

CHAPTER I

INTRODUCTION

A. Rationale

Every person in the world has a language-a mother tongue. In every city, town, or village of the world people are always talking to one another. They very often express the same ideas, but they all use their own language. People from Nairobi can convey the same message as people from London or Tokyo. But in Nairobi, the message is conveyed in Swahili; in London, it is in English; and in Tokyo, it is in Japanese. Each person will use different sounds and words because each language has its own sounds system and its own vocabulary. People who share the same language have a great deal in common. Language brings people together.¹ Every human being in the world needs language as tool of communication. Language can help people to interact each other. It also can help them in delivering message, expressing ideas, through and feeling to other.

In its broadest sense, language is the exchanger or transfer of meaning. It is a tool of communication. Spoken language or human speech is produced by human speech organs and received by ears. Each day we spend hours speaking and listening to friends, relatives, or stranger. Why do we spend so much time talking and listening to each other? We converse to exchange

¹ Conrad J. Schmitt, *Invitation to Languages (Foreign Language Exploratory Program)*, (Glencoe/McGraw-Hill, 1998), p.8-9

information, communicate, and interact. Language lets us exchange ideas, facts, and even emotions. It is a source of knowledge and source of enjoyment. Language is one of the most fascinating and essential tools possessed by humans. It is our ability to use language that separates us from the rest of the animal world.² In the animal world, the medium of communication is just their instinct, instinct to live, eat, and sex. Human being uses the language as medium for thought, a vehicle for literary expression, a social institution, a matter for political controversy, a factor in nation building.

A language is considered a rich language if it has an extensive vocabulary-if it has many words. English, for example, is considered to be a rich language. It is estimated that there are about 500,000 words in English language! Of course, no one knows or uses all of the words. Estimates vary greatly as to the number of words the average person uses on a daily basis.³ Vocabulary is all about words. When we use language we use words all the time, thousands of them. If we know a language well, we know how to write its words and how to say its words.⁴ Because of very great number of English vocabulary, we have to learn more about this.

Vocabulary has been seen as a major resource for language use. Early foreign language learning offers the chance for learners to build up a solid core of words useful for further learning, together with words that are learnt

²*Ibid*, p. 3

³*Ibid*, p.14-15

⁴Michael McCarthy, Anne O'Keeffe, Steve Walsh, *Vocabulary Matrix: Understanding, Learning, Teaching*, (Heinle: Cengage Learning, 2010), p. 1

because they interest or excite young learners at the age. However, early vocabulary learning may be ineffective if words are not consolidated and used regularly. Children entering secondary education will have varying amounts of words, some they have mastered really well, some only partially learnt and some that they have met once or twice but not remembered. It should not be assumed that children know what they have been taught, i.e, the content of their course books or syllabus. They know what they have learnt.

Vocabulary is fundamental to using the foreign language as discourse, since vocabulary is both learnt from participating in discourse, and is essential to participating in it. Teachers' planning may separate vocabulary as a resource from discourse skills, in order to think about which words are to be learnt and how, but from a pupil's viewpoint the separation should be much fuzzier. They will encounter new words in a discourse context, which will provide many clues to their meaning in use; they will begin to use new words in a discourse context that makes sense to them and which contains many better known words; they will eventually have those words ready for use in discourse to communicate their own ideas.⁵ Less of vocabulary will influence the communication between a people with other, especially with a person has a different language.

Building up a useful vocabulary is central to the learning of a foreign language at primary level. While opinions differ as to how much grammar of the foreign language can be taught, children are clearly capable of learning

⁵Lynne Cameron, *Teaching Language to Young Learners*, (New York: Cambridge University Press, 2001), p. 94-95

foreign language words through participating in the discourse of classroom activities.

Children are still building up their first language vocabulary, and this development is intimately tied up with conceptual development. In planning and teaching a foreign language, we need to take account of this first language background to know what will work and what may be too difficult for children. It also becomes quickly apparent that learning a new word is not a simple task that is done once and then completed.

