

CHAPTER II

THEORETICAL REVIEW

A. Definition of Teaching

According to (Simon and Schuster, 1998, p.1372) teaching is a verbal noun gerund it is compound word "V1+ing" "teach" and "ing". In *Webster's New Twentieth Century Dictionary*, teaching means the action of a person who teaches profession of teacher.

A.S. Hornby (1987, p.86) who argues that teaching means "to give instruction to somebody, cause somebody to know or be able to do something; give to somebody knowledge, skill, etc; give lessons (at school)".

Douglas Brown (2000, p.7) in his book *Principle of Language Learning and Teaching* explains that teaching may be defined as "showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand". Oemar Hamalik (1995, p.57) stated: "*Pengajaran adalah kombinasi yang tersusun meliputi unsure manusiawi, material, fasilitas, perlengkapan, dan prosedur yang saling mempengaruhi dalam mencapai tujuan pengajaran*".

Douglas Brown (2000, p.7) also states that teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, the learner to

learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques.

Based on some definition above, the writer concludes that teaching is an activity to give the knowledge, skill, science, or the information to the students systematically, so the students are able to master and can use or implement it as well.

The teacher's job is to help learners to learn. This is related both to the formal classroom process and learning outside the classroom, as Lindsay and Knight (2006, p.3) demonstrated that teachers are responsible for a large amount of what happens in the classroom – what is taught, the resources used, the type and order of activities, classroom management, assessment, feedback, correction, and so on. It is also part of the teacher's job to encourage learners to take responsibility for their own learning and become 'active learners'.

David Nunan (1991, p.141) stated that for a number of years, the teaching of vocabulary was neglected in language classroom, despite the importance that learners attach to the task of building and maintaining an adequate vocabulary. It could be argued that in a second, as opposed to foreign language context, the initial stages of language learning should be devoted almost entirely to vocabulary work.

In Indonesia English is a foreign language, so English language taught and learnt in high school and university, for the elementary school try to taught and learnt it only in some latest years, but only some elementary schools apply English as part of the subject to be taught and learnt. Introducing the English language to young children at the school is to make them be early to mastery the foreign language.

B. Definition of Technique

A.S Hornby in *Oxford Advanced Learner's Dictionary of Current English* said that "Techniques is a method of doing something expertly".

Anthony as quoted by Jack C. Richards said that "Technique is implementation that which actually takes place in a classroom. It is particularly trick, strategy, or contrivance used to accomplish an immediately objective.

Douglas Brown (2000, p.7) also said techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.

So, it can be comprehended that technique is the way which more detailed in the implementation of teaching and learning process directly.

Especially at beginning levels, the teaching of word lists through word association techniques has proven to be a successful way to learn a large number of words in a sort period and retain them over time. Nation (1990) notes, for

instance, that knowing *meaning* and *hopeful* can make the learning of *meaningful* easier. This result should not be surprising, given that words are associated in various ways and that these associations reflect underlying relationships in the mind. That is, as noted previously, the meaning of a word family are related to each other through having a common base.

Word association activities can also be constructed with lists of words that are to be learned. For example, students could be given word-match lists such as the following and asked to draw lines from words in the left column to those that seem most closely related in the right column.

Cough	Blue
Grass	Pepper
Red	Tea
Salt	Kitten
Puppy	Sneeze
Coffee	Green

The pairs to be matched should have a clear association link, such as those given in the list, but closely related synonyms or antonyms should probably be avoided. Research shows that similarities between words can make learning more difficult because of interference, or “cross associations.” In particular, care should be taken with pairs whose meanings are very similar.

Teachers can add variety of the techniques employed in the classroom by alternating other activities with language games that recycle vocabulary, e.g., Scrabble, Word Bingo, concentration, Password, Jeopardy. Language games have the added advantage of being fun, competitive, and consequently, memorable. These games are also activities that students can be encouraged to do on their own (Heinle & Heinle: 2001, p.288-289).

Some techniques and exercises that are suitable for beginners look less appropriate for students at higher levels-for example, the use of repetition. Teachers find it quite effective to get beginner students to repeat sentences in chorus, but at higher level this usually seems strange and patronizing. As advanced levels it is easy to organize discussion-whether preplanned or opportunistic, whereas for beginners this option will not be available (Harmer: 2001, p.45).

