CHAPTER 1

INTRODUCTION

This chapter presents a widespread description of the study. It embraces the background, formulation of the problems, operational definitions, aim of the study, and significances of the study.

1.1 Background of the Study

Learning a language provides opportunities for students to gain knowledge, both linguistically and socially, especially English as international language. English is a foreign language, where this language is not used as the everyday language in society, and only used for certain purposes in Indonesia. As stated by Moeller and Catalano (2015, p. 327) a language is considered foreign if most of it is learned in class and it is not used in the community where the teaching takes place. In formal teaching such as in schools area, the teaching of foreign languages is still very general and limited, both hindered by the context of teaching objectives, as well as by time.

In learning English, students need to study many aspects of language, and one of them is vocabulary. Having and mastering a good and correctly vocabulary can help the students in communicating with the others fluently. In other side, the technique in teaching vocabulary that applied by the teacher have an influence on students' learning. As mentioned by Dewi, Supriyono, and Saputra (2020, p. 384) teacher quality is the beginning of student motivation in learning English. A successful teaching technique will be able to give students the ability to remember and use vocabulary correctly. Students can make sentences if they know the English wordt that they are going to say.

Beside that, the environment is one of the factors that impacted students in learning language. Based on contructivism theory by Lev Vygotsky, children develop cognitively through the process of socialization and education. Vygotsky viewed cognitive development as a socially mediated process dependent on the assistance that children received from adults and more expert peers in tackling new

challenges (Berk, 2007). In this case, a language-based Islamic boarding school is environment that fits this theory, where students live 24 hours in that environment, and communication with another students using English language. Islamic boarding school will give vocabulary everyday to the students and they will practice it in their daily life. Not only that, Islamic boarding school have programs to support students' language application, such as public speaking, rules and sanctions that will make them apply the vocabulary that has been given. Therefore, it is not surprising that researcher have encountered several Islamic boarding school students who used English when they attended the events outside the Islamic boarding school environment. This is certainly interesting, when students learn language in a language environment.

Al Burhan Islamic Boarding School Tasikmalaya is one of the modern Islamic boarding schools which has a language program as their boarding school's main program. The students at this school use English and Arabic as their everyday languages. As a boarding school with a superior language program, this school provides a special schedule for vocabulary giving, and have the techniques of vocabulary teaching. Therefore, the researcher will portray how are vocabulary teaching techniques applied in this boarding school, which will be written under the title "Portraying of Vocabulary Teaching Techniques at an Islamic Boarding School: A Case Study in EFL Context."

There are previous studies that support this research. Studies are based on field research and the same phenomenon. First, Sorta, M. (2018). The title of this study is "Vocabulary Teaching Techniques in English as Foreign Language Learning For Young Learners: a Case Study of An English Teacher at SDN Cipinang Besar Selatan 07 Pagi.." The researcher used a case study approach. This study has its point in investigating the techniques used by the teacher in teaching English vocabulary for young learners. The findings show that the major techniques used by the teacher in teaching vocabulary to young learners can be divided into three: techniques of presentation which consists of the use of pictures and drawings, meaning definition, translation; techniques of practicing which consists of

repetition and test/exercise; and techniques of training which consists of asking for others and the use of dictionary.

Second, research on "Improving Students' English Vocabulary at Islamic Boarding School: Policy and Its Challenges in Implementation" by Anifa (2021). The research findings are the application of language policy to expand students' vocabulary divided into three sections. It has sections for development, digital information, and discipline. Beside that, the participants encountered several difficulties while putting language policies into practice to raise students' vocabulary levels. The difficulties were brought on by both students and the language institution staff. The difficulties were specifically the pupils' interests, language proficiency, rule-breaking, time management, and atmosphere.

From the recent studies in the field of language above, there are similarities in the methods as well as the research context. The researcher tries to portray vocabulary teaching techniques that applied by Islamic boarding school.

1.2 Formulation of the Problems

Based on the above background, the researcher formulate research questions are:

1. How techniques are used by the teacher in teaching vocabulary at an Islamic boarding school?
2. What the obstacles are faced by the teacher in using the vocabulary teaching techniques?
3. What solutions are used to overcome the obstacles?

1.3 Operational Definitions

1.3.1 Vocabulary Teaching Techniques : Vocabulary teaching techniques can be defined as the techniques applied by a teacher in teaching vocabulary, both in teaching vocabulary specifically in class, and in other programs that involve vocabulary development.

This techniques include techniques of presentation, practice, and training.

1.3.2 English Foreign Language : English vocabulary was chosen as one of the foreign languages taught at the institution. It becomes a foreign language because it doesn't use as mother tongue in daily communication.

1.3.3 Islamic Boarding School : Islamic boarding school is institution where students live in them for a certain time. They study and practice Islamic religious knowledge there. And international languages are also one of the main programs for modern Islamic boarding school, and they speak with it 24 hours.

1.4 Aims of the Research

The aims of the research are to portraying vocabulary teaching techniques applied by the teacher in Islamic boarding school, and knowing the obstacles are faced in using this technique, included in resolving the obstacles.

1.5 Significances of the Study

1.5.1   Theoretical Use

This study enriches knowledge in literature. It is expected to be the reference for other researchers and readers who focus their research on the topic related vocabulary teaching techniques.

1.5.2   Practical Use

By analyzing English teaching techniques at Islamic boarding school, hopefully, the stakeholder and the teachers can be more aware to improve the language teaching techniques. And the researcher expects that this research will bring honour to the institution's name.

1.5.3   Empirical Use

This research will provides empirical insights for the researcher into vocabulary teaching techniques at Islamic boarding school.