

CHAPTER I

INTRODUCTION

This chapter present backgroud of the research, statement of the research problems, objective of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

English is one of the international languages that is often used by most groups of students around the world. Many countries also declare English as a second language after their mother tongue. Indonesia is one of the countries that also uses English as a community need. The teaching of foreign languages has developed in Indonesia in line with the community's need for the importance of language skills in the era of globalization. In a foreign language, one also needs to be equipped with knowledge about the culture of native speakers so as not to make cultural mistakes.

Along with phonetics, pronunciation, and grammar, vocabulary is one of the most important aspects of learning a foreign language (Pan & Xu, 2011). Furthermore, vocabulary serves as the foundation for language abilities such as listening, speaking, reading, and writing. It is difficult to achieve any level of language fluency without first acquiring a vocabulary. The foundation for learning a second language is vocabulary. In the British Journal of Educational Technology, Chiu, Yi-Hui (2013) says Second language (L2) vocabulary is important in the development of cognitive systems of knowledge (Coady & Huckin, 1997). Vocabulary is an important component in supporting the four language skills

because the more a person's vocabulary mastery, the easier it is to communicate, both orally and in writing. Vocabulary skills are often considered as an important aspect of foreign language learners because limited vocabulary in a second language, hinders successful communication. To learn vocabulary, we can learn it by self-taught or structured learning in an institution or school. And in learning process, a learning practice is needed that is used to hone students' skills, or practice a lesson, so that the lessons learned can become clearer and easier for students to understand.

Learning practices for building vocabulary are very necessary for developing students' vocabulary. Vocabulary is acquired through experience and experiential relationships with words (Petty, Herold, & Stoll, 1968). The more experience gained, the more vocabulary mastered. In addition, the acquisition of vocabulary is a human process that depends on the level of intelligence and the environment, a process that cannot be denied under normal conditions of human life (Petty, Herold, & Stoll 1968), meaning that, as previously stated, talent and environmental factors are very important in influencing the acquisition of one's vocabulary. Vocabulary teaching in schools is generally carried out through (1) vocabulary lessons through its users in context, (2) a process of analysis and synthesis of vocabulary when elements of meaning are taught, and (3) the direct teaching of word meanings from word lists (Petty, Herold, & Stoll 1968). According to Klesius & Searls (1991), teaching vocabulary includes indirect teaching to increase general vocabulary and direct teaching of specific vocabulary for certain topics or discourses to be read.

Several previous studies have been conducted dealing with the learning practices involved in learning vocabulary. From the findings (Zuhriah (2019), Rahmadani & Ayu (2017), Riskawati, and Hajis (2014)), from those studies it's clear that the right choice of learning practices by the teacher and the environment of the study can influence vocabulary mastery. There is still little research related to how these learning practices can support EFL students' vocabulary building; therefore, this research was conducted at the Modern Islamic Boarding School Raden Paku, which is known for its good students' English skills. In addition to this, at this boarding school, there are many kinds of activities that can help develop students' vocabulary. The similarity of pervious study with this research is about discussing learning practices that used in developing English skill or especially in supporting students vocabulary skill. Futhermore, the difference between previous study with this research are the case, research design, place, time, and instruments.

The place of this research located in a modern Islamic boarding school in the city of Trenggalek, namely the Modern Islamic Boarding School Raden Paku Trenggalek. The Modern Islamic Boarding School Raden Paku Trenggalek is an Islamic education that applies three educational curricula, namely the Salafi curriculum as the basis for moral guidance and learning tools, the modern pesantren curriculum is applied in the fields of language teaching, discipline and organization, while the religion department curriculum is applied as formal education. Unlike the other pesantren, Raden Paku's modern pesantren, through the Kulliyatul Mua'llimin al Islamiyah (KMI) pesantren system, practically instills school-level education and teaching as a central place. Studying religions or Islamic sciences, such as the

Qur'an and its commentary, Al Hadith and its commentary, the yellow book (Kitab kuning) and how to interpret it, diniyyah lessons and the application of knowledge.

