# CHAPTER I

# INTRODUCTION

The descriptions of introduction in chapter I are the background of study, problem of study, objective of study, assumption, hypothesis, significance of study, scope and limitation, definition of key terms and previous study.

## A. Background of Study

Language is the most effective tool of communication to express idea, opinion, thought, and to express feeling to others. Besides as tool of communication, language is a means of self expression as well as means of showing one's identity. Our perspective, our understanding of matter, our origin of the nation and state, our education level, and even our character can be expressed through language. Language becomes our own mirror, both as a nation and as ourselves.[1] So language plays an important role in people social life.

English is a global or international language.[2] It is used by some of countries in the world as the primary language. In addition, English is one of the most important international language to master or learn especially in this globalization era. By mastering English well, we can communicate with other nations in the world. Besides, we can improve our insights and knowledges for nations' advancement and country since we can read English literatures, listen broadcast of abroad, and watch movies that existing many knowledges inside them. Thus we can master sciences at any fields.

Even though English is not being a primary or secondary language in Indonesia but as foreign language, it means that English isn't be used as a tool of communication in official domains such as government, the law court, and the education system, and do not have any special status in the

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[1] Sitti Rabiah, "Language as a Tool for Communication and Cultural Reality Discloser," preprint (INA-Rxiv, November 19, 2018), 6, https://doi.org/10.31227/osf.io/nw94m.
[2] Allan Lauder, "The Status and Function of English in Indonesia: A Review of Key Factors," *Makara Human Behavior Studies in Asia* 12, no. 1 (July 1, 2008): 10, https://doi.org/10.7454/mssh.v12i1.128.

country's language legislation, it still has contribution, as the only foreign language which must be taught and learned.[3] English is used to transfer and to get knowledge, science, technology, art, culture and to build international relation. It is also clearly seen in the world of Indonesian education. English is a subject that is taught to students from elementary to higher education levels from formal education up to nonformal education. In this case nonformal education exist as a forum to broaden English and master four English skills maximally for students who are interested more in English.

The government claimed that mastering English is a way to get science and technology in creating great human resources. In fact great human resources can be nation source of strength to build national development and existences towards other nation. Moreover, English has become particular lesson in teaching learning activity in certain school.[4]

An islamic boarding school which is located in Pamekasan, Madura recognizes the importance of learning English in this era. It is proved from the two education path inside it namely formal and nonformal education.

DEC (Duba English Center) is one of nonformal education in Islamic Boarding School which facilitate boarding school pupil to master English. This education operates like other English course institution. The difference is that is not independent, in other word the programs to be implemented must be adjusted to the boarding school curriculum and the approval of the board of directress.

In this course, the students or members are divided into three level; BEC (Beginning English Class), IEC (Intermediate English Class), and AEC (Advance English Class). For beginning level, there are three classess due to many boarding schools pupils who are interested in joining the program of the course. They realize how important learning English in this era. The classses are BEC (Beginner English Class), BEB (Beginner English

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[3] Ayu Paramita Sari, "The Advantages and Disadvantages of English Learning For Early Childhood Education in Indonesia," *Jurnal Bahasa Dan Sastra* 8, no. 1 (July 1, 2019): 31, http://dx.doi.org/10.36982/jge.v8i1.955.
[4] Sesilia Umdatul Qari, "An Analysis on Students' Error in Learning Reported Speech of Question Sentence at The Third Year Students of SMKIT Nurul Qalbi Bekasi" (Jakarta, UIN Syarif Hidayatullah, 2011), 1.

Branch), and BLES (Beginninng English Learners). They learn English skills and components. Those are suited with their own level. Listening, reading, writing, and speaking are four skills to master in learning English. Someone who wants to master those English skills is supported by vocabulary mastery well because it can make people undersand for what they listen, read, write and absolutely for what they speak or talk.

