CHAPTER 2
LITERATURE REVIEW

2.1 Vocabulary Teaching Techniques

Techniques for teaching vocabulary have been discussed by (Gairns and Redman, 1986; Elyas and Alfaki, 2014; Yu, 2020; and Lelawati *et. al*, 2018). There are three sections of the vocabulary teaching techniques are as follows:

1)   Presentation Techniques

The following are some vocabulary presentation techniques that can be used in a classroom setting:

   a. Visual techniques

Utilizing realia (actual items), images, sketches, and flashcards are all part of this method. Elyas and Alfaki (2014, p. 45) stated the usage of pictures, or mimes in teaching new words is also considered of great value. According to Zebrowska (1975, p. 452), students retain more of the information that has been delivered using visual aids.

   b. Verbal techniques

   a) A word's definition is a demonstration or explanation of its meaning. By give meaning definitions, students required to work a little harder to understand the meaning of a term. Allen (1983) suggested that teachers need to demonstrate meaning in simple English, using words that are within students' current reach (Thornbury, 2002).

   b) Contrasts and opposites.

This technique can be used by often asking "What's the opposite of….?" A new word like "light" can be illustrated by contrasting it with "dark" which would already be known by students.

   c) A quick and simple way to convey a word's meaning is through translation. As a result, it can speed up the learning and teaching processes.

2)   Techniques of practice

This method includes homework assignments as well as vocabulary review in the classroom. The techniques comprise:

a) Vocabulary games. Games are fun for students and help them remember words easily. Additionally, it includes friendly competition, which keeps students interested and happy.

b) Repetition drill. Students repeat what the teacher says as quick as possible and the teachers are not allowed to do mistakes because the teacher is a model or example for the students.

3)   Techniques of training.

These methods are meant to prepare students for independent vocabulary study, including as using dictionaries and asking for others.

2.2 EFL (English Foreign Language)

A foreign language is not the same as the mother tongue. It is formed from the learning process. Language teaching is influenced by ideas on the nature of language and the learning conditions that make learners acquire the language. (Setiyadi, 2020, p.16)

In Indonesia, English is considered as a foreign language and it is not the preferred method of communication. As stated by Moeller and Catalano (2015, p. 327) a language is considered foreign if most of it is learned in class and is not used in the community where the teaching takes place. Accuracy is emphasized when studying English for those in Indonesia where the language is not widely used. The situation is different for those who acquire the language in nations where it is widely spoken, like Malaysia or the United States. In that nation, English is typically taught and used in daily life. as opposed to Indonesian. (Setiyadi, 2020, p. 17)

Most Indonesians find it incredibly difficult to learn English. It might be challenging for Indonesian language learners to pronounce the sound. They think English is difficult because of their limited vocabulary. Indonesian learners require some type of incentive or motivation to acquire and use this foreign language in society.

2.3 Islamic Boarding School

Islamic boarding school is educational institution that learn and apply Islamic law in everyday life where the students live there for certain period of time. As stated by Depag (2005, p.4) Islamic boarding schools interpreted as educational institutions, where the students usually stay in the lodge (dormitory) with Islamic teaching materials of classical books and general books of scientific knowledge, aiming to master the science of the Islamic religion in detail and along with general sciences, such as mastery of foreign language and apply it as well as guidance in daily lives by emphasizing the importance of morality in social life (Efrizal, 2012, p. 128). According to Zuhra & Masrizal (2020, p.115) boarding school is defined by the combination of the words boarding and school as a place where students, teachers, and boarding school officials live together for a certain period of time.

Some Islamic boarding schools have recognized the importance of education in general and have adapted to the contemporary educational system, despite the fact that they are "Islamic schools" that only teach Islam to their students. In this era, modern Islamic boarding schools are established. It increasingly combines religious instruction with general education. Arabic and English are primarily teaching as foreign languages at contemporary Islamic boarding schools with language programs. Students at many Islamic boarding schools are required to communicate in both languages.

Islamic boarding schools are institutions that intensively use English to communicate, especially Islamic boarding schools with modern systems. Students in boarding schools are required to use English on certain days. Islamic boarding school with the language as main program gives priority to foreign language learning especially Arabic and English. The learning system of Islamic boarding school is not only about attending class every morning and leaving at mid-day but also, students learn about the value as the motto said "What you see, hear and feel is education." As claimed by Nurjaman (2013, p. 500) learning language itself is not a matter of memorizing grammar and structure but how to practice the language itself. The Islamic boarding school emphasizes practicing the language in daily communication not only in the classroom but also outside of the class. They try to

use Arabic and English in daily communication or daily life. They have to use both languages. (Lestari & Pratolo, 2019, p. 96).

2.4 Study of the Relevant Research

There are several studies related to this research. Some of these studies helped researcher in completing this research proposal. First, research was conducted by Sorta (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." 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.

Each techniques helped the students in learning vocabulary (the words form and words meaning) and also they learned how to pronounce the words. The use of visual techniques (pictures and drawings) and verbal techniques (meaning definition and translation) helped the students in associating the words form and the meaning easily. Regarding to the young learners' characteristics, the students grade 5 of SDN CBS 07 Pagi (participants) liked to learn through visual things such as pictures and drawing since it is interesting for them. Meaning definition gave the students a description of something in simple English said by the teacher. This kind of technique helped the students in connecting the description into the word form. While for the translation, the teacher asked the students in English which then followed by the first language translation. For the techniques of practice, the teacher used repetition drill. This technique helped the students in practicing the vocabulary they have learned. The teacher often asked the students to repeat after her. At last but not least, the training techniques used by the teacher were asking for others and using dictionary. The teacher used work in groups to trains the students in

vocabulary learning independently while the teacher as the facilitator. Those techniques were used by the teacher in order to the students involve into the learning and finally understand the lesson well. At last, the result of the use of vocabulary teaching techniques can be seen from the students involvement during the teaching-learning and the students' good retention of words.

Another research was done by Anifa (2021) on "Improving Students' English Vocabulary at Islamic Boarding School: Policy and Its Challenges in Implementation." The research aimed to find how the language policies are implemented at Al Manar Islamic Boarding School and to find the challenges faced by language institution staff in implementing the policies to improve students' vocabulary at Al Manar Islamic Boarding School. The researcher employed qualitative descriptive method with the result that the application of language policy to expand students' vocabulary divided into three sections, according to the research's findings and discussions. It had sections for development, digital information, and discipline. Daily activities such as morning vocabulary, conversation, speech, language week, reward, and punishment, written project, audio, and video, correction of vocabulary usage, and TOEFL education were the main topics of each segment. In addition, participants faced some difficulties when implementing language policies to improve 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 environment. Researcher discovered similarities in this study, including the same research theme that focuses on vocabulary in Islamic boarding schools and from the qualitative methodology employed in this study.

The previous studies discussed above focused on vocabulary teaching techniques applied by teacher and the problems faced by students in vocabulary, as same as this study which focuses on portraying vocabulary teaching techniques in Islamic boarding school.