CHAPTER I

INTRODUCTION

This chapter provides background of the study which describes researcher's reasons in conducting this study. Then statements of research problem are formulated as well as objectives of the study. It is followed by significances of the study which inform the beneficial of this study. Furthermore, this chapter also presents the scope and limitation of this study. The last part of this chapter describes the definition of key terms which are used in this study.

A. Background of the Study

Vocabulary is one of language components that is important in learning language. Vocabulary knowledge helps learner in using target language. Through learning vocabulary, learner has capability in understanding and conveying their feeling using target language. Learner is able to communicate effectively or express their idea in both oral and written form by mastering vocabulary. Moreover, without enough vocabulary knowledge, learner cannot interpret the message sent by speaker or writer. Therefore, vocabulary is important in order to be able to communicate in target language. The importance of vocabulary are

¹ A.N. Hartono, Thesis: "An Analysis of Students' Capability in Mastering Vocabulary at the Seventh Grade of SMP Muhammadiyah 2 Masaran" (Surakarta: Universitas Muhammadiyah Surakarta, 2015),

² Murat Hişmanoğlu, "Semiotic Elements and Difficulties in Teaching Vocabulary". *Dil Dergisi*. Vol. 6 No. 128, 2005, 52

also acknowledged by English Teacher Education Department (ETED) students of Sunan Ampel State Islamic University. From ten students who were asked about the basic component needed in learning language, seven students said that vocabulary is crucial and it is the first language component needed to be master by learner.³ As J. Read states that vocabulary is the basic foundation of language.⁴ Thus, vocabulary is the basic thing that needs to be learned in order to mastering a language.

However, there are some challenges that second language learner is encountered in vocabulary learning. Thornbury summarizes language learner challenges in learning vocabulary into two categories, they are:⁵

- 1. when learner deals with unknown words or unfamiliar words, learner needs to understand the correct meaning of that words (receptive skills)
- 2. using the right form (written or oral form) of words for the meaning intended when they produce the words (productive skills).

Those challenges can be handled by developing many words and remembering those word for a long-term. Thornbury suggests that learner needs to acquire a lot of words in both understanding and productive language, and developing strategies to overcome the unknown words.⁶

Dealing with the challenges which are encountered by learner, teacher needs to help learner with providing tasks that gives learner opportunity to

³ Preliminary Research conducted on 19 October 2015 with student teachers of English Teacher Education Department

⁴ J. Read, Assessing Vocabulary (Cambridge: Cambridge University Press, 2008), 1

⁵ S. Thornbury, *How to Teach Vocabulary* (England: Pearson Education Limited, 2002), 2

⁶ S. Thornbury, *How to Teach*... 2

expand many vocabularies. The way to expand learner's vocabulary not only can be done in formal classroom activities but also in cooperative group. Schmitt explains that through vocabulary learning groups, learner can learn and encourage each other.⁷ Group activities can exposure learner's vocabulary through learning and imitating from their partner since not all vocabulary needed can be taught in classroom. Another way that can help learner develop their vocabulary is developing students' ability to figure out new meanings. This task involves engaging learner to convey their idea about the context before reading or listening task.⁸ This activity helps learner to recall their vocabulary knowledge in teaching-learning process.

In addition to give tasks to engage the learner in learning vocabulary, teacher also needs to assist learner taking responsibility for their own learning. Learner can take responsibility for their learning by using strategies in learning vocabulary such as note taking, keyword method, or word list. Learning strategies are the thought or behavior that are used by learner to comprehend, learn, and remember the new information. It means that learning strategies in vocabulary learning are the ways of learner to process the new vocabulary that they have learned. Teacher who uses and instructs learner with learning strategies

⁷ N. Schmitt, Vocabulary in Language Teaching (USA: Cambridge University Press, 2000), 145

⁸ M. McCharthy, A. O'Keeffe, & S. Wlash, *Vocabulary Matrix: Understanding, Learning, Teaching* (Hampshire: Cengage Learning, 2010), 23

⁹ N. Schmitt, Vocabulary in Language... 145

¹⁰ R. Saengpakdeejit, "Strategies for Dealing with Vocabulary Learning Problems by Thai University Students" *Silpakorn University Journal of Social Sciences, Humanities, and Arts*, Vol.14 No. 1, 2014, 150

will make them become self-directed learner. Moreover, they are able to gain more vocabulary knowledge.

In line with the statement before, the researcher has found some previous study related to this study. Firstly, a study is conducted by Ying He entitled A Study of L2 Vocabulary Learning Strategies. The aims of this study are to know about learners' attitude on second language vocabulary learning strategies and the effect of vocabulary learning strategies on learners' learning process. This study shows that learners favored all seven presented strategies except strategy of using word card. In addition, students who knows how to use vocabulary learning strategies are doing better on learning than students who do not have skill to use the strategies.

The next previous study is conducted by Yu-Ling Lai entitled *Teaching Vocabulary Learning Strategies: Awareness, Beliefs, and Practices. A Survey of Taiwanese EFL Senior High School Teachers.* The purposes of this study are to know about teachers' awareness of vocabulary learning strategies, vocabulary learning strategies which are popular among teachers and practice about vocabulary learning strategies. This result of this study finds that teachers are aware of their vocabulary learning strategies.

The last study is conducted by Olga Kulikova entitled *Vocabulary*Learning Strategies and Beliefs about Vocabulary Learning: A Study of

Beginning University Students of Russian in the United States. This study

investigates learner's beliefs about vocabulary learning strategies, strategies that

are commonly used by learner and the relationship between their beliefs and strategies that they use. The result of this study shows that learner agreed with most of beliefs that are presented on questionnaire. In addition, the most common used of strategies are repetition, contextual encoding strategies, practicing the new words in oral and written form. Then, there are correlation between learner's beliefs and their learning.

