A picture may not only be worth a thousand words it is may also be worth a thousand years or a thousand miles.

The kinds of pictures that the teacher should take with him to carry out the activities in class can be taken from magazines, articles, or others and should be interactive and interesting to capture the students. Attention the purpose of using pictures for the students is to give them an opportunity to practices the language in real context or in situations in which they can make it to communicate their ideas. The use of pictures are more efficient and practice than words, they are easier to recall and to remember than words, further more they expose real life situation.

## 2. The Types of Pictures

Through picture presentation, people are able to reach outside their minds. Pictures that they can see always lead to the reality of their minds. But the realities that have been presented by pictures depend on the types of the pictures.

According to Brazyna Szyke (as cited in Leny 2006: 13) there are two kinds of pictures especially useful as teaching aids, they are:

- a) Pictures of individual persons or thing may be used mainly at the elementary level, to introduce or test vocabulary items, for example: a man, and a car. Portraits, pictures showing people in close details, are useful for intermediate and advance learners. The students can be asked question about the age and profession of the model.
- b) Pictures of situations in which person and object are in action. Between objects and people can be perfect teaching aid for introducing or reviewing grammatical or structures.

Meanwhile, According to Yunus (as cited in Leny 2006: 15) grouped the picture into four groups they are:

- a) Composite Picture

These are large single pictures, which show a scene (Hospital, beach, canteen, railway station, street) in Which number of people can be seen doing things.

- b) A Picture Series

A picture series is a number of related composite pictures linked to form a series of sequences. Hence, it is main function is to tell a story or sequence of events.

c) Individual Picture

These are single pictures of objects, person or activities such pictures in size from small newspaper pictures and can be mounted singly.

d) Specialized Pictures (Posters, charts, advertisements, brochures)

Wall posters are not designed specifically for teaching, but rather for advertsing or propaganda purposes.

The description above teaching some language- learning skills, which the language teacher helps the student enter to an imaginative experience beyond the classroom.

### 3. The Use of Pictures

There are five roles of pictures:

- a) Pictures can motivate the students and make him or her want to pay attention and want to take part.
- b) Pictures contribute to the context in which the language is being used. They bring the world into the classroom.
- c) The pictures can be described an objective way or interpreted or responded to subjectively.
- d) Pictures can cue responses to questions or cue substitutions through control practice.
- e) Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling.

#### 4. The Advantages and Disadvantages of Picture Used

##### 1. The Advantages of Pictures Used

According to Gerlach (as cited in Leny 2006: 17) they are some opinions concerning with the advantages of using pictures:

- a) They are inexpensive and widely available.
- b) They provide common experiences for an entire group.
- c) The visual detail make it possible to study subject, which would turn back to be impossible.
- d) They can help you to prevent and correct disconcertion.
- e) They offer a stimulus to further study, reading and research visual evidence is power tool.
- f) They help to focus attention and to develop critical judgment and they are easily manipulated.

##### 2. The Disadvantages of Pictures Used

There are some disadvantages of pictures used in teaching and learning process, such as:

- a) Students pay attention on the picture more than on learned material.
- b) It takes time and costs much to provide attractive pictures.
- c) Small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures.

3. Possible ways to overcome them are:

- a) Teacher should avoid using pictures or photographs attract more attention to them than to the activity. He also should control the students. Activities including their attention during the teaching learning process.
- b) The teacher should make or choose attractive simple pictures to avoid wasting time and money.
- c) The teacher should make or choose big and clear enough pictures in order to avoid misunderstanding about the pictures.

#### **E. Random Pictures**

Vocabulary is the list of words that speakers of a particular language use. As language teachers we use different types of teaching aids to explain the meaning of new words. Using pictures is one of the teaching aids that teachers depend on in their teaching. Harmer (2001:134) states that “Teachers have always used pictures or graphics – whether drawn, taken from books, newspapers and magazines, or photographs – to facilitate learning”. Pictures can also help learners with abstract words, as associating the words with a concrete object makes these words easier to remember. Harmer (2001:135) states that “one of the most appropriate uses for pictures is for the presenting and checking of meaning. An easy way of explaining the meaning of the word aeroplane, for example, is to have a picture of one”. Of course, not all new words can be taught using pictures but most concrete vocabulary can.

De Bono (1970: 144) states that “The random picture method is a powerful lateral-thinking technique that is easy to use. It is by far the simplest of all creative

techniques and is widely used by people who need to create new ideas “. A random picture is creativity techniques that explore randomization. In each random creativity technique the user is presented with a random stimulus and explores an association. The power of random stimulus is that it can lead you to explore some useful associations that could never be explored intentionally.

What is meant by Random pictures technique here is the simplest technique of this class where a randomly picked picture is used to get new word. By getting a random pictures and thinking how you can use it to solve your problem you are practically guaranteed to attack the problem of difficulty meaning of the word in English translated.

## **F. Previous Study**

There are two previous studies conducted to observe the teaching and learning vocabulary. From those previous studies, the researcher can make the comparison among the learning vocabulary used and the result of each method for the students in the different schools and also the researcher can make the conclusion of which method or strategy being effective to teach students.

The first study was conducted by Lukmawati Yousantri (2012) from Islamic University of STAIN Tulungagung entitle “The effectiveness of using scramble method toward fifth grade students vocabulary mastery at SDN 03 Kutoanyar Tulungagung”. In this study, the researcher gets the result of the research there are significant different between score of pretest and posttest. It can be concluded that the students’ achievement in vocabulary after being taught by

using scramble method is better than before and the students get good achievement in vocabulary after being taught by using scramble method. The students' achievement in vocabulary has improved significantly, so using scramble method as method in teaching vocabulary is effective to improve students' achievement on vocabulary. Finally, scramble method can be one reference method to teach English especially vocabulary because based on the result of the research scramble method is effective to improve students' achievement on vocabulary.

According to second study entitle "the effect of using motion pictures on the students achievement in vocabulary of the forth year students at SDN 2 Sawahan- Trenggalek" written by Aliffiana Listriani (2011) from Islamic University of STAIN Tulungagung said The motion picture was effective to improve the student' achievement in teaching vocabulary for the fourth year students at Sawahan-Trenggalek.

Different from two present studies, the researcher pictures out the uniqueness and the special method, those teacher strategies constitute one way to motivate students in English subject. From the previous studies were conducted in the different schools with the different quality of students. In that research, the researcher pictured out the teaching and learning vocabulary proces.