

CHAPTER IV

RESULT OF THE STUDY

This chapter presents the finding and the discussion. In this section writer will present the data that had been collected from the observation, documentation, and interview. Then the witer do the analysis from those data instrument in order to find the information and fact of role of formal environment (English lecturers and peers) in student's English vocabulary acquisition.

A. Data Finding

1. Roles of Lecturer in Vocabulary Acquisition

a. Lecturer as Controller

Lecturer has an important task in the classroom in order to make the class benefitful for the students. Lecturer keeps their students in charge, pays attention to their language use, gives a clear instruction about what they have to do during classroom activity.

Lecturer puts themself in a big responsibility as *language controller* or *language authority* that always forces their students to use English in the class. Based on the observation, fieldnote, and video documentation, writer found that their lecturer forces the student to use English while doing the groupwork discussion or pairwork discussion so at that chance students can apply what they already have on their mind with their partner and also can share a new vocabulary. (see table 4.1, *Lecturer as Controller*)

b. Lecturer as Manager

In order to make the class enjoyable for the students, lecturer does anything to manage their class. First, in term of seat arrangement, to make him easily controll the students for example based on the observation, checklist, and video documenation, lecturer **B** sets the class like **U** letter so everyone in the class is unhidden nobody can hide behind their friends and busy with his or her bussiness like playing phone and so on.

Disciplinarian to open and end the class by its time and also make some rules for the class, based on the observation and video documentation, writer found that their lecturer gives a panishment because the student late to join the class, lecturer asks to other students about what they have to do to the coming late students, and they agree about muscle building.

Material provider, lecturer brings the material to the classroom. Based on the observation and video documentation, writer found that their lecturer provide the material from book and syllabus or course outline so the students only focus on that topic like “*unusual job, unusual request, and telling story*”.

Material development, lecturer makes the students enhance their knowledge, lectuer develope his or her material that still has a relation with the topic, so all students have a possibility to enhance their English skill for example based on the observation and video documentation

writer found that the lecturer gives an example to the students base on his or her background knowledge and after that lecturer allows them to find related information in the internet as the result they found new vocabulary from the internet. (see table 4.1, *Lecturer as manager*)

c. Lecturer as Director

Students put their trust to their lecturer, lecturer as a leader of the class. In students' mind some information that the lecturer tells to them is correct. Lecturer guides their students in order to make them always in right way about English whether that is in pronunciation, grammar, or vocabulary. Lecturer corrects their students mistake while they utter an English word or pronunciation. Based on the observation, checklist, fieldnote, and audio documentation, writer found lecturer **B** directly correct Hana's pronunciation when she utters word "*young*" she said /yong/ and her lecturer correct her pronunciation become /yang/ and in the other case their when the students said "I am not Interesting (saya tidak tertarik)" his lecturer directly corrects his vocabulary mistake become "I am not interested". (see Table 4.1, *Lecturer as director*)

d. Lecturer as Facilitator

In order to make the students easy to deal with English as the result they will have a high confidence when they speak or utter the English expression, lecturer does some strategies to help their students. Some of the students have a trouble in order to memorize the word, pronounce the word, how to use the word, or increase their vocabulary. Based on the

observation, fieldnote and video documentation writer found that lecturer **C** do speaking journal in order to improve students' pronunciation, ask the students to watch an English movie in order to fix the student pronunciation and increase new vocabulary, and read an English book to enhance the amount of vocabulary. (see table 4.1, *Lecturer as facilitator*)

e. Lecturer as Resource

In the classroom lecturer has a central position as a source of any information. Sometimes lecturer explains the material in the front of the class and his or her students pay attention to his explanation, lecturer provides the new word or expression that the students never expected before and also sometimes students ask a vocabulary that they do not know to their lecturer or directly their lecturer tells the students when they confuse about one vocabulary.

Lecturer as culture informant that tells a culture in language use. Based on the observation, fieldnote, checklist and audio and video documentation writer found lecturer **B** tells the students when they ask the meaning of word for example **SW** asked meaning of “*mandi*” and lecturer said “*bath*”. Lecturer **A** tells the student the culture about “*after dinner speech*”. (see table 4.1. *Lecturer as resource*)

2 Role of Peers in Vocabulary Acquisition

a. Peers as Helper

Friendship is a meaningful thing in the classroom, so he or she can turn to their friends when they get stuck with something, get a trouble in doing the assignment, get lost in uttering the word when they speak in the front of the class, get lost motivation, and utter a grammar or pronunciation mistake, in this condition peers or friends have a central position as helper for the students.