C. Definition of Teaching Techniques

Teaching is an activity which should be planned and conducted properly. In teaching, there are approaches, methods, and techniques used in its process.

As for language teaching, Jack C. Richards and Theodore S. Rodgers in their book *Approaches and Methods in Language Teaching* (2001, p.19) stated that language teaching in the twentieth century was characterized by frequent

change and innovation by the development. Nowadays, various techniques are being used in language teaching.

Edward Anthony, an American applied linguist proposed a scheme of three levels in 1963, which he termed approach, method, and technique (Richards & Rodgers, 2001, p. 19). Below is the definition of technique according to Edward Anthony:

A technique is implementation – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well (Edward Anthony, cited in Richards and Rodgers, 2001, p. 19).

Diane Larsen-Freeman stated that techniques are the actions linked to the thoughts as a coherent set in language teaching (Larsen-Freeman, 2000, p. 1). It can be elaborated that techniques are actions done by the teacher during the classroom activities; they are coherently linked to the principles – the thoughts, as techniques are the implementation form of the principles. Techniques are designed based on the principles.

Based on the definitions from two experts above, it can be concluded that teaching techniques are specific ways which are applied in the classroom activity into actions; and they are under the scope of certain method and approach as well.

D. Teaching Techniques of Vocabulary

Teacher of beginners will necessarily use activities whose organization and content is less complex than those for more advanced learners. And although discovery learning, for example, is seen as desirable at any level, it is more widely used at intermediate levels and above than it is at beginner and elementary levels.

According to Diane Larsen Freeman's book *Techniques and Principles in Language Teaching* and Richard's book *New Way in Teaching Vocabulary* there are some techniques can be applied in teaching vocabulary as follows:

1. Translation of the Literary Passage

Students translate a reading passage from the target language into their native language. The reading passage provides the focus for several classes; vocabulary and grammatical structures in the passage are studied in subsequent lessons. The passage may be excerpted from some work from the target language literature, or a teacher may write a passage carefully designed to include particular grammar rules and vocabulary. The translation may be written or spoken or both. Students should not translate idioms and the like literally, but rather in a way that shows that they understand their meaning.

2. Reading Comprehension Question

Students answer questions in the target language based on their understanding of the reading passage. Often the questions are sequenced so that the first group of questions asks for information contained within the reading

passage. In order to answer the second group of questions, students will have to make inferences based on their understanding of the passage. This means they will have to answer questions about the passage even though the answers are not contained in the passage itself. The third group of questions requires students to relate the passage to their own experience.

3. Antonyms

Students are given one set of words and are asked to find antonyms in the reading passage. The antonym is a word that has contrary opposite in meaning to another. Teacher can apply this easily with many examples.

4. Synonyms

A similar exercise could be done by asking students to find synonyms for a particular set of words. Or students might be asked to define a set of words based on their understanding of them as they occur in the reading passage. Other exercises that ask students to work with the vocabulary of the passage are also possible.

5. Fill in the Blank

Students are given a series of sentences with word missing. They fill in the blanks with new vocabulary items or with items of particular grammar type, such as preposition or verbs with different tenses.

6. Memorization

Students are given lists of target language vocabulary words in their native language equivalents and are asked to memorize them.

7. Use Word in Sentence

In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

8. Composition

The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a précis of the reading passage. It also helps students expand their vocabulary (Larsen: 1986, p.13-14).

9. Complete the Dialog

Selected words are erased from a dialog students have learned. Students complete the dialog by filling in the blanks with the missing words (Larsen: 1986).

10. Guess the Meaning

The aim of this activity is to get learners to listen to a lot of repetitions of new vocabulary while they are interested and attentive. The procedure: put 10-12 object or picture where all class can see them. Call a learner to come to front. Repeatedly say the name of one of the objects while the learner guesses which object has that name by pointing at each object in turn. If the learner points to the wrong object, keep repeating the word. When the learner points to the correct object, say "yes" and repeat the name of the object. Say the name of another of the objects, while the learner points. When the learner eventually points to the

correct item , quickly revise the previous items by saying their name and getting the learner to point. Continue until the objects have been named (Richards: 1994 , p.15).