The difference of this study and those previous studies is subject of the study. Those previous studies discuss vocabulary learning strategies which are emploed by professional teachers and students. Nevertheless this study uses student teachers as the participant. This study is investigating vocabulary learning strategies in internship program at ETED of Sunan Ampel State Islamic University.

There are some considerations underlying the researcher to conduct a study about vocabulary learning strategies in internship program of ETED. The first reason is internship program or PPL 2 is one of main course that needs to be passed by students. Internship program is an activity in faculty of education and teacher training where student needs to do real classroom teaching with real high school students and does educational tasks in school. ETED students who take internship program is called student teachers. This program can be taken by student teachers of ETED if they have passed PPL 1 or microteaching class.

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¹¹ Tim Penyusun Pedoman PPL II Tahun 2014, *Pedoman Praktik Pengalaman Lapangan (PPL) II Tahun 2014 Fakultas Tarbiyah UIN Sunan Ampel Surabaya* (Surabaya: FTK, 2014), 1

Internship program gives ETED student teachers opportunity to experience teaching in real class. Moreover, internship program gives student teachers experience to help them makes the transition from college students to professional educator. It means that in internship program, student teachers can develop their teaching skills and learn teachers' tasks from professional teacher in school. They can learn how to make lesson plans, syllabi, and others. Thus, internship program is important course where student teachers learn to become a professional teacher. This program gives chance to student teachers to reflect their way of teaching in real classroom. Then their reflection can be used to improve their teaching in the future.

Another reason underlying this study is student teachers of ETED may not really understand about vocabulary learning strategies. In second preliminary research, researcher asked five student teachers about what they know about vocabulary learning strategies. The result of preliminary research found that most of student teachers do not really understand about vocabulary learning strategies. Five student teachers' of ETED stated that they do not know about vocabulary learning strategies. However, one of student teachers explained that vocabulary learning strategies are the ways of learning vocabulary in fun and easy ways. Therefore, student teachers in English Teacher Education Department was chosen as the subject of this study since figuring out about vocabulary learning

¹² Teacher Education Services and Advising, *Teacher Candidate Internship Program* (Virginia: Old Dominion University, 2008), 2

strategies help student teachers to understand about kind of vocabulary learning strategies that they can be used in their teaching.

Regarding with explanation above, researcher comes to a decision in conducting a study about vocabulary learning strategies. Researcher decided the title of this study is "Vocabulary Learning Strategies in Internship Program in English Teacher Education Department of Sunan Ampel State Islamic University Surabaya".

B. Statements of Research Problem

Based on the background of study above, researcher formulates the research questions as:

- 1. What kind of vocabulary learning strategies do student teachers consider to be used by their students in internship program?
- 2. What vocabulary learning strategies which are frequently used by student teachers in internship program?

C. Objectives of the Study

The objectives of this study are to investigate about:

- Kind of vocabulary learning strategies that student teachers consider to be used by their students in internship program
- 2. Vocabulary learning strategies which are frequently used by student teachers in internship program

D. Significances of the Study

This study is expected to give contribution for:

1. Lecturers of English Teacher Education Department

This study is expected to give information for the lecturer of English Teacher Education Department concerning to kind of vocabulary learning strategies that student teachers consider to their students in internship program and what vocabulary learning strategies that they frequently used in teaching.

2. Student Teachers of English Teacher Education Department

The result of this study can be a consideration for student teachers of English Teacher Education Department on understanding about vocabulary learning strategies that they consider and frequently used to their learner. Therefore, they can use the result of this study to improve their instructional practices in introducing the strategies.

E. Scope and Limitation

The focus of this study is to investigate about kind of vocabulary learning strategies in internship program. Specifically, this study investigates kind of vocabulary learning strategies that they consider as useful strategies for their students and kind of vocabulary learning strategies which they frequently used to their students. Researcher limited the strategies into 30 strategies which are taken from N. Schmitt's taxonomy. The subject of the study is the student teacher of

English Teacher Education Department who takes internship program academy years 2015/2016.

F. Definition of Key Term

1. Student teacher

Student teacher is teacher candidates who takes responsibility to teach a group of learner in school over a period of time.¹³ In this study, student teachers are college students of English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya. These students are students who take internship program and teach in high school for two months.

2. Internship program

Internship Program (PPL 2) is a program where student teacher needs to teach in real classroom with real students and does educational tasks in school.¹⁴ In this case, internship program is a course conducted by English Teacher Education Department of Sunan Ampel State Islamic University for student teachers who have passed PPL 1 or microteaching class. They teach whether in senior or junior high school in Surabaya and Sidoarjo. In this program, student teacher is doing their duties as a real teacher in high school.

¹³ National Council for Accreditation of Teacher Education, *Student Teaching Handbook for The Leading Teacher Program* (Pittsburgh: Duquesne University, 2015), 2

¹⁴ Tim Penyusun Pedoman PPL II Tahun 2014, *Pedoman Praktik* Pengalaman... 1

3. Vocabulary learning strategies

Vocabulary learning strategies are the ways of language learner acquire new words. On this study, vocabulary learning strategies means the ways of learner in understanding and remembering the new word that they have learned.

4. Consider

From Oxford's dictionary, consider means to think carefully about something. In addition, Merriam-Webster defines consider as to think about something carefully in order to make a decision. Therefore, on this study, consider means student teachers' thinking about vocabulary learning strategies that they want to be used by their students.

5. Use

From Oxford's dictionary, the definition of use is to do something with a machine, method, etc. for a particular purpose. On this case, use means student teachers using vocabulary learning strategy in order to promote or instruct the strategy to the students in internship program.

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 $^{^{15}}$ R. Saengpakdeejit , "Strategies for Dealing with $\ldots\,151$