Mastering vocabulary is one of linguistic competence that must belong to in learning language. Learning language has the same meaning with learning vocabulary. This is based on fact that every language has vocabulary. This statement concludes that vocabulary has crucial position in learning language. The importance of vocabulary is also ilustrated by Wilkins who stated that without grammar, little can be conveyed, but without vocabulary, nothing can be conveyed.[5]

Vocabulary is a set of words known to a person or other entity, or that are part of specific language.[6] Vocabulary is defined as the set of all words that are understood by the person or all the words which are likely to be used by the person to construct sentence. Based on Jack C Richard on Longman dictionary of language and applied linguistics, vocabulary is a set of lexemes, including single words, compound words, and idioms.[7] Generally, vocabulary is the knowledge of word and words' meaning.

Vocabulary is one of the crucial components in learning English beside grammar and pronounciation. This statement is supported by Hatch and Brown who said that vocabulary is the foundation to build languages, which plays a fundamental role in communication.[8] It shows that to express ideas and to understand the other competencies well can be reached by mastering vocabulary. Otherwise it will be difficult to get them without understanding the basic competence.

[5] Nani Indrawati, "Meningkatkan Penguasaan Kosakata Siswa Kelas VII B SMP Melalui Teknik Permainan," *Ling Tera* 3, no. 2 (October 2016): 153, http://dx.doi.org/10.21831/lt.v3i2.11113.
[6] Arief Budiman, "Students' Difficulties in Mastering Vocabulary at MTsN Sengeti" (Jambi, UIN Sultan Thaha Saifudddin, 2020), 5.
[7] Jack C. Richards and Richard W. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 4th ed. (Routledge, 2013), 629, https://doi.org/10.4324/9781315833835.
[8] Yosephus Setyo Nugroho, Joko Nurkamto, and Hefy Sulistyowati, "Improving Students' Vocabulary Mastery Using Flashcards," *English Education* 1, no. 1 (2012): 2.

Having limited vocabulary mastery is the dominant problem of BEC students. It is not surprised when their English skills can be called low average. Students' performance and their test result are the proofs. Mostly BEC students consist of boarding school pupils who have low level in English for example they do not understand of basic grammar like part of speech, but they have interest to learn English more. It is proven from their enthushiasm in learning English of every study club. High enthusiasm doesn't mean that there have no difficulties and obstacles. Their diffuculties are on memorizing and remembering English words that are different with the pronunciation, they are difficult in pronuncing the words, and so on.

Forgetfulness as certainty of human being become also obstacle for them. Being English students in BEC, they must speak English everyday, every time and every place. If students forget or do not know the translation of word when they are in speaking practice area, they must check dictionary and look for what word they need. It wasted more time. It can break effective communication among students because when they look up needed word, the information will share to their friends is lost gathering with the forget word or unknown word. While if they ignore, it means speaking by Indonesian, they will get punishment. It is done as discipline manifestation for being English students.

"How to say..." is the solution. It is phrase used by members outside the classroom when they face unknown translation word or forgetfulness. There is requirement in stating that phrase namely they must repeat the translation words which is told by their friends to be completed sentence she will inform for example in the middle of conversation among students, student A does not know the English of "*sejarah*", she must state that phrase with the unknown word namely "*how to say sejarah*", then her friends tell her what the English of it. After that she must restate by completing correct English statement she wants to tell. It means that when she stated "How to say.....", she gives other members chance to increase vocabulary list in her brain.

Apparently, practically BEC students ignore that requirement in stating the phrase with two reasons namely it still break the effective communication and sometimes other members do not know the English either. So they just use it to avoid the punishment. While teachers' reaction, they let them considering they are still beginners and have just to be part of that English course. This phrase can be used for a semester. The important thing is there will be nothing the phrase when they talk with teachers. It must be full of English.

