INVESTIGATING ENGLISH VOCABULARY LEARNING METHOD IN LEMBAGA BAHASA LIA HARAPAN INDAH

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Abstract

This study attempts to investigate the English vocabulary learning method for young and adult learners in Lembaga Bahasa LIA Harapan Indah. This was a qualitative research.The participants were 3 classes of adult learners, 3 classes of young learners and five teachers. The data collections used wereobservation, interview, and questionnaire. The result of this study shows that there were three English vocabulary learning methods used by Lembaga Bahasa LIA Harapan Indah. These were direct method, total physical response (TPR), and games. This study results may be used as a reference to compare two or more well-known course institutions regarding the method used in learning English vocabulary.

Keywords: *Vocabulary Learning, English Vocabulary, Teaching Method*

INTRODUCTION

English is an international language that is needed in the current era of globalization. English is needed in various fields such as education, government, economics, technology, and communication. The importance of English cannot be denied and ignored since English is the greatest common language spoken universally(Nishanthi, 2018). In the field of education, English has a very important role in increasing the ability to improve the English of young generation in Indonesia. Proficiency in English will draw attention to this English user.

Some benefits derived from proficiency in English First, career development. It is undeniable because there are so many jobs that one of the requirements is proficiency in English.Ting et al. (2017) state that good communication skills can increase employability and opportunities for career advancement.From this UK-approved skill, we can complete one of the requirements that we have to accept work more easily because we have the expertise needed. The second impact of proficient freedom of English has the opportunity to study abroad. Indonesia provides many scholarships made for Indonesian students abroad, such as the LPDP scholarship, Trustee Scholarship, Monash International Scholarship, and many others. Another impact of proficient English conversation is academic goals. The Education Curriculum in Indonesia requires English subjects from elementary, junior high, and senior high school levels, as well as to the lecture level. There are already many schools that include English subjects at the Kindergarten level.

Based on Kachru's theory (1985) of the Three-Circle Model of World English,"English in Indonesia is the language that is in the third circle, namely Expanding Circle, where the position of English in Indonesia as a foreign language." Thus, English is not the language used by Indonesian people to communicate, but Indonesian people tend to communicate using Indonesian. This makesthe majority of Indonesian people, especially students, having difficulty in learning English.

English and Indonesian also have significant differences. These also make students experience difficulties in learning English.Uktolseja et al. (2019)state the difference between English and Indonesian language becomes one of the hardest things to learn and to be understood. Some of these differences are First, English has several forms of time or what we often refer to as tenses in which each one of the vocabularies depends on the other vocabulary. For example, Subject "I" has its pair of "am", "have", "was" and again the use of this pair depends on when the event took place while in Indonesian it does not. The second difference is the writing and pronunciation of a different vocabulary.

For example,at the word "I" is not read as in the Indonesian language "i" but reads "αI". Vocabulary in English tends to have differences when a word is written and pronounced. The next difference is, there are several English vocabularies which in one word have several meanings, such as in the word "close" which has the meaning of "*dekat*" and "*tutup*". Indonesian students will have difficulty on understanding the meaning of the word if they do not know the usage context of the word. There are still many other differences between English and Indonesian or regional languages , but the author cannot describe it as a whole. From these differences, this is what makes English as a foreign language that is difficult to learn, especially by Indonesians. Besides, not only the difference in terms of sentence structure and vocabulary but also the method of learning about vocabulary in English is also a factor affecting Indonesian students' difficulty in learning English.

Learning English vocabulary informal educational institutions, such as schools still uses monotonous and tedious learning methods. The teacher only gives the reading text and asks students to translate the text individually or discuss the text together by discussing what the meaning of the text is. Students are not trained to understand the meaning of each vocabulary in the text, or the instructor only gives an explanation of a particular material and gives an assignment. With such teaching methods, when students carry out tests or examinations, students felt difficult to answer the questions that are tested, and their test results are not good enough and have an impact on the lack of English language proficiency of students, especially in mastering English vocabulary.

