LANGUAGE DEVELOPMENT CENTER TO FACILITATE STUDENT ENGLISH VOCABULARY LEARNING: A CASE STUDY AT MA UNGGULAN DARUL 'ULUM JOMBANG

THESIS

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ABSTRACT

Chorida, Shovie Islachia. (2021). Language Development Center to Facilitate Student English Vocabulary Learning: A Case Study at MA Unggulan Darul 'Ulum Jombang. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training. Sunan Ampel State Islamic University Surabaya. Advisor I: Rakhmawati M.Pd. Advisor II: H. Mokhammad Syaifudin M.Ed., Ph.D.

Keywords: Language Development Center Program, Vocabulary Learning, Learning Activities, Contribution

The Language Development Center program is a program that facilitates students to improve their language skills, and the skill that they can learn include vocabulary. They need to learn vocabulary as it is a concern for teachers, and students. This research aims to investigate the form of learning activities and the contributions of LDC program in facilitating students' vocabulary at MA Unggulan Darul 'Ulum Jombang. This study used a qualitative method with the participation of English teachers and students. To get information about LDC program, this study interviewed the participants and collected relevant documents of the program. The findings revealed that there are two kinds of activities in LDC: daily and monthly activities. The program benefits for teachers and students for providing them with vocabulary selection used, participation in language competitions, and communicating in English.

ABSTRAK

Chorida, Shovie Islachia. (2021). Pusat Pengembangan Bahasa untuk Memfasilitasi Pembelajaran Kosakata Bahasa Inggris Siswa: Studi Kasus di MA Unggulan Darul 'Ulum Jombang. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Pelatihan Guru. Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Rakhmawati M.Pd. Pembimbing II: H. Mokhammad Syaifudin M.Ed., Ph.D.

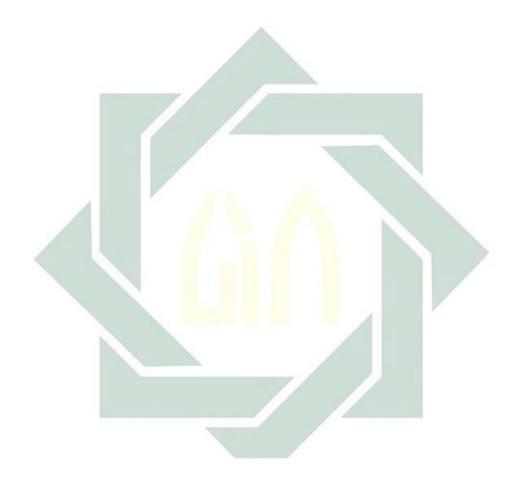
Keywords: Program Language Development Center, Pembelajaran kosakata, Kegiatan pembelajaran, Kontribusi

Program Pusat Pengembangan Bahasa adalah program yang memfasilitasi siswa untuk meningkatkan keterampilan bahasa mereka, dan keterampilan yang dapat mereka pelajari termasuk kosakata. Mereka perlu belajar kosakata karena menjadi perhatian guru, dan siswa. Penelitian ini bertujuan untuk menyelidiki bentuk kegiatan pembelajaran dan kontribusi program LDC dalam memfasilitasi kosakata mahasiswa di MA Unggulan Darul 'Ulum Jombang. Penelitian ini menggunakan metode kualitatif dengan partisipasi guru dan siswa bahasa Inggris. Untuk mendapatkan informasi tentang program LDC, penelitian ini melakukan wawancara terhadap subjek dan mengumpulkan dokumen-dokumen yang relevan dari program ini. Temuan ini mengungkapkan bahwa ada dua jenis kegiatan di LDC: kegiatan sehari-hari dan bulanan. Program ini mendapat manfaat bagi guru dan siswa karena menyediakan mereka dengan pemilihan kosakata yang digunakan, partisipasi dalam kompetisi bahasa, dan berkomunikasi dalam bahasa Inggris.

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LIST OF ABBREVATIONS

ELC : English Language Center

LDC/LC : Language Development Center / Language Center

CLT : Communicative Language Teaching

VLS : Vocabulary Learning Strategies

MA : Madrasah Aliyah

SMK : Sekolah Menengah Kejuruan

SMA : Sekolah menengah Atas

IAIN : Institut Agama Islam Negeri

MTs : Madrasah Tsanawiyah

PTS/PAS : Penilaian Tengah Semester/Penilaian Akhir Semester

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CHAPTER 1

INTRODUCTION

This chapter discusses the background of the study, research questions, objective of the study, significance of the study, scope and limitation, and definition of key term.

A. Background of the Study

The school can develop the students' language activities in some way. One of the names is a Language Development Center. The term Language Development Center itself consists of 2 words namely Language Development (language development activity) and Language Center (the program that focuses on student language development). The definition of Language Center itself is a program that facilitates the learning of students' vocabulary with the aim that students can communicate well in the future.

As explained by Kamil & Hilbert that vocabulary is a general science that explains the word, and its means. In addition, the definition of vocabulary itself is also explained in a theory that each language has a thousand words called a dictionary. So, aside from the vocabulary learning dictionary students can use the program as well to help facilitate it.

Before describing the language development in another opinion, the definition of language itself is "Share Code" that can represent using symbols and rules. ²

¹Crysta, D. (2010). A little book of language. *Choice Reviews Online*.

²Levey, S. (2014). Introduction to language development. *Introduction to Language Development*. San Diego, CA. Plural Publishing, Inc

Language Development itself is a process that starts from an early age to make them learn languages. In language development it consists of some components, there are; Phonology, and Semantics. The definition of phonology is the development of the structure and speech sound. Whereas the definition of semantic is development vocabulary and how underlying ideas are expressed in a word combination. Moreover, in language development, we can learn vocabulary development and there are 3 types of vocabulary; Syntax, Morphology, and Pragmatics. ³ That all can engage in inappropriate communication.

The definition of Language Center and Language Development Center has something in common is a program that aims to improve students' language skills, especially in vocabulary. In Language Development some activities can improve students' skills. The activities which are to improve the vocabulary students' skills are; debate, speech, telling the story, and some competitions that can help students. But rarely do the activities of the Language Development Center based on the necessity of development language learning.

Meanwhile, the approach used in the Language Center is Communicative Language Teaching (CLT), which aims to improve the target language as a communication tool and can help students to know the form, function, and meaning of linguistics.⁴ So, CLT is one of the methods used to develop languages and the

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³Berk, L. E. (2013). Child development (9th Ed.). In *Child development (9th ed.)*. Upper Saddle River, NJ: *Pearson Education, Inc.*

⁴Van Lier, L. A. W., & Larsen-Freeman, D. (1987). Techniques and Principles in Language Teaching. *TESOL Quarterly;* Savignon, S. J. (1991). Communicative Language Teaching: State of the Art. *TESOL Quarterly;* Richards, J. (2006). Communicative Language Teaching Today. In Cambridge University Press.

Language Development Center is one of the programs that facilitate the learning vocabulary of students using CLT.

As for the Language Development Center, some activities are established in schools, but the design used by the school is various. The goal of each Language Development Center is to facilitate students' ability to speak by vocabulary learning. The language development center activities themselves are already there in every school. Therefore, some activities are only used as additional activities outside school hours (extracurricular), even though the language development activities are very important for students, especially in communicating in the current era.

However, every school has its language development program that facilitate the language learning of students, for example at MA Walisongo Probolinggo. The school does not provide language support programs that facilitate every student's language vocabulary need. The absence of language development programs which facilitate students makes students unable to participate in various weeks of language competitions. Thus, the purpose of language development programs in schools is very important to facilitate the defense of vocabulary and language of students in the future.

In some schools which have language development activities, they use the activities as supplementary lessons, such as in SMAN 2 Surabaya, SMAN 1 Ponorogo, and SMAN 16 Surabaya. Although they used it additional activities for students, they have a great impact on the development of students' languages. Therefore, if the language development activities should be included in some form of teaching and learning activities, students or an organization that develops students' language skills in the future.

Unlike the case with language development center activities in MA Unggulan Darul 'Ulum, which is made as a mandatory activity for all students, especially for students in 11th and 12th grades. The form of the activity is to use a book containing a collection of vocabulary accompanied by simple sentence examples as a method of developing students' languages. The vocabulary level used is chosen based on grade level. From these activities, the teacher can measure the students' language level through daily memorizing vocabulary and language tests conducted every 3 months or the end of the semester.

In addition, teachers can also know the language level of students' through several competitions that have been participated by students in the school. As for the contests that are often followed by Supreme Court students of MA Unggulan Darul 'Ulum including; Debate Contest, Speech Contest, Storytelling Contest. These contests are not only the inter-school level but also at the national level. The forms of achievements of the LDC program include; 3rd Winner of the National Speech Contest at UNIPDU, the 3rd Winner of English Debate National Competition at UNAIR, and others. However, the results obtained by students are very satisfying and proud.

For the previous study of language development center itself was not found significantly because this is a program name for language development activities, so for the previous study more that only led to language development including; The first was by Chairul Rahman entitled "Developing English Learning Materials For Grade X Students of Marketing of Programs at SMK Muhammadiyah 2 Bantul". The focus of this study is improving the English learning material by Marketing study program that was held in X grade at SMK Muhammadiyah 2 Bantul. The study also tried to improve the English learning material, but they did not try improving vocabulary.

