

The Effectiveness of the Students' Vocabulary Handbook of English Course at Zahanain Islamic Boarding School

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ABSTRACT

This study investigated teaching strategies to develop students' vocabulary in conducting the research. This research uses the descriptive qualitative method. This study analyzed the data obtained through observation, interview, and questionnaire methods descriptively. A literature review was carried out. The findings show that interactive media in handbooks influences learning in teaching vocabulary in the Zahanain English Course. The literature study also found that interactive media greatly influenced students' motivation and involvement in learning vocabulary. Teachers are encouraged to use interactive teaching media in developing students' vocabulary. Cultural, educational background, and traditional teaching practices in Zahanain English Course are identified to be the factors that contribute to many students' heavy reliance on memorization as their sole approach to vocabulary learning. In addition to rote memorization, which has been proven useful and effective in the Zahanain English course ELT context, this paper suggests that students be presented with vocabulary learning strategies and be taught how to build vocabulary through other useful learning methods.

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KEYWORDS

Learning strategy;
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1. Introduction

It implies that people are more communicative when they have a larger linguistic element crucial for English Language Learners (ELL) is vocabulary because it plays a crucial part in helping learners improve their command of the language (Hasnia et al., 2022). Vocabulary learning, an essential component of learning a foreign language, is crucial for language learners.

A large vocabulary will help learners improve their ability to comprehend and communicate in English. As a result, children are better equipped to communicate appropriately and engagingly (Neuman & Dwyer 2014, p. 330-357).

Despite the value of vocabulary, it is unfortunate that teaching English will likely encounter some difficulties, especially concerning vocabulary (Prihandoko et al., 2019; Amir P et al., 2023). It was shown that students are less motivated to learn English since they have poor vocabulary and comprehension. Since the pupils found it difficult to follow along, the teacher taught primarily in Indonesian.

Due to the teacher's monotone teaching style, it was also discovered that fourth-grade students were less motivated to learn English. Most students were inactive, did not pay adequate attention to the lesson and the instructor, and the class was noisy (Weda et al., 2021; Rahman & Amir, P. (2019). This classroom environment did not encourage students to learn English.

The mentioned relevant studies appear to conflict with another fact that some teaching media can be used to teach vocabulary. Some methods for teaching vocabulary include learner training, using mnemonics, word cards, and other similar methods. Additionally, because games help and encourage students to maintain their interest, using games for language learning is one way to train learners' vocabulary (Kumar & Lightner, 2007, p. 53-63). Games provide repetition of certain language forms, allowing students to understand better how they are used in everyday communication. Games that require students to communicate using their vocabulary also require them to cover each other's weaknesses when playing as a team. The student's ability to work as a team will increase their enthusiasm for competing with one another. It will inspire them to improve their gameplay by expanding their vocabulary (Rahman, 2018).

Games-based learning is a useful tool among the many attractive games in this century. Since game-based learning is designed to encourage students to immerse themselves in educational materials in a playful, sporty, and dynamic manner, students will gain more vocabulary by playing games (Hainey et al., 2016; Andini et al., 2022). Games provide students with the emotional experience of language meaning more effectively than studying it. They have researched the use of game-based learning to overcome students' difficulties in learning vocabulary (Pho & Dinscore, 2015).

The first past investigation discovered that understudies gave positive reactions subverting the game. The greater part of them said that the game empowers cooperation, the game requires the utilization of techniques to win, and the game persuades them to utilize and learn English. In addition, the teachers gave mostly positive feedback on the points that the game can encourage students to use it and keeps them active and alert. The educators concurred that games make the growing experiences fun and simple, so the understudies were alert and participated in learning with their friends, talking, and imparting using English. Based on the students' perspectives, the second previous study found that a game effectively improved student vocabulary mastery.

