

**THE USE OF VOCABULARY REHEARSAL TECHNIQUE IN EIGHT GRADE  
BILINGUAL CLASS AT MTS N 2 PONOROGO**

**THESIS**



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## ABSTRACT

**SOVIAN, EKA FATHARI.** 2020. *The use of Vocabulary Rehearsal Technique in Eight-grade Bilingual Class at MTs Negeri 2 Ponorogo.* Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies of Ponorogo, Advisor Dr. Dhinuk Puspita Kirana, M.Pd.

**Keywords:** vocabulary, rehearsal, bilingual, eight-grades

This present research is conducted for several reasons. First, Learning English can be started with learning its vocabulary. Without vocabulary, people cannot express either oral or written English. In English, vocabulary holds an important role. Second, the connection between vocabulary and English is as if a key that opens the door. Vocabulary becomes a key, for it is the core of English. Third, people who have much vocabulary in their mind could express English easier than people who does not. That is why, vocabulary is really important in learning English.

Most students of bilingual class at MTs N 2 Ponorogo are categorized in high-achiever students, since they were tested before they assigned as a student at MTs N 2 Ponorogo. The test purpose is to categorize or divide the students into three different programs (Regular Program, Bilingual Program, and Acceleration Program). However, some students of bilingual program in MTsN 2 Ponorogo still had difficulties to express and to understand spoken and written English. This problem emerged from their intensity of English language use in their daily activity and their nervousness in expressing English. To overcome this problem, the bilingual program team made pocket vocabulary book to help students in increasing their vocabulary knowledge. After achieving this book, students have to memorize it. Then, they had to practice it in front of the bilingual program teachers.

The purpose of this research is to know the application of vocabulary rehearsal technique at MTs Negeri 1 Ponorogo, especially when applied in the eight-grade bilingual class. This research also wanted to know factors influencing the implementations of vocabulary rehearsal technique.

The research applied a qualitative research with a case study design for this research. The data collections were using several ways, such as: interviewing the teacher as well as the student of MTs Negeri 2 Ponorogo, collecting documentation from administration office, and observing the class during the teaching and learning process. In analyzing the data, the researcher used data reduction, data display and conclusion.

The results showed that the implementation of the vocabulary rehearsal technique was running well. For, students felt the advantages of the technique and most of them acquire new vocabulary they never encountered. However, there are some problems such as low students' frequency of rehearsing the Daily Vocabulary book and the teachers' rare attendance in rehearsing session. These problems on the other hand could be overcome well by the Bilingual Program Teachers. They encourage students by asking the students' classmate to share their rehearsal. While, the teachers make appointment first before rehearsing session begin

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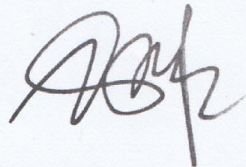
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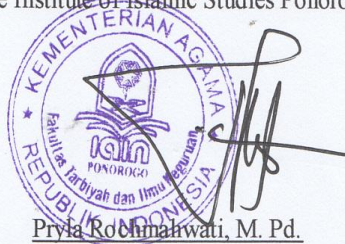
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## CHAPTER I INTRODUCTION

This chapter contains background of the study, limitation, statement of problem, objective of the study, significances and organization of the study. In this chapter, the researcher presents brief reason for conducting the research.

### A. Background of the Study

English have spread out overwhelmingly. Almost every country around the globe suggests their people to learn English, because English is an International Language that connects people across countries. Learning English can be started between 3-5 years old. Around that age, human's cognitive ability is in great condition especially for acquiring a language. So, human can learn language well. However, language intervention is a common problem in that age. They cannot differ between first language (L1) and foreign language (FL). They tend to interfere or mix their first language and foreign language in their daily conversation. Learning English for early teenagers (11-16 years old) is a good start. They can differentiate the first language and the foreign language, thus the language intervention can be minimized. They still have good cognitive abilities but they need interesting technique so that they feel comfort/interested with the learning process.

People who learn first language (L1) as well as learning foreign language (FL) could be called as bilingual. The bilinguals learn foreign language under circumstance which demands them to do so. For example the migrant workers who learn foreign language to ease the communication with their employer, the students who learn English as foreign language.

Children from economically disadvantaged homes at age four are typically over a year behind their peers in receptive vocabulary, and enter school seriously behind their peers in vocabulary knowledge. Evidence of the negative effects of these two propositions is the limited

progress that has been made in narrowing the achievement gap between children from more and less advantaged homes (National Center for Education Statistics, 2007a).<sup>1</sup>

From the statement of National Center for Education Statistics above, the children ought to get more attention for their education especially those who have economically disadvantages. Teachers who are the facilitator in learning and teaching process have to find or invent innovative and interesting technique in teaching the students. Choosing an Interesting technique in teaching vocabulary could support their cognitive abilities in language acquisition. So, they could learn English language easily.

Learning English can be started with learning its Vocabulary, without Vocabulary people cannot express either oral or written English. In English, vocabulary holds an important role. The connection between Vocabulary and English is as if a key that opens the door. Vocabulary becomes a key, for it is the core of English. People who have much vocabulary in their mind could express English easier than people who don't. That is why, vocabulary is really important in learning English.

Furthermore, English language learners need a solid knowledge of vocabulary, and explain that while a basic level of vocabulary will allow learners to communicate some ideas to a certain degree, better communication in all the four skills can be accomplished when learners have acquired more vocabulary.<sup>2</sup>

According to Mofareh Alqahtani in his research entitled “The Importance of Vocabulary in Language Learning and How to Be Taught”,

“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. Recent research indicate that teaching vocabulary may be problematic because many

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<sup>1</sup> Brian Richards, Michael H. Daller, David Malvern, Paul Meara, James Milton, Jeanine Treffers-Daller. *Vocabulary Studies in First and Second Language Acquisition*. PALGRAVE MCMILLAN (2019). 23

<sup>2</sup> Akar Nurgun, *Teaching Vocabulary Bridging the Gap between Theory and Practic*, Özel Eğitim Hizmetleri Yayıncılık ve Danışmanlık Tic. Ltd. Şti. (2010). 1



teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning."<sup>3</sup>

Teaching English vocabulary in a country that does not use English as their first language is difficult, especially at Ponorogo. It is regency located in East Java, Indonesia. The students there used Javanese as their first language; there were some who used Indonesian. Therefore, the teachers should applicate an interesting and easy-learning technique to the students. A school at Ponorogo has developed a technique to improve the students' vocabulary acquisition. This school has bilingual class that use two languages (English and Indonesian) in the teaching process. Thus, the students are accustomed to learn English words. This school also applies rehearsal technique in teaching vocabulary for the bilingual class. By using this technique hopefully the students could acquire English easily.

In "Vocabulary Learning Strategies and Foreign Language Acquisition" written by Visnja Pavicic Takac, the factors that affect the learn-ability of lexical items include pronounce-ability (phonological or suprasegmental features), orthography, length, morphology, including both inflectional and derivational complexity that increase the vocabulary learning load, similarity of lexical forms (e.g. Synforms, homonyms), grammar, i.e. part of speech, and semantic features (e.g. abstractness, specificity and register restriction, idiomaticity and multiple meaning).<sup>4</sup>

Most students of bilingual class at MTs N 2 Ponorogo are categorized in high-achiever students, since they were tested before they assigned as a student at MTs N 2 Ponorogo. The test purpose is to categorize or divide the students into three different programs (Regular Program, Bilingual Program, and Acceleration Program). The regular program is like ordinary Islamic Junior High School, The bilingual program focuses on developing students' language ability especially in English and Arabic, and the acceleration program focuses on compressing the

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<sup>3</sup> Mofareh Alqahtani, *The importance of vocabulary in language learning and how to be taught*, International Journal of Teaching and Education (2015), Vol. III(3), 21.

<sup>4</sup> Visnja Pavicic Takac. *Vocabulary Learning Strategies and Foreign Language Acquisition*. Cromwell Press Ltd. Great Britain (2008). 7

materials of three academic years into two years only, thus the students will be graduated faster than any other Islamic High School.

The students' good progress supported by the good and qualified teachers. Teachers support students with innovative techniques which made them comfortable and enthusiasts with English learning. Because of the technique used by the teacher they are excited during the learning process. In result, the students quickly acquire English and strengthen their English skills.

However, some students of bilingual program in MTsN 2 Ponorogo still had difficulties to express and to understand spoken and written English. This problem emerged from their intensity of English language use in their daily activity and their nervousness in expressing English. Besides, they tend to use Javanese or Indonesian to communicate with others. The bilingual program also gives briefing to non-lingual teacher to stimulate the students in using English. The non-lingual teachers frequently give a command using English or ask the students to translate some Indonesian to English. This method is quite effective in the beginning. After about 2 months, the teachers return to Indonesian language. To overcome this problem, the bilingual program team made pocket vocabulary book to help students in increasing their vocabulary knowledge. After achieving this book, students have to memorize it. Then, they had to practice it in front of the bilingual program teachers.<sup>5</sup>

## **B. Research Focus**

The researcher realizes that this research needs long time. Then, the researcher decides to make this research focused on eight-grade students of Bilingual Class at MTs N 2 Ponorogo in the academic year of 2019-2020.

In MTs N 2 Ponorogo, the students of Bilingual Class still have low vocabulary acquisition for, they tend to use Javanese or Indonesian. Therefore, the teachers of Bilingual Class Program invented a Vocabulary Rehearsal Technique to improve the students' vocabulary acquisition.

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<sup>5</sup> Interview with the Head of Bilingual Program of MTsN 2 Ponorogo, January, 18<sup>th</sup> 2019

According to Mrs. Fathul Jannah the former chief of Bilingual Class Program, the students seemed to shy or nervous when expressing English to the teachers.<sup>6</sup>

Due to those two reasons, the researcher encouraged to observe the true condition in the research site. Thus, the researcher is going to analyze the use of vocabulary rehearsal technique in eight-grade bilingual class at mts negeri 2 ponorogo

### **C. Statements of the Problem**

1. How is the application of vocabulary rehearsal technique in English learning and teaching process of eight-grade bilingual class?
2. What are factors influencing the implementations of vocabulary rehearsal technique in eight-grade bilingual class?

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

Concerning to the statement of the problems, this study has some objectives as follows:

1. To know the real application of Vocabulary Rehearsal Technique in English learning and teaching process of Bilingual Class.
2. To identify factors that influencing the implementations of Vocabulary Rehearsal Technique in Bilingual Class.

### **E. Significances of the Study**

#### 1. Theoretical Significance

The researcher hopes this research could give contribution to the future development of Vocabulary Learning Strategies.

#### 2. Practical Significances

##### a. Teachers

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<sup>6</sup> Interview with the Former Head of Bilingual Program of MTsN 2 Ponorogo, January, 18<sup>th</sup> 2019

The researcher wishes that Teachers of English Language are able to develop suitable strategy or method in teaching particular English subject, especially Vocabulary to students.

b. Students

Students could improve their English by learning simple daily vocabulary and practicing it daily.

c. Readers

This study hopefully could give contribution to readers who are interested in studying English Language Teaching Strategies, especially Vocabulary Teaching strategies. And it could give latest knowledge to the readers about English Language Teaching.

d. Other researcher

The writer believes that this paper study is far from perfect. Therefore, some weaknesses could be found in this paper. Hopefully, other researcher could make better equivalent research in the future.

## F. Organizations of the Study

This thesis is divided into six chapters as follows.

### CHAPTER Introduction

- I This chapter introduces the research foundation which involves: background of the study, research focus, statement of the problems, objectives of the study, significances of the study, and organization of the thesis.

