

## CHAPTER I

### INTRODUCTION

This chapter covers Background of the Study, Research Focus, Research Problems, Objectives of the Study, Theoretical Framework, Significances of the Study, Scope and Limitation of the Study, and Framework of Discussion.

#### **A. Background of study**

The theory of language was already presented in the very beginning since Allah created Adam as the first human in the world, Allah tells Adam about anything. It was told in Al – Baqarah : 31-33 below:

*“and He taught Adam All the names (of everything) , Then He showed them to the angels and said, "Tell Me the names of These if You are truthful.". they (angels) said: "Glory be to you, we have no knowledge except what You have taught us. Verily, it is you, the All-Knower, the All-Wise." He said: "O Adam! Inform them of their names," and when He had informed them of their names, He said: "Did I not tell You that I know the Ghaib (unseen) In the heavens and the earth, and I know what You reveal and what You have been concealing?" (Al-Baqarah :31-33)*

Writer found the relationship of this verse with ZPD theory. The relation is in the way of interaction. From the theory there are three ways of interaction those are between Lecturer with Peers, Lecturer with Student, and Student With Peers. We can see from the verse also there are three ways interaction those are between Allah (lecturer) with Adam (peer), Allah with Angles (student), Angles with Adam. Allah told angles not about anything and He taught Adam the name of the thing and Adam tell the angles about the thing that Allah had told to Adam. Finally angles know the name of thing from Adam and also from Allah.

Vocabulary has an important role in language, have a lots of vocabulary are able to say anything and people will understand or will understand people say even if the grammar is not good, vocabulary is a vital organ in language because language need vocabulary to live. According to Wilkins puts that without grammar very little can be conveyed, but without vocabulary nothing can be conveyed<sup>1</sup>. Lots of studies have been done on second language vocabulary acquisition. With enhancement of the status of vocabulary in language learning, research into vocabulary acquisition becomes a focus of research at present. Instructors and learners have always tried to find out ways in which instructional programs might best foster the acquire vocabulary<sup>2</sup>. Vocabulary acquisition is one of the important features that determine language proficiency.

Lack of vocabulary knowledge will have an effect on all four language skills: Listening, Speaking, Reading, and Writing. In addition, language learners learn the English language or English vocabulary in the environment whether at formal or informal learning environment. As mentioned by Maesin et al., “in second language learning, students find difficulties to utilize the language skills outside of language classrooms as there are fewer opportunities to do so due to poor language environments”<sup>3</sup>.

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<sup>1</sup> Scott Thornbury. *How To Teach Vocabulary*. (England: Pearson longman, 2007). P. 13

<sup>2</sup> Jianping Xu. *An Experimental Study on the Effects of Different Reading Tasks on L2 Vocabulary Acquisition*. (China: CCSE, 2009). P. 1

<sup>3</sup> Shima Kameli et al. *The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies*. (Malaysia: Academy Publisher, 2012). P. 1

Social environment is one of the place where students can acquire language, as one of the factors that take place in language acquisition, social interaction is very important for the student to acquire vocabulary. This study will conduct the social interaction process in formal environment and how formal environment play a role in that process. There are two kinds of learning situation those are informal/naturalistic and formal/instructed. Informal/naturalistic learning is in your home or social interaction where people contact – and need to interact with – speakers of another language. Formal/instructed learning is in schools, college or university, which are everything is followed by the rule, inside it involving of needs, beliefs, values, and customs of their cultural settings<sup>4</sup>.

Acquisition can be happened anywhere and anytime at school at home when in young age or adult. Acquisition is different with learning, acquisition emphasizes to subcouncious and leaning emphasizes to concious, and the question is how student can acquire language in formal/learning environment, what is the role of lecturers and peers and how their roles help student in acquiring vocabulary.

From the pre-observation that writer had conducted in speaking class showed the role of peers and lecturer. Based on Douglas's book that metioned about the role of teacher as controller, facilitator, director, manager, and source. On that class writer found that the lecturer as a controller, she controlled one of her students to use English in answering friend's question.

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<sup>4</sup> Muriel Saville Troike. *Introduction Second Language Acquistion*. (New York: Cambridge University Press, 2006). P. 128

Lecturer as facilitator, she let the student's answer friend's question when the student asked question to the lecturer, let them give their opinion about the material, and let them asking question using English. Lecturer as director, she took a part as a video commentator, observer, and scorer in here the lecturer used English as main language. Lecturer as manager, she prepared the material based on the course outline and gave the student next material for the next meeting. Lecturer as source, she used English in explaining the material and fixed students grammar. And from the journal that had conducted by Shima Kameli et al. mentioned the role of peers as a helper. And from the observation in speaking class writer found that peer helped her friends in answering friend's question using English and her friend can speak English after that even in not good speaking. So that is why from the statements above, the writer wants to investigate **"The Role of Formal Environment (English Lecturers and Peers) in Student's English Vocabulary Acquisition in English Education Study Program in Academic Year 2014/2015"**.