The researcher choose the research location in this Islamic modern boarding school because students at this Islamic boarding school also learn about vocabulary in some of its learning systems. And in this Islamic modern boarding school also has graduates who are proficient in Arabic and English language skills. Therefore, this Pesantren is often known as a boarding school (Pondok Pesantren) that has multilingual students in English and Arabic. Modern Islamic Boarding School Raden Paku Treggalek is one of the Islamic boarding schools that does not only focus on Islamic religious learning, but also focuses on language learning (Arabic and English). This Islamic boarding school is famous for its good language learning system, so that it is able to produce graduates who are proficient in English and Arabic. This Islamic boarding school implements a system that requires its students to speak English and Arabic in daily conversation. If there are students who violate the system, they will be penalized according to the level of error that has been violated.

Based on theory above, the researcher conduct the research entitled **“The Learning Practice that Support EFL Students’ Vocabulary Building at the Modern Islamic Boarding School Raden Paku Trenggalek ”**.

B. Statement of Research Problems

1. What the learning practices do support EFL students' vocabulary building at the Modern Islamic Boarding School Raden Paku Trenggalek?

2. How do those learning practices encourage them to build their vocabulary knowledge and increase their vocabulary numbers?
3. What are the students' problems in learning practices for vocabulary building at Modern Islamic Boarding School Raden Paku Trenggalek?

C. Objectives of the Research

In accordance with the problems that have been determined, the purpose of this research are formulated as follows:

1. To know the learning practice that support EFL students' vocabulary building at the Modern Islamic Boarding School Raden Paku Trenggalek
2. To know how those learning practice can encourage EFL student to build their vocab knowledge and increase their vocab number.
3. To know the students' problems in learning practices for vocabulary building at Modern Islamic Boarding School Raden Paku Trenggalek

D. Significances of the Research

Researcher hope that the results of this study will be able to contribute to:

1. The Students

The results of the research can help to motivate students in developing English learning skills, especially in learning vocabulary. Students will find out how they learn vocabulary, by knowing the learning activities that carried out at the Modern Islamic Boarding School Raden Paku Trenggalek. So with that reason, the researcher hopes that this can help students to be able to facilitate their vocabulary learning so that they can improve their English skills.

2. For Teacher

The result of study could be useful for teachers to help students' needs. In this case, the teacher can choose activities to improve students' vocabulary skills and use appropriate methods for teaching. In addition, teachers can create a pleasant learning environment so that students can reduce their difficulties in English class. They can introduce other ways to learn English. Learning English is not only in the teaching and learning process in the classroom, but can also be learned in the community outside the classroom. They can motivate students about the benefits of English activities such as conversation, public speaking, which aim to improve their vocabulary skills.

3. To Other Researcher

The results of this study are expected to help them to obtain other related studies in more depth and provide a little thought in learning activities in Islamic boarding schools.

E. Scope and Limitation Of The Research

1. This research focused on activities that support the teaching and learning process of Vocabulary Development at the Modern Islamic Boarding School Raden Paku Trenggalek.
2. Limitation of the problem focused and emphasized on the research process of teaching and learning activities that support the language development method at the Modern Islamic Boarding School Raden Paku Trenggalek. Consists of material, evaluation, and student responses.

F. Definitions of the Key Terms

To avoid ambiguity and misunderstanding of the reader, as well as to provide an overview of this research, it is important to provide an explanation of the terms used in this research, as follows:

1. EFL Students

EFL stands for 'English as a Foreign Language'. This program helps students over the age of 16 to improve their English language skills. English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language.

2. Vocabulary Building

Vocabulary is all about words. In sentence be found noun, verb, adjective etc. they are a component of word. Therefore to able make sentence, someone have getting of the vocabulary. Vocabulary is so important, from vocabulary we can created a sentence. According to Hiebert “vocabulary is knowledge of meaning of words”. So vocabulary is one of aspects language that must be learning when students are learning a language, besides grammar and pronunciation, writing, and speaking. Vocabulary also can be help the students in learning English. Its mean that to convey something so necessary stock vocabulary. Vocabulary building or learning English vocabulary is the beginning of the formation of all skills such as speaking, reading, listening and writing.

3. Learning Practice

Learning practice is a process to improve students' abilities in accordance with the theory that has been obtained. Practical learning can provide opportunities for participants to gain hands-on experience.

4. Activities support to EFL students' vocabulary building

Activities for practicing to support EFL students' vocabulary building are a series of activities used at Raden Paku Modern Islamic Boarding School to improve students' vocabulary. As well as an effort to expedite learning English. There are several programs taken by the researcher, focusing on activities that support EFL students' vocabulary building.