Vocabulary development is about learning words, but it is about much more than that. Vocabulary development is also about learning more about those words, and about learning formulaic phrases or chunks, finding words inside them, and learning even more about those words. Even the idea of what counts as a 'word' starts to become confused when linguists try to produce watertight definitions. However, we will start from words in the recognition that infants, children and adults talk about 'words' and think in terms of a word as a discrete unit. Children will ask what a particular word means, or how to say a word in the foreign language, and, in learning to read, the word is a key unit in building up skills and knowledge.⁶ If the children have lot of word collections, their skills and knowledge will be improved.

It would be impossible to learn a language without vocabulary-without words. One could learn about a language through some symbol systems which would demonstrate relations and how they are realized, but this would be like

⁶*Ibid*, p. 72-73

examining the skeletal remains of a dinosaur and believing that one had actually encountered the creature. Language is not dry bones. It is a living, growing entity, clothed in the flesh of words.

Vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, but it must be learned by the individual. The vocabulary we understand and the vocabulary we can use varies in nature and in quantity from one person to another even in our native language. As language teachers, we must arouse interest in words and a certain excitement in personal development in this area (that is, motivation to learn ways of expressing meanings that are important to the individual student, even if not to others in the group). We can help our students by giving them ideas on how to learn vocabulary and some guidance on what to learn.⁷

These are suitable with what we learnt in the holy Qur'an. The Qur'an states that one of the privileges which God bestowed to the human being is his or her readiness to learn. The readiness to learn happened in cooperation with various innate and acquisition factors, these are: the sense, special intelligence, various *mauhibah*, encouragement etc.⁸ Allah said in *surah Al-Baqarah* verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ لَنْ أَنْبِئُنِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

⁷Wilga M. Rivers, *Teaching Foreign Language Skills*, Second Edition, (Chicago: The University of Chicago Press, 1981), p. 42-43

⁸H. Yunahar Ilyas and Muhammad Azhar, *Pendidikan dalam Perspektif Al-Qur'an*, (Yogyakarta: Lembaga Pengkajian dan Pengamalan Islam Yogyakarta Universitas Muhammadiyah Yogyakarta, 1999), p. 33

Many advantages are claimed for starting to learn a foreign language in the primary years; more evidence is needed to judge how far claims turn into reality. Experience in the UK twenty years ago found that language learning in primary school was not as positive as expected, although in retrospect this seems likely to be due to how it was implemented and, in particular, to the lack of attention that planners paid to what would happen at secondary level, when FL teachers were faced with mixed classes of beginners and more advanced learners. The social, cultural and political issues around policies of teaching foreign language early are complex and influence teaching and learning at classroom level. Comparative studies of different socio-political contexts would be useful in investigating these influences and their impact.⁹

To evaluate students' mastery on the vocabulary, we need to make some tests, such as written test, oral test or another test's techniques.

As a form of English test today, familiarly in this materials are called TOEFL (Test of English as a Foreign Language). Now TOEFL has used majority of nations in the world. English that formed in TOEFL form has many use and various, so that can be said as *industrious trend* which has separated everywhere. For example America, it has crusaded existence of TOEFL as a beginning of someone for continuing to next career. Honestly we should say that TOEFL is not everything in our career, even though you perhaps can life without TOEFL, however you need to be remembered that one of the procedure to be continue to the higher education or to apply a job in

⁹*Ibid*, p. 16-17

enterprises, they are requiring someone to show his TOEFL score. This is describing the arrangement about mastery of TOEFL score by someone after became as a part of career regulations. Many people have received a good score, not of a diligent of English, but they know and understand what the strategy used for doing TOEFL.

TOEFL vocabulary is important for students of *Tarbiyah* Faculty of English department IAIN Antasari Banjarmasin because TOEFL is used as a main requirement career arranging in stages of someone or requirement of recruiting. For example: to go to study out of country, to continue of study from S1 (bachelor) to S2 (magister) and S3 (doctor) in postgraduate work program at the university in Indonesia, to participate of short course program, to finish study S1 in university, institute or service academic and non-service in country, in fact today some of senior high school in Indonesia have TOEFL-like test for the student who will finish his study.

TOEFL vocabulary becomes a problem for students of English department, especially at batch 2008. The reason in the student level of thinking is also different and to master vocabulary itself is very difficult. Sometimes there are students who can memorize many words and strong memorization.