### CHAPTER Previous Research Finding and Theoretical Analysis

- II This chapter discusses about the previous research done by several researcher and theoretical background of Vocabulary Rehearsal and

bilingual education.

CHAPTER Research Methodology

- III This chapter discusses about research methodology which involves: research approach, research design, researcher's role, research sites/place, data source, procedure of data collection, technique of data analysis, checking validity of data, research steps.

CHAPTER Findings

- IV This chapter explains brief general data and specific data gained from the research sites. The general data discusses about general description of MTS N 2 Ponorogo, the bilingual class, and the students. The specific data discusses the result of the observation, interview, and documentation during the research.

CHAPTER Discussion

- V This chapter discusses about analysis of the data gathered in the research site and the result of the interview, observation, and documentation.

CHAPTER Closing

- VI This chapter will explain about the conclusion and recommendations.



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## CHAPTER II

### PREVIOUS RESEARCH FINDINGS AND THEORETICAL ANALYSIS

Within this chapter the researcher discusses about previous research findings and theoretical analysis of the related literature to the research which being conducted.

#### A. Previous Research Findings

The first research is a research with title *Rehearsal and Aptitude in Foreign Vocabulary Learning* conducted by Kristina Dahlen from Sharon Public Schools and Catherine Caldwell-Harris from Boston University.

They wanted to discover the correlation between L1 cognitive factors with the FL aptitude of Turkish language learner, both vocally and sub vocally. They wanted to know on which method of rehearsal is more effective for initial foreign vocabulary learning, their study examined two hypotheses: first, that the manner of rehearsal of foreign vocabulary words influences subsequent recall and recognition of those words and second, that foreign language aptitude, as measured by the Modern Language Aptitude Test, can predict the level of success in initial learning of foreign vocabulary. English speakers (n ¼ 88) heard a Turkish noun said three times while looking at a picture of that noun. They then rehearsed the 20 Turkish nouns in 1 of 4 conditions: vocal rehearsal with their own auditory feedback, vocal rehearsal with their auditory feedback suppressed by white noise, sub-vocal rehearsal as part of inner speech, and no rehearsal.

Participants were then asked to recall the Turkish word for each picture and recognize the words when said in a sentence. The result of their research found that participants with high foreign language (FL) aptitude recalled and recognized more target words than participants with low FL aptitude. Also, the ability to rehearse undisturbed, either vocally or sub-vocally, yielded the best results in recall and recognition of the foreign vocabulary across all levels of foreign

language aptitude. The results suggest that students with L1 cognitive factors correlated with low FL aptitude should receive early training in phonological sensitivity and learning strategies to help them be successful language learners.<sup>7</sup>

The research above showed that the participant with high Foreign Language aptitude recalled and recognized more target words than the opposite. Thus, they suggest on improving the L1 cognitive factors first then the foreign language. The similarity between the research above and this research is that the students or participant are learning two languages in the learning process at the same time.

The second one, is a research with title *Mobile Application for Vocabulary building Mobile Assisted Language Learning (MALL)* conducted by C. Vinoth Kumar Ph. D. Research Scholar from Barathiar University, India.

Mobile assisted language learning refers to learning while moving around or using mobile devices to learn. No matter where the students are, if they have mobile devices, they can study ubiquitously. With the smart phones, the mini software called “apps” (applications) is growing at an incredible speed. The paper presented a pilot study on the various types of mobile applications that are used popularly by the teachers and learners for the purpose of developing English vocabulary. It also discusses and compares the various apps in order to find out their characteristics, their differences and similarities and on which area they can be used.

The learners are divided into three categories- the preliminary, higher and advanced level. The apps are classified according to the above-mentioned category of learners that includes beginner students belonging to preliminary level, those who already have basic skills in the higher level, advance learners in advanced level. There are three main purposes of the paper. First, the paper could help the learners in choosing the suitable English language learning apps.

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<sup>7</sup> Kristina Dahlen, Catherine Caldwell-Harris, “Rehearsal and Aptitude in Foreign Vocabulary Learning,” *The Modern Language Journal*, 97 (2013), 903.

Second, classify apps based on the learners' level. Third, the research could identify the effectiveness of teaching vocabulary through mobile technology.

The mentioned category of learners and the apps they could use, as follow: Apps for Preliminary Learners (Busuu, Duolingo, Mind Snacks, Super WHY), Apps for Higher level Learners (Rosetta Course, Fluentu), Apps for Advanced Learners (Voxy, Sentence Master Pro, Memrise)<sup>8</sup>

The second research is about finding suitable method or technique in teaching English, especially vocabulary. It almost similar with this research that are going to conduct, the difference is that within this research the method is conventional for it use a pocket vocabulary book.

## **B. Theoretical Analysis**

### **1. Vocabulary**

#### **a. Definition of Vocabulary**

Hornby quoted by Mufareh Alqahtani defines vocabulary as “the total number of words in language; vocabulary is a list of words with their meanings.”<sup>9</sup> In Michael McCarthy, Anne O-‘Keeffe, Steve Walsh book entitled “Vocabulary Matrix” explained that the Vocabulary is all about words, when using language means using words all the time, thousands of that.<sup>10</sup> From the explanation above, vocabulary is a list of words with meanings which used in language regularly.

Words are the building blocks of language. They are central to listening, speaking, reading, and writing, and are therefore an essential component of almost every aspect of

<sup>8</sup> C. Vinoth Kumar, Dr. J. Jayachandran, “Mobile Applications for Vocabulary building Mobile Assisted Language Learning (MALL),” *International Journal of English Language, Literature in Humanities*, 5 (May, 2019), 674-675.

<sup>9</sup> Mofareh Alqahtani, “The Importance of Vocabulary in Language Learning and How to be Taught,” *International Journal of Teaching and Education*, 3 (2015), 24-25.

<sup>10</sup> Michael McCarthy, Anne O-‘Keeffe, Steve Walsh, “*Vocabulary Matrix Understanding, Learning, Teaching*”, (United Kingdom: Heinle CENGAGE Learning, 2010), 1.



our lives. If we cannot produce the words that are needed to convey our intended meaning, we may not be able to make ourselves understood. Similarly, if we do not know some of the words that we encounter, then we may be unable to understand what we hear or read.<sup>11</sup>

There are two types of vocabulary described by Ellis and Tomlinson which quoted by Akar Nurgun, as follows:

1). Passive/Receptive vocabulary

Learners' passive vocabulary consists of the total number of lexical items which they are able to understand correctly, and that is one of the teachers' aim to increase gradually the amount of the learners' passive vocabulary so that they can eventually read understand ungraded books and can listen with understanding to people speaking on a wide range of topics. To increase the learners' passive vocabulary, the teachers must present new lexical items in such a contextualized and meaningful way that they are understood and will be remembered when heard or read again.

2). Active or Productive vocabulary

Learners' active vocabulary consists of the total number of lexical items which he can accurately use in speech and writing. Learners' passive vocabulary will always be larger than this active vocabulary as they will have heard or read items which they will never need to use, and they will be able to understand approximately many items which they cannot use with any degree of accuracy.<sup>12</sup>

<sup>11</sup> Stuart Webb, Paul Nation, *How Vocabulary is Learned*, (United Kingdom: Oxford University Press, 2017), 19

<sup>12</sup> Akar Nurgun, *Teaching Vocabulary Bridging the Gap between Theory and Practice*, (Turkey: Özel Eğitim Hizmetleri Yayıncılık ve Danışmanlık Tic. Ltd. Şti., 2010). 17

Another expert Elfrieda H. Hiebert has another opinion regarding to the terms of productive vocabulary and receptive vocabulary explanation, as follows:

*“Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Conversely Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly. Receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use.”*<sup>13</sup>

### **b. The Importance of Learning Vocabulary**

In accordance to a research conducted by Mufareh Alqahtani, A limited vocabulary of second language learners impeded their successful English communication. Hence, vocabulary knowledge is often viewed as a critical tool. According to Scrivener quoted by Elfrieda H. Hiebert, as follows:

*“Vocabulary is a superior carrier of meaning than grammar since we could get message directly with vocabulary out of grammar. We are able to communicate as long as we used the necessary words within our grammar.”*<sup>14</sup>

Moreover, in oral communication the Native English speakers sometimes ignore the grammar. They could understand the other speakers’ expression clearly without good grammar or structure. So, learning vocabulary is very important particularly for the second language learners and the foreign language learners.

Thornbury quoted by Akar Nurgun, stated that the five-year-old native speaker acquired about 5000 receptive and productive word families, while most adult of second language learners were luckily to have acquired 5000 receptive and productive word families even after several years of study. He also explained that the condition happened

<sup>13</sup> Elfrieda H. Hiebert, Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (New Jersey: Lawrence Erlbaum Associates, Inc., 2005), 3.

<sup>14</sup> Ibid. 1

because of two things: the quantity and quality of exposure to language, and whether the input had received was tailored to the immediate needs of the learners.<sup>15</sup>

As the result, Native English speakers are easier to express their thoughts written or orally than the second language learners. The difficulties encountered by second language learners are the minimum vocabulary they could use to express English.

Akar Nurgun quotes Thornbury's lists of some conditions in which words are difficult to learn:

1. False cognates (*sympathetic* has different meanings in some other languages)
2. Loan words (snack in English, sunakku in Japanese)
3. Pronunciation (words with unfamiliar sounds and clusters)
4. Spelling (sound-spelling mismatches, irregularities, words with silent letters as in climb)
5. Length, Complexity (long words are harder to learn)(variable stress in polysyllabic words)
6. Grammar (L1 interference, infinitive and gerunds, phrasal verb)
7. Meaning (overlapping words as in make and do, words with multiple meanings, culturally unfamiliar concepts)

Range, Connotation, Idiomaticity (words used in a wide range of contexts are easier than those with a narrower range as in *put* versus *place, position*.) (Words with a safer connotation are easier to learn; *thin* is easier than *slim, skinny, slender*; also very informal words may cause problems; *swap* is more difficult than *exchange*.) (Idiomatic expressions are more difficult to learn as in *to make up your mind* versus *to decide*).<sup>16</sup>

<sup>15</sup> Nurgun, *Teaching Vocabulary Bridging the Gap between Theory and Practice*, (Turkey: Özel Eğitim Hizmetleri Yayıncılık ve Danışmanlık Tic. Ltd. Şti., 2010). 2

<sup>16</sup> Ibid. 16-17.

Alqahtani quoted Nation statement that In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing).

Rivers and Nunan quoted by Alqahtani, argue:

“The acquisition of an adequate vocabulary is essential for successful second language use, for without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.”<sup>17</sup>

Successful acquisition of the ability to read with comprehension is essential for school success and for full participation in the mainstream technological society. The ability to read with comprehension draws on multiple intellectual skills, with vocabulary and other language abilities being of central importance.<sup>18</sup>

### c. The Organization of Vocabulary in Human’s Brain

Unlike the learning of grammar, which is essentially a rule-based system, vocabulary knowledge is largely a question of accumulating individuals.<sup>19</sup>

In his book entitled “Teaching Vocabulary Bridging the Gap between Theory and Practice” Akar Nurgun says:

“We do not organize the words in the brain like a dictionary does; for example, when we are trying to recall a word, we do not retrieve the word just before it. We may not recall the exact word; we may access the right semantic field and find a wrong item from this field since semantically related items are stored together; or we may have clear idea of the shape of an item and say how many syllables it has and what the first letter is.”<sup>20</sup>

Hulstijn quoted by Visnja Pavicic Takac explained that L2 vocabulary development is also influenced by the organization of the mental lexicon. The mental lexicon is ‘a memory system in which a vast number of words, accumulated in the

<sup>17</sup> Alqahtani, “The Importance of Vocabulary in Language Learning and How to be Taught, *International Journal of Teaching and Education*, 3 (2015), 22.