Vocabulary is actually a very important thing to learn in mastering a language. In communication activities, vocabulary is a very important element. The meaning of discourse as a form of language use is largely determined by the vocabulary used in its expression.Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner (Alqahtani, 2015).Thus, if a child is not able to. master vocabulary, the child will have difficulty in understanding a language. In addition, Tovar (2017) states that vocabulary is essential in second and foreign language acquisition because without its appropriate and sufficient knowledge learners cannot understand others or express their own feelings.From

the above exposure, it can be concluded that the vocabulary is an important tool that must be possessed by people who will learn a language. If someone wants to be proficient in a language, then that person must master the vocabulary in that language. The researchers are interested in exploring further the process of learning English vocabulary in the Lembaga Bahasa LIA Harapan Indah.

This English vocabulary learning research was conducted at Lembaga Bahasa LIA Harapan Indah. According to five interviewees, Lembaga Bahasa LIA Harapan Indah has students who are proficient in English. From the results of the interview, researchers are interested in examining the students' perceptions of Lembaga Bahasa LIA Harapan Indah and also about the vocabulary learning process that is applied at the level of young students and adult students at Lembaga Bahasa LIA Harapan Indah.

Another reason why researchers chose in Lembaga Bahasa LIA Harapan Indah as a research object not only because Lembaga Bahasa LIA Harapan Indah Institute has students who were proficient in English, but also Lembaga Bahasa LIA Harapan Indah that has outstanding achievements, such as the LIA Foundation that had won first place in the English Language Education Institution Diklusemas training competition. In 1998, Lembaga Bahasa LIA Harapan Indah was awarded as the first winner of the national level English language competition.

Furthermore, the researchers only focused on Lembaga Bahasa LIA Harapan Indah, North Bekasi. This is done because Lembaga Bahasa LIA Harapan Indah is located in Bekasi City as it is in conformity withthe scope of the research area expected from the Study Program. Second, it has a strategic location that is on the border between Bekasi and Jakarta. What's more, researchers hope that the diversity of locations can lead to diverse perceptions of students of Lembaga Bahasa LIA Harapan Indah, North Bekasi.

METHOD

This study was a qualitative research. It explored how the process of learning English vocabulary in Lembaga Bahasa LIA Harapan Indah. The instruments used in this study were observation sheets, questionnaire and interviews. Researchers visited Lembaga Bahasa LIA Harapan Indah directly and observed how the process of learning English vocabulary occurs between students and teachers, interviewing teachers, and distributing questionnaires.

The data collection techniques in this research were passed in three ways, namely by questionnaire, observation, and interview.

1. Questionnaire

Researchers distributed questionnaires randomly by visiting the Lembaga Bahasa LIA Harapan Indah indirectly. The questionnaire was in Indonesian and consisted of fourteen questions related to their experiences and opinions about Lembaga Bahasa LIA Harapan Indah. Furthermore, distributed questionnaires that consist of one hundred questionnaires.

2. Observation

At the observation stage, the researchers came to five classes consisting of three different levels, namely, three classes of young learners and three classes of adult learners. Researchers visited each of these classes for one full session. Then, the researcher observes the activities that occur in the classroom and records things that are considered

necessary, then documents them in the form of photos and video footage.

    3.   Interview

In the interview stage, researchers interviewed randomly five teachers in Lembaga Bahasa LIA Harapan Indah. Questions raised relating to the learning process of student vocabulary, student behavior, and matters relating to other classrooms.

In analyzing data, researchers do it in several steps of work. Here are some steps that researchers went through in analyzing data:

a. Stages of Analyzing Observation Data

1.   *Review stage*
    At this stage, the researcher will look back at the notes made during the observation.

2.   *The stage of sorting data or categorizing*
    At this stage, the researcher will sort out the data that is in accordance with this research needs, such as in young students and adult students what kind of methods are used in the vocabulary learning process.

3.   *Description phase*
    At the description stage, the researcher will describe the data that has been obtained in written form while describing whether a method is used the same as the existing or different theories.

