THE IMPLEMENTATION OF VOCABULARY TEACHING TECHNIQUE AT DARAWITTAYA ISLAMIC BOARDING SCHOOL IN THAILAND

THESIS

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GRADUATE PROGRAM

ENGLISH LANGUAGE TEACHING STUDY PROGRAM

2023

ABSTRACTS

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Yanamaneng, Nisurainee, 2023. *The Implementation Of Vocabulary Teaching Technique At Darawittaya Islamic Boarding School In Thailand*. Magister of English Education Department, Islamic Education and Teacher Training Faculty. Advisor: Dr. H. Imam Wahyudi Karimullah, S.S.,M.A.

Keywords: implementation, technique in teaching , vocabulary techniqu

The vocabulary teaching technique can be beneficial in learning English because it is one of the critical processes for mastering the four skills. This certainly provides effectiveness in the process of providing vocabulary, because by giving more techniques, such as beginner, intermediate, and advanced techniques, at Darawittaya Islamic Boarding School in Thailand, they will be more improved after using this technique and more effective in the learning process.

The research will be divided into two parts: vocabulary teaching (after dawn) and repetition (before bedtime). To collect data, researchers conducted observations, interviews, and documentation. Observation using open-ended methods where the researcher observes the research subject and place For this type, it uses non-participants, where the researcher only comes and records the learning conditions. The researcher did not need to follow the role of the teacher. Only note the important part of the learning process. The researchers used open-ended questions and recorded the interviews.

After analyzing the results of vocabulary teaching techniques at Darawittaya Islamic Boarding School, such as showing the meaning of words, using real objects, using commands and demonstrations by beginner technique, using simple English to show the meaning of words, seeing a word in a sentence, and the value of games for vocabulary learning by intermediate technique. The last is an advanced technique, like using a dictionary as a passport to independence or words with more than one grammatical function. The three techniques are affective, which can progress students' motivation in learning English. The researcher suggests that others use Techniques in Teaching Vocabulary by Virginia French Allen for the teaching and learning process. There isn't an increase in vocabulary, but it can help students develop independence and self-confidence.

ABSTRAK

PENERAPAN TEKNIK PENGAJARAN VOCABULARY PADA PESANTREN DARAWITTAYA DI THAILAND

Yanamaneng, Nisurainee, 2023. Implementasi Teknik Pengajaran Kosakata Di Pesantren Darawittaya Di Thailand. Magister Pendidikan Bahasa Inggris, Fakultas Pendidikan Agama Islam dan Keguruan. Pembimbing: Dr. H. Imam Wahyudi Karimullah, S.S.,M.A.

Kata kunci: implementasi, teknik mengajar, teknik kosakata

Teknik pengajaran kosakata dapat bermanfaat dalam belajar bahasa Inggris karena merupakan salah satu proses penting untuk menguasai empat keterampilan. Hal ini tentunya memberikan keefektifan dalam proses pemberian kosa kata, karena dengan memberikan lebih banyak teknik, seperti teknik pemula, menengah, dan lanjutan, di Pesantren Darawittaya di Thailand, mereka akan lebih meningkat setelah menggunakan teknik ini dan lebih efektif dalam pembelajaran. proses.

Penelitian akan dibagi menjadi dua bagian: pengajaran kosa kata (setelah subuh) dan pengulangan (sebelum tidur). Untuk mengumpulkan data, peneliti melakukan observasi, wawancara, dan dokumentasi. Observasi menggunakan metode open-ended dimana peneliti mengamati subjek dan tempat penelitian Untuk tipe ini menggunakan non-participant, dimana peneliti hanya datang dan mencatat kondisi pembelajaran. Peneliti tidak perlu mengikuti peran guru. Perhatikan hanya bagian penting dari proses pembelajaran. Para peneliti menggunakan pertanyaan terbuka dan merekam wawancara.

Setelah menganalisis hasil teknik pengajaran kosakata di Pesantren Darawittaya, seperti menunjukkan arti kata, menggunakan benda nyata, menggunakan perintah dan demonstrasi dengan teknik pemula, menggunakan bahasa Inggris sederhana untuk menunjukkan arti kata, melihat kata dalam kalimat , dan nilai permainan untuk pembelajaran kosa kata dengan teknik menengah. Yang terakhir adalah teknik lanjutan, seperti menggunakan kamus sebagai paspor menuju kemerdekaan atau kata-kata dengan lebih dari satu fungsi gramatikal. Ketiga teknik tersebut bersifat afektif, yang dapat meningkatkan motivasi siswa dalam belajar bahasa Inggris. Peneliti menyarankan agar orang lain menggunakan Teknik Mengajar Kosakata oleh Virginia French Allen untuk proses belajar mengajar. Tidak ada peningkatan kosa kata, tetapi dapat membantu siswa mengembangkan kemandirian dan kepercayaan diri.