Improving vocabulary can make students learn English more. The finding of this study to develop English learning materials in X grade at SMK Muhammadiyah 2. In addition, the findings of the material that has been evaluated include: The content, the language used, the way of delivery, and the type of material used.

The second was by Abdul Najib Tuananay entitled "Acquisition of English Vocabulary of a Seven Years Old Child in Non -Speaking English Community". Meanwhile, the focus of this study is using a longitudinal study as the way to choose a sample. But, the study tried to improve the English vocabulary only in 2 months improving English vocabulary in a child of seven years too fast. The finding of that study is the ways to learn English vocabulary for children that could divide 3 majors there are; imitating, acquiring from the game, and listening to TV or another. On the other hand, they could acquire a good deal of vocabulary there are; nouns, adjectives, adverbs, and verbs.

The third was by Mia Zultrianti Sari entitled "Effectiveness of The Use of Flashcard Learning Media to Improve Student Learning Outcomes in Mastery of English Vocabulary". The focus of this research itself is to give an idea of the use of flashcards in the mastery of English vocabulary. However, the study also tried to find out how much improvement resulted from mastery of English vocabulary through flashcards. As it is known, the result of this study is about the use of flashcard media as one of the methods that can help students to improve their language learning.

Considering this, the researcher observed this study in MA Unggulan Darul 'Ulum Jombang that focuses on the Language Development Center program. In MA Unggulan Darul 'Ulum there is a language development program focused on vocabulary learning. In addition, in MA Unggulan Darul 'Ulum is the first school to

have a language development program and the original purpose of the establishment of the school is to develop the language and religious skills of students in the future. On the other side, the Language Development Center is one of the program that can help students to develop their language ability through vocabulary learning.

Based on the phenomena previously that the researcher observed of this study in MA Unggulan Darul 'Ulum Jombang, the focus of this study are teacher English language, students of 11th and 12th grades. The school has a program that facilitates students' vocabulary learning and the program which is applied in a vocabulary book. The study aims are to know the type of learning activities in the Language Development Center from the students and teacher's views and the contribution of the Language Development Center for teachers and students in MA Unggulan Darul 'Ulum Jombang.

B. Research Question

- **1.** What learning activities does the Language Development Center offer to facilitate students' English vocabulary?
- 2. What contributions do Language Development Center have in facilitating students' English vocabulary learning at MA Unggulan Darul 'Ulum Jombang?

C. Objective of the Study

1. To investigate the learning activities offered in Language Development Center to facilitate students' English vocabulary learning.

2. To investigate the contribution of the Language Development Center to facilitate students' English vocabulary learning at MA Unggulan Darul 'Ulum Jombang.

D. Significant of the Study

The result of this study gives advantages and contributions for the researcher, students, teacher's language, and school as the following:

- 1) The Researcher: From these studies, it is hoped that this research takes several benefits among them, there are; can apply these learning methods in further learning activities, the researcher can add new insights with the existence of this new program.
- 2) The Language Teacher: From these studies, it is hoped that this program develops more the students' vocabulary learning, and the teachers can know the students skill of vocabulary level.
- 3) The Students: From these studies, it is hoped that this program use as an activity to help to understand foreign languages and give motivation for the students to develop the vocabulary level easily.
- 4) The School: From these studies can be seen that, the school can develop more the program to facilitate students' vocabulary learning. Some schools do not have programs that facilitate students' vocabulary learning to help their vocabulary level.

E. Scope and Limitations

The scope of this study is Language Development Center program in MA Unggulan Darul 'Ulum Jombang. The program is one of the programs to facilitate English vocabulary learning. As for, the focus of this study are the learning activities and the contribution of the Language Development Center program to facilitate student English vocabulary learning. On another side, the limitation of this study is in students of 11th and 12th grades and teachers in MA Unggulan Darul 'Ulum Jombang. The researcher applied to the students on 11th grade who followed the program of Language Development Center has been for one year previously and on 12th grade who followed the program of Language Development Center has been for two years previously and the teachers made activities of Language Development Center.

F. Definition of Key terms

1. Vocabulary Learning

As for, the definition of vocabulary learning is the main goal that must be achieved in every language class. Learning vocabulary can be through several ways, namely; listening to music, reading books, and watching movies. As said that the use of film in vocabulary learning in foreign languages can increase students 'pedagogical variety and can be a rich source of students' motivations intrinsically. ⁵ Therefore, the biggest motivation in learning comes from the students themselves. Vocabulary learning in this research is words that are often used in daily life whether in the form of verb, noun, adjective, or adverb.

2. Language Development Center Program

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⁵ King, J. (2002). Using DVD feature films in the EFL classroom. *International Journal of Phytoremediation*.

The Language Center was first introduced in the world of education and made one of the methods of teaching English in 1978. The approach method that uses is the Communicative Language Teaching (CLT) Method. Which aims to address the dissatisfaction of teachers in using traditional methods. ⁶ The language Development Center in this research is a program that helps students to develop their language skills. The definition of Language Center itself is a program that facilitates students' learning foreign language vocabulary. This program can develop the students' vocabulary in every aspect and in many ways. One of the aspects that develop is speaking, in this program students can develop the speaking skill by some competition which held in the school.

3. Methods of Language Development Center Program

Therefore, CLT method is more focused on language translation and approaches to teaching English at the intermediate level. As it is said that the use of the CLT method in learning foreign languages (English) gets better results compared to traditional methods for higher secondary levels.⁷ The method used in this research is the CLT (Communicative Language Teaching) method and the CLT method can help students to express all their thoughts, ideas, and feelings.

4. Facilitate

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⁶Fauziati. Endang. (2009). *Introduction to Methods and Approaches in second or Foreign Language Teaching*. Surakarta: Pustaka Utama. pp. 133.

⁷Ahmad, S. (2020). Applying communicative approach in teaching english as a foreign language: a case study of Pakistan. *Porta Linguarum Revista Interuniversitaria de Didáctica de Las Lenguas Extranjeras*.

As mentioned in a facility theory, anything that can facilitate the implementation of a business can be in the form of money or effort. Therefore, the meaning of facility is a means that makes it easier to carry out an activity. This research the meaning of facility is a program that helps to facilitate vocabulary learning for students' at MA Unggulan Darul 'Ulum Jombang.



¹⁵Arianto, Aris, (2012). Wonogiri Berambisi mendapatkan WTP. http://www.timlo.net/baca/31643/2012-wonogiri-berambisi-dapat-wtp/.diakses pada tanggal 25 Febuari 2013

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses theories in this study and the previous studies that helped to guide this study. Theories that will explain include language center, language development center program, vocabulary learning, and vocabulary teaching method. The previous studies focused on a program that facilitates student vocabulary learning.

A. Theoretical Framework

1. Language Center

The Language Center was first introduced in the world of education and made one of the methods of teaching English in 1978. Then along with the evolution era of the use of Language centers more needed in the world of education and many used it as a language development program both inside and outside school. The type of approach using is the Communicative English Teaching Method, which is the teaching method that uses a holistic technique including English grammar, English vocabulary, spoken English, listening to English, and reading English. The benefits of using the LC method in teaching languages are: English Grammar, English Vocabulary, English Reading & Writing, Spoken English, English-speaking Listening.

Firstly, teaching *English Grammar* in ELC/LC utilizes such as grammar texts and other materials to learn basic grammar. When learning English Grammar there are 2 types; first, grammar learning focuses on the model contained in the context of a

lesson, and the second focuses on the meaning that appears in the material beingstudied.⁹ As for learning grammar, there are 2 types of approaches that can be used inlearning there are; Inductive and Deductive. As for the approach of Deductive, students learn grammar formulas first to identify the sentences, and the approach of inductive is that students try to identify the sentences and they can decide the grammar formula. 10 Moreover, the teacher can choose one of both to learn English Grammar.

Secondly, teaching *English Vocabulary* is an important part of understanding English learning. Learning English vocabulary can be done through several ways, such as films, media, and communication that is done by chance and continuously. Even so, there are still many students who have difficulty learning English. Therefore, there are ways that can be used by students to use effective foreign languages without the need for extensive vocabulary is to use structures and functions that have been used in communication activities. 11 As it is known, this problem is an obstacle faced by students and teachers.

Thirdly, English Reading and Writing focuses on topics that are fundamental to English reading comprehension and writing capability. As known, reading and writing skills have an important relationship, because reading ability can be used to reconsider a pedagogy process owned by a student in improving the writing skills of EFL students.¹² On the other hand, it is also explained that the technique of pedagogy

⁹Nassaji, Hossein & Sandra Fotos. (2007). "Issues on form-focused instruction and teacher education" dalam Sandra Fotos and Hossein Nassaji (ed). Form-focused and instruction and teacher education studies in Honour of Rod Ellis. Oxford:Oxford University Press.

¹⁰Harmer, J. (2007). How to Teach English (Second Edition). *ELT Journal*.

¹¹ALQAHTANI, M. (2015). The importance of vocabulary in language learning and how to be taught. International Journal of Teaching and Education. Pp. 21-34.

¹²Watson, S. (2005). The importance of Pedagogy process. Nebula. 2(2). Pp.141-152

writing is a critical reading that is a positive, effective and useful activity for teachers to explain the writing skills of students' essays.