4.   *The conclusion stages*
    In this last stage, the researchers conclude the data obtained from the observation data.

b. Stages of Analyzing Interview Data

1.   *Repeating listening stage*
    At this stage, the researchers listen again to the interview data with four lecturers from Lembaga Bahasa LIA Harapan Indah.

2.   *Stage of making transcription*
    At this stage, the researchers make transcription of the recorded data of the interview results.

3.   *Categorization stage*
    At this stage, the researchers categorize the statements relating to the data needed. Vocabulary learning methods mentioned by the speakers, learning activities in the classroom, and so forth.

4.   *Data merging stage*
    At this stage, the researchers combine the results of the observation data with the results of the interview data relating to the learning methods and activities that occur in the classroom.

5.   *The description stages*
    At this stage, the researchers describe the results of the analysis data contained in the interview process as well as describe what theories are used when using a method.

6.   *Conclusion Stage*
    At this stage, researchers conclude the results of the data obtained from the

results of the interview.

FINDINGS AND DISCUSSION
A. Learning Vocabulary to Young Learners
1. Direct Method

Based on Richard and Rodgers, the direct method proposed by J. Asher, often known as the natural method, is a method that emphasizes more intensive oral interactions without the process of translation or use of the first language but rather the use of the target language being studied. If there are students who do not know the meaning of a word in the target language, the teacher will demonstrate it. So, this direct method uses the target language that is being taught, in this study is English.

The Lembaga Bahasa LIA Harapan Indah applies this direct method as one of the methods of teaching and learning activities for students in the classroom. Students are encouraged to continue using English during learning activities, as well as when teaching English vocabulary. Students are trained to continue to get used to using English. This is evident from the writing on the blackboard with the words "English Speaking Zone" in the classroom. Based on one of the interviewees, the existence of the article was intended formake students continue to use English while in the classroom. This is in accordance with the basis and procedures for using the method direct namely "instruction in the classroom using the target language" (Richards and Rodgers).

The use of English in this classroom applies to all students and teachers who are in the room. When instructors explain or are teaching vocabulary, instructors are encouraged to use English. Similarly, students in the room. All students are emphasized to speak English. So, the interactions in the classroom are emphasized in staying in English. Not only teachers to students who use English but also between students. Like when student A and student B are studying (at the level of young students), student A asks students B certain vocabulary in Indonesian. Then the teacher who heard this immediately appealed to "English please! English Zone, yeah." While pointing at the board that says "English Speaking Zone".

Another finding that the researchers found was that when the researcher was observing in the classroom of this young student, the instructor used the right strategy to make students understand with both concrete and abstract vocabulary. To teach concrete vocabulary, the teacher uses teaching aids such as cards, realia, the original object of the object, acting in accordance with the vocabulary. However, when the vocabulary is abstract the teacher will associate the vocabulary with ideas related to the vocabulary. This is consistent with what was described by Richard and Rodgers regarding the basis and procedure of the direct method which reads "Concrete vocabulary is taught using demonstrations, objects and images, while abstract vocabulary is taught by associating the vocabulary". At the time of observation, the researcher saw that there was student A who asked the instructor in the classroom. Students ask "miss, what is the meaning of wish?".

The researchersalso found that the subject of learning was introduced directly and verbally. In this class of young students, teachers use English both when teaching vocabulary and other language skills. When teaching vocabulary, the teacher brings teaching aids in the form of realia, pictures, and cards to help make it easier to explain vocabulary without translating it into Indonesian.