One peer and the other peer is different, a high level intiligent peer will bring the new information to the students whether in term of new vocabulary, pronunciation, or expressions. Based on the observation, checklist, fieldnote, and video documentation writer found that in **B** class sometimes **SW** turn to his friend when he is called by his lecturer to speak in the front of the class, he gets stuck in uttering the word, so he asks to his friend for example **SW** was helped by his friend to say “*berbeda*” and “*biasanya*” in English and his friend told him “*different*” and “*usually*”. (see table 4.2. *Peers as helper*)

3. Process of lecturers’ Roles on Helping Student

a. Lecturer as Controller

First, lecturer gives a material based on the course outline and syllabus, lecturer asks the student to make a group discussion. Second, during the discussion, lecturer forces the student to speak English in the class.

Third, lecturer gives the a variety material to the student after that sets them in a group, lecturer asks their favourite and sets the group base on their favourite, after that they do the discussion in group. Finally, they present their opinion in the front of the class, when do the presentation some of the students gets a trouble in uttering the expression for example word or pronunciation. Based on the interview, **APP** metioned that his lecturer set a good step in organizing the groupwork discussion, they use full English in the group. **RN** metioned that her lecturer asks them to memorize the word from two days before. **FDP** metioned that his lecturer asks them to use English while doing the discussion.

b. Lecturer as Director

Lecturer takes action as leader during the students do a discussion, observe them and direct them. First, lecturer guides the students during the groupwork discussion. Lecturer guides the students in right way in English whether in term of vocabulary, pronunciation, or grammar. Second, he or she corrects his or her students mistake in pronounce the word and how to use the word. **WD** metioned that his lecturer corrects his pronuniation and his lecturer corrects his friend's mistake in use of vocabulary. **RM** metioned that his lecturer usually gives a direct example to correct his pronunciation mistake. **APP** metioned that her lecturer corrects her pronunciation and her friend's vocabulary mistake when her friend uses the word in form of continous tense but actually it

must present form. **FDP** mentioned that his lecturer corrects his pronunciation and his vocabulary mistake in form of tenses. **ABM** mentioned that her lecturer corrects her friend pronunciation and also vocabulary mistake. **SAM** mentioned that his lecturer corrects his vocabulary mistake the use of “amusing”.

c. Lecturer as Manager

Lecturer manages the students from the beginning until the end of the class, first, provides the material for the students based on the syllabus or book, second, asks the students to do discussion in a group.

Third, lecturer develops their material based on his or her knowledge. Forth, lecturer allows the students to use internet in order to find additional information. **WD** mentioned that his lecturer asks them to find the other source for their material base on the lecturer topic. **RM** mentioned that his lecturer has already provided the material for every week and they find the source of the material by themselves. **APP** mentioned her lecturer gives her and her friend book and her lecturer makes a contract to prepare the material before begin the class so they will be ready when the class begin. **RN** mentioned that her lecturer tells a vocabulary after finish the last presentation. **FDP** mentioned lecturer provides the material from the book they use and usually an additional material from the lecturer himself. **ABM** mentioned her lecturer usually use book and also from the other source for their material in the class. **SAM** mentioned his lecturer tells them for the next material so they can

prepare for the next week meeting and sometimes from their background knowledge.

d. Lecturer as Facilitator

Lecturer helps the students in order to understand the vocabulary easily, in term of pronunciation, written form, and memorization. First, lecturer gives some kind of tip in order to correct the students pronunciation. Second, he or she suggests the students to condiser a journal to help them fixing the pronunciation, watch a movie to find new word or expression, read the English book, or listen to podcast, here lecturer gives an additional task base on their interest. For example lecturer gives a speaking journal, student record their partner speech for 2-3 minutes and after that they use oxford dictionary to correct their friend pronunciation, the other example lecturer gives the student a simple way in uttering the word and use direct translation to translate the unknown word. Based on the interview **MU** mentioned that her lecturer gives a speaking journal in pair in order to correct their pronunciation. **WD** and **RM** mentioned that they lecturer helps their friend in order to utter the word with the simple way, their friend metioned “overnight” his lecturer correct his word and change it into “stayed”. **APP** metioned that his lecturer gives her a tips to memorize the expression. **RD** metioned that his lecturer asks them to read the English book in order to improve their vocabulary and also his lecturer give the example of the word when they get confuse about the word.