CHAPTER I

INTRODUCTION

This chapter presents an introduction including the research context, research questions, research objective, significance of study, scope and limitation, and the key term.

1.1 Backround of the study

Learning vocabulary involves structure, sound systems, and spelling. According to Nam (2018), the vocabulary in ESL is very supportive of the 4 language skills, and a big obstacle to language improvement is the lack of vocabulary. The teachers' ability to implement several methods and techniques can influence students' vocabulary development. Abduramanova (2020) said that with many learning techniques in teaching vocabulary, it would certainly provide many advantages for students, especially how to choose a technique according to the students' psychology.

Several findings of the study deal with the teaching of vocabulary knowledge. So, it is required as systematic instruction on vocabulary as a problem-solving tool (Ciftci, H., &Uster,S., 2009) action on vocabulary as a problem-solving tool (Ciftci, H., & Uster, S., 2009). The professional teachers of English as a second language realize how important vocabulary is. For students to acquire a language, vocabulary is one of the areas of knowledge that plays a big

1

role (Cameron, 2001). In another opinion, Linse (2005) made the explanation that the students' vocabulary improvement is the foremost aspect of their language development. It is important because mastery of vocabulary affects the four skills (listening, speaking, reading, and writing). So, the students must learn a thousand words that English speakers and English writers use. For many years, programs preparing language teachers paid little attention to teaching techniques for helping students learn vocabulary. Many books appeared telling teachers that students could learn all the words they needed without assistance, but teachers were sometimes told that they ought not to teach several words before their students had mastered the grammar and the sound system of the language (Allen, 1983).

According to Allen (1983), "many teachers assume that vocabulary can be developed in the teaching-learning process," but in reality, students struggle to understand the meaning of words. If this problem still exists, he adds that two factors will affect the students' failure to understand the meaning of words. Those are (1) they do not have skill in comprehending the meaning of the word, and (2) they do not have enough basic competency to translate both a word and a sentence in a text.

Learning vocabulary is a huge chge that learners will face in their studies. Language learning as a chge prioritizes all skills, particularly vocabulary learning. Without grammar, little can be conveyed, but without vocabulary, nothing can be conveyed (Wilkins, 1972). Vocabulary, according to Boyd Zimmerman (1997), is central to language and critical for language learners, as a lack of vocabulary will affect their communication. Hanifia (2018) stated that the poor vocabulary

knowledge of Indonesian learners is a matter of serious concern, and we have to find a suitable way to develop the vocabulary.

Moreover, many teachers in schools still employ traditional strategies to teach students vocabulary, like giving a list of English words with their equivalents in the native language, letting the students recite new words, writing sentences with the target vocabulary, explaining the meaning of vocabulary in the native language, repeating vocabulary, and making students do plenty of vocabulary exercise. These methods of learning and teaching English vocabulary can be labeled "international learning" or like giving a list of English words with their equivalents in the native language, letting the students recite new words, writing sentences with the target vocabulary, explaining the meaning of vocabulary in the native language, repeating vocabulary, and making students do plenty of vocabulary exercise. These methods of learning and teaching English vocabulary can be labeled "international learning" or "explicit learning. These methods are focused solely on the word to be learned, with no regard for context (Schmitt, 2019). Meanwhile, Gass (2013) clarifies that "English teachers can apply the generative process to their students' production of language." This means that a word is generative if it is used in speaking activities. In other words, English teachers can encourage generative use by 1) retelling if the written input has a different focus; 2) distributing the information based on the target vocabulary given, and 3) requiring students to reconstruct what is in a text rather than repeat it.

To solve the problem, the English teacher has to provide practical techniques for teaching vocabulary so that the students can develop their learning of new words independently. So, Saidbakhramovna and Valijonvna (2021) identify that "guessing vocabulary from context is the most frequent way of discovering the meaning of a new word." Similar to this idea, Oxford and Cameroon (2001) also reveal that "guessing the meaning of words from context is the most useful vocabulary learning technique."

Teaching is a teacher's activity of determining how to transfer knowledge, science, and technique. Based on Oxford, "technique" is a way of doing something, and the term "technique" was introduced and defined, but it was noted in passing that some other commonly used terms are considered by some to be virtually synonymous. These other terms include task, activity, procedure, practice, behavior, exercise, and even strategy. With the potential for confusion arising from multiple terms, you will no doubt find it helpful to do some clarifying. Bear in mind, however, that experts in the field may have slightly different points of view about the working definitions. Then teaching technique is a way of doing transfer science.