<sup>18</sup> Brian Richards, Michael H. Daller, David Malvern, Paul Meara, James Milton, Jeanine Treffers-Daller. *Vocabulary Studies in First and Second Language Acquisition*. (PALGRAVE MCMILLAN: 2019). 23

<sup>19</sup> Scott Thornbury, *How to Teach Vocabulary*, (England: Pearson Education Limited, 2002), 23.

<sup>20</sup> Nurgun, *Teaching Vocabulary Bridging the Gap between Theory and Practice*, 5.

course of time, has been stored'. This system is seen to be organized and structured, because it is the only possible explanation for the fact that people can, at an astonishing rate, in a vast quantity of lexical items stored in the memory, recognise and retrieve the lexical item they need to express what they want. Human memory is very flexible and it can 'process' a large quantity of data, but only if it is systematically organized.

The term *mental lexicon* or *mental dictionary* is reminiscent of a traditional printed book dictionary only because it refers to a collection of lexical items. But, a printed dictionary is necessarily static, limited and prone to become outdated, whilst the mental lexicon encompasses a multitude of features suggesting a more complex yet far more efficient organization.<sup>21</sup>

#### d. Definition of Vocabulary Rehearsal Technique

Rehearsal is the most frequently used technique for encoding information into long term memory, which is memorizing material with the help of repetition. It has also proven to be the most effective technique for memorization and retrieval.<sup>22</sup>

According to Folse quoted by Nurgun says:

"To improve second language proficiency, English language learners need a solid knowledge of vocabulary, and explain that while basic level of vocabulary will allow learners to communicate some ideas to a certain degree, better communication in all the four skills can be accomplished when learners have acquired more vocabulary."<sup>23</sup>

In Ahour Touran & Sepideh Berenji's journal entitled A Comparative Study of Rehearsal and Loci Methods in Learning Vocabulary explained that in EFL Context, rehearsal is retaining the information in working memory by repeating it again and again. In their research also said that information would be transferred to long term memory through rehearsal. There were two types of rehearsal; *maintenance rehearsal*

<sup>21</sup> Visnja Pavicic Takac. *Vocabulary Learning Strategies and Foreign Language Acquisition*. (Great Britain: Cromwell Press Ltd., 2008).11

<sup>22</sup> Ahour Touran, Sepideh Berenji, "A Comparative Study of Rehearsal and Loci Methods in Learning Vocabulary in EFL Context," *Islamic Azad University Publication*, (2015). Vol. 5, 1453

<sup>23</sup> Nurgun, *Teaching Vocabulary Bridging the Gap between Theory and Practice*, 1.

and *elaborative rehearsal*. *Maintenance rehearsal* is just repeating information through rote rehearsing. In contrast to maintenance rehearsal, *elaborative rehearsal* provided a connection between new information and some existing information. This kind of rehearsal resulted in storing information into long term memory.<sup>24</sup>

Listening and reading are two receptive skills that need to be improved by second language learners or foreign language learners. These two skills becomes the key to acquire new words, vocabularies, expressions, etc. Through well-teaching and well-training of those two skills, their vocabulary could hopefully close to the native speakers.

There are several techniques concerning the teaching of vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then, it needs to be learnt, practiced, and revised to prevent students from forgetting.<sup>25</sup>

According to Akar Nurgun in his book entitled *Teaching Vocabulary Bridging the Gap between Theory and Practice* says:

“Since mental vocabulary is highly-organized and efficient, we can recognize and recall at a great speed. We do not organize the words in the brain like dictionary does; for example, when we are trying to recall a word, we do not retrieve the word just before it. We may not recall the exact word; we may access related items are stored together; or we may have a clear idea of the shape of an item and say how many syllables it has and what the first letter is.”<sup>26</sup>

The statement above supports the idea of using receptive skill in the retention of vocabulary. The technique of receptive skill usage helps the maintenance of the vocabulary in the brain. Thus the teacher needs to develop the suitable technique for their students.

<sup>24</sup> Touran, Sepideh Berenji, “A Comparative Study of Rehearsal and Loci Methods in Learning Vocabulary in EFL Context,” *Islamic Azad University Publication*, (2015). Vol. 5, 1453

<sup>25</sup> Ibid.26.

<sup>26</sup> Ibid.5

Teachers are realizing that vocabulary instruction for English language learners is different in its complexity compared to teaching to native English language learners. Teachers need to think about the role of the student's first language, culture, the context in which they teach, and the available resources at their disposal.<sup>27</sup>

## 2. Bilingualism and Bilingual Education

### a. Definitions of Bilingualism

Colin Baker in his book entitled *Foundations of Bilingual Education and Bilingualism* explain and divide bilingual into two.

*“Elective bilingualism is a characteristic of individuals who choose to learn a language example in the classroom. Elective bilinguals come from majority language groups (e.g. English-speaking Americans who learn Spanish or French). They add a second-language without losing their first language. Circumstantial bilinguals learn another language to survive. Because of their circumstances (e.g. as immigrants), they need another language to function effectively (for example, Latinos in the United States). Consequently, their first language is in danger of being replaced by the second language.”*<sup>28</sup>

Weinreich quoted by Aneta Pavlenko distinct the conceptual representations in bilingual memory into three types – co-existent, merged, and subordinative – posited to differ across individuals and across words in the individual lexicon. Ervin and Osgood changed Weinreich's terms to 'coordinate', 'compound', and 'subordinate', and linked them to language-learning histories. *Coordinate bilinguals*, in this view, are speakers who learned their languages in distinct environments and have two conceptual systems associated with their two lexicons. *Compound bilinguals* learned their languages in a single environment and, consequently, have a single underlying and undifferentiated conceptual system linked to the two lexicons. *Subordinate bilinguals*, typically

<sup>27</sup> Juan Araujo, Natalia Kovalyova, Marco Shappeck & Cynthia Rodriguez (2014), "Teaching Vocabulary to English Language Learners by Michael F. Graves, Diane August, & Jeannette Mancilla-Martinez", in *Journal of Latinos and Education*, 235.

<sup>28</sup> Colin Baker, *Foundation of Bilingual Education and Bilingualism 3<sup>rd</sup> edition*, (Great Britain: Multilingual Matters, Ltd., 2001), 3.

classroom learners who learned the second language via the means of the first, have a single system where the second-language lexicon is linked to conceptual representations through first-language words.<sup>29</sup>

## **b. Definitions of Bilingual Education**

In the USA the term is used to describe nonnative English children's education, while elsewhere it is used to describe an education in two languages, like it is in most parts of Europe.<sup>30</sup>

In Indonesia, the term of Bilingual education is a use of two instructional languages during the teaching and learning process. School which uses Bilingual Education separates the class into General Class and Bilingual Class. By using two languages of instruction in the teaching and learning process could help the students to familiarize their ears and eyes with English.

Another expert Wayne E. Wright in his book entitled “The Handbook of Bilingual and Multilingual Education”, defines that bilingual education is the use of two languages for learning and teaching in an instructional setting and, by extension, multilingual education would be the use of three languages or more. In a narrower definition, literacy is developed and/or specific content areas are taught through the medium of two or more languages in an organized and planned education program. In most cases, one of these is the “home,” “native,” or “mother tongue” language, and one is the “dominant” societal language or a “powerful” international language. In multilingual education settings, the other languages may be dominant regional languages.<sup>31</sup>

<sup>29</sup> Aneta Pavlenko, *The Bilingual Mind and what it tells us about language and thought*, (United Kingdom: Cambridge University Press, 2014), 18-19.

<sup>30</sup> Andrea Mocić, BA, *BILINGUAL EDUCATION*, Primary school teacher Buie Croatia (2011), 175.

<sup>31</sup> Wayne E. Wright, Soviceth Boun, Ofelia Garcia, *The Handbook of Bilingual and Multilingual Education*, (U.K: John Wiley & Sons, Inc., 2015), 1.



In *Bilingual and Multilingual Education* by Ofelia Garcia, Angel M. Y., Lin, Joshua A. Fisherman writes about international bilingual education that bilingual education is good for majorities, minorities, language learning, and education. Simply teaching in a monolingual mode which reflects the language practices legitimized by the dominant group or the state is harmful to children. It results in academic failure, linguistic and identity insecurities, and the inability to enjoy the critical metalinguistic awareness that enables students to become critical analysts and users of language in society. And of course, it results in restricting the language repertoire of children to that sanctioned and upheld by the political state in which the education system functions, most of the time resulting in monolingualism, or in what we might call restricted bilingualism, meaning that students are taught to suppress some of the features of their repertoire as inappropriate instead of expanding them fully.<sup>32</sup>

In *Translanguaging: Language, Bilingualism, and Education* by Ofelia Garcia and Li Wei

“Bilingual is a cover term for people with a number of different language skills, having in common only that they are not monolingual ... . [A] Bilingual ... is one who knows two languages, but will here be used to include also the one who knows more than two, variously known as a plurilingual, a multilingual, or a polyglot.”<sup>33</sup>

According to Bingham quoted by Anne-Marrie de Mejia “Becoming bilingual for many students who come from higher socio-economic status groups means the possibility of being able to interact with speakers of different languages on a daily basis, and of gaining access to employment opportunities in the global marketplace. It also helps prepare them to become ‘world citizens in a world of growing interconnectedness’.”<sup>34</sup>

<sup>32</sup> Ofelia Garcia, Angela M. Y. Lin, *Bilingual and Multilingual Education Third Edition*, (Switzerland: Springer International Publishing, 2017), 4.

<sup>33</sup> Ofelia Garcia, Li Wei, *Translanguaging: Language, Bilingualism, and Education*, (UK: Palgrave MacMillan, 2014), 11.

<sup>34</sup> Anne-Marie de Mejia, *Power, Prestige and Bilingualism: International Perspective on Elite Bilingual Education*, (Great Britain: Multilingual Matters Ltd., 2002), 5.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presented the methodology of the research used by the researcher such as approach and design of the research, researcher's role, research setting, data and data source, technique of data collection, technique of data analysis, data validity and research procedures.

#### **A. Approach and Design of Research**

Conducting a research needed a suitable approach and design. The researcher choosed Qualitative approach to be the appropriate approach for this study, qualitative research is meant to explore and understand the meaning of individuals or social groups within a social or human problem. Emerging questions and procedures are included in the research process, collecting the data in the participant's setting, analyzing the data inductively, and making interpretations of the meaning of the data.<sup>35</sup>

Hence, the researcher applied the qualitative research in order to know the implementation of vocabulary rehearsal technique at MTs Negeri 2 Ponorogo which implemented in eight-grade students. Since, the vocabulary rehearsal technique was a phenomenon which needed deep analysis for every aspect within it. Furthermore, the researcher selected case study design in conducting this research.

Case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time.<sup>36</sup>

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<sup>35</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches third edition*. (SAGE Publications, Inc., 2009). 4

<sup>36</sup> John W. Creswell, David J. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches fifth edition*. SAGE Publications, Inc. (2018).

The researcher's point of interest was the implementation of vocabulary rehearsal done in the eight-grade bilingual class of MTs N 2 Ponorogo. The researcher wanted to know the implementation of the above technique as well as the factors influencing the technique. Therefore, the researcher decided that the suitable design for researching vocabulary rehearsal technique is case study design.

## **B. Researcher's Role**

In this research, the researcher involved in the research process as an observer and also as the primary instrument. Qualitative researchers need experience in field studies in which they practice gathering information in a setting and learning the skills of observing or interviewing individuals.<sup>37</sup>

The researcher gathered the information and data through observing students' activities especially during the vocabulary rehearsing process, interviewing students and teachers to know more about their responses towards vocabulary rehearsal technique, and collecting related documents from the research sites. The researcher then analyzed the information gathered from the observation and interview process.

## **C. Research Setting**

The research will be conducted in 8th Grade Bilingual Class of MTsN 2 Ponorogo, the reasons of choosing the place are as follows:

1. The Vocabulary Rehearsal Technique only applied in the bilingual class.
2. According to the Former Head of Bilingual Class of MTs N 2 Ponorogo taking a research on seventh grade students is difficult, for the Bilingual Class team does not have enough data for the researcher. Thus, The Head of Bilingual Class suggests the researcher to take research on eight-grade Bilingual Class. Eight-grade Bilingual Class Students had studied

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<sup>37</sup> John W. Creswell, *EDUCATIONAL RESEARCH: Planning, Conducting and Evaluating Quantitative and Qualitativ Research*, Edward Brothers, Inc. (2012). 20

English using Vocabulary Rehearsal Technique at least one year. So, they had acquired more vocabulary than the seventh grade students.

#### **D. Data and Data Source**

In this research primary data and secondary data are included.

##### 1. Primary data sources

The primary data are those which are collected afresh and for the first time, and thus happen to be original in character.<sup>38</sup> The primary data sources used in this research are information (such as interview, observation, etc.) related with “The Vocabulary Rehearsal Technique in Bilingual Class of MTsN 2 Ponorogo”.

##### 2. Secondary data sources

The secondary data, on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process.<sup>39</sup> The secondary data sources for this research are from the popular and related literature.

#### **E. Technique of Data Collection**

The data collection steps include setting the boundaries for the study, collecting information through unstructured or semi-structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information.<sup>40</sup>

In this research the researcher collecting three kinds of data. They are observation, interview and documents. The researcher then analyzes those data and makes conclusions of them. John W. Creswell in his book entitled “Research Design: Qualitative, Quantitative, And Mixed

<sup>38</sup> C.R. Kothari. *Research Methodology: Methods & Techniques*. New Age International, Ltd. (2004). 91

<sup>39</sup> Ibid. 91

<sup>40</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches third edition*. SAGE Publications, Inc. (2009). 178

Methods Approaches Fourth Edition”elaborated that there are five steps for collecting qualitative data.

The five steps are, first to identify participants and sites to be studied and to engage in a sampling strategy that will best help you understand your central phenomenon and the research question you are asking. Second, the next phase is to gain access to these individuals and sites by obtaining permissions. Third, once permissions are in place, you need to consider what types of information will best answer your research questions. Fourth, at the same time, you need to design protocols or instruments for collecting and recording the information. Finally and fifth, you need to administer the data collection with special attention to potential ethical issues that may arise.<sup>41</sup>

There are three data collection techniques chosen in this study (Observation, Interview, and documentary).

#### 1. Observation

Observation is the process of gathering open-ended, first handed information by observing people and places at a research site. As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas (e.g. preschool children). Some of the disadvantages of observations are that you will be limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. This can occur if the individuals are unaccustomed to formal research (e.g., a non-university setting).<sup>42</sup>

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<sup>41</sup> Ibid. 205

<sup>42</sup> John W. Creswell. *EDUCATIONAL RESEARCH: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Edward Brothers, Inc. (2012). 213-214.

In this research, the researcher is going to observe the Vocabulary Rehearsal Technique in class. Furthermore, the researcher wants to be sure that this Method is obviously suitable for the students.

## 2. Interview

A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes and types the data into a computer file for analysis.<sup>43</sup>

The researcher intends to interview the students, the teachers that are involved in this Method implementation. The purpose of the interview is the researcher is able to identify the students' response and their improvements in studying English using this Method. Interviewing with the teacher is a way to know the Bilingual Class Teachers' reason of using Vocabulary Rehearsal Technique.

## 3. Documents

A valuable source of information in qualitative research can be documents. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. They represent public and private documents. Examples of public documents are minutes from meetings, official memos, records in the public domain, and archival material in libraries. Private documents consist of personal journals and diaries, letters, personal notes, and jottings individuals write to themselves. Materials such as e-mail comments and Web site data illustrate both public

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<sup>43</sup> Ibid. 217

and private documents, and they represent a growing data source for qualitative researchers.<sup>44</sup>

In this research, the researcher encouraged to use written documents such as report, journal, and articles which is relevant with the title and the purpose of this research. In many qualitative studies, several of these data collection methods might be used to try to get the best description of an event and the meaning it has for the individual or individuals being studied. This use of several methods is referred to as triangulation; because it is believed that the use of several methods provides a better understanding of the phenomenon being investigated.<sup>45</sup>

## F. Technique of Data Analysis

Qualitative data analysis focuses on in-depth, context-specific, rich, subjective data and meanings by the participants in the situation, with the researcher herself/himself as a principal research instrument.<sup>46</sup>

This research specifically analyses about vocabulary rehearsal technique implementation from the steps

### 1. Data Reduction

Data reduction does not mean disregarding data; rather it means distilling from the complexity of the findings the key points of the phenomenon in question, reducing complexity without violating it, catching the essence of the issue or the situation, enabling the researcher to identify, for example, patterns, key issues, causal processes and sequences.<sup>47</sup> The data reduction used in this research is to focus the research to the

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<sup>44</sup> Ibid. 223

<sup>45</sup> Larry B. Christensen, *Research Methods, Design, and Analysis*, (England: Pearson Education Ltd., 2015), 69.

<sup>46</sup> Louis Cohen, Lawrence Manion & Keith Morrison, *Research Methods in Education (Eight edition)*. Routledge (2018). 643

<sup>47</sup> Ibid. 643

vocabulary rehearsal technique implementation at Bilingual Program of MTs Negeri 2 Ponorogo.

## 2. Data Display

Displaying the data is important in a research for it shows the actual conditions of the research setting. Qualitative researchers often display their findings visually by using figures or pictures that augment the discussion.<sup>48</sup>

In this research, the researcher intended to use picture, and table in supporting the discussion and description of the object of research. Matthew B. Miles, Michael Huberman, and Johnny Sal defines that display is a visual format that presents information systematically so the user can draw conclusions and take needed action.<sup>49</sup>

## 3. Conclusions

Conclusions are also *verified* as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes; or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus" or with extensive efforts to replicate a finding in another data set. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their confirmability—that is, their validity.<sup>50</sup>

Concluding the data gathered in the field and connecting them with the theory.

<sup>48</sup> John W. Creswell. *EDUCATIONAL RESEARCH: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Edward Brothers, Inc. (2012). 253.

<sup>49</sup> Mathew B. Miles, A. Michael Huberman & Johnny Saldana, *An Expanded Sourcebook Qualitative Data Analysis* (California: SAGE Publications, Inc. 2014), 5.

<sup>50</sup> Mathew, *An Expanded Sourcebook Qualitative Data Analysis* (California: SAGE Publications, Inc. 2014), 8.



## G. Data Validity

Some versions of validity regard it as essentially a demonstration that a particular instrument in fact measures what it intends, purports or claims to measure, that an account accurately represents ‘those features that it is intended to describe, explain or theories’. Other definitions state that validity is the extent to which interpretations of data are warranted by the theories and evidence used.<sup>51</sup>

The validity of a research is a must, for it reveals the fact of the research in the setting as well as showing the evidence as a proof. Validity takes many forms. For example, in qualitative data validity might be addressed through the honesty, depth, authenticity, richness, trustworthiness, dependability, credibility and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher.<sup>52</sup>

## H. Research Procedure

The procedures of this research were divided into four steps. They are planning, application, analyzing, and reporting.

### 1. Planning

The researcher prepared the plan for the research regarding on the implementanton of vocabulary rehearsal technique. This plan included choosing the research place or location, organizing permission, observing, choosing and using information, preparing instrument and related research etiquette.

### 2. Application

The researcher understood the core of the research background of as well as joined in the research to collect the data.

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<sup>51</sup> Louis, *Research Methods in Education (Eight edition)*, Routledge (2018), 245

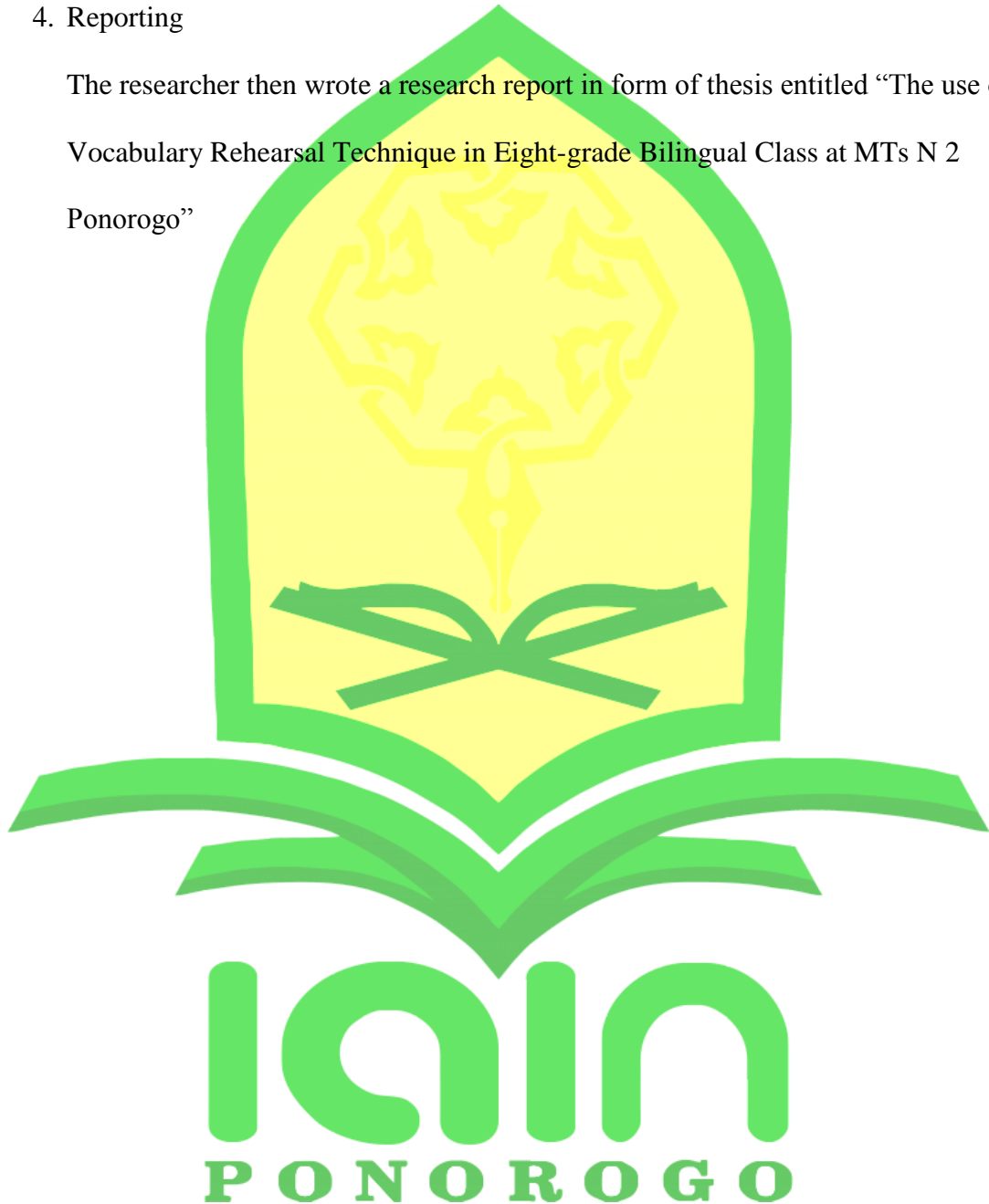
<sup>52</sup> Ibid. 246

### 3. Analyzing

Within this steps, the researcher analyzed data collected from the setting such as observation, interview, and documents of vocabulary rehearsal technique done by the students and teachers.

### 4. Reporting

The researcher then wrote a research report in form of thesis entitled “The use of Vocabulary Rehearsal Technique in Eight-grade Bilingual Class at MTs N 2 Ponorogo”



## CHAPTER IV

### RESEARCH FINDINGS

In this chapter, the researcher presented the findings of the research done in the place of the research. This chapter gave description of the vocabulary rehearsal technique implemented in the MTs N 2 Ponorogo

#### A. General Data

##### 1. History of School Establishment

The establishment of MTs Negeri Jetis as the only MTs Negeri in Ponorogo located at Karanggebang Village, Kec. Jetis Ponorogo becomes a reason of MTs Negeri 2 Ponorogo establishment. There were many private MTs at the time, so that in 1979 the Head the Office of the Ministry of Religion Affairs Ponorogo made a proposal to the Minister of Religion to issue a changing decree from several Private MTs in Ponorogo District into a state MTs. Then in 1980 come down the decree. However, the one who obtained the status of stat MTs was not Private MTs in Kab. Ponorogo, but rather than the relocation of MTs from MTs Negeri Genteng Kab, Ngawi.<sup>53</sup>

In Ponorogo Regency there are six Madrasahh Tsanawiyah Negeri (MTsN), as follows MTsN Jetis, MTsN Ngunut, MTsN Kauman, MTsN Pulosari, MTsN Sampung and MTsN Ponorogo.

In the beginning, This Islamic School was established based on Ministerial Decree of Indonesian Region Affairs Number: 27 year 1980, May 31<sup>st</sup> 1980 about State Islamic School and State Islamic Teachers Training also supported with

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<sup>53</sup> See more details in Appendices, code: 01/DOC/XII-9/2019

Operating Permit from Ministry of Religion Affairs Office of Ponorogo Regency,  
Number: MTs/2283/2010, July 1<sup>st</sup> 2015.

Through Ministry of Religion Affairs Number: 673 year 2016, November 17<sup>th</sup>  
2016, the name Madrasah Tsanawiyah Negeri Ponorogo was changed to Madrasah  
Tsanawiyah Negeri 2 Ponorogo.

MTs Negeri 2 Ponorogo had experienced principal changing as follows:

- a. H. Mulsim, B.A.
- b. Drs. Abdullah
- c. H. Kustho, B.A.
- d. Drs. Sumardi Al Basyari
- e. Drs. H. Imam Asngari, S.H., M.Pd.
- f. Drs. H. Sutarto Kerim
- g. Drs. Moch. Haris, M.Pd.I
- h. Drs. Tarib, M.Pd.I

Under the leadership of those school principals, MTs Negeri 2 Ponorogo showed  
an increasing/improving quality and existence within religious teaching.<sup>54</sup>

## 2. Geographical Location of MTs Negeri 2 Ponorogo

Name of School	: MTsN 2 Ponorogo
Address	: Jl. Ki Ageng Mirah No. 79
Village	: Japan
District	: Jenangan
Regency	: Ponorogo
Province	: Jawa Timur
Telephone Number	: (0352) 461227
Postal Code	: 63491
E-mail Address	: <a href="mailto:mtsnponorogo@yahoo.co.id">mtsnponorogo@yahoo.co.id</a>
Accreditation Grade	: A
Status of School	: State/Negeri

<sup>54</sup> See more details in Appendices, code: 02/DOC/XII-7/2019

### 3. Vision, Mission and Goal of MTs Negeri 2 Ponorogo

#### a. The Vision of MTs Negeri 2 Ponorogo

To establish an Indonesian Muslim person who has noble character, global minded, intelligent and skilled who has faith and knowledge as well as caring, cultured and environmentally friendly.

#### b. The Mission of MTs Negeri 2 Ponorogo

- 1). Developing Islamic behavior and attitude also national norm within daily life.
- 2). Developing International oriented curriculum for Science, English, and Arabic Subjects by adopting or adapting Developed country curriculum.
- 3). Implementing a technological-base and learning by utilizing various resources. Implementing by utilizing various sources and based on information and communication technology.
- 4). Implementing an active, an innovative, a creative, an effective, a cooperative, a communicative, and an inspiring teaching and learning process towards the students.
- 5). Fostering spirit of social awareness, physical awareness, and instill frugality in environmental conservation efforts.
- 6). Applying clean living culture in order to prevent environmental pollution in everyday life.
- 7). Accustoming polite behavior in an effort to prevent environmental damage.
- 8). Fostering a spirit of competition in various competencies for all madrassas.

- 9). Developing the potential and creativity of school residents who are superior and able to compete at regional, national and international levels.
- 10). Implement Madrasah-based school management professionally and lead to standardized quality management of education by involving all Madrasah residents and other relevant institutions in the form of an MoU.
- 11). Care, cultured and environmentally friendly, be polite to the environment by implementing care in everyday life.

**c. The Goal of MTs Negeri 2 Ponorogo**

- 1). Meet the needs of students who have specific characteristics in terms of cognitive development and effectiveness
- 2). Fulfill the rights of students in accordance with the educational needs for themselves.
- 3). Meet students' intellectual interests and future perspectives
- 4). Meet the needs of students' self-actualization
- 5). Consider the role of students as community assets and community needs to fill the role
- 6). Prepare students as future leaders
- 7). Produce outputs and outcomes of MTs Negeri Ponorogo that are of higher quality
- 8). Provide opportunities for students who have above average abilities to complete the learning program faster.<sup>55</sup>

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<sup>55</sup> See more details in Appendices, code: 02/DOC/XII-7/2019

#### 4. Headmaster, Vice Headmasters, Teachers, Staffs and Students Data of MTs

##### Negeri 2 Ponorogo

##### a. Headmaster, Vice Headmasters Teachers and Staffs Data of Bilingual Class of MTs Negeri 2 Ponorogo

Under the leadership of Headmaster, there are 4 Vice Headmasters who help the Headmaster in accomplishing his duty, as follows:

Table 4.1

DATA OF HEADMASTER AND VICE HEADMASTERS<sup>56</sup>

NUM.	NAME	POSITION/OCUPATION
1	Drs. M. Tarib, M. Pd. I	Headmaster of MTs Negeri 2 Ponorogo
2	Ratna Juwita, S. Pd.	Vice Headmaster for Student Affairs
3	Hariato, M. Or.	Vice Headmaster for Public Relations
4	Hefin Rivia Dwi Julianti, S. Pd.	Vice Headmaster for Curriculum
5	Afif Ferdiansyah, S. Pd.	Vice Headmaster for Madrasah Infrastructure

MTs Negeri 2 Ponorogo is one school which has many competent, loyal, and sincere staffs. There are 14 Officers and Staffs, as follows:

Table 4.2

DATA OF ADMINISTRATION OFFICERS AND STAFFS<sup>57</sup>

NUM.	NAME	POSITION/OCUPATION
1	Dra, Sri Hidayah, M. A.	Head of Administration Office
2	Zakky Nurhidayat	General Administration Officer
3	Nur Astanti, S. E.	General Staff
4	Afif Nur Anwarsyah, S. H.	BMN Operator

<sup>56</sup> See more details in Appendices, code: 05/DOC/I-24/2020

<sup>57</sup> See more details in Appendices, code: 05/DOC/I-24/2020

5	Ririn Astutik	Employee affair Staff
6	Lilis Hendro Sajekti, S. E.	BOS Managing Staff
7	Darmawan	General Staff
8	Sampek Cahyana	General Staff
9	Sylvia Maradina, S. H.	General Staff
10	Listiningrum	Cooperation Keeper
11	Suwandi	School Keeper/ Servant
12	Amru Faisal, S. Pd. I	Librarian
13	Abidin	Security
14	Joko Winarno	Night Guard
15	Muh. Fajar	Staff
16	Sarwendah Ekawati, S. E.	Staff
17	Muh Badar	Staff
18	Yahya Rodhiya	Staff
19	Edi Utomo	Staff

MTs Negeri 2 Ponorogo also has competent, loyal, sincere, proficient teachers. There are 55 teachers of MTs Negeri 2 Ponorogo, as Follows:

Table 4.3

DATA OF THE TEACHERS<sup>58</sup>

NUM.	NAME	LESSON/SUBJECT
1	Ana Rahmawati, S. Ag.	Aqidah and Attitude
2	Badar Basuki, S. Pd.	Quran and Hadith
3	Drs. M. Sholih	Quran and Hadith
4	Hafidh Ahmadi, S. Pd.I	Quran and Hadith
5	Ahmad Maghfur, S. S.	Arabic
6	Fauziyah Az Zahro, S. Pd.I	Arabic
7	Sumiati, S. Pd.I	Arabic
8	Asna Annisa, S. Pd.	Indonesian
9	Erlis Diana Putri, S. Pd.	Indonesian
10	Sunaryadi, S. Pd.	Indonesian
11	Tiyah Suciati, S. Pd.	Indonesian

<sup>58</sup> See more details in Appendices, code: 05/DOC/I-24/2020



12	Dwi Endah Rahmawati, S. Pd.	English
13	Haniati Mar'ah, S. Pd.	English
14	Siti Fathul Jannah, M. Pd.	English
15	Siti Zulaikah, S. Pd.	English
16	Sofyan Alfatah, S. Pd.	English
17	Sri Harlik, S. Pd.	English
18	Sugihartatik, S. Pd.	English/Craft
19	Awung Ino Fulandi, S. Pd.	Javanese
20	Ginanjari Wijaya Laksono, S. Pd.	Javanese
21	Siti Umami Herlina, S. Pd.	Conseling
22	Sri Khayatin, S. Pd.	Conseling
23	Sulanjari, S. Pd.	Conseling
24	Alfiah, S. Ag.	Fiqh
25	Suhartini, M. Ag.	Fiqh
26	Dina Susiana, S. Pd.	Science
27	Emy Widayati, S. Pd.	Science
28	Hayati Mukaromah, S. Pd.	Science
29	Hendrik Hermawan, M. Pd.	Science
30	Heri Eko Asyasyakiri, M. Pd.	Science
31	Suparmi, S. Pd.	Science
32	Ulya Santa Anugrahaini, M. Pd.	Science
33	Diana Siswati, M. Pd.	Social Education
34	Endang Andayani, M. Pd.	Social Education
35	Fery Mufarokhah, S. Pd.	Social Education
36	Kuncoro, S. Pd.	Social Education
37	Winarto, S. Pd.	Social Education
38	Endang Ratnawati, S. Pd.	Matemathics
39	Fitriya Nur Latifah, S. Pd.	Matemathics
40	Ghufron Abidin, S. Pd.	Matemathics
41	Heni Andriani, S. Pd.	Matemathics
42	Ririen Muratri, S. Pd.	Matemathics
43	Sri Handayani, S. Pd.	Matemathics
44	Imam Muhtarom, S. Pd.	Physical Education
45	Sulistyaningsih, S. Pd.	Physical Education
46	Anjar Astuti, S. Pd.	Civic Education

47	Ardian Fahmi Rosyidi Karim, S. H., S. Pd.	Civic Education
48	Marsusiani, S. Pd.	Civic Education
49	Doni Arista Candra, ST	Craft
50	Yu'la Hanifah, S. Ag.	History of Islamic Civilization
51	Fitriana Sari, S. Sn.	Cultural and Arts
52	Roficha Yanti, S. Pd.	Cultural and Arts
53	Mohammad In'am Maghfuri, S. Pd.	Counseling
54	Rizka Kurniasari Arifyani, S. Pd.	Counseling
55	Lelly Catur Candraningtyas, S. Pd.	Counseling
56	Septyan Dwi Parangganis, S. Pd.	Counseling
57	Arizal Nur Ahmad, S. Pd.	Indonesian
58	Sangga Dewi Gati Pratiwi, S. Pd.	Javanese
59	Yana Lusalamah, S. Pd	Indonesian
60	M. Jibroni, S. Ag.	Aqidah and Attitude
61	Muchamad Usup, S. Pd. I	Fiqh
62	Dita Yusi Pratiwi, S. Sn.	Cultural and Arts
63	Hayyin Palupi, S. Pd	Indonesian

**b. Students Data of Bilingual Class of MTs Negeri 2 Ponorogo**

There are about 1036 students of MTs Negeri 2 Ponorogo in academic year 2019/2020. It is divided into three grades; 351 for seventh grade students, 328 for eight-grade students and 357 for ninth grade students.