FDP mentioned that his lecturer suggests them to read and listen to podcast and practice everything about English in order to fix their pronunciation and add new vocabulary. **ABM** mentioned her lecturer asked them to listen to podcast in order to fix the pronunciation, read the English book in order to improve the new vocabulary and her lecturer gives an example to make them easy to understand.

e. Lecturer as Resource

Lecturer takes action as a source of vocabulary in term of pronunciation, written form, and memorization. First, lecturer explains the material to the student by written or spoken language based on the book they use and also based on they background knowledge, when lecturer explains the material students get some new word from his or her explanation, second, the students take note on their book directly or the lecturer writes the material in the board the student also take note directly about the new word that present in the board.

Third, Lecturer uses book as a single source of the material. Forth, he or she lets their students read the text and if they do not know about the word they ask it to their lecturer. According to **WD**, he mentioned that when his lecturer explains the material in the front of the class, he gets some new words from it and he usually takes note. **APP** mentioned that her lecturer provides the new word from the book they use. **RN** mentioned that her lecturer provides the vocabulary base on the book that he uses when they get confuse their lecturer will tell them about the

word. **RD** mentioned that his lecturer provides the new word from the book they use when they get confused they ask the meaning of the word to the lecturer. **FDP** mentioned that his lecturer usually gives a new word when he speaks and usually when the lecturer gives the new word he also gives with the example in a sentence. **ABM** mentioned her lecturer directly mentions the new vocabulary from the book and he asks them do you know the meaning of this word. **SAM** mentioned his lecturer provides new word from the slide powerpoint and write it down in whiteboard.

4 Process of Peers' Role on Helping Student

a. Peers as Helper

Peers help the students in way of correcting pronunciation, vocabulary mistake, and grammar mistake. First, peers listen to their friend when he or she talks in the front of the class or when he or she asks an unknown word to peer. Second, peers correct their friends mistake when say the wrong word or the wrong pronunciation. Third, student aware their mistake and fix it after that. According to **WD** and **RM**, they mentioned that they have a friend named **SAM** that usually as a source of vocabulary for them, and according to **WD**, **SAM** help him correct his pronunciation out of the classroom. **APP** mentioned that she has many friend in the classroom that can help her to find the new word especially closest friend and also her friend share a British and American style in the classroom. **RN** mentioned that she has friend that

help her to find new word in the class, when she forgets the word her friend help her. **RD** metioned that he has a good English friend so from them usually appear the new word and also his friend correct his pronunciation and tenses. **FDP** metioned all of his friend is helpful in order to correct his vocabulary mistake. **ABM** metioned her friend Tina usually speaks in the class with new word, and also **TN** correct her pronunciation.

Based on the data finding above the roles of formal environment and how the role of formal enviroment helps the students acquire new word can be seen in the table below:

Summary of Data Observation

Roles of Lecturer

Table 4. 1

<i>Roles</i>	<i>Data from: video, checklist, and fieldnote</i>
<i>Lecturer as controller</i>	<ul style="list-style-type: none"> • Lecturer forced students to speak English • Lecturer forced the students to use new vocabulary (video) • Lecturer suggested the student to write only the point not all word that will to say (video) • Lecturer asked the students to look up the e-dictionary • Lecturer asked the students to find an unusual word • Lecturer made a rule to controls friend's language (video)
<i>Lecturer as manager</i>	<ul style="list-style-type: none"> • Lecturer combined between receptive and productive skills • Lecturer set the whole class, pairwork, groupwork sitting • Lecturer opened and ended the class on time • Lecturer gave material about "presentation skills" (video) • Lecturer gave some topics to the student and let them discuss it

	<p>in a group</p> <ul style="list-style-type: none"> • Lecturer limited the time for task • Lecturer gave punishment for the student who comes late
<i>Lecturer as director</i>	<ul style="list-style-type: none"> • Lecturer led the students discussion • Lecturer asked the students to read English book • Lecturer corrected students vocabulary while doing the translation • Lecturer corrected the word “the secondly” became “secondly or the second” • Lecturer corrected MD’s grammar mistake “your friend disappointed you” became “you disappointed your friend” (recording) • Lecturer corrected students’ pronunciation. Word “young” became /yang/ not /yong/ • Lecturer corrected the word “interesting” became “interested”. “I am not interesting.....(aku tidak tertarik)” • Lecturer corrected students grammar “wheater hot” became “hot wheater” • Lecturer corrected students pronunciation of word “affraid”. /apred/ became /afreid/ • Lecturer corrected HS’s pronunciation “disgus” became /disgas/ from word /disgust/ • Lecturer corrected WD’s pronunciation the word “pole”. /pol/ became /pul/ • Lecturer motivated the students to master “past tense” • Lecturer motivated the students to speak English anywhere • Lecturer corrected ID’s pronunciation from word month > /mon/ > /man/ • Lecturer and friends corrected SW’s tenses • Lecturer corrected students’ pronunciation “dollar, particular,