Therefore to support students' progress in improving their vocabulary mastery and to solve that breaking rule, teachers held classroom routine with new tasks or activities as the suggestion from the researcher. It is the development of that phrase without complicating the students that is done to get maximum outcome of vocabulary acquisition It is called "how to say..." classroom routine. That name is from that phrase, so it means that between routine that conducted in the classroom relate with the vocabularies they do not know which gathering with that phrase. Absolutely teachers know what vocabulary the students are hard to remember. So before coming to the class, the teachers have prepared them to be taught. It can be their unknown word when they are in speaking area or new words that can add their vocabulary list.

Clasroom routine tasks here refer to fulfil students' primary need and focus on routine occured in the beginning of learning process. We know it as warming up. Warming up can make teaching learning process more stimulating, interesting, enjoyable and increasing the involvement for students. Warming up is a unique window for teachers to take opportunity in experimenting new teaching method at the beginning of learning. It will help students in mastering vocabulary easier by breaking monotony in the teaching learning process.[9]

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[9] Rosalba Velandia, "The Role of Warming Up Activities in Adoloscent Students' Involvement During The English Class," *Profile Issues in Teachers' Professional Development* (blog), December 2008, http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902008000200002.

While for how the routine is implemented, it used "how to say..." as teachers' instruction in learning vocabulary to ask for the students to repeat her words and spell them with good pronunciation. For example the teacher says "*history, how to say history?*" then the students reply "*History*, *H-I-S-T-O-R-Y*. The teacher can make the words to be phrase or sentence depending on the teachers. The task is drill method. According to Sagala, the drill method is an activity in the form of repeat to response will be reliable and not easy to be forgetten.[10] Sribagus and Arifuddin also stated in his journal that naturally and theoritically, listening and verbalizing new words help in acquiring language.[11] the involvement between ear and mouth improve vocabulary memory. Then repetition improves retention.[12]

From the background above, the researcher in this study wants to measure the effect of "how to say..." classroom routine task which is the drill method masnifestation that is implemented in the beginning of learning as warming up to be routine on BEC students' vocabulary mastery which placed in one of boarding school Pamekasan by entitled "The Effect of "How to say..." Classroom Routine Tasks on Students' Vocabulary Mastery of Beginner English Class (BEC) at Islamic Boarding School Pamekasan". It is done to provide alternative teaching method with new way by being classroom routine that can be used to improve vocabulary mastery of BEC.

## B. Problem of Study

From the background of study above, the researcher proposes the problem of study with the questions as below, namely are;

1. Is there any effect on BEC students' vocabulary mastery who learn vocabulary using "How to say..." classroom routine Tasks at Islamic Boarding School Pamekasan?

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[10] Yuni Aliyatur Rofi'ah and Khairul Huda, "The Effectiveness of Drilling Method on Enriching Students' Vocabulary (A Stuudy at Seventh Grade of Islamic Junior High School An-Nuriyah Benjeng Gresik)," *Journal of Ennglish Education and Technology* 1, no. 2 (May 2019): 79.
[11] H Sribagus, "Memori English Irregular Verbs Berdasarkan Frekuensi Pengulangan dan Jenis Kelamin Santri," *Jurnal Ilmu Pendidikan* 18, no. 1 (June 2012): 105, http://dx.doi.org/10.17977/jip.v18i1.3390.
[12] Sribagus, 106.

2. How significant is the effect of "How to say..." classroom routine tasks on students' vocabulary mastery of Beginning English Class (BEC) at Islamic Boarding School Pamekasan?

**C. Objective of Study**

Based on the problems of study above, the objectives of the study are;

1. To find out whether BEC students who learn vocabulary using "How to say..." classroom routine tasks have effect on their vocabulary mastery at Islamic Boardsing School Pamekasan

2. To measure the significant effect of "How to say..." classroom routine tasks on students' vocabulary mastery of Beginning English Class (BEC) at Islamic Boarding School Pamekasan.