It is well known that the relationship between writing and reading skills is very closely related. Furthermore, something needs to be considered including: analyzing each of the different parts of the text if the text that is read has a common topic, generalizing from what they have read with their personal lives and experiences through the interaction of meaning conveyed.¹³

Fourthly, *Speaking English* in LC is a technique that uses a communication approach in the real world and English conversation through memorization. Because, student communication in the classroom is the main approach and the teacher is a facilitator in an effort to help students to develop students' English-speaking skills in the future. As for the definition of speaking according to that skill, which needs the ability to cooperate in the management of speaking turns and represents a real challenge for most language learners.¹⁴ Therefore, the development of students' speaking skills is needed by means of the right method.

Finally, *English Listening* is an important point for English language learners to improve their speaking ability in English with confidence and can use the correct grammatical structure so that it can be understood by all. On the other hand, English Listening also learns about the sentence structure (syntax) of the target language and the knowledge related to the real world (daily conversation). However, listening activities in English are required to pay attention to several important features

¹³Horning, A. S., & Kraemer, E. W. (2013). Reconnecting Reading and Writing: Introduction and Overview. In *Reconnecting Reading and Writing*.

¹⁴Bahrani, T., & Soltani, R. (2007). How to teach speaking. *Longman*.

¹⁵Milasari, Eka. (2008). Improving student's Understanding in Responding Imperative Sentences Through Total physical Response to the Second Semester of the Second Year students of SMA PGRI I Pontianak in Academic Year2007/2008. Pontianak: FKIP Untan.

including: 1) Imitating the sound from listening activities, 2) Paying attention to excessive pronunciation and pressure, 3) Paying attention to the repetition of words performed in listening activities, 4) Predicting the intended intentions, 5) Understanding each pronunciation of the vocabulary produced, 6) The level of student conditions, 7) Understanding any differences in accents produced, and 8) Paying attention to the use of instructions visually or relating to the surrounding environment. Therefore, learning to listen in English must know the level of student ability that can be seen from the motivation, feedback, and success of students who greatly influence the teaching and learning activities.

2. Language Development Center Program

The use of the Language Center program is better known as the Language Development Center program. This program was developed to help students improve their foreign language skills. The main purpose of this Language Development Center program is to facilitate students' speaking abilities. Besides that, in this program, students can also improve their vocabulary. Increased student vocabulary is also influenced by the surrounding environment.¹⁷ Therefore, students' language ability is not only influenced by the level of understanding of students, but also the surrounding environment.

As it is known, the definition of Language Center is an institution that focuses on the language needs of students and the purpose of the Language Center is to assist a person in communicating with the body and smoothly. As stated in Indonesian

¹⁶Milasari, Eka. (2008). Improving student's Understanding in Responding Imperative Sentences Through Total Physical Response to the Second Semester of the Second Year students of SMA PGRI 1 Pontianak in Academic Year 2007/2008. Pontianak: FKIP Untan.

¹⁷ Dardjowidjojo, Soenjono. (2008). *Psycholinguistics Introduction to Understanding Human Language*. Jakarta: Obor Indonesia Foundation, Pp. 258.

Republic Law no. 20 of 2003 on the National Education System including; formal education and non-formal education. For, formal education are primary education, secondary education, and higher education. Meanwhile, non-formal education is an educational pathway outside of formal education that is done in a structured and tiered way. Thus, the Language Development Center program is a non-formal education conducted by an educational foundation that aims to facilitate the language needs of students in the school. The Language Development Center program is more commonly known as Language Development in the world of education. Studying the Language Development Center program required factors that can affect the smooth running of the program.

From the above explanation, it can be concluded that the factors that influence the course of language development programs are biological factors and children's environmental factors. Therefore, this program can run well not only influenced by the teacher but also by the students as well. As in this program, the language development of students is influenced by the language knowledge and skills of a student and the teacher is required to learn about language development and aspects that affect changes in student language development.

In language learning that uses this program, the language used can facilitate communication between teachers and students in learning activities. The things that need to be considered in doing language learning are at least 3 steps; planning, implementation, and evaluation. The things that need to be implemented in language teaching are:

a) Learning Planning

Planning learning can run effectively, if the teacher can determine the right method for students and know the characteristics of each student. The use of methods must be able to accommodate students' language development and the language conditions of students.

b) Learning Implementation

The implementation phase of this learning is learning planning. The thing that need to be designed in planning so that the desired learning objectives can be achieved is the learning method.

c) Assessment Learning

An assessment used by the teacher can be used to measure the level of achievement of student competencies and can be used as a reference in student progress reports. The types of assessment used are tests and non-tests both in written and oral, performance observations, job assessments in the form of assignments, portfolios, and student self-assessments. Moreover, the purpose of holding an assessment is to measure the level of student achievement that has been achieved.

3. Vocabulary Learning

In studying a foreign language, knowing the vocabulary of the language is very necessary. The understanding of vocabulary itself is a very important language element because understanding one's thoughts can be known through vocabulary. ¹⁸ Because without learning vocabulary, it can make it difficult for us to learn foreign languages. As explained, the use of the vocabulary used in terms of learning is quite

¹⁸ Ismawati. (2011). *Research Methods in Language and Literature Education*. Yuma Reader: Surakarta.

simple because there is no need to prioritize the grammar and phonology aspects. ¹⁹ The meaning of vocabulary learning is a part element in foreign language learning which that are contains meaning and new words are much emphasized and use a book in the classroom. ²⁰ From this theory, it can be seen that learning a second language requires a lot of vocabulary. The theory has similarities with other theories that say that learning foreign languages requires a lot of vocabulary knowledge. ²¹ This way is a part of the method in vocabulary learning, and it is can be implemented to teaching in the class. The methods used in studying vocabulary vary, including: Vocabulary of Listening, Vocabulary of Speaking, Vocabulary of Reading, Vocabulary of Writing, and Vocabularies of Potential and Marginal. ²²

In every method used there are differences in their implementation in the classroom. Therefore, learning vocabulary requires a long time because it must be step by step to be able to understand English words properly. The method used in learning vocabulary cannot be determined because it is based on the level of students encountered, which is a low and medium level only. On the other hand, the right method for vocabulary learning is through speaking. According to one expert, the best vocabulary learning is through reading or listening and can produce writing and speaking. Reading or listening is one of the activities which can improve the students' vocabulary learning.

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¹⁹Decarrico, J. S. (2001). Vocabulary Learning and Teaching. In Celce-Murcia, M. (Ed). *Teaching English as a Second and Foreign Language*. Boston: Heinle & Heinle.

²⁰Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*. Vol 3(III)

²¹Nations. (2001). *Learning Vocabulary in Other Language*. Michael H. Long and Jack C. Richards. (Eds.). Cambridge, Cambridge University Press.

²²Miller, Wila. (2000). *Strategies for Developing Emergent Literacy*. USA: Mc Graw-Hill.

²³Webb, S. (2005). Receptive and productive vocabulary learning: The effects of reading and writing on word knowledge. *Studies in Second Language Acquisition*. 27, Pp. 33-52.

As mentioned in a theory that mastery is a complete science or good skill possessed by someone who makes it mastery in a particular subject.²⁴ So, vocabulary mastery is an excellent ability possessed by someone who uses four language skills at once that are needed in language learning. From the explanation above, some experts divide vocabulary learning into several taxonomy sections, namely:

- 1) Firstly, vocabulary learning is changed into learning of new words and words that are easy to remember.²⁵ The change new words to words can make the students easily to vocabulary learning.
- 2) Secondly, vocabulary learning is changed into cognitive, memory, metacognitive, and activation strategies.²⁶ Vocabulary learning can affect the students thinking, make the students be high order thinking.
- 3) Thirdly, learning strategies based on Oxford aim to establish strategies, social, and categories that can be used by students themselves, namely social, memory, cognitive, and metacognitive strategies.²⁷
- 4) Lastly, vocabulary learning strategies are categorized as "Main categories" which contain combining, repetition, association, grouping, analysis, and word strategies used.²⁸

²⁴A. S. Hornby. (1995). *Oxford Advanced Learners' Dictionaryof Current English, Fifth Edition.* New York: Oxford University Press.

²⁵Schmitt, N., and Schmitt, D. (1993). Identifying and Assessment Vocabulary Learning Strategies. Thai *TESOL Bulletin*. 5 (4): Pp.27-33.

²⁶Schmitt, N. (1997). Vocabulary Learning Strategies. In Schmitt, N., and McCarthy, M. Vocabulary: Description, Acquisition and Pedagogy. Cambridge: *Cambridge University Press*.

²⁷Natio, I. S. (2001). Learning Vocabulary in Another Language. Cambridge: *Cambridge University Press*.

²⁸Fan, M. (2003). Frequency of Use, Perceived Usefulness and Actual Usefulness of Seconds Language Vocabulary Strategies: A Study of Hong Kong Learners. *The Modern Language Journal*.87 (2): Pp.222-241.

Of the various strategies used for vocabulary learning above, actually can also use strategy presentation. This strategy can combine multiple strategies into one and teachers are more likely to prepare a vocabulary to be taught.²⁹ So, it can be seen that the presentation strategy is the right strategy because it can collect all the methods into one important part.