	<p>robbed, price (video)</p> <ul style="list-style-type: none"> • Lecturer corrected SH's pronunciation /ri/ping/ become /ri/pei/ring/
<i>Lecturer as facilitator</i>	<ul style="list-style-type: none"> • Lecturer listed the definition of usual, and after that he asked the students what is the literal definition of “un-usual” (recording) • Lecturer explained the different pronunciation between “even” and “event” • Lecturer asked some questions to the student (video) • Lecturer did the translation with the student (video) • Lecturer gave an individual task • Lecturer did some easy tests about past tense (video) • Lecturer helped students about link sound • Lecturer asked the students to make simple dialogue to make it easy to • Lecturer gave a simple way to say word, CH said “extinguished (padam)” became “went off” and SW said “overnight (bermalam)” became “stayed” • Lecturer explained the different pronunciation between “price” and “prize” • Lecturer told the students do imagine in narrative text to make it easy to understand (video)
<i>Lecturer as resource</i>	<ul style="list-style-type: none"> • Lecturer explained the culture about “after dinner speech” • Lecturer gave the true meaning of some word while did the translation • Lecturer explained word “equal” and “sallary”, sick leave, childcare, labore, unemployment, manual work, self fulfilment, retirement. • SW asked meaning of “mandi” and lecturer said “bath” • AW confused about the meaning of “menabrak” and “lampu

	<p>rating” and lecturer said “hit” and “signlight”</p> <ul style="list-style-type: none"> • Lecturer told SW the word “logika”. Lecturer said “logic” • Lecturer told the students the word “langka”. Lecturer said “rare” • Lecturer told the students the meaning the word “pack” (recording) • Lecturer told the meaning of “ice berg”. lecturer said “very big ice/gunung es” • Lecturer told the word “hired” to the students • Lecturer told WD the word “rope” • Lecturer told the word “disgusting” to the students • Lecturer told the students the meaning of “water slider” • Lecturer told the meaning of “pengangguran” became “jobless, nothing to do” • Lecturer explain the word “bug”, that is something error • Lecturer told the word “stinky”, “embalmer” and “vomid” to the student
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Summary of Data Observation

Role of Peers

Table 4.2

<i>Role</i>	<i>Data from: video, checklist, and fieldnote</i>
<i>Peers as helper</i>	<ul style="list-style-type: none"> • NS asked the meaning of “equal payment” to her friend • RD asked some vocabulary meaning to NG (video) • RN confused the meaning of “kantoor” then FDP and SA said “office” • Nikmah confused the maning of “pensiun” then FDP and SA said “retirement” • RR asked the meaning of “mesin ketik” to her friends but

	<p>nobody knew</p> <ul style="list-style-type: none"> • NG helped RD in doing the presentation practice about a few unknown words • Cahyo told SW the past form of “come”, he said “came” • Tri’s grammar was corrected by her friends “I went go to malang > I went to malang” • SAM told RS and RM about the meaning of “oleh-oleh”, SAM said “souvenir” • TR said /yes/ter/day/ and her friends corrected her pronunciation by said /yes/ter/dey/ • SAM corrected his friend’s grammar mistake • Everyone helped their lecturer in spelling the word “career” (recording) • Everyone helped each other in spelling the word “psychiatrist” • SW was helped by his friend to say “berbeda” and “biasanya” in English and his friend told him “different” and “usually” (recording) • Peers corrected her friend’s vocabulary “tester” became “test”. “everything in the room must tester” • Lecturer asked the meaning of “lintasan” to the student (recording) • Lecturer asked the meaning of “aroma” to student, and they said “smell” • Lecturer asked the meaning of “olfactory” and “measurement” to student, and they said “penciuman” dan “ukuran” • Friends told WD the word “olfactory” • Friends told SH the word “titip” became “entrust” (video) • Friends told SH the word “supan-supan” became “shy” (video) • Friends told SH the meaning of “mendengar” and they said “hear”
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| | <ul style="list-style-type: none"> • AP told MT meaning of “berteriak” and he said “yell” |
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2 Discussion