11. Individualized Picture Matching

Prepare a sheet containing about 20 small picture and sentences. The sentences should consist of the word to be learned in a simple context. Highlight the word in the sentence to be matched with the picture. Have each learner work individually to match the sentences with the pictures. When they are finished, they mark their work from an answer sheet (Richards: 1994 , p.26)

12. Repetition

This activity is based on the premise that learning the correct meaning of a word must be followed by sufficient frequency of use. Initial learning should be carried out in the most efficient way possible, and the subsequent practice should be achieved in the most meaningful and diverting of ways. This variation on the game called "Nature Memory" is one way of achieving this goal (Richards: 1994 , p.65).

13. Word Shapes

This activity encourages beginning students to consolidate and build on their receptive and productive knowledge of nouns. Speculation about different shapes will generate related vocabulary, for example, different kinds of fruits and vegetables (Richards: 1994 , p.64).

14. Scrabble

The game of Scrabble is an entertaining way to learn and use vocabulary even for native speaker. However, certain adjustment in the rules can improve the teaching value of the game. Using volunteers from the class, demonstrate how the game will be played. Have each volunteer receive seven Scrabble tiles and play one word on the board. Demonstrate how to calculate the score for each word (Richards : 1994, p.72).

15. Crosswords Puzzle

The crossword puzzle can be based on one vertical word or phrase that may be a hidden message, for example, Happy New Year. Procedure: Give each learner in the pair half the crossword puzzle, with clues for every second line in the puzzle. Have learner A tell learner B the definition of the wanted word. If B cannot figure it out from this clue, use the Hangman game with the letters of the word mixed up. If learner B still cannot guess, A says the last letter is. Reverse the role to work on the next line in the puzzle (Richards: 1994, p.80).

16. Guess the Word

The activity stimulates two sorts of mental processes connected to recalling words or their meaning. The learners acting as prompter have to recognize a word and then think of its meanings, connotations, frequent contexts, or collocations in order to find an efficient way of getting their partners to guess the word. The guessers have to search their mental store of meanings, associations, and contexts for a lexical item that falls within the gradually narrowing semantic bounds suggested by their partner. Both processes seem to

parallel processes that are through to be used in understanding and producing language.

17. Split Vocabulary

Prepare two sheets with approximately 50 items per sheet. For each pair of students, prepare sheets mixed with words, true statement about the word, and distracters. Here is an example:

Learner A	Learner B
1 x We can read it	1 A book
2 Square	2 x Like a circle
3 x It is nice to eat	3 Fruit

The learner with the cross next to the number (1x) says the number and reads the sentence aloud. The other learner says the word next to the number. The learners decide if their items are the same or different and write S or D on their sheet (In the example, 1 is the same, 2 is different, 3 is different). The learners must not look at each other's sheet. After doing five items, have the learners can change partners and do the next 5 items. Use a picture instead of a word. Put the cross next to the item with the picture so that the learner with the picture has to recall its name.

18. Matching Synonym

Matching games are popular among English-speaking children and adults and among speakers of other languages, so this activity requires little preteaching. Procedure: on one side of each card, write an English word, making sure that each set of 30 cards contains 15 synonyms. Using volunteers from the class, demonstrate how the game will be played. Place the 30 cards face down in five rows. Ask the first student to turn over two cards. If the cards are synonym, the student keeps the two cards and takes another turn. Otherwise, both are placed face down in their original positions. The second student repeats the process.

19. Define and Match

Give half of the class a list of words and the other half a list of definitions. Ask the learners with the words to try to give a meaning in English and the learners with the definitions to try to think of the defined words. Have the learners form pairs, with one learner having a list of words and the other a list of definitions. They match the words with the definitions and see how many they got correct.

20. Words and Actions

Put together a box or paper bag containing cards with commands written on them, for example, *Put the red crayon in the box, Sit on the table, Stand up, Put a book under the chair.* seat the children in a circle. Ask the first child to select a card from the box, read it aloud, put the card in a pocket chart, and

perform the required action. If the child is correct, she or he chooses the next child to pick a card. If the child is not correct, then she or he chooses another child to help perform that action and the two children do it together. Continue the game until everyone has had a chance to pick a card, read it, and do what it says.