4. Vocabulary Teaching Methods

In learning vocabulary many ways that can be used by teachers to assist students in learning English vocabulary such as; flashcard method, taking notes, learning through affix, and so on.³⁰ In addition to using this method, some teachers also combine several methods into one.³¹ Actually, not only from the method that can influence students in vocabulary learning, but the facilities provided by the school also greatly influence activities or language programs.

Some vocabularies teaching techniques can be applied in classroom teaching, such as those performed by Sudanese teachers, namely:³²

a) Translation: This is one of the most common vocabulary teaching techniques used by a teacher. The technique of this translation is to translate a word in a question or sentence into a foreign language. In addition, this technique is

²⁹Pinter. (2006). Teaching Young Language Learner. Oxford: Oxford University Press.

³⁰Rott, S., Williams, J., & Cameron, R. (2002). The effect of multiple-choice L1 glosses and inputoutput cycles on lexical acquisition and retention. *Language Teaching Research*. vol. 6, no. 3, Pp.183-222.

³¹Asgari, A., & Bin Mustapha, G. (2010). The Type of Vocabulary Learning Strategies Used by ESL Students in University Putra Malaysia. *English Language Teaching*. vol. 4, no. 2, Pp. 84-90.

³²Elyas, T., & Alfaki, I. (2014). Teaching vocabulary: The relationship between techniques of teaching and strategies of learning new vocabulary items. *English Language Teaching*.

- known to be the simplest and most appropriate to achieve the objectives of foreign language learning.
- b) Giving Examples: Another technique in teaching English vocabulary that uses examples with simple words so that students can understand the meaning of the new vocabulary.
- c) Reality: It is one of the techniques in teaching English vocabulary that uses direct examples in everyday life learning vocabulary. However, the techniques used by teachers in this vocabulary are quite limited.
- d) Concept: What is meant by this technique is an example of the use of vocabulary (body) that does not use vocabulary related to the body in general. However, using concepts on the body generally and abstractly, such as skin color, body size, and high body. The purpose of using this technique is that the teacher wants his students to understand the meaning of the vocabulary concept.
- e)Description and Definition: This technique of teaching English vocabulary uses other meanings of the vocabulary or with similar words. The purpose of using this technique is that teachers help students to get knowledge more about new English vocabulary that has the same meaning as the word.
- f) Pictures and Mime: Vocabulary teaching techniques that use photos, images, and flashcards related to the vocabulary in its teaching. This technique is the easiest technique to apply to all levels of learning and students are easier to understand the meaning of the vocabulary.

In every method used there are differences in their implementation in the classroom. However, the use of the vocabulary learning method can also be influenced by several factors that make it different, namely:³³

- a) Frequency: Is the highest factor in learning for several years and the results can be used as syllabus in learning and learning material.
- b)Pronunciation: This is a factor commonly used by teachers to teach new vocabulary to their students to correct the truth of the learning syllabus.
- c)Contextualization: This is a factor that produces an activity for teachers to show a particular word or unfamiliar then changed to a better word.
- d)The Importance of Vocabulary Mastery: This is an important point, because language is very complex and vocab has very rich words like English.

On the other side, as time goes by vocabulary learning experiences progress, namely learning through mass media such as; Songs, Movies, Internet, computer games, and TV programs. Before the development of vocabulary learning media initially used monolingual dictionaries, the use of dictionaries as one of the learning media was very effective because in the same way students could learn grammar, pronunciation, and explanations from each different writing. Although the methods used in each person's vocabulary learning are different, the goals achieved are the same depending on the person himself. So, vocabulary teaching techniques can be adjusted to the level of the student and the needs needed in learning the English vocabulary.

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³³Hedge. (2003). Teaching and Learning in Language Classroom. New York, Oxford University Press.

B. Review of Previous Studies

There were previous studies that researched about Language Development Center. But, the previous studies doesn't find significant with the title. Because Language Development Center is one of the program in a school and every school have the name of language development own. As for the researcher which have done related to this topic.

The first was done by Anti' Rafituzzahro,³⁴ the finding of this study is the differences between using speaking English in the language learning environment. The purpose of this study to know the differences using Language learning in each gender which is support to speaking skill at an eight-grade in Integrated Bilingual Junior High School Al-Amanah Krian. The research method used in this research is the Qualitative descriptive method. Meanwhile, this research got the problem is that male students ignore to remind the speaking female with the English language.

The second study was by Yongqi Gu,³⁵ the finding in this research is about the change of vocabulary learn strategies passive to be active can help students to learning vocabulary by one hundred students Chinese EFL a course in Singapore. The research also finds the correlation between passive vocabulary size and the percentage of active vocabulary.

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³⁴Rifatuzzahro, Anti'. (2017). Language Learning Environment Support Case Study: Gender And Speaking Development At 8Th Grade In Integrated Bilingual Junior High School Al Amanah Krian. *Undergraduate thesis*, UIN Sunan Ampel Surabaya.

³⁵Gu, P. Y. (2010). Learning Strategies for Vocabulary Development. *Reflections on English Language Teaching*.

The third study was by Irmanto,³⁶ the purpose of this study is to investigate the best way to teach vocabulary mastery in daily life students'. After that, the finding of this study is students' daily life-based learning can develop the students' vocabulary. But, this research needed the environment to improve the students' vocabulary. As for, the research method which used not mention significantly, because this research collaborates with teaching English in the class.

The fourth study was by Ismi Suciati Maghfiroh,³⁷ the purpose of this research is to investigate the students' perception of the "Vocabulary Notebook" program. The finding of this research is used the English Habit in the classroom is the teacher taught an isolated list of words. The research also measures the students' perception of agreeing with the program to be used in the classroom. The research method used in this research is the qualitative method and the approach is a case study. But, this research has to improve more because this research has difficulties to join the program, and they have to prepare the pay much attention.

The fifth was by Dewi Binta Maskhurin Handayani,³⁸ the purpose of this study is to know the used by the eight-semester of English Department of IAIN Tulungagung and to know the solution of used vocabulary learning by eight semesters of English Department at IAIN Tulungagung. As for, the research methods used are Descriptive qualitative and the collecting data the researcher used are interview, documentation, and documentation. But the researcher got some problem in this

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³⁶Irmanto. (2013). Developing Students Vocabulary Mastery Through Their Daily Life-Based Learning At Grade Seventh Of Smp Al Ghazali, Batang-Batang, Sumenep. English Education Department. *Undergraduate thesis*, UIN Sunan Ampel Surabaya.

³⁷Maghfiroh, Ismi, Suciati. (2019). English Habit "Vocabulary Notebooks" Program And Students' Perception (A Case Study of the Eighth Grade Students of SMP Negeri 22 Semarang in Academic Year 2018/2019). *Under Graduates thesis*, UNNES.

³⁸Maskhurin, Handayani, Dewi Binta. (2014). Study on Vocabulary Learning Strategy Used by the Eighth Semester Students of English Department of IAIN Tulungagung in the Academic Year 2013-2014. *Undergraduate thesis*, IAIN Tulungagung.

research, and the researcher found the solution always use the English language in every chat with friends, chatting use the English language with a foreign language, and always use the dictionary when finding the difficulties word.

The sixth was by Philips Shigeo Brown,³⁹ the finding of this study varies from tests, surveys, and comments of students, the understanding of the research with the proposal for the future. The research method used in this research is a mix method (Qualitative & Quantitative). The research in this study used a mix method, but the researcher uses some data collection are Test, Questionnaire, Survey, Interview, Classroom Observation, and Teaching Journal. However, the study uses many data collection in this research, the researcher only focuses on strategy use in the class, long-term vocabulary learning, and fundamental strategies.

The seventh was by Nining Puspitasari,⁴⁰ the focus of this research is using Quizlet in vocabulary learning is one of the effective ways to learn vocabulary. The finding of this study is students' can improve their vocabulary mastery by using Quizlet in every skill. The method which used by the researcher is Classroom Action Research because the researcher wants to collaborate with the English teacher in MTs Ma'arif Al-Ishlah Bungkal Ponorogo. The approaches used by the researcher are descriptive analysis and statistical analysis because the researcher wants to know the result of using Quizlet in learning vocabulary mastery at a seventh grade of MTs Ma'arif Al-Ishlah Bungkal Ponorogo.

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³⁹Brown, Philip Shiego. (2009). Integrating a Vocabulary Strategies Program into a First-year Medical English Course. Japan, University of Birmingham, *Teaching English as Foreign or Second Language (Master of Art)*.

⁴⁰Puspitasari, Nining .(2019). Enhancing Student's Vocabulary mastery by Using Quizlet Media at the Seventh Grade of MTs Ma'arif Al-Ishlah Bungkal Ponorogo. *Undergraduate Thesis*, IAIN Ponorogo.

All the previous studies not related significantly to this research, because every school has its own name for learning vocabulary. Every program has a focus to develop skills to help students improve their language skill.



CHAPTER III

RESEARCH METHOD

The chapter discusses the research design, subject and setting of the research, data and source data, data collection technique, instrument, data analysis, and validity data. Finally, the data analysis is discussed and this chapter presented the data have collected and analyzed.

