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THE IMPLEMENTATION OF VOCABULARY MEMORIZATION PROGRAM AT IAIN SYEKH NURJATI DORMITORY

(QUALITATIVE RESEARCH)

THESIS

Presented to
English Education Department of *Tarbiyah* Faculty of
Syekh Nurjati State Institute for Islamic Studies In
Partial Fulfillment of the Requirements for the
Degree of *Sarjana Pendidikan Islam (S.Pd.I)*



By

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2013



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ABSTRACT

NUR KHOLIFAH HANAFIAH: THE IMPLEMENTATION OF VOCABULARY MEMORIZATION PROGRAM AT IAIN SYEKH NURJATI DORMITORY

IAIN Syekh Nurjati Cirebon obliges the students to stay at Dormitory for several months. The students spend the time by learning Al-Qur'an, Islamic Thoughts and English and Arabic. In learning the languages, there is a program named vocabulary memorization; Shabhul Lughah for Arabic and Language Morning for English. It is done at the same time every morning.

Vocabulary Memorization is vocabulary learning through memorizing words and repetition the meaning and its pronunciation. It has close relation with rote learning strategy. Rote learning is memorization technique which involves repetition of target language items whether silently or loudly, and writing down the items. But, this strategy has pro and contra to be done at the dormitory.

The objective of the research is to investigate the implementation of vocabulary memorization program at IAIN Syekh Nurjati dormitory. Thus, the aims of the research are to know the objective of the program, the students' way memorizing vocabulary, and the tutors' way evaluating the vocabulary. The students' opinion reflect the implementation of the program then the tutors and program supervisor convey the strengths and weaknesses of the program.

The research is conducted from 6th May until 6th July by qualitative methodology research. The data is obtained through observation, questionnaire and interview to students, tutors, and the program supervisor. Then the data are analyzed in explanation and description from the observation, chart from the questionnaire, and displayed thematically from the interview. Thus, the data are presented in a depth narration.





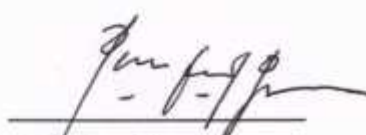
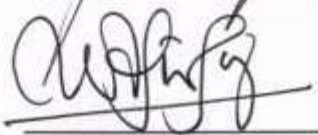
The result is vocabulary memorization program has significance role to enrich the students' vocabulary. The students feel that this program needs to be continued in the next period. However, further concept and design of selected vocabulary, the evaluation, the supervision and process of giving the vocabulary need to be rearranged.



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RATIFICATION

The thesis entitled **"THE IMPLEMENTATION OF VOCABULARY MEMORIZATION PROGRAM AT IAIN SYEKH NURJATI DORMITORY (Qualitative Research)"** written by **Nur Kholifah Hanafiah** whose registration number is **59430514** has been examined in the viva voice held by the Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies on August 1st, 2013. It has been recognized as one of the requirements for undergraduate degree in English Education.

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PREFACE

Great thanks to Allah, The Almighty, for granting me the opportunity and capability to continue my efforts to conduct this research. In conducting this research, there are so many people participated, helped and advised directly or indirectly. So in this opportunity, the writer would like to say her sincerely thanks to:

1. Prof. Dr. H. Maksum Mukhtar, M. A. the Rector of *Syekh Nurjati* State Institute for Islamic Studies (IAIN) Cirebon.
2. Dr. Saefudin Zuhri, M. Ag, the Dean of *Tarbiyah* Department.
3. Dr. Hj. Huriyah Saleh M. Pd, the Chairwoman of English Education Department and the first supervisor
4. Wakhid Nashruddin, M. Pd as the second supervisor

I would like to say my thanks to my parents, my sisters and brothers in low, and my niece and nephews for their endless pray and support for me. My beloved lecturer and second supervisor as well, Mr. Wakhid Nashruddin, M.Pd who always gives me spirit and advices during conducting this research. I would like to say thanks to my best friends Umu Habibah, Tia Septiani, Dea Secilia, Ulfatul Mahabbah and Faisol who always support and remind each other in the process of arranging this research. Special thanks to my third supervisor, Dery Tria Agustin for endless support, help and reminds me to finish the research.

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Cirebon, 11 July 2013

The Writer



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TABLE OF CONTENTS

ABSTRACT	i
APPROVAL SHEET	ii
RATIFICATION.....	iii
OFFICIAL NOTE	iv
PREFACE	v
MOTTO	vi
DEDICATION.....	vii
AUTOBIOGRAPHY	viii
TABLE OF CONTENTS.....	ix
CHAPTER I INTRODUCTION.....	1
A. Background	1
B. The Identification of the Problem.....	6
C. The Limitation of the Problem	8
D. The Research Questions	9
E. The Aims of the Research	9
F. The Significance of the Research.....	9
CHAPTER II THE THEORETICAL FOUNDATION	11
A. The Nature of Vocabulary	11
1. What is Vocabulary	11
2. Vocabulary Acquisition.....	12
3. Types of Vocabulary	14
4. Word Knowledge	15
5. Vocabulary Teaching and Learning Strategy	16
6. Difficulties of Learning Vocabulary	21
7. Assessing Vocabulary	23
B. The Nature of Memorization	24
1. How are Words Remembered?	24
2. Why do We Forget?.....	25
3. Rote Learning	26
C. Vocabulary Memorization Program	27



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D. IAIN Syekh Nurjati Dormitory	28
E. The Clarification of Key Terms	32
CHAPTER III THE METHODOLOGY OF THE RESEARCH.....	34
A. The Objective of the Research	34
B. The Place and Time of the Research	34
C. The Method of the Research.....	35
D. The Sources of Data	36
E. The Techniques of Collecting Data	36
F. The Techniques of Analyzing Data	38
CHAPTER IV THE RESEARCH FINDINGS AND DISCUSSION	39
A. The Research Finding	39
1. The Objective of the Vocabulary Memorization Program	39
2. Students' Ways Memorizing Vocabulary	41
3. Evaluation of the Memorized Vocabulary	45
4. The Students' Opinion about Vocabulary Memorization Program	47
5. The Strengths and Weaknesses of the Vocabulary Memorization Program.....	51
B. The Discussion	55
1. The Implementation of Vocabulary Memorization Program	55
CHAPTER V CONCLUSIONS AND SUGGESTION	68
A. Conclusion	68
B. Suggestions	70
BIBLIOGRAPHY	71
APPENDICES	

CHAPTER I INTRODUCTION

This chapter reviews the background of the problem, the identification of the problem, the limitation of the problem, the research questions, the aims of the research, the significances of the research, and the clarification of key terms.

A. The Background of The Problem

English is a language that internationally used by most people around the world. English has been lauded as the most successful language ever, with 1,500 million speakers worldwide (Crystal, 2003: ix). In 2001 population, as L1 (first language), English is approximately 329.140.800 people worldwide. And as L2 (second language), it is spoken by at least 430.614.500 people all around the world (Crystal, 2003:62-65). That is why it becomes one of the most spoken by every people around the world regardless their tribes or countries, whether as a second language or a foreign language.

Teaching English as Foreign Language become important since English is an International language. It occurs in many countries which are the first or second language is not English, including Indonesia. Thus, teaching English in Indonesia becomes part of Teaching English as Foreign Language.

In teaching English, there are four skills needed to be mastered by the learners. They are listening skill, speaking skill, reading skill and



writing skill (Lindsay, 2006: ix). Those skills are needed to be learnt to master English.

The mastery of speaking skill in English is a priority for foreign language learners (Richards, 2008:19). To master speaking skills, some circumstances listed here are needed as explained by Richards:

- Conversational routines (the use of fixed expression or routine to the quality of naturalness)
- Style of speaking (using a style of speaking that s appropriate to the particular circumstances. Different types of speaking reflect the roles, age, sex, and status of participants in interactions and also the expression of politeness)
- Functions of speaking (talk as interaction, talk as transaction, talk as performance)

That is why some strategies are used to help learners master speaking skills.

Building vocabulary knowledge is important for learners since speaking needs words in its process. Words are used to arrange sentence or statement during speaking process. Thus, teaching vocabulary can be taught before or during teaching speaking. Schmitt (2008) stated that there is no right or best way to teach vocabulary. Because it will depend on some principles below:

1. How many words and which words to teach
2. The importance of learning the spelling and pronunciation of a word



3. Taking advantage of the first language
4. Engagement with the vocabulary
5. Phrasal vocabulary
6. Combining explicit teaching with incidental learning
7. Explicit teaching
8. Incidental learning from exposure

Although there is not the best vocabulary teaching, but by following the principles are wished to maximize engagement with words. Study of native speakers' vocabulary seems to suggest that the second or foreign language learners need to know very large numbers of words (Nation, 2001:8). Thus, vocabulary learning is taught.

IAIN Syekh Nurjati Cirebon is one of some universities which build a dormitory for their new students to live in. But here, the dormitory is different with others, because there is teaching and learning process to help the students master Arabic, English, Al-Qur'an and religion knowledge. This program is held to support the curriculum in the campus.

Especially for English, the teaching and learning process there is emphasizing in speaking and conversation skill. The curriculum is made to support it. Besides there is program named Language (Arabic/English) Morning held to help students build vocabulary knowledge. It is done every Tuesday – Friday morning for about 15 minutes.

The program had the tutors given three vocabularies in Arabic and English to the students. From Tuesday morning until Friday morning after



pray Shubh in each week. The students only got 12 vocabularies a week. While Nation cited that study of native speakers' vocabulary seems to suggest that the second or foreign language learners need to know very large numbers of words (Nation, 2001:8). It is clearly shown that this program is less effective since it is only gives students approximately 48 vocabularies per month. So, it means that students only got vocabularies for about 192 words during stay in dormitory for 4 months.

This phenomenon attracts the researcher to observe. The researcher finds some students who are incapable use the words in speaking English. Although they have written and tried to memorize the vocabulary given, they still find themselves hard to recall the memorization and use the words to speak English with friends or mentors there during teaching and learning process.

In conducting this research, the researcher finds references which have correlation with her research. The researcher is not only seeks for the theory but also the other research that possibly take the same field or focus with her research. First is a research about the Implementation of Mastering Vocabulary before Teaching A Case Study in Intensive English Course of Language and Culture Development Center (PBB), conducted by Suuci Analismy in 2012. The research dealt with the vocabulary memorization and the program held to help students in learning English skills. The method used in this research is qualitative, especially a case study. The result is the vocabulary memorization, here



stated as rote learning, did not help students to acquire vocabulary significantly.

Another previous research is on the Influence of Morning Conversation Program on the Students' Speaking Competence at Eighth Year Students of SMPIT Al-Multazam-Kuningan, conducted by Enceng Nursyahid in 2012. The research dealt with Morning Conversation program done by the researcher to help students understand English Conversation in a real life. By using quantitative method, Nursyahid found that there is significant influence between the program on students speaking competence before and after following program.

Laelatun on *The Influence of Students' Knowledge of Vocabulary on Their Ability in Speaking at the Eighth Grade of MTs Negeri Karangampel Indramayu*, conducted in 2012 found that students' knowledge of vocabulary has contributed to the students ability and speaking. The research dealt with significant influence about the students' knowledge of vocabulary on students' ability in speaking. She conducted the research by using quantitative method.

Further, the researcher found a research about the influence of Semantic Mapping Application on the students' Vocabulary Mastery at the second year students at MTs PUI Ciwedus Ciganda Mekar Kuningan, conducted by Endang Jamilah in 2012 found that Semantic Mapping Application can help students in the process of learning to improve students' vocabulary mastery. The research dealt with positive influence of



Semantic Mapping application in the process of learning with quantitative method using.