21. Missing Words

Procedure: select a paragraph or short text at a suitable level for your class. Delete selected words from the text. Number the blanks in the text. Select words that cannot be predicted too easily but allow prediction. Divide the class into groups, and give each group a copy of the text. Ask them to think of as many words as possible that could go into the missing sections of the text. Ask a member of each group to come to the board and write up their suggestions for each blank. Ask students to compare their suggestions. Are they all acceptable? Give the class feedback on their suggestions. Use this phase of the activity to develop the students' awareness of lexical choice, vocabulary restrictions, and collocation.

22. The Story Behind the Picture

Select an interesting picture, around which unusual story could be developed. Give students a list of about 10 verbs to use in the story. Choose words that are a little unusual and not too obvious. Ask the students to work in groups and to develop a story around the picture, one that uses the words you have given them. Tell them their story should involve at least two people. They should make notes to use in telling their story. They must use all the words on

the list at least once. Set a time limit. Then have a student from each group tell the group's story. Other groups can ask questions.

23. Story Retelling

This activity allows teachers to create interesting vocabulary lessons that incorporate the language skills of reading, writing, speaking, and listening. Students focus on a topic while gaining productive vocabulary knowledge. Choose a true, interesting, and short story. Consider all available forms of the media as possible sources. Do not write the story and plan to read it; natural language and spontaneous elaboration aid comprehension.

24. Vocabulary Ranking

Make a ranking activity based on a word that is useful for the learners. The word may be one from a text that the learners are working on. Give the activity to the learners to do in small groups. Get the groups to report and justify the result of their ranking to the rest of the class.

25. Guessing Words in Context

Teacher often try to convince students that they do not need to resort to the dictionary for every unknown word they encounter; however, students are often not easily convinced of this fact. The value of this exercise is that students see for themselves that it wastes time to look up every unknown lexical item because a reader can get an approximate meaning based on contextual clues. Most students also find this exercise lot of fun.

26. Using Dictionary

This activity draws attention to words with an easy, or frequent, surface meaning, but which are being used with a less frequent, unusual, or are meaning in a text. Learners are likely to be aware of the common or frequent meaning of the word but unaware of the special usage.

27. Vocabulary Cards

Using vocabulary cards is a word learning strategy for independent learning in or out of class. On one side of the card is written the word to be learned. On the other side is the word's meaning, usually in the form of a first language translation (Richards: 1994, p.201).

E. Factors Influencing Teacher in Choosing Vocabulary Teaching

Techniques

Teacher is a crucial factor in teaching and learning activity especially for teaching foreign language such as English, because he or she has great influence upon student's achievement. In other word, the teacher is the most important holder in implementation of education. Teacher's role not only in classroom itself, but also in students Education.

Teacher's educational background is believed to influence the student's mastery of English vocabulary. The teacher guidance will make good result for mastery of the four skills of language by students, including their vocabulary development.

There are many occasions when the teacher will want to be at the front of the class to motivate, instruct, or explain something to the whole class. But there are also many activities where encouraging students to solve their own problems on their own or in pairs or groups, will have enormously beneficial effects both on learning, and on the dynamics and atmosphere in the classroom. It is not an 'either... or' situation, in other word. Instead our behavior will depend on how we feel about teaching and what we are comfortable with; on the type of activity our students are involved in, and on whom students are and how they feel about what we are asking them to do. Teacher education means not only got from study at school or university, but can be gained from training and many school programs to develop the teacher skill and education. So, the teacher can play the role in teaching and learning vocabulary besides mastery the teaching materials.

In general ideas, these are common factors which influence teacher's choice in teaching techniques:

- Who your students are.
- What your students like to do.
- How your students learn the best (see it, hear it, touch it, or whatelse).
- When do you plan to teach your student (morning for night person, noon for nap taker are bad choice)
- What kind of setting you have for your teaching.
- What resources you have.
- Bring a lot of love and patient.

- Be ready to change or modify your teaching method willingly.

