

FUN ^{WITH} VOCABULARY

Harriet Tubman

- Color Vocabulary
- Vocabulary Words (With vocabulary words and a blank template)
- Reading Comprehension
- KWL Chart
- Fill-In the Blank, True or False
- Word Search
- Informative Writing
- Label the Picture
- (6) Freedom Quilt Pattern
- Timeline Activity

HARRIET TUBMAN



SS1H1 a.

RIA KAMILAH AGUSTINA

DR. (CAND)

LAKAR MEET UP
MALU AJAK
TIMPAL-TIMPALÉ,
TUT

LAKAR KUA TO, TUT?

LAKAR
MAKUNYIT
DI ALAS
AJAK LUH MANG,
BLI

FUN WITH VOCABULARY

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FUN WITH VOCABULARY

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Mastering English is crucial to be known in society. Nowadays, most of people interact by using English, spoken or written. It is not only in the field of education but also non-education. Vocabulary as the basic term the people have to master in order they can communicate easily.

Firstly, the writers pray to Allah SWT., the God Almighty, who have given unlimited mercies and helps so that we can finally finish writing the book entitled “Fun with Vocabulary”. This book contains the material from introduction to vocabulary, synonym and antonym, homophones, other ways to say, vocabulary, Instead of, formal vs informal, British vs American, same but not the same, abbreviation, silent please, English idioms, and Tips of English.

The writers realize that this book is far from being perfect. They will accept correction, criticism, and suggestions to improve this book. Finally the writers do hope that this book will be able to give useful contribution and ideas to improve the English teaching learning process.

Jombang, July 18, 2022

The Writer

TABLE OF CONTENT

ACKNOWLEDGMENT	i
TABLE OF CONTENT	ii
CHAPTER 1 GETTING TO KNOW VOCABULARY	1
A. Learning objectives.....	1
B. Vocabulary at glance	1
C. The Importance of Vocabulary	4
CHAPTER 2 SYNONIMS AND ANTONYMS	22
A. Learning objectives.....	22
B. Synonyms	22
C. Antonyms	26
D. Examples	33
E. Exercises.....	40
CHAPTER 3 HOMOPHONES	58
A. Learning objectives.....	58
B. Definition of Homophones	58
C. Examples	66
D. Exercises.....	68
E. Adding Assignment	81
CHAPTER 4 OTHER WAYS TO SAY.....	124
A. Learning objectives.....	124
B. Other ways to say	124
C. Exercises.....	131
CHAPTER 5 THE VOCABOLOGY.....	145
A. Learning objectives.....	145
B. The <i>Vocabolgy</i>	145
C. Exercises.....	147
D. Adding Assignments	150
CHAPTER 6 INSTEAD OF.....	173
A. Learning objectives.....	173
B. Instead of	173
C. Example	173
D. Exercise	178

CHAPTER 7 INFORMAL VS FORMAL	185
A. Learning objectives.....	185
B. Informal Vs Formal Vocabulary.....	185
D. Exercises.....	190
A. Learning objectives.....	200
B. Standard English.....	200
C. The Differences	202
D. Examples	202
E. Exercises.....	205
CHAPTER 9 SAME BUT NOT THE SAME	238
A. Learning objectives.....	238
B. Confused Words	238
C. Exercise	243
CHAPTER 10 ABBREVIATIONS	247
A. Learning objectives.....	247
B. Definition of Abbreviation	247
C. Example.....	247
Educational Degrees and Job Titles Abbreviations	249
D. Exercise	250
CHAPTER 11 SILENT PLEASE.....	252
A. Learning objectives.....	252
B. Silent letter.....	252
C. Exercise	256
CHAPTER 12 ENGLISH IDIOMS.....	262
A. Learning objectives.....	262
B. Idiom.....	262
C. Example.....	262
D. Exercise	265
CHAPTER 13 TIPS FOR ENGLISH	286
A. Learning objectives.....	286
B. Review on IELTS	286
B. General Information of IELTS	287
D. Issues on IELTS.....	288
E. IELTS Tips	295
BIOGRAFI PENULIS	305

CHAPTER 1

GETTING TO KNOW VOCABULARY

A. Learning objectives

This chapter is used to describe vocabulary a glance and the importance of vocabulary.

B. Vocabulary at glance

According to Vossoughi (2009:1), vocabulary is one element of language component that should be learn and taught. It is the tool we use think, to express feelings and ideas, and learn about the world is vocabulary. It is a basic knowledge to make a communication, and for the students to fulfill their knowledge and conversation which each other. It is a core component of language proficiency and provides much of the basis for how well learner speak, listen, read and write (Richards and Renandya, 2002:26). Vocabulary is a word or a sound which represents a certain meaning as an utterance unity. Vocabulary is the most important part in language learning

Pasty (2006) states that for most people, the importance of vocabulary seems very clear. As it has often been remarked, we can communicate using words that are not placed in the correct order, pronounced perfectly, or marked with the appropriate grammatical morphemes, but communication often breaks down if we do not use the correct words.

Although we can use gesture and circumlocution but the vocabulary is very important to use when we communicate. Vocabulary is the basic component to help the students in mastering language. They can learn the language skill easily if they have enough vocabulary. In any foreign

language, learning vocabulary is one that is emphasized. Students have to develop their vocabulary. Because with developing a good vocabulary will help them to improve their ability in learning vocabulary. Many of the vocabulary in English textbook have to be learned. Without it no one can speak or understand the language. It means that people cannot write a word or make a sentence well, when they do not master it.



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As Alemi and Tayebi (2012:1) states that vocabulary is the basis component of language proficiency which provides the basis for learners' performance in other skill, such as: speaking, reading, listening, and writing. The students who have good vocabulary mastery will have well in other skill and high score on achievement test than students who are lack of vocabulary.

Synonyms and antonyms are useful to know because they improve reading and writing skills. And since words represent thoughts, it can plausibly be stated that they allow students to understand the world at a deeper, richer level. It is important to remember that synonyms are not words that have the same meaning, but rather, words that have similar meanings. This means that by learning synonyms, students learn to differentiate between shades of meaning. This enables them to be more precise. In addition, by learning antonyms, students learn the logical

opposites of important words, thus enhancing their overall command of language.

At first, it seems necessary to provide a clear definition of the term vocabulary. Different definitions may be given for the term vocabulary regarding different viewpoints. However one can generally define vocabulary as the knowledge of words and word meanings. Or someone else may define vocabulary as a list of words arranged in alphabetical order with their definitions.

A word, in most linguistic analyses, is described as a set of properties, or features, each word is the combination of its meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken form (pronunciation) and frequency. To master a word is not only to learn its meaning but also to learn seven other aspects. All these properties are called word knowledge (Schmitt, 2000). Although these definitions seem straightforward, vocabulary is more complex than these definitions suggest.

Words can come in oral form such as those used in listening and speaking or they can come in print form such as those words that we recognize and use in reading and writing. Furthermore word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we do not know their full definitions and connotations – or even use them ourselves as we speak and write (Kamil & Hiebert).

Schmitt (2000) says that word meaning consists of the link between the word and its referent, and the latter means the person, thing, action, and situation. The dictionary meaning of a word is the basic meaning. However,

a word can have extra meanings in different texts. In addition, there are some associations between words.

According to Aitchison (2003), there are four categories of associations. The first one is coordination: words cluster together on the same level of detail. For example: boxing, skateboarding, football are stored together, belonging to the group of sport, opposites also belong to this kind, for example: lazy and smart. The second one is super-ordination: some words cover other words which are subordinate to the upper ones. For example: when people mention the word animal, others can easily associate to cat, goat, horse, dog, and so on. The third one, synonymy: words having the same or similar meanings are stored together. For example, happy and glad, surprise and shock tend to appear together. The last one, collocation: some words are usually stored together to collocate each other. For example, black and white, salt water, bright red are usually matched together based on people's habit of actual use. Based on what was said about the nature of vocabulary, it can be concluded that all of those which are concerned somehow with language teaching or learning should develop methods a full command of vocabulary on the part of learners.

C. The Importance of Vocabulary

As foreign language for Indonesian, learning English is like constructing a traditional building. A good engineer, a well-drawn blueprint, tends to be made for constructors to follow. It can be compared to a good language learner who is inclined to make plans and sticks to them afterwards. Similarly, steel can be compared to grammar which seems to most English Foreign Language (EFL) learners a monotonous and boring eyesore, given the fact that most EFL learners feel, more or less, worried when faced with grammar. However, it is generally accepted that EFL learners cannot have a good command of English without an in-depth sense

of the structure of English. Gravel and sand can be compared to words, phrases, collocations and idioms, which are indispensable in taking shape of both receptive and productive language learning skills. Cement and water can be compared to sentence patterns and construction, which have the magic power to create different kinds of verses to attract the audience. As far as mastering a foreign language is concerned, none of the language properties is to be ignored.



The world of English

Among the language properties mentioned above, “vocabulary acquisition is central to language acquisition, whether the language is first, second, or foreign” (Decarrico, 2001, p. 285). If learners lack vocabulary knowledge, they soon discover that their ability to comprehend or express themselves clearly is limited (Decarrico, 2001; Nation, 2001). Vocabulary that has been considered as the head of language is not always considered as valued when English is taught in school or other formal class. If one asks what have been done to develop students’ knowledge in English, some educators may come out with the teaching approach which is then indicated

by the academic achievement that measured through a very high frequency word measurement as per the need of social context.

Grammar is normally used as the measurement of students' English achievement now days. It could be due to the simplicity of theory in delivering and in measuring students' achievement. How the students understand the concept of unfamiliar words, gain a greater number of words with their own effort, and use the words successfully in communication purposes is still far to achieve. How the vocabulary learning is not considered very importance in second and foreign language pedagogic is pervasive. In Indonesian context, Rinaldi et al. (2013) stated that 26.67% of Bengkalis Polytechnic Riau Indonesia students vocabulary size were below 1000 words level, 40% at 1000 words level and only 33.3 % students were at 2000 word level and no students reached 4000 words level. The result is linear with (Liu 2016) research toward undergraduate students of JiangzuChina. Liu (2016) indicated that no participants had reached the mastery level of the 3000, 5000 and academic word category, but 2000. Hence both Rinaldi et al. (2013) and Liu (2016) suggest the language learners to explore more approach on vocabulary skill such as vocabulary learning strategies and more independent in learning.

Improving vocabulary skill among English language learners (ELLs) is a challenge faced by many universities. Several problems and limitations have been associated with the factors contribute to the level. This area has been a loop for some time. Some researchers for example, do not have good information of students' success on vocabulary learning and other language skill where vocabulary is needed. Some even do not have information about the student's individual language strengths and weaknesses (Sothan, 2015).

Vocabulary acquisition plays an important role in mastering a language. A learner with insufficient vocabulary size will not perform well in every aspect of language itself. Yang (1997) pointed out that many

college students still encountered difficulties in reading their English textbooks. The main reason for those college students who cannot read comprehensively is their limited vocabulary size. In order to facilitate the learning process for learners, a deep understanding of vocabulary teaching is rudimentary. In addition, some issues pertinent to the improvement in learners' vocabulary size are also mentioned. Issues such as what to teach, and how to teach, is also submitted and discussed.

Vocabulary Learning Vocabulary skill is often considered as a critical aspect of foreign language learners as limited vocabulary in a second language, impedes successful communication. Considering the importance of vocabulary acquisition, Schmitt (2000) emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language. Nation (2001) then describes the correlation between vocabulary knowledge and language practice as complementary: The skill of vocabulary enables language use and conversely. Language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out of campuses. In classroom, the achieving students possess the most sufficient vocabulary.

Researchers such as Laufer and Nation (1997); Nation (2001; 2005); Maximo (2000); Read (2000; 2004); Gu (2003); Marion (2008); Susanto (2016); and Nation (2001) and others have realized that the acquisition of vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts. Learning vocabulary items plays a vital role in all language skills (eg. listening, speaking, reading, and writing (Nation, 2001). Alqahtani (2015), furthermore, argued that the acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and

functions we may have learned for comprehensible communication. Some research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for readers to overcome (e.g., Nation, 2001; Alqahtani, 2015). In production, when language learners have a meaning or concept that they wish to express, they need to have a store of words from which they can select to express this meaning or concept.

As stated by Nation (2001), when language learners travel, they do not carry grammar books, but dictionaries. Many researchers argue that vocabulary is one of the most important-if not the most important-components in learning a foreign language, and foreign Kopertis Wilayah X 184 language curricula must reflect this. Alqahtani (2015) stated that there was not much value in being able to produce grammatical sentences if one was not get the vocabulary that needed to convey what one wish to say. While without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Maximo (2000) stated many reasons for devoting attention to vocabulary. First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem''. On the other hand, vocabulary has been acknowledged as language learners' greatest single source of problems (Meara, 1980). This remark may possibly reflect that the open-endedness of a vocabulary system is perceived to be a cause of difficulty by learners.

Another possible reason is that, unlike syntax nor phonology, vocabulary does not have rules the language learners may follow to acquire and develop their knowledge. In other words, it is not clear in vocabulary learning what rules apply or which vocabulary items should be learned first. Oxford (1990) also claimed that vocabulary was by far the most sizeable and unmanageable component in the learning of any language, whether a

foreign or one's mother tongue, because of tens of thousands of different meanings" Despite these difficulties that language learners face in L2 vocabulary, they still have to deal with it in their examinations as "vocabulary has traditionally been one of the language components measured in language tests" (Schmitt, 1999, p.189). Furthermore, many learners see second language acquisition (SLA) as essentially a matter of learning vocabulary and therefore they spend a great deal of time on memorizing lists of words and rely on their bilingual dictionary as a basic communicative resource.

From the above explanation, it can be concluded, language teachers and applied linguists now generally recognize the importance of vocabulary learning and are exploring ways of promoting it more effectively. Some of these research takes the form of investigation of strategies learners use specifically for vocabulary (VLS as focus of attention. Vocabulary Learning in Indonesia Vocabulary has been viewed differently depending on which method is fashionable. Flash back of the students' experience of English learning at high school, vocabulary was covered in the learning activities. The 2004 and 2006 curricula, the so-called CompetencyBased Curriculum (CBC) and the school-level curriculum or KTSP (kurikulum tingkat satuan pendidikan), emphasized the development of communicative competence covering linguistic competence, discourse competence, socio-cultural competence, and strategic competence. Linguistic competence, in particular, includes such components as grammar, vocabulary, and pronunciation. Under the four stages of teaching and learning process suggested by the curriculum, vocabulary teaching is supposed to be dealt with at the very first stage.

The earlier curriculum even emphasized 1000-2500 word level on the practical use and textbook. When the students go in campus life, English subject is expected on the real practical. Based on the current laws

of National education system in Indonesia (the 1989 Education law No.2 and the 1999 Government Regulation on Higher Education No.60), education at the tertiary level is mainly designed for profession building. The students in higher education prepared to take specific and major subjects to support their future profession. However, they are still required to take the mandatory subjects called general education courses and English is one of them. In some campuses, the subject graded 1 and 2, or overall four credits or two separated subjects. English that to be functioned not only as effective and efficient means of interaction but also as the medium of instruction.

Moreover, English is included to develop and disseminate the technology and arts that would uplift the quality of life enhanced by the national cultures. The English as a subject is General English that basically aiming at students' competences on integrated language skills, such as speaking, writing, reading and listening, has turned on emphasizing on grammatical structure. The focus of how Vocabulary taught and learnt is not specific but it is part of the campus and lecturers authorities on learning activities. English will be more widely required in various sectors such as education itself, business, tourism, trade etc. beyond the campus life. The Description of Vocabulary Vocabulary has been discussed and divided into various types. Some are divided into two types: active and passive vocabulary.

Gruneberg and Sykes (1991) distinguished the two types of vocabulary. The first type of vocabulary referred to the one that the students had been taught and that they were expected to be able to use. Meanwhile, the second one referred to the words which the students would recognize when they met them, but they would probably not be able to pronounce. Hatch and Brown (1995), indicated two kinds of vocabulary, namely as receptive vocabulary and productive vocabulary. Receptive vocabulary

means words that learners recognize and understand when they are used in context, but which they cannot produce. The type of vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart, 2008). Meanwhile productive vocabulary is the words that the learners understand and are able to pronounce correctly and use constructively in speaking and writing. It consists of what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart, 2008).

Vocabulary is crucial to be mastered by the learner in order to understand the language,. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. Hornby (1995) as cited in Alqahtani (2015) defined the mastery of vocabulary as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. Vocabulary mastery refers to the great skill in processing words of a language (Susanto & Fazlinda, 2016). It is an individual achievement and possession (Alqahtani, 2015). Due to that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. As in conclusion, vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interest needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language (Susanto & Fazlinda, 2016).

Teaching Vocabulary Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). It is

almost impossible to learn a language without words; even communication between human beings is based on words. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). Either teachers or students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004).

Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A Kopertis Wilayah X 186 good teacher should prepare himself or herself with various and up-to-date techniques. Teachers should be creative and be able to master the material in order to be understood by students, and make them interested. The teachers have to know the characteristics of his\her learners. They more over need to prepare good techniques and suitable material in order to gain the target of language teaching. Commonly, there are several techniques concerning the teaching of vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary then it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the