a. The Definition of Vocabulary

Many definitions exist, but according to Richards and Renandya (2001), p. 41-58, vocabulary is a basic component of language ability and provides much of the basis for how effectively learners speak, listen, read, and write. Penny Ur claims that vocabulary is the term taught in a foreign language, where a new piece of vocabulary may consist of two or more words yet only express one notion, and there are also multi-word idioms. Additionally, according to Neuman and Dwyer (2014), p. 330, "words we must know to communicate effectively" are included in the vocabulary. Words that are spoken (expressive vocabulary) and heard (receptive vocabulary) In a nutshell, the author concludes that vocabulary refers to all of the words used in a language to convey an idea, whether in written or spoken form. As David Wilkins writes in Bakhsh (2016), p. 128, without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed, vocabulary is an essential component of learning a foreign language and provides the key to a person's language proficiency.

b. Kinds of Vocabulary

Graves (2016) divides vocabulary into two kinds; receptive and productive vocabulary. He defines receptive vocabulary as words we understand when others use them || and productive vocabulary as words we use ourselves.

1. Receptive Vocabulary

when the students see it in the text while reading, they do not use it in writing or speaking. Responsive Jargon is words that students perceive and comprehend when utilized in a setting that they can't create. It is vocabulary that students recognize.

2. Productive Vocabulary

Words that students understand and can correctly pronounce and use in constructive speaking and writing constitute productive vocabulary. It entails the skills necessary for receptive vocabulary and the capacity to speak or write at the right time. Hence, useful Jargon can be a dynamic cycle because students can deliver the words to communicate their contemplations to other people. Additionally, Stenberg, (2014) divide vocabulary into active and passive categories.

2. Methodology

As each researcher is trying to discover the underlying system of the research objects, a researcher has to decide the appropriate strategy for that purpose. The strategy is decided on either a quantitative or qualitative approach. A few strategies can be executed in research exercises in English, which might allude to subjective or quantitative methods. In this review, the analyst took the sort of personal exploration as the reason for the examination classification. The subjective examination is a kind of exploration wherein scientists are expected to uncover data or depict it exhaustively from that comprehension.

Qualitative research uses various components, such as factual data, field notes, visuals, or written notes. Others that can be utilized during the research process. The research can be carried out within public and private education boundaries in their respective fields. As indicated by Sugiyono (2010), the subjective examination is a way to get real information to get data with a particular reason to vanquish inconvenience that is occurring principally founded on the

qualities of normal exact and efficiency. Specialists have chosen to involve an engaging strategy for information assortment in examining issues that happen in the Islamic boarding school of Zahanain Genggong, particularly on issues in capacity. As indicated by Dr Ahmed Maher Mahmoud Al Nakhalah, a distinct examination is one kind of research that spotlights the exchange of undergrads and educators in the study hall at a few phases in the educating and growing experience, tracking down issues through exploring conditions in the homeroom, correspondence, connections, and materials. For this situation, at some stage in the examination, the scientist will endeavour his great to find the right information about the issues which can be going on, particularly in talking abilities; this comprises of the educating and learning framework, circumstances, conditions, entertainers, and different exercises that impede the improvement of English capabilities especially. In addition, researchers conducted descriptive research that does not involve using numbers in English language skills. Using the descriptive research method described in detail above, the researcher will focus on students of an Islamic boarding school at Zahanain Genggong to gather information about the obstacles to developing English, particularly speaking skills, based on the abovementioned reasoning.

3. Result and Discussion

a. Memorization of Vocabulary as a Focus of Lexical Learning

"Vocabulary is not explicitly taught in many second language classes, and students are usually expected to learn vocabulary independently without much guidance. In those instances when vocabulary is taught in second language classes, it is often taught poorly or unsystematically, for example, by presenting word list for memorization". Memorizing vocabulary lists is quite the case in vocabulary teaching practice at Zahanain English course. Memorization and recitation have long been used as basic language teaching practices in Zahanain English course. The student's equivalent for "memorize" translated means "to recite the book from memory", and literal recitation is a very common practice in foreign language teaching. For most students, learning English means memorizing a certain number of words daily and reciting as much of the book as possible. Regarding their English learning experience, few students would say, "There are no methods for learning English except memorization and more memorization". Large percentages of students were unsure of many vocabulary learning strategies in secondary school, and in university, many remain unsure about using vocabulary learning methods other than memorization.