A. Research Design

This study used qualitative research because this study emphasizes the process, and actions of the students. Qualitative research is research that is related to ideas, perceptions, and opinions of people who will be examined and that cannot measure by number. According to stated that the type of research based on the object/participant information.⁴¹ Furthermore, the research approach in qualitative method used is a Case Study.

The purpose of using a case study is to explain real life information in depth within the environmental contexts. According to Buroway⁴², Stake⁴³, and Yin⁴⁴ about case study the research that Case study can be an organization, group, individual, and problem. On another side the use of case studies alone can help researchers to produce and test results from research. The purpose of the researcher using the case study

⁴¹Creswell, J. W. (2014). Research Design 4 Edition. In Sage. Pp. 48

⁴² Burawoy, M. (2009). *The extended case method. Four countries, four decades, four great transformations, and one theoretical tradition.* Berkeley: University of California Press.

⁴³Stake, R.E. (2005). Qualitative case studies. In *The SAGE handbook of qualitative research*, 3rd ed, ed. N.K. Denzin, and Y.S. Lincoln, London, Thousand Oaks: Sage Publications. 443–466

⁴⁴Yin, R.K. (2014). *Case study research. Design and methods*, 5th ed. London, Thousand Oaks: Sage Publications.

research method is to explain and understand the object being studied.⁴⁵ Using this qualitative case study approach can help researchers. The researcher use a case study to know in depth the type of learning activities of LDC program and the contribution of LDC program for teachers and students in facilitating students English vocabulary learning at MA Unggulan Darul 'Ulum Jombang.

B. Subject and Setting of the Research

This research conducted at MA Unggulan Darul 'Ulum Jombang. The researcher chooses MA Unggulan Darul 'Ulum because the Language Development Center already exists and helps many students to communicate in foreign languages. This research took at MA Unggulan Darul 'Ulum Jombang which is located in Jl. Rejoso Peterongan Jombang. The school has been chosen as one of the role models that have been implementing the program for a long time previously.

As for the subject of this research there are students and some teachers who teach language. However, the subject was taken by the researcher there are three students' of 11th grade have been following the program for 1 year previously and three students of 12th grade have been following the program for 2 years previously, and two teachers that English language teaching in MA Unggulan Darul 'Ulum Jombang.

C. Data and Source of Data

1. Primary Data

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⁴⁵Yin, R. K. (2014). Case study research: Design and methods (5th ed.). In *Thousand Oaks, CA: SAGE Publications*.

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The primary data used by the researcher aims to investigate directly the data in

the field based on sources or direct experience. The data needed are the learning

activities of Language Development Center program to facilitate student vocabulary

learning at MA Unggulan Darul 'Ulum Jombang and the advantages of students and

teachers when using the Language Development Center Program. According to the

primary data is the data source that directly in the collector. ⁴⁶ The data collected were

through using interview guidelines and documentation.

The researcher interviews two teachers and three students of 11th grades and

three students of 12th grades of MA Unggulan Darul 'Ulum to know using the

Language Development Center to facilitate vocabulary learning. Furthermore, the

researcher would be taken documentation to fulfillment the interview data in the

Language Development Center program has to be followed by students.

D. Data Collection Technique

The data collection used in this study was interviews and documentation from

students and teachers. The detail information of the interview and documents is

described as follow:

1. Interview

As explained in the theory of J.R. Raco said that the purpose of the interview was

to find out in depth information that could not be found in field observations.⁴⁷

However, in this study the type of interview used is semi-structured (open-ended) in

⁴⁶Sugiyono. 2013. Metode Penelitian Pendidikan (Penelitian Kuantitaif, Kualitatif, dan R&D).

Bandung: CV. ALFABETA

⁴⁷J.R. Raco.(2010). Metode Penelitian Kualitatif. Pp. 116

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which the researcher wants to know in-depth information from the observer. The type of interview used by the researcher is an interview guide, because the interview guide will control the researcher's questions in collecting data and information accurately. The interview in this research was taken directly in the field on 4th - 19th March 2021. The form of an interview that has been given by researchers to participants is an interview that has been designed based on the need for researchers to know the form of learning activities and the contribution of LDC in facilitating students' English vocabulary learning.

The researcher conducted interviews with two language teachers and three students of 11th and three students of 12th grade. On the other side, the way researchers chosen was the participant of research are; For teachers the researcher chosen teachers who have long taught and accepted the vocabulary memorization of students in the LDC program, while for the students 11th and 12th grade the researcher chosen based on recommendations from the English teacher at the school.

2. Documentation

As explained in a theory that the form of documentation in a study includes writings, drawings, and works belonging to a person.⁴⁸ In this study using documentation in the form of images from Language Development Center program in facilitating student vocabulary learning.

G. Instrument

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⁴⁸Sugiono. (2016). Quantitative Research Method, Qualitative, and R&D. Bandung: CV Alfabeta

As for in a theory that the instrument of research is a researcher itself but be supported by other based on the research focus.⁴⁹ In this study, the researchers used two research instruments, namely:

1. Interview Guideline

The first instrument is the interview guideline to answer the question more deeply and accurately. The kind of interview used by the researcher is an openended question to the participant. In this study 10 questions are divided into 2 namely; 5 interviews for teachers (see appendix 1 for the detail interview question) and 5 for students (see appendix 2 for the detail interview questions). The researcher was interview to the two teachers and three students of 11th grade and three students of 12th grade about the language development center program in facilitate students' vocabulary learning.

2. Documentation Instrument

The second research instrument is documentation. The type of documentation used by researchers is in the form of photos of teachers and student activities related to the LDC program either teachers English language, and students of 11th grade or 12th grade. In addition to photos of student activities, researchers also used data from the school's archives. On the other side, the tools used by researchers in this second instrument are cameras, video recorders, and school documents.

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⁴⁹ Ibid

H. Data Analysis Technique

This research uses Qualitative data and the data technique uses case study. According to Creswell, some steps have to be followed by the researcher on Qualitative research.⁵⁰ The steps are following 6 steps there are:

- 1. Preparing the data has been collected in the field. The preparing in transcribing of interview transcripts about the Language Development Center program were taken by researchers from two teacher's English language and three students' of 11th grade and 12th grade in MA Unggulan Darul 'Ulum Jombang.
- 2. Reading the data which was the results of interview transcript about Language Development Center program taken from two teacher's English language and three students' of 11th grade and 12th grade in MA Unggulan Darul 'Ulum Jombang.
- 3. Coding the data, classifying the Language Development Center program into different groups, and labeling with different term. Therefore, in this study the type of code used is Initial Coding, because the data collection used is an open-ended interview. As for the example of Initial Coding in this research:

Initial Coding

No.	Interview of Questions	Raw Data	Initial Code

⁵⁰Creswell, J. P., (2014). Research Design. California: SAGE Publication

1.	What are the activities of	For activities from the Language	Student's activities
	Language Development	Development Center program	
	Center program which are	that supports students' learning	
	related to students'	in the classroom, namely	
	English vocabulary	Memorizing English/Arabic	
	learning?	vocabulary that can support	
		students' ability to learn	
		Arabic/English in compulsory	
		class subjects.	

Table 3.1 Initial Coding

In addition, the code use in this study is based on participants and available data. Meanwhile, the use of codes for participants in this study includes; first participant for teacher T1, T2 and second participants for 11thgrades coded as S1, S2, and S3 and for 12th grades coded as St1, St2, and St3.

- 4. Generating the data which is information based on coding data results.
 Meanwhile, at this stage the researcher uses the research findings that have been coded previously.
- 5. Presentation of the descriptions into qualitative narratives in more detail. At this stage, the researcher presented the findings and discussions supported by research questions. The results of this study are displayed in the form of images and graphs.
- 6. Interpreting the results of the data. In this stage the researcher includes the opinion about the results of the views the teacher's and students', and

comparisons between previous research and some questions have beenasked.

N. Validity Data

In Qualitative research, a naturalistic approach is needed so that a researcher can understand phenomena directly, and cannot manipulate these phenomena. Meanwhile, Qualitative research also uses the concept of validity which aims to explain the terms used in Qualitative research. The concept of validity itself is not only single but is universal because it is based on the process and methodology of the research.

To measure the validity of the data, the researchers performed a member check technique. Member check technique is a process of checking data obtained by researchers to the data provider and to find out if the data obtained is valid and trustworthy.⁵¹ So, it can be known that the data from a study can be said to be valid if the data giver has agreed to the truth with the findings in the field. However, if the data obtained does not match the data provider in the field then the investigation is said to be invalid.

To measure the validity of the data in this study, the researcher used member check. Member check used is the result of interviews to subjects in the field directly and documentation from school archive data.

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CHAPTER IV

RESEARCH FINDING & DISCUSSION

This chapter discusses about finding and discussion of the research. The data presented below by the interview guideline and documentation from the school's data to the participants who are teachers and students' in MA Unggulan Darul 'Ulum who took in Language Development Center program. The finding of this research are aimed at the learning activities contained in the Language Development Center program in facilitating vocabulary learning and the advantages of the Language Development Center program in facilitating student vocabulary learning.

A. Findings

To achieve the data, researchers conducted interviews with two teachers, three students in 11th grades, and three students in 12th grades at MA Unggulan Darul 'Ulum Jombang. The number of interviews used is 5 interview questions for teachers and 5 interview questions for 11th grades, and 12th grades students'. Judging from the results of interviews conducted by researchers it can be known that the Language Development Center program can help students in facilitating vocabulary learning of students from various sides.