## **B. Research Focus**

Focus of this study is on the role of formal environment (English lecturers and peers) in student's English vocabulary acquisition in speaking classroom. This study wants to investigate what is the role of formal environment and how the role of formal environment can help students acquire vocabulary. Especially in English Education Study Program in Academic Year 2014/2015 in State Islamic Institute of Palangka Raya, this environment is a perfect place to investigate because everything has provided in English, from

the lecturers and peers but a half in environment. So that is why the investigation will be doing there. In addition, the data will be collected through a observation, documentation, and interview. Therefore, the findings may be valid only in English education study program. It cannot be generalized to other institutions.

### **C. Research Problems**

Based on the background and research focus above, the research problems are :

1. What is the role of English lecturers and peers in student's English vocabulary acquisition in English education study program in academic year 2014/2015?
2. How is the role of English lecturers and peers on helping student in acquiring English vocabulary at English education study program in academic year 2014/2015?

### **D. Objectives of the Study**

Based on the research problem above, the objectives of the study are :

1. To investigate the role of English lecturers and peers in student's English vocabulary acquisition in English education study program in academic year 2014/2015.
2. To describe the role of English lecturers and peers on helping student in acquiring English vocabulary at English education study program in academic year 2014/2015.

## E. Theoretical Framework

1. *Role* is an actor's part in a play, film, etc or a function that a person or thing typically has or is expected to have. Role is an actor that take place as a someone else. For example : teacher in the classroom takes place as parents. Role only used for a human and it can not be use for things. For example : motor cycle takes place as a friend. In this study mean of *Role* is lecturer and peer as facilitator, helper etc for the student in acquire language.
2. *Formal* is style of dress, speech, writing, behaviour, etc very correct and suitable for official or important occasions. In this study mean of Formal is in official classroom situation in English education study program related with the material, time, and lecturers or teachers.
3. *Environment* is the conditions, circumstances, etc affecting person's life or physical conditions that somebody or something exists in. In this study mean of *Environment* is a place where student studies inside related with the building.
4. *Vocabulary* are all the words that a person knows and uses or all the word in a language. In this study mean of *Vocabulary* are all words that will be presented by lecturer and peer in the classroom during interaction.
5. *Acquisition* is gain something by your own ability, efforts, etc; obtain something. In this study mean of *Acquisition* is subconcious process where the student get vocabulary during interaction

## **F. Significances of the Study**

This study is aimed to investigate the role of formal environment. There are two significances in this study those are theoretical significance and practical significance. Theoretical significance means this study can contribute to support the theories on teaching learning attitude or social interaction on language learning especially in classroom. Practical significance means this study can describe the role of formal environment, explain the process in acquire new vocabulary, and discover new idea in teaching learning process in the classroom, to other researchers and writer, the results of this study can provide a basis for conducting researches on the same area and apply it concretely.

More than that, this study wants to create some understandings in teaching learning process that lecturers and peers have an important role as a controller, director, manager, fasilitator, and resource, and peers as a helper in language acquisition and also this study wants to discover some ideas to create a suitable and comfortable environment for acquire language especially in vocabulary acquisition.

## **G. Scope and Limitation of the Study**

In this study there are scopes and limitations to avoid the long discussion during the research. It will be explained as follow :

1. *Role*, means of role in this study is only on the lecturers as a controller, director, manager, facilitator, and resource and peers as a helper.

2. *Peers and Lecturers* in this study is students and lecturers only in English Education Study Program, Department of Language Education, State Islamic Institute of Palangka Raya of 2014 generation.
3. *Place*, in this study the place where the writer wants to do a research is only in English Speaking Class.
4. *Vocabulary* that wants to investigate in this study is in part of speech related with the material will give in the class or related with the course outline.

#### **H. Framework of Discussion**

The framework of the discussion of the study as follows:

- Chapter I : Introduction, that consisted of context of the Study or Background of the Study, Research Focus, Research Problems, Objectives of the Study, Theoretical Framework, Significances of the Study, Scope and Limitation of the Study, and Framework of Discussion.
- Chapter II : Review of related literature, that consisted of Previous Study, Definition of Role, Formal, and Environment, Role of Informal Environment (Parents and Home Environment), Role of Formal Environment (Lecturers and Peers), Vocabulary, Social and Interaction of Communication, Student's Vocabulary Acquisition, The Nature of Language Learning, and Frame of Thingking.



Chapter III : Research method, that consisted of Research Type, Research Design, Subject of the Study, Role of the Researcher in the Study, Time and Place of the Study, Source of the Data, Data Collection Techniques, Data Collection Procedures, Data Analysis Procedures, and Method for Verification of the Research Findings.

Chapter IV : Finding and discussion, that consist of Data Finding, Roles of Lecturer in The Speaking Class, Process of Roles in Helping Student, Discussion.

Chapter V Conclusion and Suggestion.