From the theory of Sociocultural by Lev Vygotsky stated that “learning is a social process”. The second aspect of Vygotsky’s theory is the idea that the potential for cognitive development is limited to a "zone of proximal development" (ZPD). This "zone" is the area of exploration for which the student is cognitively prepared, but requires help and social interaction to fully develop. A teacher or more experienced peer is able to provide the learner with "scaffolding" to support the student’s evolving understanding of knowledge domains or development of complex skills (Chapter II, page 27). Zone of Proximal Development (Independent Development) is the second aspect of Sociocultural Theory, the first aspect is Zone of Actual Development (Dependent Development). Here the writer examined the second Development, in the *Dependent Development* learners need to deal with formal or informal environment and in the formal environment learners deal with their lecturer and peers. In the formal environment lecturer and peers play an important role in order to help the learners gain the English. Based on Brown that mention about the role of teacher in this study writer used lecturer, he stated *teachers as controller*, master controllers determine what the students do, when they should speak, and what language form they should use, *teacher as director*, teacher is like a conductor of an orchestra or a director of a drama, *teacher as manager*, this metaphor captures your role as one who plans lessons, modules, and course, *teacher as facilitator*, facilitating the process of learning, of

making learning easier for the student: helping them to clear away roadblocks, to find shortcuts, to negotiate rough terrain, *teacher as resource* the implication of the resource role is that the student takes the initiative to come to the teacher, teacher available for advice and counsel when the student seek it (Chapter II, page 17-18), and based on Scott, he stated *peer as helper*, other student in the class are a particularly fertile source of vocabulary input. Learners often pay more attention to what other learners say than they do to either the coursebook of their teacher (Chapter II, page 23).

Data finding showed some facts about the lecturer roles and peers roles on helping the students acquire the new word. First, from the beginning until the end of the class, lecturer take over the students' activity he or she control his or her students, lecturer asks the students to use English in the class in term of answering, questioning, or discussing, lecturer forces them to utter the English expression in order to make them usual with English and also in order to test their English comprehension. Second, lecturer manages the classroom to make himself or herself and also the student easy to follow the class, lecturer makes them focus to the material that explained, lecturer set their seat position for example like U letter. Lecturer provides the material for the students, so they can prepare the material before the class begin, and also lecturer let them find other source or based on their background knowledge as the additional source of the material. Third, lecturer leads the students dicussion. Lecturer pays more attention to their students' mistake or we can say students' error. He or she corrects the mistake of the student in term of vocabulary use, grammar

use, or pronunciation. For example students perform in the front of the class or do the the pairwork or groupwork discussion, lecturer correct them when they do a mistake on their pronunciation, their vocabulary and their grammar. Forth, lecturer helps the student to understand the material easily and to gain the English easily. Lecturer give some tips or tricks in order to increase the amount of vocabulary and correct miss pronunciation. For example lecturer asks their students to read English book, listen to music, watch a suitable movie, or do the extra assignment like speaking journal. Fifth, lecturer as a meaningful source for the student, students turn to their lecturer when they get lost of something in term of grammar use, unknown vocabulary, or unknown pronunciation. For example students make a dialogue and they get stuck with the unknown word, they ask to lecturer about the unknown word when their lecturer observe them. Sixth, peers as a partner of the student they bring the language to classroom. Peers help other students in order to gain the complete acquisition of word. Peers sometimes provide the new word for other student when they speak or when they utter English expression or explain something. Sometimes, peers help the student when they see the students get stuck to utter the unknown word. In short all the six facts showed that lecturer and peers play their role in the classroom in order to help the students gain the new word.

Here the writer can conclude based on the facts that showed above, lecturer and peers have an important roles in the classroom on helping the student acquire the new word. Some of the facts showed that the role give direct and indirect effect for the student. For example as controller, facilitator,

and manager give indirect effect. These three roles not directly drives the students to gain the new vocabulary, but in way of material that the lecturer presents in the class, helps them to memorize the vocabulary easily, and asks them to use English in the class, as resource, as director, as a helper give the direct effect to gain the new word. These three roles drive the students to gain the new vocabulary by telling the students the word in term of spoken or written. Vocabulary acquisition is a process where the student gain the new word subconsciously during the classroom activity, the vocabulary students get is in a variety level and not all student gain the complete acquisition. Level of vocabulary acquisition here are in term of written form, pronunciation, meaning of the word, how to use the word in the sentence. Students have a variety accomplishment level they can accomplish two levels, three levels, or four levels from the four levels above. See the ilustration below:

