Comparison Learning Vocabulary Implicitly and Explicitly

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Abstract : This study provided an empirical evidence for learners of elementary level of language proficiency to investigate the potential role of contextualization in vocabulary learning. Prior to the main study, pilot study was performed to determine the reliability and validity of the researcher-made pretest and posttest. After manifesting the homogeneity of the participants, the participants (n = 90) were randomly assigned into three equal groups, i.e., two experimental groups and a control group. They were pretested by a vocabulary test, in order to test participants' pre-knowledge of vocabulary. Then, vocabulary instruction was provided through three methods of visual instruction, the use of context and the use of conventional techniques. At the end of the study, all participants took the same posttest in order to assess their vocabulary gain. The results of independent sample t-test indicated that there is a significant difference between learning vocabulary visually and learning vocabulary contextually. The results of paired sample t-test showed that different teaching strategies have significantly different impacts on learners' vocabulary gains. Also, the contextual strategy was significantly more effective than visual strategy in improving students' performance in vocabulary test.

Keywords : vocabulary instruction, explicit instruction, implicit instruction, strategy
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