These vast numbers of students are divided into several classes; Seventh grade has eleven classes starting from A to K, eight-grade has eleven classes too, the ninth grade has twelve classes from A to L. These classes still grouped into three program; General, Bilingual, and Acceleration.

**P O N O R O G O**

Table 4.4

TABLE OF TOTAL STUDENTS<sup>59</sup>

B/G	Class											Total
	7A	7B	7C	7D	7E	7F	7G	7H	7I	7J	7K	
B	12	12	10	11	14	10	10	14	19	18	17	147
G	20	20	22	21	18	22	22	18	12	14	15	204
Total	32	32	32	32	32	32	32	32	32	32	32	351

B/G	Class											Total
	8A	8B	8C	8D	8E	8F	8G	8H	8I	8J	8K	
B	12	12	12	12	11	16	17	17	15	17	16	157
G	16	16	15	16	16	16	14	15	16	15	16	171
Total	28	28	27	28	27	32	31	32	31	32	32	328

B/G	Class												Total
	9A	9B	9C	9D	9E	9F	9G	9H	9I	9J	9K	9L	
B	8	13	13	12	15	13	13	13	15	16	12	21	143
G	15	15	14	16	13	14	13	20	17	19	21	16	172
Total	23	28	27	28	28	27	26	33	32	35	33	37	357

From the Table, B stands for Boys and G stands for Girls. The Bilingual Class for seventh grade is started from A Class to F class, eight-grade is started from A to E class, and the ninth grade is started from B to G class.

### c. Properties of MTs N 2 Ponorogo

In supporting the education quality for students and the administration quality for officers MTs Negeri 2 Ponorogo have some utility tools, education tools, administration tools and so on. These tools or properties

<sup>59</sup> See more details in Appendices, code: 04/DOC/XII-04/2019

are still government's belonging. MTs Negeri 2 Ponorogo only have the usage rights of following properties from the Ministry or the government.

Table 4.5  
TABLE OF COUNTRY PROPERTIES OTHER THAN LANDS OR BUILDINGS  
WITH USAGE STATUS<sup>60</sup>

NUM.	PROPERTY	TOTAL	CONDITION
1	Tool-Kit Box	1	Good
2	Scanner (Universal Tester)	2	Good
3	Other Measurement Tools	4	Good
4	Storage Shelves	9	Good
5	Storage Cabinets	2	Good
6	Standard Typewriter	3	Good
7	Metal Cabinets	2	Good
8	Wood Cabinets	29	Good
9	Metal Shelves	24	Good
10	Wood Shelves	7	Good
11	Metal Filling Cabinets	4	Good
12	Safe	1	Good
13	Lockers	3	Good
14	CCTV – Camera Control Television System	1	Good
15	Name Board	7	Good
16	Maps	3	Good
17	Globes	10	Good
18	Musical Instruments/Band	8	Good

<sup>60</sup> See more details in Appendices, code: 03/DOC/XII-04/2019

## 5. Organizational Structure of MTs Negeri 2 Ponorogo

Every School or Madrasah certainly has an organizational structure or a leadership structure. The Organizational Structure of MTs Negeri 2 Ponorogo can be seen below:

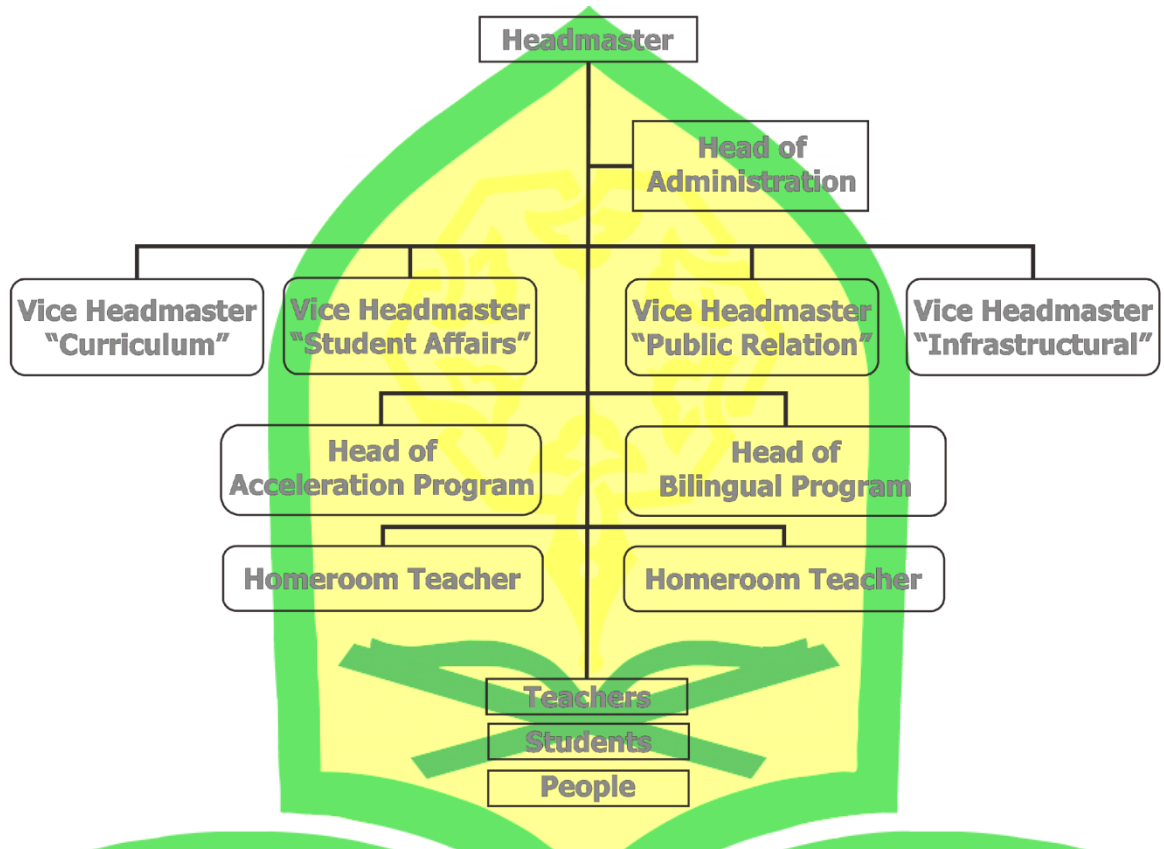


Figure 1. 1 Organizational Structure

**IAIN**  
**PONOROGO**

## B. Specific Data

### 1. Vocabulary Rehearsal Technique application in Eight-Grade Bilingual Class

The Implementation of Vocabulary Rehearsal (Daily Vocabularies) in Eight-grade Bilingual Class data were collected through documentations, interviews, and observations.

#### a. The Foundation of Vocabulary Rehearsal (Daily Vocabularies)

MTs Negeri 2 Ponorogo implemented a Vocabulary Rehearsal Technique on Bilingual Class in order to strengthen and improve Vocabularies of their students. The teachers name it as “Daily Vocabularies”. This technique demands the students to memorize and to understand the vocabularies in the book. There are actually three languages existed in the book: Indonesian, English, and Arabic. But, the researcher is focused on English Vocabulary. According to Mrs. Siti Fathul Jannah, M. Pd. The Former Chief of Bilingual Class Program:

“The Daily vocabulary have aplicated for about 7 years started from 2012, the reason of using this technique is to strengthen the students’ English vocabulary. Besides, we make the students prepared for study visit to Kampung Inggris, Pare, Kediri every March for seven grade students only. Moreover, it is our responsibility for we have been assigned to teach in Bilingual Class.”<sup>61</sup>

From the statement above, Bilingual Class Program has been implemented this technique which supported the students in learning English especially The Vocabulary. In a form of pocket book, The Daily Vocabularies hopefully can make the students easy to study anywhere and anytime. Bilingual Class Program also motivates the students by holding a study visit to Kampung Inggris, Pare, Kediri for seven grade students so that they could gain new experience of English Practice in new

<sup>61</sup> See more details in Appendices, code: 07/INT/XII-7/2019

environment. For eight-grade students, the teachers motivate them to improve the frequency in rehearsing the vocabularies within book. Besides, some high-achiever students encourage the lower one in accomplishing each chapter within pocket book.

## **b. Procedures of Vocabulary Rehearsal (Daily Vocabularies)**

### **Implementation**

The Vocabulary Rehearsal Technique (Daily Vocabularies) implemented in MTs Negeri 2 Ponorogo have some procedures. According to Mrs. Siti Fathul Jannah:

“Students received the Daily Vocabularies pocket book soon when the new school year began. They obliged to memorize and understand ten chapters in the odd semester as well as in the even semester. However, the teachers may not be able to handle one by one student when they want to practice vocabularies. Thus, teachers asked one student to oversee other students who still rehearsing. After rehearsing, the teachers will clarify and confirm whether the students are only memorizing or fully understanding the material.”<sup>62</sup>



**Figure 1. 2** Student rehearsing

<sup>62</sup> See more details in Appendices, code: 08/INT/II-1/2020

From the explanation above, The Students received the pocket book in the beginning of new school year or precisely at seventh grade. With this pocket book students hopefully could understand some vocabularies and expressions like introducing themselves, asking for price, asking for permission and so on.

At the observation on Friday, 31<sup>st</sup> January 2020 showed the implementation or application of Vocabulary Rehearsal Technique “Daily Vocabularies”.

The students have to be ready with vocabularies before practicing them in front of the teacher. At least, Students rehearses the Vocabularies at home.

The procedures of Vocabulary Rehearsal Technique or commonly called Daily Vocabularies, as follows:

- 1) The Student rehearses every vocabulary of the chapters he or she have chosen/ have been chosen for him or her by the teacher.
- 2) Teacher listens and observes to the rehearsing student.
- 3) Teacher will confirm and clarify the vocabularies rehearsed by the students in order to know if the students understand the vocabularies or only memorize them.