2. TPR (Total Physical Response)

Lembaga Bahasa LIA Harapan Indah applies one of the two types of activities to the level of young students. The first type of activity is imperative drills which is "the major classroom activity in Total Physical Response. They are typically used to elicit physical actions and activities on the part of the learners." This is done when teachers teach material about healthy food and unhealthy food. Following are the vocabulary taught:

Healthy food and unhealthy food
Section: Get in shape.
1. Play soccer
2. Ride a bike
3. Do exercise
4. Drink mineral water
5. Eat fruits and vegetables
6. Don't eat too much junk food
7. Don't watch tv too much
8. Get enough sleep
9. Skate
10. Take a shower

The results of the interview at one of the speakers, at the initial meeting, the instructor taught the vocabulary using imperative drills, namely by saying one vocabulary then the teacher also practiced the vocabulary by action. for example, like when a teacher says "play soccer", the teacher also practices how people usually play ball. And so on until all vocabulary is finished and done repeatedly. Then the instructor instructs students to stand upthen the teacher utters a vocabulary then students must practice the vocabulary spoken by the teacher. The activity was carried out repeatedly until students understood the meaning of each vocabulary.

At the next meeting, the instructor teaches the vocabulary they have learned using imperative drills but in a different way. The teacher prepares a card containing a certain vocabulary, then one student takes the card and acts as written on the card. Furthermore, other students must mention what vocabulary the student is exhibiting.

3. Games

Game that researchers found in a class of young students is asking and answering questions. This game asking and answering questions is also located at the end of the class session. After students finish learning a certain vocabulary, then play a miming game, and end with the application of this asking and answering question game. this activity is suitable to be applied as a closing session. The researcher sees that after students play miming, which is a training process until students understand the vocabulary. then directed to apply the vocabulary to the conversation dialogue. Following is the dialogue of the conversation:

Khansa: *Hi Khansa!*
Andre : *Hi Andre, what's the matter?*
Khansa: *I really want to get in shape. What should I do?*
Andre : *You should take a shower and skate.*
Khansa: *Thank you, Andre.*

Andre : *You're welcome*.

Another game that teachers provide for young students is guessing game. This game instructs students to guess while practicing and increase their understanding of the vocabulary they have learned. First, the teacher gives questions using the words "longest", "the most", "the fewest". As an example, is "lives the fewest kilometers from LIA" when this sentence appears, young students are asked to guess who among their friends or even themselves who live closest to the LIA.

The instructor gives ten questions by using words as the researchers mentioned above to train students to understand the meaning of the vocabulary. researchers see that this adds to the variety of learning and can increase student motivation (Lewis and Bedson 5). In addition, they learn about certain vocabulary words, they also become more acquainted with their classmates. They also became eager to answer every question raised.

At the beginning of the session, the teacher writes down the vocabulary they have learned in the previous meeting. The instructor asks students to remember what vocabulary they have learned then the teacher writes it on the board. After the entire vocabulary is written, instructor deleting vocabulary one by one and asking students to keep in mind what vocabulary is written on the blackboard. After the teacher erases the vocabulary, the teacher again asks students to mention what vocabulary is in the student's letters that have not been deleted. Researchers see that the application of this game is very suitable for young students.

B. Learning Vocabulary to Adult Learners
1. Direct Method

Direct method is one of the methods used at the student level today. This direct method is a method that emphasizes intensive oral interaction without the process of translating or using the first language but rather using the target language being studied (Richards and Rodgers, 1986). So, this direct method is not only used at one particular level, but at the level of young students and adult students at the Lembaga Bahasa LIA Harapan Indah also applies the same method when teaching vocabulary. This can be seen when the observation process that researchers do. When the teacher teaches the second form of English (Verb II) English vocabulary not by translating it into Indonesian but demonstrating it. As Richards and Rodgers said "... if they don't know the meaning of the word in the target language, they willbe demonstrating it" and concrete vocabulary are taught using demonstrations, objects and images.

Even at the level of adult students, teachers keep students using English. At this level, students will be punished if they speak or speak in Indonesian. One of the interviewees said that at the level of adult students he implemented one candy for one word. So, the teacher prepares a container for storing the sweets. however, when they don't prepare sweets, the teacher will write the names of students who use Indonesian when learning on the board.Then, give one point for one word they say in Indonesian. At the end of the session, the teacher will count who gets the most points and will be given penalties such as dancing, singing, or even buying one candy each for all classmates.