The writer wants conduct the research which concerns about the problems of the students in TOEFL vocabulary at *Tarbiyah* Faculty of English Department entitled: **An Analysis on the Problems of the Students in**

**TOEFL Vocabulary at *Tarbiyah* Faculty of English Department IAIN
Antasari Banjarmasin Batch 2008.**

B. Statements of the Problem

Based on the background above, the writer proposes the following problems:

1. What are the problems of the students in TOEFL vocabulary at *Tarbiyah* Faculty of English Department IAIN Antasari Banjarmasin Batch 2008?
2. What are the influential factors on the problems of the students in TOEFL vocabulary at *Tarbiyah* Faculty of English Department IAIN Antasari Banjarmasin Batch 2008?

C. Reasons for Choosing the Title

There are some reasons that makes the writer to choose this title, they are:

1. In teaching and learning a foreign language, vocabulary is one of the important components for someone to be successful in four language skills.
2. Most of students of *Tarbiyah* Faculty of English Department are assumed to have some problems in TOEFL vocabulary.
3. Related to the writer's department and field of study, that is in English education, this problem is never specially researched.

D. Purposes of the Study

Based on the problem above, the purpose of this research are to know these follows:

1. The problems of the students in TOEFL vocabulary at *Tarbiyah* Faculty of English Department IAIN Antasari Banjarmasin Batch 2008.
2. The influential factors on the problems of the students in TOEFL vocabulary at *Tarbiyah* Faculty of English Department IAIN Antasari Banjarmasin Batch 2008

E. Significance of the Study

Significances of research are:

1. To make a better teaching process in TOEFL vocabulary for all English teachers and students at *Tarbiyah* Faculty of English Department IAIN Antasari Banjarmasin batch 2008.
2. To increase the writer's knowledge and experience on the related field, then also give benefit for those who may need the result of this research later.
3. To give a new contribution, especially for those who want to improve their English knowledge and their vocabularies.

F. Definition of Key Terms

To avoid misinterpretation toward the title, the writer will explain some terms in the title as follows:

1. Analysis

Analysis is separating or breaking up any whole into its parts, especially an examination of these parts to find out the nature, proportion, function, interrelationship, etc.¹⁰

2. Problems

Problems are something that are difficult to deal with or to understand.¹¹ In this research, the problems are about to do something, that is, the problems of the students in TOEFL vocabulary.

3. Students

Students are persons who are interested in English subject and try to learn more about it.¹²

4. TOEFL

Test of English as a Foreign Language evaluates the ability of an individual to use and understand English.

5. Vocabulary

Vocabulary is total number of words in a language and list of the words with their meaning.¹³

¹⁰ Victoria Neuveldt and David B. Guralnik, *Wester's New Word College Dictionary*, (Macmillan USA: Third Edition, 1996) p.49

¹¹ A. S. Hornby with A. P. Cowie and A. C. Gimson, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1987), p.245

¹² Claire Higgleton and Anna Seaton, *Chambers Essential English Dictionary*, (British: British National Corpus, 1995) p.50

¹³ Elaine Higgleton Chamber, *Essential English Dictionary*, (Edinburgh: British National Corpus, 1995) p. 461

So, the meaning of the title is a study of the problems of the students in TOEFL vocabulary at *Tarbiyah* Faculty of English Department IAIN Antasari Banjarmasin.

G. Organization of Contents

This study is divided into five chapters as follows:

The first chapter contains introduction, which is consisting of rationale, statement of the problem, reason for choosing the title, purpose of the study, significance of the study, definition of key terms and organization of contents.

The second chapter contains theoretical review on related field, which consists of definition of TOEFL vocabulary, TOEFL programs, review of TOEFL sections, TOEFL scores, the techniques in evaluating students vocabulary, The Factors that Influence the TOEFL Vocabulary.

The third chapter contains method of research, which consists of subject and object of research, data and source of data, techniques of data collecting, techniques of data processing and analysis, and research procedure.

The forth chapter contains report of research result, which consists of general description of the research location, data presentation, and data analysis.

And the last chapter is the fifth chapter contains closure, which consists of conclusion, and suggestions.