The proportion between students and teachers was high enough. One teacher should handle five until six students, when the students rehearse together in the class. That is why the teachers encountered difficulties on handling the students who wanted to rehearse.<sup>63</sup>

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<sup>63</sup> See more details in Appendices, code: 13/OBS/I-31/2020



### c. Vocabulary Rehearsal “Daily Vocabularies” Materials

The Students of MTs Negeri 2 Ponorogo will accept a pocket book called “Daily Vocabularies”. The Daily Vocabularies pocket book, implemented in MTs Negeri 2 Ponorogo consists of twenty chapters. Students hopefully could acquire new words, expressions, and phrases within it. Each chapter discusses one topic, the topic of Each chapter can be seen in the following table:

Table 4.6

#### DAILY VOCABULARIES MATERIALS

CHAPTER	CONTENT	CHAPTER	CONTENT
1	Introduction	11	At office
2	School Environment	12	Plants, Vegetables and Fruits
3	In the Cooperation	13	Parts of body & body activities
4	In the Class	14	Religion
5	Time	15	The test
6	Asking about time	16	Character
7	Daily Phrases 1	17	Profession
8	Daily Phrases 2	18	Public Place
9	Studying in the school	19	Food and drink
10	Family and Relative	20	In the library

All those twenty chapters of vocabularies are students’ assignment and obligation in the bilingual class. They have to memorize and understand each expression, kinds of word, and phrases included within Vocabulary Book. Based on Documentation Code 06/DOC/XII-7/2019, here are the brief lists of vocabularies compiled in the Vocabulary Book:

Table 4.7

**CHAPTER ONE (INTRODUCTION)**

<b>Indonesian</b>	<b>English</b>
Siapa namamu ?	What is your name ?
Nama ku . . .	My name is
Berapa usia mu ?	How old are you
Usia saya adalah	I am . . . years old
Saya tinggal di Ponorogo	I live in Ponorogo
Saya tinggal di Jl. Melati	I live on Melati street
Saya tinggal di Jl. Melati no.3	I live at no.3 Melati street
Berapa nomer hp mu?	What is your mobile phone number?
Nomer hp ku . . . .	My mobile number is . . . .
Di mana alamat sekolahmu?	What is your school's address?
Alamat sekolahku di Jl. Ki Ageng Mirah	My school is on Ki Ageng Mirah Street
Alamat sekolahku di Jl. Ki Ageng Mirah No. 79	My school's address is number 79 Ki Ageng Mirah Street

In the chapter one, the students have to remember the basic of introduction expression, and some different use of preposition. This will help them introducing themselves and explaining address.

Table 4.8

**CHAPTER TWO (SCHOOL ENVIRONMENT)**

<b>Indonesian</b>	<b>English</b>
Kepala Sekolah	Headmaster
Wakil Kepala Sekolah	Vice Headmaster
Guru	Teacher
Siswa	Student
OSIS	Student's Association
Ketua Kelas	Captain of the Class
Sekretaris	Secretary
Bendahara	Treasurer
Pegawai Tata Usaha	Administration Officer
Karyawan	Staff
Satpam	Security

Ruang/Kantor	Room/Office
Ruang/Kantor Guru	Teacher's Office
Kantor Tata Usaha	Administration Office
Kantin	Canteen
Koperasi	Cooperation
Tata Tertib	Code of Conduct
Halaman Sekolah	School Yard

Chapter two consists of hierarchical positions and the environments in the school. Each student has different perception on these words, some students think these are common words, other may think oppositely.

Table 4.9

### CHAPTER THREE (IN THE CANTEEN)

Indonesian	English
Mau ke mana kamu?	Where are you going?
Saya pergi ke koperasi	I'm going to go to the cooperation
Apa yang akan kamu beli?	What will you buy
Saya akan membeli . . . .	I will buy . . . .
Makanan	Food
Minuman	Drink/Beverage
Es	Ice
Teh	Tea
Susu	Milk
Roti	Bread
Tisu	Tissue
Tipe Ex	Correction Pen
Makanan Ringan	Snack
Uang	Money
Mari kita pergi ke koperasi!	Let's go to the cooperation!
Apa kamu punya uang?	Do you have money?
Tidak, Saya gak punya	No, I don't
Gak, saya lagi bokek hari ini	No, I'm broke today
Ya, saya punya	Yes, I have money
Uang saya sudah habis	I am out of money
Saya lapar	I am hungry

Saya belum sarapan	I don't have breakfast yet
Saya sudah kenyang	I am full
Kamu saya traktir	I will treat you
Berapa harganya?	What is the price? / How much is it?
1000 rupiah	One thousand rupiahs

In the chapter three students have to understand about some expressions, such as: expression for asking plan, expression for asking price and some sold things at the school cafeteria.

Table 4.10

#### CHAPTER FOUR (IN THE CLASS)

Indonesian	English
Komputer	Computer
Buku teks	Textbook
Buku latihan	Workbook
LCD Proyektor	LCD Projector
Pengeras Suara	Speaker
Pendingin Ruangan /AC	Air Conditioner
Remot	Remote Control
Pencetak	Printer
Kamar Mandi	Bathroom
Sepatu	Shoes
Keset	Door mat
Tugas	Assignment
Tunggu Sebentar	Wait for a while/moment/minute
Siapa berikutnya?	Who is next?
Siapa Gurumu?	Who is your teacher?
Apa pelajaranmu?	What is your lesson/subject?
Masuk Kelas!	Enter the class, Please!
Temui Gurumu!	Meet your teacher, Please!
Apakah ada tugas?	Is there any assignment?

The fourth chapter consists of some things or objects within the classroom and some common spoken phrases. The students have to understand and memorize them.

Table 4.11

**CHAPTER FIVE (WAKTU)**

<b>Indonesian</b>	<b>English</b>
Waktu Jam Menit Detik Setengah Seperempat Lewat Kurang	Time Clock Minutes Second A half A quarter Past To
05.45	Example: : forty five past five / a quarter to six  Note : a.m. (ante meridiem) before midday. p.m. (past meridiem) after midday.
Jam satu Jam dua Jam lima	It's one o'clock It's two o'clock It's five o'clock

The contents of chapter five are about basic idea of expressing time and common words of time.

Table 4.12

**CHAPTER SIX (ASKING ABOUT TIME)**

<b>Indonesian</b>	<b>English</b>
Jam berapa ini? Pada jam berapa kamu masuk? Jam berapa perlombaan nya dimulai? Jam berapa bis nya berangkat tadi?	What time is it? What time do you enter the class? When does the game start? When did the bus leave?

Jam berapa kantinnya tutup	When did the canteen close?
Pagi (00.00-11.59)	Morning
Siang (12.00)	Noon
Sore (12.01-16.59)	Afternoon
Petang (17.00-21.00)	Evening
Malam (21.01-23.59)	Night
Jam tangan	Watch
Jam dinding	Clock
Saya terlambat!	I am late!
Jangan terlambat!	Don't be late!
Datanglah tepat waktu!	Come on time!
Besok	Tomorrow
Kemarin	Yesterday
Besok pagi	Tomorrow morning
5 menit lagi waktu habis	It will be over in 5 minutes

After learning the basic idea of time in the chapter five, the students need to learn about asking the time in a particular condition, like asking when the cafeteria is closed, when the game begins, and so on.

Table 4.13

### CHAPTER SEVEN (DAILY PHRASES I)

Indonesian	English
Tolong hidupkan komputaernya!	Turn on the computer!
AC nya terlalu dingin	The AC is too cold
Naikkan suhunya!	Turn on the temperature up!
Turunkan suhunya!	Turn on the temperature down!
Matikan AC nya	Turn off the AC!
Buka pintu	Open the door!
Tutup pintu	Close the door!
Buka buku kalian	Open your book!
Keraskan suaramu	Raise your voice!
Maju!	Come forward!
Sudah kamu kernjakan PR mu?	Have you finished your homework?
Jangan mencontek!	Don't cheat!

Kerjakan sendiri	Do it by yourself!
Saya mengerjakan di rumah	I do it at home
Saya lupa mengerjakan	I forgot to do it
Kerjakan dengan seksama	Do it carefully!
Ada pertanyaan?	Any questions?
Siapa yang ingin bertanya	Who has a question?
Tidak ada	No questions
Siapa yang bisa menjawab?	Who can answer?
Saya bisa	I can
Saya tidak paham	I don't understand
Saya paham	I understood

The most frequent expressions in the Chapter Seven are command expressions. The students need to know and understand several commands.

Table 4.14

### CHAPTER EIGHT (DAILY PHRASES II)

Indonesian	English
Saya ingin mencetak tugas	I want to print my assignment
Bolehkah saya meminta beberapa kertas?	May I ask for some papers?
Saya ingin mengisi ulang spidol	I want to refill the marker
Saya ingin mengumpulkan tugas	I want to submit an assignment
Saya ingin bertemu Bapak/Ibu	I want to meet Mr. / Mrs. ....
Permisi, bolehkah saya masuk?	Excuse me, may I come in?
Maaf, saya sakit	Sorry, I am sick
Saya izin pergi ke UKS	I want to go to clinic
Saya sakit perut	I have stomachache
Saya pusing	I have dizzy
Teman saya demam	My friend has fever
Dia sakit sejak kemarin	He was sick since yesterday
Kepentingan keluarga	Family affairs
Saya ijin ke kamar mandi	I want to go to the bathroom
Saya ingin membuang sampah	I want to throw the rubbish
Silahkan!	Please!

Common expressions in the teaching and learning process between the teachers and the students are included in the Chapter Eight.

Table 4.15

### CHAPTER NINE (STUDYING IN THE SCHOOL)

Indonesian	English
Apakah kamu sudah belajar kemarin?	Did you study yesterday?
Belum pak	Not yet, sir
Sudah pak	Yes, I did, sir
Yang dipanggil angkat tangan	Raise your hand when your name is called
Mintalah izin kepada . . . .	Ask permission to . . . .
Mari kita kerjakan latihan ini	Let's do this exercise
Kita sudah belajar materi tersebut	We have learned/studied that topic
Tugas ini sulit	This assignment is difficult
Saya mengerjakan bersama Hamidah	I do with Hamidah
Tugas Kelompok	Group assignment
Tugas Individu	Individual assignment
Saya menghapus papan tulis	I wipe the board
Saya belum dipanggil	I have not called yet
Saya ingin bertanya	I want to ask
Saya sudah mengumpulkan tugas	I have submitted the assignment
Sekarang waktunya istirahat	It's break time
Saya belum selesai mengerjakan tugas	I haven't finished doing the assignment yet
Saya belum mengumpulkan tugas	I haven't submitted the assignment yet

Chapter nine consists of some common expressions about students' activities in the class, such as: wiping the board, asking permission, telling about assignment and many more.



Table 4.16  
**CHAPTER TEN (FAMILIES AND RELATIVES)**

Indonesian	English
Kedua Orang Tua	Parents
Ayah	Father
Ibu	Mother
Kakek	Grandfather
Nenek	Grandmother
Kakek & Nenek	Grandparents
Anak	Child
Anak laki-laki	Son
Anak perempuan	Daughter
Anak angkat	Adopted child
Cucu	Grandchild
Cucu laki-laki	Grandson
Cucu perempuan	Granddaughter
Saudara laki-laki	Brother
Saudara perempuan	Sister
Adik laki-laki	Younger brother
Adik perempuan	Younger sister
Kakak laki-laki	Older brother
Kembar	Twin
Paman	Uncle
Bibi	Aunt
Keponakan (laki-laki)	Nephew
Keponakan (perempuan)	Niece
Sepupu	Cousin
Ibu mertua	Mother-in-law
Ayah mertua	Father-in-law
Menantu (laki-laki)	Son-in-law
Menantu (perempuan)	Daughter-in-law
Ayah tiri	Stepfather
Ibu tiri	Stepmother
Suami	Husband
Istri	Wife
Berapa saudara (kandung) yang kamu miliki?	How many siblings do you have?

In chapter ten, students have to understand and memorize vocabularies about family members and relatives.