2. TPR (Total Physical Response)

The instructor instructs students to read, remember, and understand the vocabulary contained in their learning resource books for several minutes. Then, the teacher teaches the vocabulary by playing the video. After that, they are given a fill in the blank problem that must be answered using the vocabulary they have learned. Other activities they do are answering the right or wrong questions, or the 5W + 1H questions (what, who, when, where, why, and how) to make them better understand the vocabulary they have learned.

Teachers also often end teaching and learning activities by instructing students to write. As one teacher said that adult student classes tend to end classes by writing (for adult student classes in general). For example, when they learn about second-form verbs, they are instructed to write stories using vocabulary they have learned before.

However, the use of the Total Physical Response method in today's students is not yet optimal. The activities carried out in class today have nothing to do with physical activity. As Richard and Rodgers said "the major classroom activity in Total Physical response. They are typically used to elicit physical actions and activities on the part of the learners." When the researcher made observations in this class, the researcher did not find any physical activities. These activities are just reading and writing activities.

3. Games

Guessing games in the class that have been observed will produce works in the form of writing. As Lewis and Bedson put it, teachers must pay attention to the final results of the application of these games, whether to produce work or just practice skills. In addition, games that are applied in student classrooms today are included in the category of cooperative games, where players or teams work together to achieve goals (Lewis and Bedson 5). Researchers also see that the game that is done to hone the students' vocabulary is not just fun. A good game will have a good impact on students' language proficiency. Especially skills in writing and composing vocabulary.

From the above explanation, we can see that there are three methods of learning English vocabulary used by the Harapan Indah LIA Language Institute both at the level of young students and at the level of adult students. The learning methods are direct method, total physical response (TPR), and games. Although both of these levels use the same learning method, there are also some differences found in the use of the three methods, such as differences in the stages of warming-up, cooling down, the application of games, the use of teaching aids, and others.

CONCLUSION

The research conducted in Lembaga Bahasa LIA Harapan Indah explores the learning of English vocabulary. All research methods were conducted by visiting Lembaga Bahasa LIA Harapan Indah, North Bekasi. Data observations were conducted on 3 classes of adult students, and 3 classes of young students.

The results of the analysis of interview and observation data show that Lembaga Bahasa LIA Harapan Indah uses three methods of learning English vocabulary namely direct method, total physical response (TPR), and games for both young and adult students. Students at both levels are required to use English. Seen from each classroom that reads "English Speaking Zone". This is one example of the use of the direct method as said by Richards and Rodgers that the direct method is a method that emphasizes more

intensive oral interactions without the process of translation or use of the first language but more on the use of the target language being studied. Although both levels of young learners and students today use the same method, there are some differences found. This difference can be seen from the punishment given. Punishment given to the young level class tends to be only an appeal for them to continue to use English in class. Whereas for adult student classes, teachers give punishment to students who speak in Indonesian, for example like students who use the most Indonesian will be punished. Penalties can include buying candies for classmates, by singing, or by dancing.

The next method is the total physical response method or TPR. Although both use the TPR method, teachers use different types of activities. As at the level of young students, teachers tend to use imperative drill activities which are instructor activities instructing students to do something which then students must respond to by action. As for the adult student level, instructors are more likely to do writing and reading activities, to make students deeper, understand, and remember both in terms of the meaning or context of the use of a vocabulary.

The last method is games. Teachers use this method at both the level of young students and adult students as one of the teaching and learning activities. Games that are conducted in the class level of young students can be applied for warming up, drilling, practicing a certain material, or even to end the class. As for adult students, this method is done to end teaching and learning activities. At the current level, the games they do tend to produce works in written form.

Researchers realize that there are still many shortcomings contained in this study. However, there are still things that are not covered in this study, such as researchers only examining one course institution. While in Bekasi, there are many other course institutions for comparison research. This may be used as a reference for future researchers to compare two or more well-known course institutions located in Bekasi regarding the method of learning English vocabulary.

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