Allen (1983) stated that the grade, which is divided into beginner, intermediate, and advanced, is the technique in teaching vocabulary specifically.(1) For Beginners: Many students are asked to perform and demonstrate what they know, particularly about doors, windows, walls, and clocks. All of the students are asked to perform. (2) At the Intermediate level, there are two techniques that are used: Using simple English to show the

meanings of words that the teacher places in a sentence and seeing a new word in a sentence that the students asked to open the dictionary like Oxford provided many sentences, even if there is no definition of the vocabulary, it will be clear by using a sentence.(3) In advance, the teacher creates autonomous learners by asking students to use the dictionary to learn the vocabulary. The students can use the dictionary to search for the definition of the vocabulary or ask students to identify where the adverb, noun, verb, adjective, etc. are.

Moreover, vocabulary teaching techniques in public schools do not use this technique much in teaching vocabulary outside the classroom. Therefore, Darawittaya Islamic Boarding School has tried this program with ninth and tenth grade students to organize the learning process for better student quality. Have tried this program with ninth and tenth grade students to organize the learning process for better student quality. Teachers believe that this learning approach can develop students' love, skills, and knowledge. Teachers have developed the above techniques into vocabulary teaching materials as well as educational techniques for teaching vocabulary because students are more interested in learning vocabulary when it is easy to understand. They use flashcards, a speaker, and an Oxford dictionary for the learning process. According Akramy's research (2022), it proves that the more techniques applied in the vocabulary learning process, the more effective it is. On the other hand, the use of games and visual aids can add value to the learning process and other research According Syafrizal's research (2018), titled "Where the Research Was Held at the Daar el-Qolam Islamic Boarding School." The techniques used in this research are translation,

memorization, playing games and sing a song.   Current lit review The previous review focused on public schools, while here I see that in Darawitta Islamic Boarding School the learning characteristics are like this, the research model at other schools is different from that at Darawitta Islamic Boarding School, and this strategy of holding three levels has never existed at other schools. So that students can catch what the teacher has taught in class according to the ability of each student.

Based on the discussion above, it is important to create learning techniques in the form of educational vocabulary to facilitate the learning process of students with concept learning with the title "The implementation of vocabulary teaching technique at Darawittaya Islamic Boarding School in Thailand."

1.2 Research Problems

The significance of the research process is determined by the educational issues, concerns, or controversies investigated by the researcher.According to Latief (2013), research problems refer to questions raised in a research project that clearly reflect the kind of answer that is expected to be discovered through the process of research. Both definitions state that research problems are made up of some issues that guide researchers in their research and some questions that researchers should seek answers to.

Based on the research context mention above, the research problems of this study are:

1.2.1 What are the vocabulary teaching techniques implemented by Darawittaya Islamic Boarding School in Thailand?

1.2.2 How does Darawittaya Islamic Boarding school in Thailand implement the vocabulary teaching techniques?

1.3 Research Objectives

The purpose of the study indicates something that the researcher wants to achieve in this study. Creswell states that the purpose statement is a statement that advances the overall direction or focus of the study. The researcher describes the purpose of a study in one or more succinct sentences.

Based on the research focuses mentioned above, the purposes of the research are:

1.3.1 To identify the vocabulary teaching technique implemented at DarawittayaIslamic boarding school in Thailand.

1.3.2 To describe how DarawittayaIslamic boarding school in Thailand implements vocabulary teaching technique.

1.4 Significance of Study

The significance of this study gives the reader information about some benefits that will be obtained from it. Creswell states that the research will add knowledge, improve practice, and inform policy debate. Based on this statement,

the significance of study can be divided into two, categories: theoretical significance and practical significance.

Theoretically, it provides additional techniques for teaching and learning. Anyway, this study could correct the common people's perception, which is that Islamic boarding schools do not use modern scientific theory in any kind of activity; they just use old traditional theory, especially in language teaching and learning programs.

Practically, many schools and courses implement vocabulary teaching techniques. It has a stick holder to hold that system. Every school and course has techniques for teaching and learning to improve student vocabulary. For this reason, this study could be a meaningful contribution for them. They could compare their language program systems in order to obtain positive transfer from the description of the teaching technique.