Makki correlate the students' ability in daily used English vocabulary toward speaking skill. It is found at his research conducted in 2012, *The Correlative Study of the Students' Ability in Daily Used English Vocabulary toward Their Achievement in Speaking Skill of the Tenth Grade of SMA Darul Ulum Klagenan Cirebon*. The research dealt with significant correlation of students' ability in English Vocabulary in achieving speaking English conversation. By using quantitative method, the result is correlation between students' ability in English vocabulary and English conversation skill is very strong.

Most of the previous researches above are conducted in quantitative method, except Analismy's research. What makes the research different is the researcher will conduct the research in qualitative method. Although Analismy also conducted in qualitative method, the different in the research lies in the program and the place of the research. Even the researcher wants to use Analismy's research as the comparison. Thus, the researcher will conduct the research under title *The Implementation of Vocabulary Memorization Program at IAIN Syekh Nurjati Dormitory*".

B. The Identification of The Problem

The identification of the problem is required to give the clarification about the research to be investigated. Then, the researcher



arranges the identification of the problem referred to the background of the problem above, they are:

1. The field of the research

The field of this research is TEFL (Teaching English as Foreign Language)

2. The kinds of the problem

This research entitled THE IMPLEMENTATION OF VOCABULARY MEMORIZATION PROGRAM AT IAIN SYEKH NURJATI'S DORMITORY focuses on the vocabulary memorization program to help students in speaking English. The memorizing vocabulary method has been used by students for about a year to help students speaking English well. But, students still find it hard to recall the memorization and use the words to speak English contextually appropriately and accurately.

From the title of the research and background of the problem the researcher has explained, the researcher finds out and list several problems to be identified in this research, they are:

1. Students cannot easily memorize and use the vocabulary in good and proper utterances.
2. Students easily forget the memorized vocabulary.
3. Students find it hard to associate the vocabulary with the L1 translation.



4. Students are demanded to master all the vocabulary meanwhile they are not only from English education students.
5. Not all students like learning English.
3. The main problem

The main problem would be investigated and analyzed in this research is on how the implementation of Vocabulary Memorization program at IAIN Syekh Nurjati dormitory.

C. The Limitation of The Problem

This research focuses on the vocabulary memorization program. Here, the researcher only observed English vocabulary memorization excluding Arabic vocabulary memorization done at the dormitory. The objects of the research are the students of IAIN Syekh Nurjati dormitory time period from February-June 2013, and the memorized vocabulary given during the period.

Arabic is given in this program at the dormitory but the researcher did not observe it. The researcher decided to take the limits because it is not her field. Besides she does not have any competence about it. Thus, English vocabulary memorization became her focus in conducting the research.



D. The Research Questions

In this research, the researcher has some questions to be observed, they are:

1. What are the objectives of the Vocabulary Memorization program?
2. How do the students memorize the memorized vocabulary?
3. How is the evaluation of the memorized vocabulary?
4. What is students' opinion about Vocabulary Memorization program?
5. What are the strengths and weaknesses of the program?

E. The Aims of The Research

In line with the research above, this study is meant to answer those queries. The aims of this thesis are:

1. To know the objectives of the Vocabulary Memorization program
2. To know the way students memorize the vocabulary
3. To know the process of evaluation of the memorized vocabulary
4. To know the students' opinion about Vocabulary Memorization Program
5. To know the strength and weaknesses of the program?

F. The Significances of The Research

The significances of the research are both theoretically and practically contributed to a number of parties. This research contributes to



the course of TEFL (Teaching English as Foreign Language), the Department of English Education, lecturers, and students as the following:

1. Theoretically, this research is made in order to enrich the course of TEFL, especially about English teaching, in this case, in teaching vocabulary to help students when speaking English contextually appropriately and accurately.

Practically, this research is an overview and an evaluation of the teaching especially in speaking English. The results of this research will give general description about the superiority and weakness of the English teaching in speaking by vocabulary memorization. Thus, if it is proven that vocabulary memorization does not help students when speaking English contextually appropriately and accurately, so I will propose the mentor or the manager of IAIN Syekh Nurjati dormitory to use the other method in helping the students speaking English contextually appropriately and accurately.



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