**D. Assumption**

Assumption is the basic belief of the researcher that states there is relationship between two variables, it really exists and can be discovered.[13] It is a postulate of a matter relating with the problem of study which the truth has been accepted by researcher.[14] The assumption of this study is stated as follow:

"How to say..." classroom routine tasks have effect on students' vocabulary mastery

**E. Hypothesis**

There are two kinds of hypothesis proposed in this study namely:

1. Null hypothesis ($H_0$), it means that there is no significant effect of "How to say..." classroom routine tasks on students' vocabulary mastery of BEC at Islamic Boarding School Pamekasan

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[13] Muhammad Adnan Latief, *Research Methods on Language Learning: An Introduction*, viii ed. (Malang: Universitas Negeri Malang Press, 2011), 52.
[14] IAIN Madura, *Pedoman Karya Tulis Ilmiah*, Revisi (Pamekasan, Madura: IAIN Madura, 2020), 17.

2. Alternative hypothesis (H$_a$), there is significant effect of "How to say..." classroom routine tasks on students' vocabulary mastery of BEC at Islamic Boarding School Pamekasan

In this study, the researcher uses alternative hypothesis (H$_a$) namely there is significant effect of "how to say..." classroom routine on students' vocabulary mastery of BEC at Islamic Boarding School Pamekasan.

**F. Significance of Study**

Significance of study shows the benefits or the importance of the study itself, either for scientifically or social benefits. Scientifically benefit is on the knowledge development, while social benefit is directed as social problem solution.[15] This study is expected to give much contribution either theoritically and practically as well.

1. Theoretical use

This result of study is expected to enrich scientific theory and knowledge dealing with "how to say..." classroom routine tasks which is drill method manifestation that is implemented as warming up to be routine that can improve students' English skill generally, and vocabulary mastery spesifically.

2. Practical use

a. For Institution

The result of this study is expected to be useful input and consideration for the relevant institution in finding out how much influence of the routine on students' vocabulary mastery and its impact on BEC students' performance.

b. For Teacher

It is expected to contribute new ideas, references, and suggestions for English teacher especially. It is also expected to improve the quality of learning strategy so that it can improve students' will to be more interested in learning English.

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[15] Madura, 19.

c. For BEC Students

It is expected to be able to make BEC students more easier to master English as their foreign language.

d. For Researcher

This study is part of the expected learning process that can increase researcher' knowledges and insight of mind. It can make her more understand of the application of theories that have been studied compared to the actual conditions in the field.

## G. Scope and Limitation

Creswell stated that scope is the area that researcher will observant, it can be specific purpose. While the limitation of research is the potentials weakness of problem with the study identified by the researcher.[16]

The scope of this study focuses on the effect of "how to say..." classroom routine task on students' vocabulary mastery. This study is limited on BEC students at Islamic Boarding School Pamekasan.

## H. Definition of Key Terms

This part is very crucial for this study. Definition of key term is to avoid the differences of understanding or unclearly meaning. The term is concerned with the main concept of research.[17]

To avoid ambiguity or misunderstanding, the researcher uses some definition of the key terms as follow, they are:

**1. "How to say...." classroom routine task**

"How to say...." is phrase that used by students when they face unknown or forget word when they are in speaking area. This phrase is also used as teachers' instruction to ask for the students to repeat and spell the words they learn with good pronunciation as routine. It is conducted in the beginning of learning as warming up and becoming rroutine. That activity in implementing that phrase in the classroom is

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[16] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 199.

[17] Madura, *Pedoman Karya Tulis Ilmiah*, 19.

the manifestation of drill method. While routine is an activity which we routinely (always) do everyday.[18] Rink stated that routine is a procedure for activities carried out inside and outside the classroom, behavior which tends to be repeated, structured, unless it has the potential to disrupt the learning process.[19] In conclusion the means of "how to say..." classroom routine tasks in this study is drill method manifestation which is implemented in the beginning of learning as warming up and it become routine which is used by students outside the classroom and by teacher inside the classroom for being a phrase instruction.