1.5 Scope of the study

This section discusses the limitations of the study, which are important for the researcher to consider. It will focus on how the teacher investigates the vocabulary teaching technique implemented and how the teacher describes Darawittaya Islamic boarding school in Thailand implementation of the vocabulary teaching technique, which means the teacher needs the result of this problem to improve the students, particularly the new vocabulary that they must memorize every day in Darawittaya. activity requires students to use the vocabulary pattern in face-to-face conversation with their friends. They practice a

lot of activities. Despite the fact that the success of these techniques is due to the daily vocabulary,

Furthermore, there was a time constraint for research from the first of August until the end of August because teachers at Darawittaya School have sports day with other schools; however, the researcher organized this research step by step from August 1 until August 20, 2022, with three teachers at Darawittaya Islamic Boarding School. it is one become limitation of this research.

1.6 Definition of Key terms

The definition of key terms is provided to avoid misunderstandings relating to the terms used in the study and to expect the readers to have the same perception, so that the meanings contained in the terms can be clearly understood. Therefore, the researcher clarifies the terms used in this study.

Implementation of learning process

Implementation is the provision of the means to carry out an activity. such as using vocabulary in ninth and tenth grades with beginner, intermediate, and advanced techniques. This process can be applied to learning to implement a new idea in the classroom.

Vocabulary is important to master many languages because vocabulary is a tool for speaking, reading, and writing. Vocabulary is the basic one that students must learn because it helps them master a language.

Teaching technique is a method and strategy used by teachers at Darawittaya Islamic Boarding School in Thailand to be able to provide

learning to their students. Teaching technique is also something that must be prepared by the teacher before teaching and depends on what subjects you want to prepare.

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter presents conclusion and suggestion. Conclusion is a summary of the previous chapter. The suggestion contains recommendation from English teacher, student, and researcher.

5.1 Conclusion

As the researcher comes to the conclusion that the topic is "The implementation of vocabulary teaching techniques at Darawittaya Islamic Boarding School in Thailand is very effective," It can increase students' motivation to learn English. Teachers mostly use teaching methods to teach the students in class. Furthermore, teachers use vocabulary teaching techniques to help students improve; this is important and can be used in class to ensure a successful learning process. The implementation of vocabulary teaching techniques used here is beginner, intermediate, and advanced.

Beginner technique one of the techniques for the ninth grade The students in the class responded well when the teacher used new words from a flashcard in simple English and used real objects in the classroom. Students in the intermediate class can improve their vocabulary because the teacher uses simple words to demonstrate the meaning of words, and they are also exposed to new words, allowing students in the mix class to develop their

sentences. but for the tenth grade or advanced class, the teacher focuses on how the student can use the Oxford dictionary to determine the "kind of word" in the sentence. We can see that the teacher uses a different technique in each class because the students have varying levels of vocabulary knowledge. The researcher discovered the important thing after the teachers used Allen's technique in teaching vocabulary: they are adaptable in changing classes. These are the best solutions to keep the students' attention on the study. The researcher recommends it to their colleagues. Because the students are motivated to increase the level of language in the classroom with their independence and self-confidence without misunderstanding vocabulary.

5.2 Suggestion

The teachers at Darawittaya Islamic Boarding want to develop vocabulary teaching techniques to help students master vocabulary, so students should have a good understanding of English, such as vocabulary. The teacher conducted the lesson in order to find a better vocabulary teaching technique and stimulate the student's interest. The researcher believes that there are many techniques in the vocabulary teaching process, like beginner, intermediate, and advanced, as stated by Allen. Vocabulary teaching technique is an important part of the overall curriculum, and the teacher at Darawittaya Islamic Boarding School prepared for the implementation of vocabulary to achieve the goal.

Based on this study, the researcher proposes some suggestions to:

Teacher: The teacher uses "techniques in teaching vocabulary" by Virginia French Allen to help the students understand the lesson easily. Teachers also attempt to motivate students to learn vocabulary. Three teachers in the ninth and tenth grades at junior high and senior high school have used these techniques, and these techniques are suitable for the boarders' students. The three teachers suggested these techniques as helpful for the teachers to teach vocabulary in the class.

Students in the ninth and tenth grades should be exposed to a variety of teaching media when learning a language because each student has a unique ability to learn vocabulary.

In this research, the researcher did not only focus on the particular subject, but also on the whole of the subject in the teaching vocabulary at Darawittaya Islamic Boarding School. This step was undertaken by the researcher to make the validity of the data interpretation relevant and consistent.

When learning a language, students should be exposed to a variety of teaching media because each student has a unique ability to learn vocabulary.

In the future, it is suggested to use qualitative studies. However, the implementation research involved a particular subject, so the researcher was able to find out the relevant data.

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