1. Learning Activities offered in Language Development Center program

In this section, the explanation used is based on the results of the language teacher and students interviews. In the LDC program are several language learning activities can be applied by teachers to the students. These activities are in the form of daily and monthly activities. As described in the table below.

Learning Activities in LDC Program

No.	Learning Activities in LDC Program		
		Applied by Teachers'	Applied by Student's
1.	Daily Activities	There are 2 kinds activities: Official is	- Memorize the vocabulary.
		Memorize the vocabulary, Unofficial is when LC member give the material to	- Every Monday-Wednesday.
		every class in every morning.	- Memorize about 10 vocabularies.
		- Measure the students vocabulary.	- Memorize with their friends
		- Every Monday-Wednesday.	everyday.
2.	Monthly Activities	- Muhadhoroh Activities.	- Muhadhoroh Activities.
		- Language Ceremony.	- Language Ceremony.
		- Language Study in Jogjakarta City.	- Language Study in Jogjakarta
			City.

Table 4.1 Learning Activities of LDC Program

a. Daily Activities

In the first section, the explanation used is based on the results of the language teacher interviews. One form of LDC program activity is a daily activity which all students are required to memorize the vocabulary provided in the handbook and in each morning the student receives new material from the class brother (LC member) at the -0 hour of each class. As according to T1, "The activities of this LDC program are divided into 2 kinds: Unofficial activity is the delivery of LDC program materials taught every morning at the 0th hour by the class brothers (LC members) in all classes of all levels and official activities in the form of memorizing vocabulary daily by each student in all classes". The material delivered at the -0 hour is the material directly provided by the respective language teachers.

Another form of daily activity is memorizing the vocabulary provided by the teacher in the student vocabulary handbook, as explained by T2 that, "Through the use of pre-published modules, students are required to memorize 100 vocabularies before the exam time. Therefore, with the book students can race and improve their vocabulary. On the other hand they can also learn from their friends, teachers, or their environment". In learning a foreign language, especially vocabulary students can learn from others and the teacher.



Figure 4.1 Memorizing Arabic Vocabulary to their Teacher's Language

Although figure 4 .1 illustrates the example of memorizing Arabic vocabulary, the way of memorizing English vocabulary is also the same as the picture. From the picture above, it is known that all students are required to memorize vocabulary to their language teacher every Monday, Tuesday, and Wednesday. Because by memorizing the vocabulary, students can understand every material taught by their English teacher.

In the second section, the explanation used is based on the results of the language students interviews. The data that has been obtained is based on interviews of the students about language activities conducted in the Language Development Center program. As explained by the 11th graders (S1, S2, S3) that "The activity is memorizing vocabulary every Monday, Tuesday, and Wednesday". In these activities they can learn about various tenses, conditional sentences, and others.



Figure 4.2 Memorization English Vocabularies with their friends

From the picture it can be known that the activity is monitored directly by their language teacher and given a value in their handbook. As for the key to successfully learning a foreign language is how the student implements it in his or her daily life.

b. Monthly Activities

In the first section, the explanation used is based on the results of the language teacher interviews. In addition, another form of LDC program learning activities is monthly activities that are as explained by T1 that "The school has provided various facilities that can develop students' language skills such as Language and IT Laboratories, and Muhadhoroh".

Muhadhoroh activity is an activity that is carried out every 3 months/once to practice students' language skills. Meanwhile, in muhadhoroh activities there are other activities such as English debate, Speech, Storytelling, Reading a poem, Sing a song, etc.



Figure 4.3 Muhadhoroh Activities (Story telling)

From the picture above, it can be known that one form of muhadhoroh activity of the LDC program is storytelling that uses English. On another side the use of vocabulary in the Language Development Center program, there are several things that must be considered.

In the second section, the explanation used is based on the results of the language students interviews. In addition to these activities, the activities of the Language Development Center program are conducted every 3 months/once by all students in the form of muhadhoroh. As explained by grade 11th (S3), and grade 12 students (St1, St2, St3), "The activities of the LC program are activities that increase students' vocabulary in the form of vocabulary memorization every day. In

addition, there are also Muhadhoroh activities. Muhadhoroh activity is an activity that is conducted every 3 months/once and there are several activities that can help students in the field of language, namely; language speech, language drama". This activity is carried out by all students from all classes either LC members or others.



Figure 4.4 Muhadhoroh Activities (English Speech)

From the picture above it can be concluded that from muhadhoroh activities conducted by the Language Development Center program that, students can train mentally to appear in public using a foreign language. On the other hand, there is a form of learning activities from the LDC program conducted every 3 months / once is a language ceremony. As explained by S1 "Every 1 year/once there is an LC ceremony which uses 2 languages namely Arabic and English, Every morning students are asked to memorize the vocabulary of the language". This language ceremony is attended by all students and uses a foreign language (English/Arabic).



Figure 4.5 Language Ceremony

From figure 4.5 it can be known that the way to implement vocabulary learning from the LDC program is by implementing language ceremonies attended by all students and can help students in developing public speaking skills. On another side, there are other activities that can help students to improve their vocabulary learning namely Language Study.



Figure 4.6 Language Study

From the figure above it can know about the example of learning activities in the LDC program by language study. The activities of the Language Development Center program is are very beneficial for

students, especially 11th graders. Because the 11th graders have Language Study activities in Jogjakarta area exactly at Malioboro and Borobudur temple, it requires students to talk to foreigners as an example of the implementation of the Language Development Center program. Moreover, it can be known that in the LDC program there are various forms of learning activities that can help students in facilitating the learning of English vocabulary.

2. The Contribution of Language Development Center program

In this section, the explanation used is based on the results of the language teacher and students interviews. As it is known that the Language Development Center program has an important contribution in the learning of vocabulary students either directly or indirectly. In learning vocabulary, many advantages can be taken by teachers and students as in the table below.

The Contributions of LDC Program

No.	The Contributions of LDC Program		
	Applied by Teachers'	Applied by Student's	
1.	Can know the students vocabulary level.	Can more easily to understanding the material in the classroom.	
2.	Using vocabulary in the handbook based on the student level, daily life.	Can add new vocabulary.	
3.	Measure the students language ability through the language tests.	Can improve their foreign language ability.	

4.	Can help students to improve their language's	Can communicate with foreign people using
	ability	English language.

Tabel 4.2 The Contribution of LDC Program

In the first section, the explanation used is based on the results of the language teacher interviews. As is it known the greatest benefit of learning vocabulary in Language Development Center programs is according to T1 that, "There are some children who experience improvement after joining the LC program, because they feel that the materials taught in the LC program are related to the compulsory subject in their classroom". So, in addition to students being able to add new vocabulary from the Language Development Center program, they can also more easily understand the English subject taught in the classroom.

In addition, students can also practice their English skills outside of school as mentioned by T1 that, "Meanwhile, among the memorization activities of Arabic/English vocabulary conducted by students, can support the activities of the competition held both inside and outside the school environment". Thus, the biggest influence in students' foreign language learning is the surrounding environment, which can affect the development of students' language skills in the future. In addition, the explanation by T2 of the selection of vocabulary used in the Language Development Center program states that, "For the selection of vocabulary usage contained in the module is taken from various sources and there is no reference for the selection of vocabulary to be given to students". Therefore, the selection of

vocabulary in the Language Development Center program is not only from one side but based on their daily lives.



Figure 4.7 The Student handbook

The number of vocabularies required by students is 400 vocabularies in the first and second year and 200 vocabularies in the third year. So, the total number of vocabulary that must be memorized by students is 1000 vocabularies for 3 years. So, in addition, each student is also given a module that contains vocabulary that can be implemented in his life.

As explained by T2 that, "Through the use of pre-published modules, students are required to memorize 100 vocabularies before the exam time. Therefore, with the book students can race and improve their vocabulary. On the other hand they can also learn from their friends, teachers, or their environment". In learning a foreign language, especially vocabulary students can learn from others other than the teacher. So, in addition, each student is also given a module that contains vocabulary that can be implemented in his life. Because the

key to successfully learning a foreign language is how the student implements it in his or her daily life.

As it is known that the contribution of the LDC program is very important for students and teachers either within the school or outside the school. Therefore, the use of vocabulary learning methods in LDC programs is also very important. As explained by T1 that, "On the other hand, there are also activities that are carried out, namely filling English rubrics in AFKAR magazine (school), Plant Labialization, School Room Labeling". This method can be known if students participate in school activities and can be reviewed directly by the teacher. This type of teaching method is one form of assessment of the English vocabulary skills that students have had during the LDC program.

On the other hand, there is also the number of students who contribute to the Language Development Center program which is affected by the problems faced by students and others, as explained by T2 that, "There are many challenges faced such as sleepy students, close exam deadlines, falsification of teacher signatures, cheating modules when memorizing vocabulary, asking a friend to help when memorizing vocabulary". Therefore, the number of students participate in language competitions in the Language Development Center program. In addition, there are examples of the advantages of the LDC program in teaching students vocabulary outside of school as shown in the graph below.

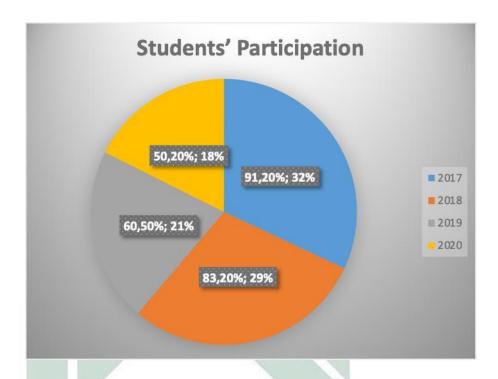


Chart 4.1 The Example of Students' participation in Language

Competition

From the graph above, it can be known that the benefits of the LDC program are very helpful for students, especially in terms of language competitions held both inside and outside the school. The Number of student participants participating in the competition from year to year (2017: 91.20%, 2018: 83.20%, 2019: 60.50%, and 2020: 50.20%) decreased slightly due to the desire to learn the language of students less and because of technological advances that make students more comfortable learning through existing technology. In addition, the decrease in the number of student participation in 2020 is very high due to the COVID-19 pandemic that makes all school activities or other activities closed at a time.

The way used to measure students' ability in English vocabulary in LDC program. However, when students are out of school as

explained by T2 that, "To know the level of language skills students are quite difficult if not presented directly in communicating with others". Because all student activities outside the school are beyond the control of the school and their respective language teachers. Therefore, every student is expected to always practice their language skills by communicating with others using English.

In the second section, the explanation used is based on the results of the students interviews. As it is known that in the Language Development Center program has an important contribution in the learning of vocabulary students either directly or indirectly. As will be explained below. In the Language Development Center program there are vocabulary learning activities that bring many benefits as described by 11th graders who almost all answer that, "Being able to learn new English vocabulary, being able to get to know new people by communicating in English, becoming aware of an English subject that has been poorly understood". In addition, from the Language Development Center program students can better understand every material taught in the classroom related to English.

On the other hand, vocabulary learning in the Language Development Center program can be used outside the school environment and can be used to communicate. As explained by the 12th grader (St3) that, "The benefit of the LC program is to add new vocabulary maintenance that is rarely known and can be used as a handle when practicing speaking with others". The advantages

obtained by students outside the school environment such as taking part in competitions.



Figure 4.8 Students' Participant of the Language Contest

On the other hand, the advantages of the Language Development Center program in the school help students interact directly with others both implemented inside the school and outside the school. As explained by St1 that, "The benefit of the LC program is that students are invited to interact directly using English with others and add new insights when muhadhoroh activities are implemented in the LC program".



Figure 4.9 Students' Activities with Foreign People

From the figure above it can know about the example of implementation LDC program by communicate with foreign language. The implementation of the Language Development Center program is very beneficial for students, especially 11th graders. Because the 11th graders have Language Study activities in Jogjakarta area, it requires students to talk to foreigners as an example of the implementation of the Language Development Center program.

B. Discussion

In this section, the researchers discusses the findings of the research that has been described earlier with correlate 2 research questions and related to the previous research in Chapter II. As for in this section this study discusses about the Language Development Center program applied by teacher's and students which discuss 2 parts there are language activities and the contribution of Language Development Center program at MA Unggulan Darul 'Ulum Jombang.

1. The Learning Activities offered in Language Development Center

In the first part, the research findings will answer the first research question, which contains the activities of the LDC program at MA Unggulan Darul 'Ulum Jombang according to teachers and students views. In the LDC program there are 2 kinds of learning activities, there are; Daily activities and Monthly activities. In the daily activities students have to memorize some English vocabulary in their handbook. According to one

theory English vocabulary is a very effective way for students to learn a foreign language by communicating with others and without the need for a broad vocabulary. ⁵² The opinion of this theory is strongly related to previous research that states that the use of vocabulary in communication through oral or written is intended to convey certain ideas and messages. ⁵³

From this previous study can be known one of the activities of the LDC program is memorizing vocabulary as stated previously (See figure 4.1) where students can memorize vocabulary with teachers or other students. As explained in previous research that the reason for using a vocabulary notebook is to be a good personal dictionary students and can help students in how to read, simple sentence forms and others. ⁵⁴ Although this previous study is relevant to this study, because the LDC program at MA Unggulan Darul 'Ulum also has a student's vocabulary book that must be assessed to the language teacher every 3 days and that's book can help student's to improve their language skills. According to a Skinner's theory that the more something is repeated the stronger the habits and the greater learning. ⁵⁵ Why did that happen? Because as it is known that in the LDC program students not only have activities to memorize vocabulary repeated every day, that makes the students to implement in their life and can be their habitual.

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⁵²Alqathani. 2015. *The Importance of Vocabulary in Language Learning and How to be taught.* International Journal of Teaching and Education, III (3), Pp. 21-34.

⁵³Puspitasari, Nining .(2019). Enhancing Student's Vocabulary mastery by Using Quizlet Media at the Seventh Grade of MTs Ma'arif Al-Ishlah Bungkal Ponorogo. *Undergraduate Thesis*, IAIN Ponorogo. Pp. 25

⁵⁴Ibid

⁵⁵Skinner, B.F. (1957). Verbal Behavior. Appleton-Century-Croffs.

As explained in Abidin's theory that an existing school program will be one of the keys to the establishment of a cultured school and help students in the future. The theory relates to the results of this study which says that the LDC program is a program under the auspices of the school and taught by the students and teachers of the school itself. As it is known that the LDC program is a program that is outside the compulsory learning activities of the school or as a complement, as for the activity of memorizing students' vocabulary to teachers for 3 days, namely from Monday to Wednesday to their English teacher. This explanation is very relevant to previous research that states that English habit program activities are regular activities for students at SMP Negeri 22 Semarang held every Tuesday to Friday about 5-10 minutes. The substitute of the school program activities are regular activities for students at SMP Negeri 22 Semarang

In the second part, according to the students' view in the LDC program there are 2 kinds of learning activities, there are; Daily activities and Monthly activities too. In the daily activities students have to memorize some English vocabulary in their handbook. As for, in a previous study that explained the English habit program that is relevant to the LDC program, the purpose of the English habit program is to improve students' ability to write, read, listen, and others. From previous research it can be known that LDC programs with English habit programs have relevant similarities because they aim to help students to improve their language skills. The

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⁵⁶Abidin, Yunus. 2015. Pembelajaran Multiliterasi Sebuah Jawaban atas Tantangan Pendidikan Abad Ke-21 dalam Konteks Keindonesiaan. Bandung: PT Refika Aditama.

⁵⁷Maghfiroh, Ismi, Suciati. (2019). English Habit "Vocabulary Notebooks" Program And Students' Perception (A Case Study of the Eighth Grade Students of SMP Negeri 22 Semarang in Academic Year 2018/2019). *Under Graduates thesis*, UNNES. Pp. 35

⁵⁸Ibid

example of activities carried out by students in the LDC program that relates to the explanation of the previous study as stated in (See figure 4.2) which in the picture can be known that the LDC program can help students to appear in public and improve all their language skills through learning together with their friends.

In previous research, it was explained that developing English speaking skills requires a supportive environment both within the school and outside the school.⁵⁹ The results of this previous study are relevant to the explanation of students who say that the LDC program is one of the programs that can help students to improve language and vocabulary skills, although in terms of implementation in the field is not good. So, it can be known that the influence of the environment on improving student learning is very supportive.

The LDC program in MA Unggulan Darul 'Ulum there is the monthly activities. On another side, the previous study relate to the monthly activities in LDC program at MA Unggulan Darul 'Ulum, which activity makes students more confident to communicate in public using English. The number of vocabulary that must be memorized by students are 1000 vocabularies, which is 400 vocabularies in the 10th and 11th grade, and 200 in 12th grade that has been provided in the student handbook.

In the LDC program there are several activities such as Muhadhoroh which is carried out every 3 months/once, memorizing

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⁵⁹Rifatuzzahro, Anti'. (2017). Language Learning Environment Support Case Study: Gender And Speaking Development At 8Th Grade In Integrated Bilingual Junior High School Al Amanah Krian. *Undergraduate thesis*, UIN Sunan Ampel Surabaya. Pp. 76

vocabulary every Monday-Wednesday, and others. The activity of memorizing vocabulary as explained in the results of previous research that the activity of memorizing vocabulary is an activity that takes a long period to get good results and useful for a long period, is by reading books, articles, communicating with others, and others. ⁶⁰ The results of this previous study are relevant to the results of interviews conducted by this study which in the LDC program there are activities to memorize vocabulary that has been provided in the student handbook (see picture 4.3 & 4.4).

In LDC program 2 activities that can help students to improve their language ability are; Language Ceremony is an activity conducted in 1 year/once and the participant by all students and all teachers in MA Unggulan Darul 'Ulum using 2 language and Language Study is an activity that uses English Language to communicate with foreign language and conducted for 11th grade only. As for what is explained in another theory from Thornbury that reinforces the previous theory that learning vocabulary is important and can determine one's success in learning the language. ⁶¹ From the explanation of the theory it can be known that the benefits of learning vocabulary are very important, as explained earlier (See figure 4.5, & 4.6) which students can communicate in the public using the English language.