## 2. Vocabulary mastery

Vocabulary is knowledge of words and words meanings.[20] It is one of the main components in a language, which with no words no language exist. It helps people to express their ideas. Mastery refers to having great skill at something.[21] From the explanation above vocabulary mastery means the knowledge or ability to control in understanding the new words in language. It is indicated by their ability in producing and understanding the words in their daily life.

## I. Previous Study

In this study, the writer takes three previous study to support. The first study was done by Nuryani entitled *Improving The Students' Vocabulary Mastery by Using Drill Method at The Second Grade of MTs Izzatul Ma'arif Tappina Kab. Polman.* The study was intended to know whether drill method can increase the students' vocabulary mastery or not. The research design used quantitative method with pre-experimental design. While the data was collected by tests namely pre-test which was done before treatment and post-test that was done after treatment. The result showed

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[18] Sri Minarti, "Rutinitas," News, *Berita Bojonegoro* (blog), January 3, 2019, https://kumparan.com/beritabojonegoro/rutinitas-1546484624739120481.
[19] Anis Marsiyah, "Implementasi Peraturan (Rules) dan Rutinitas (Routines) dalam Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan di Sekolah Dasar Negeri Se-Kota Yogyakarta" (Yogyakarta, Univesitas Negeri Yogyakarta, 2019), 15, http://eprints.uny.ac.id.
[20] Rohmatillah, "A Study on Students' Difficulties in Learning Vocabulary," *English Education: Jurnal Tadris Bahasa Inggris* 1, no. 6 (2014): 71, https://doi.org/10.24042/ee-jtbi.v6i1.520.
[21] Vocabulary.com, "Mastery," n.d., https://www.vocabulary.com/dictionary/mastery.

positive improvement on students' vocabulary mastery. It was seen by the test value namely the pre-test was 2,14 while the post-test was 3,09. The value of t-table was lower then t-test (1,753 < 5,59). It indicated that there was increasing vocabulary mastery of the students after using drill method. So null hypothesis ($H_0$) was rejected and alternative hypothesis ($H_a$) was accepted.

The second study was done by Siti Afifah entitled *Improving Students' Vocabulary Mastery by Using Repetation Drill Technique*. This objective of study is to find out whether repetation drill technique can improve the students' vocabulary mastery or not. This study applicated collaborative classroom action research by two kinds of instruments namely observation sheet and achievement test. It has two cycle. The cycle 1 was 69,3 then continued by the second cycle which was 75,3. This score is higher than the standard passing grade which was 75. So it indicated that the implementation of repetation drill technique can improve the students' vocabulary mastery.

The third study was done by Olai Karl entitled *The Effects Of Vocabulary-Oriented Warm-Up Tasks On Students Vocabulary Acquisition And Task Value Beliefs*. This study explored the possible interactions between vocabulary oriented warm up tasks and students' vocabulary acquisition, and how these tasks can foster motivated students. The design of this study is quasi experimental. The teaching procedure in the experiment group consisted of using Alias as a warm up task followed by reading and related comprehension tasks, and the controls group's treatment consisted of reading and related comprehension tasks. The data obtained was analyzed using independent T-test, Mann Whitney U-tests and Wilcoxon Signed-Ranks. The pre-test mean score was 21,67 and the post-test mean score was 23,33. This results indicated that the teaching procedure in the experiment group led to a higher degree of acquisition of the target vocabulary items compared to the teaching procedure in the control group.

While the similarity of this study and those three previous studies are on the used instrument namely Using test. The other similarity is with the

first study namely on research method namely using quantitative research method which was pre-experimental design. The difference of this study and those three previous researches are on the research subject and research method. The research subject of first study was VIIIB grade of MTs Izzatul Ma'arif Tappina Kab. Polman. VII grade of MTs Mazro'atul Huda Wonorenggo is the subject of the second study then research subject of the third study is Norwegian lower secondary school. While for this study is Beginner English Class (BEC). The second study used classroom action research and the third one used quantitative research method which was quasi experimental design.