

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

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of Sarjana  
Pendidikan (S.Pd) in Teaching English



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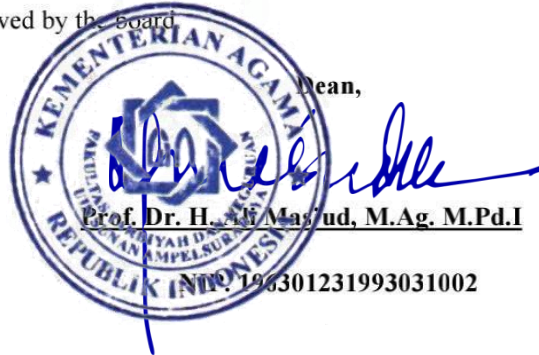
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Unlike the case with language development center activities in MA Unggulan Darul 'Ulum, which is made as a mandatory activity for all students, especially for students in 11<sup>th</sup> and 12<sup>th</sup> grades. The form of the activity is to use 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





















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









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.<sup>29</sup> 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.<sup>30</sup> In addition to using this method, some teachers also combine several methods into one.<sup>31</sup> 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:<sup>32</sup>

- 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

<sup>29</sup>Pinter. (2006). *Teaching Young Language Learner*. Oxford: *Oxford University Press*.

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

<sup>31</sup>Asgari, 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.

<sup>32</sup>Elyas, 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.

















































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







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 11<sup>th</sup> 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 12<sup>th</sup> 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



































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