(<http://www.education.com/question/factor-teacher-selecting-method-teaching/>)

Students' motivation: It is accepted for most fields of learning that motivation is essential to success: that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort. If motivation is not important, therefore, it makes sense to try and develop our understanding of it.

Most researchers and methodologists have come to the view that intrinsic motivation is especially important for encouraging success. Even where the original reason for taking up a language course, for example, is extrinsic, the chances of success will be greatly enhanced if the students come to love the learning process. (Harmer: 2001, p.51).

a. Sources of Motivation

The motivation that brings students to the task of learning English can be effected and influenced by the attitude of a number of people. It is worth considering what and who these are since they form part of the world around students' feeling and engagement with the learning process.

- The society we live in: outside any classroom there are attitudes to language learning and the English language in particular. How important the learning of English is considered to be in the

society? Even where adult students have made their own decision to come to the class to study English, they will bring with them attitudes from the society they live in, develop over the years, whether these attitudes are thoroughly positive or negative.

- Significant others: apart from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of a student's peers is also crucial. If they are critical of the subject or activity, the student's own motivation may suffer. If they are enthusiastic learners, however, they may take the student along with them.
- The Teacher: clearly a major factor in the continuance of a student's motivation is the teacher. Here it is worth pointing out that his or her attitude to the language and the task of learning will be vital. An obvious enthusiasm for English and English learning, in this case, would seem to be prerequisites for a positive classroom atmosphere.
- The method: it is vital that both teacher and student have some confidence in the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much more likely obtained.

b. Initiating and sustaining motivation

At the beginning of a course, with students at whatever level and at whatever age, the teacher is faced with a range of motivations. Some students have a clear goal, fed by a strong extrinsic motivation to achieve it. Others have an internal intrinsic drive which has fired them up. Others still may have very weak motivation, whatever type it is.

Increasing and directing student's motivation is one of the teacher's responsibilities. However, there are three areas where our behavior can directly influence our students' continuing participation:

- Goals and goal setting: we have said that motivation is closely bound up with a person's desire to achieve a goal. A distinction needs to be made here between long-and short-term goals.
- Learning environment: although we may not be able to choose our actual classrooms, we can still do a lot about their physical appearance and the emotional atmosphere of our lessons. Both of these can have a powerful effect on the initial and continuing motivation of students. When students walk into an attractive classroom at the beginning of a course, it may help to get their motivation for the process going. When they come to an unattractive place motivation may not be initiated in this way.

If students are to continue to be intrinsically motivated they clearly need to be interested both in the subject they are studying and in the activities and topics they are presented with. We need to provide them with a variety of

subjects and exercises to keep them engaged. The choice of material to take into class will be crucial too, but even more important than this will be the ways in which it is used in the lesson.

F. Previous Studies Related to the Research

Badr Abdullah Al Jabri (2008), on his TESOL thesis entitled *Vocabulary Teaching Techniques in An Omani Government School* has conducted a research on vocabulary teaching. He chose the research under that scope because vocabulary teaching has been an issue among the community of EFL teachers in Oman. They considered that vocabulary teaching is one of the causes of general weakness of students' English levels of proficiency.

Thus, Al Jabri was encouraged to seek answers of the two basic questions, namely: (1) *What are the vocabulary teaching techniques which a selected sample of ESL teachers in AbdulRahman bin Auff for Basic Education School, an Omani government school, use in their classrooms?;* (2) *Do the techniques that they use in their classrooms reflect the various methods of teaching vocabulary discussed in the recent literature on vocabulary instruction?*

To answer those questions, Al Jabri conducted a qualitative case study where he collected data through interviews, observations, and follow-up interviews. The participants were six EFL teachers with different experience and teach different levels.

The collected data then analysed based on constant comparison method of analysis in order to determine whether the vocabulary teaching techniques play any role in general weakness of EFL learners' English language competency in AbdulRahman bin Auff School.