2. The Contribution of Language Development Center program

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⁶⁰Maskhurin, Handayani, Dewi Binta. (2014). Study on Vocabulary Learning Strategy Used by the Eighth Semester Students of English Department of IAIN Tulungagung in the Academic Year 2013-2014. *Undergraduate thesis*, IAIN Tulungagung. Pp. 41

⁶¹S. Thornburry, (2002). How to Teach Vocabulary (United Kingdom: Pearson Educational Limited), 12.

In this section, the findings of this study will answer the second research question that about the contribution of LDC program in facilitating students' vocabulary learning based on teachers and students view. In a previous study that explained about the English habit program that is relevant to the LDC program, the purpose of the English habit program is to improve students' ability to write, read, listen, and others. While the form of English grammar which is a benefit when use of LC method. There are 2 kinds of forms of English grammar learning in this method, the first is a learning method that focuses on a learning model that teaches about the context of grammar and the second is a focus on grammar that teaches about the meaning of a sentence. As in previous research that explains that a student cannot communicate well without learning the basic grammar beforehand, although without learning grammar entirely they can communicate, it is not effective.

In the fact, the previous theory explanation has been supported by a theory that says that a student without learning grammar will get little information and without learning vocabulary nothing can be conveyed. Meanwhile, the results of research interviews conducted with teachers explained that in the LDC program there is a handbook for students which can help students to learn grammar from the examples of sentences that have been provided along with a list of vocabulary (See figure 4.7). So,

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⁶²Ibid

⁶³Nassaji, Hossein & Sandra Fotos. (2007). "Issues on form-focused instruction and teacher education" dalam Sandra Fotos and Hossein Nassaji (ed). *Form-focused and instruction and teacher education studies in Honour of Rod Ellis*. Oxford:Oxford University Press.

⁶⁴Maghfiroh, Ismi, Suciati. (2019). English Habit "Vocabulary Notebooks" Program And Students' Perception (A Case Study of the Eighth Grade Students of SMP Negeri 22 Semarang in Academic Year 2018/2019). *Under Graduates thesis*, UNNES. Pp. 31-32

previous research with the results of this study has similarities that in learning foreign languages it is necessary to learn the composition of grammar first.

In addition, measuring students' ability in vocabulary learning can be done in several ways. As explained in a previous study that in vocabulary learning, he conducted a pre-test in which researchers conducted a pre-test to measure students' abilities before they implemented them in daily life. The findings of this study show that the LDC program holds an exam every 3 months/once that coincides with the school PTS/PAS. So, it can be known that the results of interviews with teachers are very relevant to previous research related to how to measure students' ability in vocabulary by conducting a test. The general purpose of the test in learning vocabulary is to know the level of vocabulary ability of students during this time.

In addition, the students participation in learning English vocabulary in the LDC program is due to differences in students' vision from year to year. As stated in previously description (See chart 4.1) which explains that the number of students participating in language competitions has decreased, especially in 2020 which is very drastic due to the COVID-19 pandemic around the world. So, it can be concluded that the level of amount the students participation in each year is different but in general as described in the previous paragraph and how to facilitate the

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⁶⁵Irmanto. (2013). Developing Students Vocabulary Mastery Through Their Daily Life-Based Learning At Grade Seventh Of Smp Al Ghazali, Batang-Batang, Sumenep. English Education Department. *Undergraduate thesis*, UIN Sunan Ampel Surabaya. Pp. 42-43

learning of students' vocabulary from the LDC program is also various ones as described above.

In addition, the benefit of the LDC program is that it can help students communicate with others using a foreign language. As explained in Richards' theory that vocabulary is important and needs to be considered by experts because it can help in communicating with others. 66 This theory is very relevant to the results of this study where one of the benefits of the LDC program is being able to communicate with others. As for what is explained in another theory from Thornburry that reinforces the previous theory that learning vocabulary is important and can determine one's success in learning the language.⁶⁷ From the explanation of the theory it can be known that the benefits of learning vocabulary are very important, as explained earlier (See figure 4.8) which students can communicate in the public using English language through the competition.

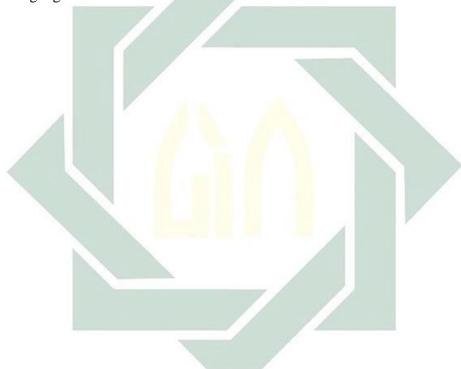
On the other hand, the benefit of learning vocabulary is that it helps students to communicate with others. As explained in Harmer's theory that practicing means gaining knowledge, experience, and ability. 68 This theory is reinforced by the results of previous research that explains that the English Habit program is a program that can facilitate the language needs

⁶⁶Jack C. Richards. (2002). Curriculum Development in Language Teaching, (United Kingdom: Cambridge University Press), 4.

⁶⁷S. Thornburry, (2002). How to Teach Vocabulary (United Kingdom: Pearson Educational Limited),

⁶⁸Harmer, J. (2001). The Practice of Language Teaching. New York: Longman.

of students continuously.⁶⁹ In addition, previous research and theory are relevant to the results of this study listed in the previous explanation (See figure 4.9) where students are required to practice their English skills from the LDC program by talking to foreigners in Jogjakarta area, and they can also use the vocabulary that has been learned in the LDC program until the future. From the explanations above can be known that in learning the language needed is to practice, because in order to know the level of language that has been owned so far and can be used until the future.



⁶⁹Maghfiroh, Ismi, Suciati. (2019). English Habit "Vocabulary Notebooks" Program And Students' Perception (A Case Study of the Eighth Grade Students of SMP Negeri 22 Semarang in Academic Year 2018/2019). *Under Graduates thesis*, UNNES.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusions from the findings in the previous explanation, which focuses in learning activities and the contribution of the LDC program according to the views of teachers and students. In addition, this section also discusses suggestions for teachers, schools, and future researchers.

A. Conclusion

The main findings about the learning activities and contributions of the Language Development Center program in facilitating students' vocabulary learning activities at MA Unggulan Darul 'Ulum Jombang are described below:

1. Learning Activities of the Language Development Center program

The data is based on the results of interviews conducted to teachers. The forms of learning activities according the teacher English language contained in the LDC program at MA Unggulan Darul 'Ulum Jombang there are 2 kinds namely; Official and Unofficial activities, official activities is memorizing the vocabularies and unofficial activities is when the LC member give the material every morning to all students from every level.

As for, according students and teachers about learning activities in LDC program there are 2 kinds are; Daily Activities and Monthly Activities. As for the form of the daily activities of the LDC program for teachers is that teachers receive memorization of students' vocabulary on

Monday-Wednesday and teachers give the materials that will be used by LC members at the -0th hour in the classes. As for the monthly activities of the LDC program for teachers is to make muhadhoroh activities in which there are various language competitions that can help students in developing their abilities, language ceremony activities that use a foreign language completely in the activities, and language study is an activities that using English language to communicate with foreign language in Jogjakarta city.

As for the language activities of the LDC program according to the student's view are delivered the meaning of the LDC program according to the student's view, and the form of learning activities of the LDC program. The learning activities in program LDC based on the student's view is same with teachers' view previously. Because the learning activities in the LDC program are fully carried out by all students and under the auspices of the teacher. However, the difference in LDC program learning activities according to the students' view in daily activities is memorizing vocabulary every day and should be shown to the language teacher on Monday-Wednesday. As for the monthly activities, all students are participate in muhadhoroh, language ceremony, and language study activities.

2. The Contributions of the Language Development Center program

The findings of this section are based on to the views of teachers, among others; the contribution of the LDC program according to the

teacher's view is that students feel helped when learning in the classroom, can know the students language level, can measure the students level from the language test, can improve the students language ability through using a handbook. The benefits are in the view of teachers and students because the original purpose of the LDC program was to improve students' English skills through vocabulary preservation.

On the other hand, contributions from the LDC program in the view of students including students can communicate in English with others, add new vocabulary maintenance and can be implemented directly in life, and help to understand English subjects in the classroom, and can improve the students speaking language ability in the public. From the explain above about the contribution of LDC program based on the opinion's teachers and students. So, it's can be know that the LDC program have many contribution in learning vocabulary and can improve the language level of students and teachers in the future.

B. Suggestion

According the result finding of this research, the suggestion that made by researcher will be presented in the below.

1. For English Language Teacher

Teachers as educators in the classroom and need to observe the language skills of students from the LDC program. As for the explanation above, teachers can start by observing students' language skills by practicing students' language skills by communicating using a foreign language in the

school area. As a result above, to measure students' language skills, the teacher will support students' language activities both in the classroom and outside the classroom.

2. For Student

In the findings of this study found that the shortcomings of the program is the implementation. The average student has difficulty implementing vocabulary that has been learned due to much vocabulary that has been learned before. Therefore, it can be known that implementation in language learning is very important to measure the level of vocabulary that has been learned.

3. For Future Researcher

For the next researcher to know the level of vocabulary that students have to make in-depth observations and measured through the way of communicating using English by the right strategy. On the other hand, differences in subject and the place of research are expected to add more detailed information from this study.

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