The most frequently used methods in secondary school are reading textbooks, listening to the teacher, taking notes, and focusing on memorization. In other words, some standard features of the student's learning culture have carried over from secondary school to university. According to the findings reported by Jin and Cortazzi, (2011) large percentages of tertiary-level students still use memorizing words from vocabulary handbooks and dictionaries as their main means of vocabulary learning. Vocabulary learning is viewed as nothing more than the memorization of a series of word forms with fixed meanings. Words are taught through word lists (usually rote learning of a word and students' equivalents). Students are supposed to learn the meanings of words by rote. The traditional method of memorizing words has been a common way for students to learn vocabulary. Many student approaches to learning English vocabulary seem fixed on memorization of lists of individual words.

b. Cultural and Educational Influence on Vocabulary Learning

People in different cultures "learn to learn" differently, e.g., some by memorizing, without reference to "logic", and others by demonstration, without the students being required to do anything themselves. Several studies have shown that nationality or ethnicity is one of the factors which can affect the choice of language learning strategies. Politzer and McGroaty (1985) show that Asian learners are more inclined to use strategies including rote memorization than strategies involving communicative strategies. O'Malley et al. found resistance from Asian students to use strategies for imagery and grouping to learn vocabulary definitions.

Asian students were found to rely on memorization strategies for vocabulary tasks. According to Chamot (1994), the cultural background can be expected to play a part in using the set of learning strategies on the part of students. Part of the cultural background of students is their prior educational experiences. They found that students whose initial educational training emphasized rote memorization of curriculum content may have developed effective memory strategies. The use of language learning strategies is frequently affected by language teaching methods. The longer students remained in a program, the more they preferred the language learning strategies subtly suggested by that program's instructional method. Zahanain English course students' approaches to vocabulary learning mirror rote learning and memorization-focused instructional methods used in the language teaching practice.

c. Memorization of Word Lists of vocabulary hand book

Certain elements of the Zahanain English course's traditional ELT methodology have been useful and effective. So they should not be discarded altogether, for example, rote learning (memorization) of word lists of vocabulary handbooks. In the initial stages of second/foreign language learning, students face the problem of acquiring many fundamental vocabulary words in the target language. To accomplish this fact, students are taught to memorize native and target language word pairs using a vocabulary list. Current pedagogical practice does not endorse this technique since it fosters dependence on the native language as a reference point. In actuality, the practice of linking target and native language vocabulary items is an entirely natural, quite probably unavoidable process, a means of integrating new information with material that is known. Evidence has been presented that the reader does not store words in two unrelated mental lexicons. Words in a second language are better retained if presented along with their native language translations which provide more association for the learner than a definition written in the target language. Nation notes that learning words in the list vocabulary handbook is an effective means of learning many words quickly.

The research done by Nation (ibid) underlines that quantities of initial vocabulary words can be learned by methods such as rote learning both effectively and quickly. As stated earlier, memorizing word lists from the vocabulary handbook is popular in some cultures where second/foreign language students come, particularly Asian culture. The students are consistently told by their teachers to memorize the word lists in the vocabulary handbook. They are accustomed to rote learning of word lists in the vocabulary handbook—the study case research conducted in the strength of decontextualized vocabulary learning in different cultural contexts. According to his findings, the students are especially at home with decontextualized word learning. The beginning students also emphasize memorization. "Mechanical memorization is the most efficient way of learning words, and that is what they do most of the time. They said that the more time you spend memorizing, the more you will learn". Word lists in the vocabulary handbook did help students to learn a lot of vocabulary words in their early stages of language learning.

4. Conclusion

Vocabulary development on the part of Zahanain English course learners can not be reached solely through such traditional means as vocabulary memorization. To help students facilitate vocabulary building, Zahanain teachers in ELT courses should weave instruction on vocabulary learning methods and strategies into common vocabulary task-related activities. In this way, learners can be armed with various approaches to word learning. They can be equipped with useful vocabulary learning strategies, contributing significantly to students' vocabulary development. Clearly, a learner who is constantly adding to his vocabulary knowledge is better prepared for productive and receptive language skills. The acquisition of an adequate vocabulary is essential for successive second or foreign language use, because without an extensive vocabulary, the learner will be unable to use the structures and functions he may have learned for comprehensive communication.

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