The result of the research was as follows:

- a. The participants of Al Jabri's research believed that vocabulary holds high significance as one of their philosophy of teaching.
- b. The participants believed that their students' level of proficiency in vocabulary is far behind the required level ; and they justified it by citing the students' negative attitude towards the English language and the length of curriculum .
- c. There are some discrepancies between what the teachers said that they do and what they actually do in the class , which are in the following areas: the teachers claimed that they provided context for new words, used the translation method as the last resort, and took students' level of proficiency nto consideration when choosing methods to teach abstract versus concrete words.
- d. In the follow-up interviews, teachers attributed those discrepancies to being overstressed under two factors: the restriction which the Ministry of Education places upon teachers to follow its curriculum solely and the time it takes to meet curriculum requirements.

In general, the analysis showed that techniques used by participants in vocabulary teaching are: *miming, book pictures, realia, flash cards, drawing, defining in English* and *translation method*. At last, the participants reported that they do not teach their students strategies to learn vocabulary outside of class, which does not reflect the norms set in the literature for teaching vocabulary.

M.T.N Wijetunge (2011), in his study entitled *Effective Teaching Methods Used to Teach Second Language to Youth at Higher Educational Institutes* has conducted a deep analysis on effective second language teaching methods which can be used to enhance English language acquisition in students at higher educational institutes in Sri Lanka.

For this study, Wijetunge used both qualitative and quantitative research methodology. The qualitative data includes several interviews with the students and the lecturers at selected samples of institutes. While the quantitative data is collected using questionnaire that was distributed among the students.

Reiko Yoshihara conducted a study in 2012 and wrote an article based on her case study research in an ESL Programs in Hawaii. The title of her research is *ESL Teacher's Teaching Beliefs and Practices: A Case Study of Three Teachers in An ESL Programs in Hawaii*.

The study intended to explore teachers' teaching beliefs and practices in an ESL program; how they formulated and apply those beliefs to their teaching practices. The researcher interviewed then participants about their teaching beliefs, and observed participants' classroom practices as well.

In this study, Ms. Yoshihara found that the participants stated that one of their teaching beliefs was to meet the students' wants and needs.

Prashant Subhash Mothe, in his article entitled *Innovative Techniques of Teaching Vocabulary at the Intermediate Level in the Second Language Classroom*. In this study, he found that nowadays the techniques used in teaching vocabulary to be boring. Therefore, the need to teach effectively in general and to teach English specifically has become a challenge.

Through his study, he found result that different types of instructional modes, approaches, vocabulary building activities and skills proved to be effective in developing children in second language environments. Teaching vocabulary in context, combining vocabulary with reading and writing activities.

This research explored various techniques and methods of teaching vocabulary, that teacher must make use of such techniques while teaching vocabulary.

Nguyen Thi My Hanh, conducted a research in 2011 and put it in paper entitled *A case study on vocabulary teaching at Quang Oai Upper-secondary school*. The aims of his study are: a) to understand teachers' opinions of the role of vocabulary in foreign language teaching as well as their perceived opportunities for and constraints vocabulary teaching, b) to investigate the teaching approach to vocabulary in classroom and the extent to which the self-reported teaching approach diverges the actual classroom teaching.

The study was designed as a single qualitative case study and uses a combination of various methods to achieve its objectives such as pre-observation interviews, observations, and post-observation interviews.

From the study Hanh found teachers' opinions through the various methods used in data collecting. First, teachers' opinions of the role of vocabulary. The teachers believed that vocabulary is instrumental to language acquisition; that vocabulary shortage leads to many serious difficulties in language learning. Teachers also believed that vocabulary is foundation of communication skills.

Second, about teachers' perceptions of the opportunities in vocabulary teaching; they see textbooks as resources, they look for teaching facilities, in order to optimize the teaching activities.

Third, about teachers' perceptions of the constraints on vocabulary teaching; there are time constraints, from the interview, it has been found that most of the participants did not spend much time teaching vocabulary. Another restraint is students' vocabulary deficiency and teachers' limited knowledge of vocabulary teaching.

The final thoughts of this study is that the teachers in this study viewed vocabulary as an important element of learning English as a foreign language because they were aware that vocabulary deficiency prevented the students from using English for communication and even in learning grammar effectively. However, the limited time of classroom instruction allocated to English was one

of the constraints leading to students; limited vocabulary which, in turn, leads to the students' limited English proficiency.