Table 4.17

**CHAPTER ELEVEN (AT OFFICE)**

<b>Indonesian</b>	<b>English</b>
Saya ingin membayar SPP?	I want to pay school fee
Dimanakah meja Ibu Aisyah	Where I Mrs. Aisyah's table?
Kami ingin mengumpulkan tugas	We want to submit our assignments
Saya ingin melapor	I want to report
Jurnal kelas	Class journal
Kami ingin meminta . . .	We want to ask for. . .
Saya ingin mengganti seragam saya	I want to change my uniform
Saya ingin menggandakan tugas	I want to copy an assignment
Saya ingin mengembalikan buku	I want to return a book
Saya ingin mengambil buku	I want to take a book
Saya ingin menggunakan computer	I want to use a computer
PR	Homework
Kertas	Paper
Tinta	Ink
Boleh/bolehkah	May
Seragam	Uniform
Tugas	Assignment
Beasiswa	Scholarship
SPP	Tuition
Raport	Report

The contents of chapter eleven are about common expressions at administration office in the school. There are some words about properties in the office too.

Table 4.18

**CHAPTER TWELVE (PLANTS, VEGETABLES AND FRUITS)**

<b>Indonesian</b>	<b>English</b>
Pohon	Tree
Tanaman	Plant
Buah	Fruit
Pohon kelapa	Coconut tree
Mangga	Mango
Tomat	Tomato
Jeruk	Orange
Jagung	Corn
Wortel	Carrot
Jamur	Mushroom
Pepaya	Papaya
Apel	Apple
Nanas	Pineapple
Alpukat	Avocado
Semangka	Watermelon
Melon	Melon
Pisang	Banana
Cabe	Chili

Chapter Twelve is about vegetables and fruits. Students need to memorize them. In fact, the students may have remembered about them but the pronunciations they have known may be wrong.

Table 4.19

**CHAPTER THIRTEEN (PARTS OF BODY AND BODY ACTIVITIES)**

<b>Indonesian</b>	<b>English</b>
Kepala	Head
Mata	Eye
Mulut	Mouth
Siku	Elbow

Leher	Neck
Lutut	Knee
Pipi	Cheek
Dagu	Chin
Pundak	Shoulder
Telinga	Ear
Ketiak	Armpits
Jari	Fingers
Perut	Stomach
Hidung	Nose
Jenggot	Beard
Jempol	Thumb
Kelingking	Pinkie
Jari telunjuk	Index finger
Jari tengah	Middle finger
Jari manis	Ring finger
Rambut	Hair

Part of bodies and body activities are in the Chapter Thirteen. These frequent vocabularies may have been known by the students. They simply recall them from their memory.

Table 4.20

### CHAPTER FOURTEEN (RELIGION)

Indonesian	English
Saya berwudlu	I take ritual ablution
Saya sholat	I pray
Sholat subuh	Dawn prayer
Sholat dhuhur	Midday prayer
Sholat ashar	Afternoon prayer
Sholat maghrib	Evening prayer
Sholat isya'	Night prayer
Saya membaca alquran	I recite Holy Quran
Juz	Part

Ayat	Verse
Surat	Chapter
Wajib	Compulsory
Sunah	Voluntary
Masjid	Mosque
Nabi	Prophet
Keruduh/hijab	Veil
Kopyah	Cap
Sajadah	Prayer mat
Haram	Forbidden
Halal	Allowed
Ibadah	Worship
Zakat	Alms
Saya berpuasa	I get fasting
Mukena	Prayer veil
Dosa	Sin

Chapter Fourteen is about religion, especially Islam. Within this chapter, words that are related to Islam such as: Islamic rituals and Islamic ritual equipment are included.

Table 4.21

### CHAPTER FIFTEEN (THE TEST)

Indonesian	English
Kartu ujian	Examination Card
Peserta	Participant
Pengawas	Proctor
Pelajaran	Subject/lesson
Jadwal	Schedule
Sulit	Difficult
Mudah	Easy
Tanda tangan	Signature
Nomor ujian	Exam number
Ujian lisan	Oral test

Ujian praktek	Practice test
Ujian tulis	Writing test
Absensi	Absence
Penguji	Examiner
Pilihan ganda	Multiple choice
Uraian	Essay
Ujian berbasis komputer	Computer Based Test
Soal	Question
Jawaban	Answer

Chapter fifteen consists of some terms or words about examination in the school.

Table 4.22

**CHAPTER SIXTEEN (CHARACTER)**

<b>Indonesian</b>	<b>English</b>
Senang, bahagia	Happy
Sedih	Sad
Malas	Lazy
Rajin	Diligent
Hati-hati	Careful
Ceroboh	Careless
Pendiam	Clam
Terampil	Skillful
Bodoh	Stupid
Pelit	Stingy
Boros	Extravagant
Cerewet	Fussy
Sopan	Polite
Tidak sopan	Impolite
Kasar	Rude
Bijaksana	Wise
Pandai	Clever
Baik hati	Kind
Bandel	Spiteful

Chapter sixteen contains about adjectives which represents someone's character.

Table 4.23

**CHAPTER SEVENTEEN (PROFESSION)**

<b>Indonesian</b>	<b>English</b>
Pedagang	Vendor
Polisi	Police
Tukang parkir	Parking attendants
Sales	Salesman
Sopir	Driver
Kondektur	Conductor
Pembantu	Servant
Dokter	Doctor
Bidan	Midwife
Pengacara	Lawyer
Gaji	Salary
Cuti	Leave
Pengusaha	Entrepreneur
Tukang kayu	Carpenter
Petani	Farmer
Penyanyi	Singer
PNS	Civil Servant
Dosen	Lecturer
Tentara	Army

Profession or occupation is the topic of this chapter. Students may have heard some words regarding to profession or occupation. Therefore, they simply recall the words from their memories.

Table 4.24

**CHAPTER EIGHTEEN (PUBLIC PLACES)**

<b>Indonesian</b>	<b>English</b>
Kantor pos	Post office
Surat	Letter
Bank	Bank
Nasabah	Customer
Rekening	Account
Anjungan Tunai Mandiri	Authomatic Teller Machine
Rumah Sakit	Hospital
Restoran	Restaurant
Bandara	Airport
Penumpang	Passenger
Pesawat Terbang	Airplane
Pilot	Pilot
Tiket	Ticket
Terminal Bis	Bus Station
Stasiun Kereta Api	Railway/train station
Keberangkatan	Departure
Kedatangan	Arrival
Ruang Tunggu	Waiting room
Bunga Bank	Interest
Antre	Queue

Students have to understand about public places, and other relevant words in the Chapter Eighteen. Students may learn new vocabulary from chapter eighteen.

**IAIN**  
**PONOROGO**



Table 4.25

**CHAPTER NINETEEN (FOODS AND DRINKS/BEVERAGES)**

<b>Indonesian</b>	<b>English</b>
Bakso	Meatball
Hidangan	Dish
Kue	Cake
Makanan ringan	Snack
Mie	Noodle
Nasi	Rice
Singkong	Cassava
Jus	Juice
Air mineral	Mineral water
Pahit	Bitter
Manis	Sweet
Masam	Sour
Pedas	Spicy/hot
Sedap	Delicious
Panas	Hot
Dingin	Cold
Asin	Salty
Renyah	Crispy

In Chapter Nineteen, students have to learn and understand some words about Food and Beverages.

Table 4.26

**CHAPTER TWENTY (IN THE LIBRARY)**

<b>Indonesian</b>	<b>English</b>
Saya ingin meminjam buku	I want to borrow a book
Saya ingin mengembalikan buku	I want to return a book
Saya terlambat	I am late
Saya menghilangkan buku	I lose a book
Kartu anggota	Member card
Bahasa Inggris	English

Bahasa Indonesia	Indonesian
IPA	Science
IPS	Social Science
Matematika	Mathematics
Biologi	Biology
Fisika	Physics
Penjas	Physical education
Majalah	Magazine
Novel	Novel
Sejarah	History
Pustakawan	Librarian
Buka	Open
Tutup	Close

Chapter Twenty is the last chapter; its contents are about things in the library. Moreover, there are some common expressions in it such as expression of borrowing, expression of returning, and expression of losing something.

## 2. Factors that influence the implementation of Vocabulary Rehearsal

### Technique

There are two factors which influence the implementation of Vocabulary Rehearsal Technique. The first factor is from the student, According to Mrs. Siti Fathul Jannah, M. Pd:

“Some students only rehearse the phrases, vocabularies, and expressions so they do not really remember them. Only few students who are really remember and understand the materials within vocabulary book; for example, when they want to practice in the Bilingual Office, such as: asking for paper, printing their assignment, asking for permission, etc. Some students forget how to say, even though they have already rehearsed and memorized them.”<sup>64</sup>

<sup>64</sup> See more details in Appendices, code: 08/INT/II-1/2020

This factor negatively affects the implementation of vocabulary rehearsal technique. That is why, the teachers regularly encourage the students to speak using English at least in the Bilingual Office so they could familiarize with English vocabularies, words, phrase, and expressions.

Here are some responses of the students taken from four students of two different classes, each class volunteers are female and male students. Their responses towards the implementation of Vocabulary Rehearsal (Daily Vocabularies) are various. The researcher would like to present some students' responses collected from the interview.

According to Aldrin Arsyah Dinata as an Eight-grade "A" students of MTs Negeri 2 Ponorogo:

"By using Vocabulary Rehearsal Technique (Daily Vocabularies) I feel comfortable and fun in studying English. I also gain new vocabulary. However, it becomes little bit boring when I found difficult word. It may happen, because I rarely practice it at home."<sup>65</sup>

From the statement above, Aldrin has a good response to the implementation of Vocabulary Rehearsal or commonly called Daily Vocabularies technique. However, he seems struggled when encountering difficult word due to rare rehearsing at home.

According to Rika Hasnah who are the classmates of Aldrin

"The technique was nice and fun. I gain new vocabulary from practicing it at school and sometimes at home."<sup>66</sup>

Rika Hasnah also felt the advantage of the technique, but Rika did more practice than Aldrin. The Eight-grade "A" dominated by students with various characteristic in learning the technique. These two students may be influenced by the other students. Therefore, they slightly encouraged in improving the frequency of the daily vocabularies pocket book rehearsal.

<sup>65</sup> See more details in appendices code: 09/INT/II-3/2020

<sup>66</sup> See more details in Appendices, code: 10/INT/ II-3/2020

Different environment brought different response, According to Marchelino, an Eight-grade “B” students of MTs Negeri 2 Ponorogo:

“The pocket vocabularies book still had less word in it, and the cover is quite breakable. The content needs improvement like adding little grammars in it. Like my other friend, I know new vocabulary from the pocket book.”<sup>67</sup>

Marchelino’s response is interesting. He is quiet critical by criticizing the pocket books cover and the content. However, he might not realize that the teachers had included grammar in a form of concept.

According to Arrum Meysha A. the classmates of Marchelino:

“The materials are easy to learn and easy to memorize. I rehearse the material if the teachers told me so. In addition, I also rehearse in my leisure time.”<sup>68</sup>

Arrum is same with Rika; she also rehearses the materials at home. The difference is that Arrum felt that the materials are easy to learn. It happened for the materials may suitable with her learning style. The environment of Eight-grade “B” is dominated with high enthusiast students. Therefore, two students like Marchelino and Arrum encouraged learning English using the technique.

These four students of two different classes give various responses towards the vocabulary rehearsal (Daily Vocabularies) implementation and the materials within. Most of them imply that this technique improve their knowledge especially in vocabulary. However, not all students encouraged to rehearse the pocket vocabulary regularly. The teachers usually encourage and support the students who have low will or interest of rehearsing the materials, if this method does not work the teachers ask the students’ classmate to encourage them.

From responses described above, can be concluded that one student could increase the encouragement of another student in improving the frequency of the

<sup>67</sup> See more details in Appendices, code: 11/INT/ II-3/2020

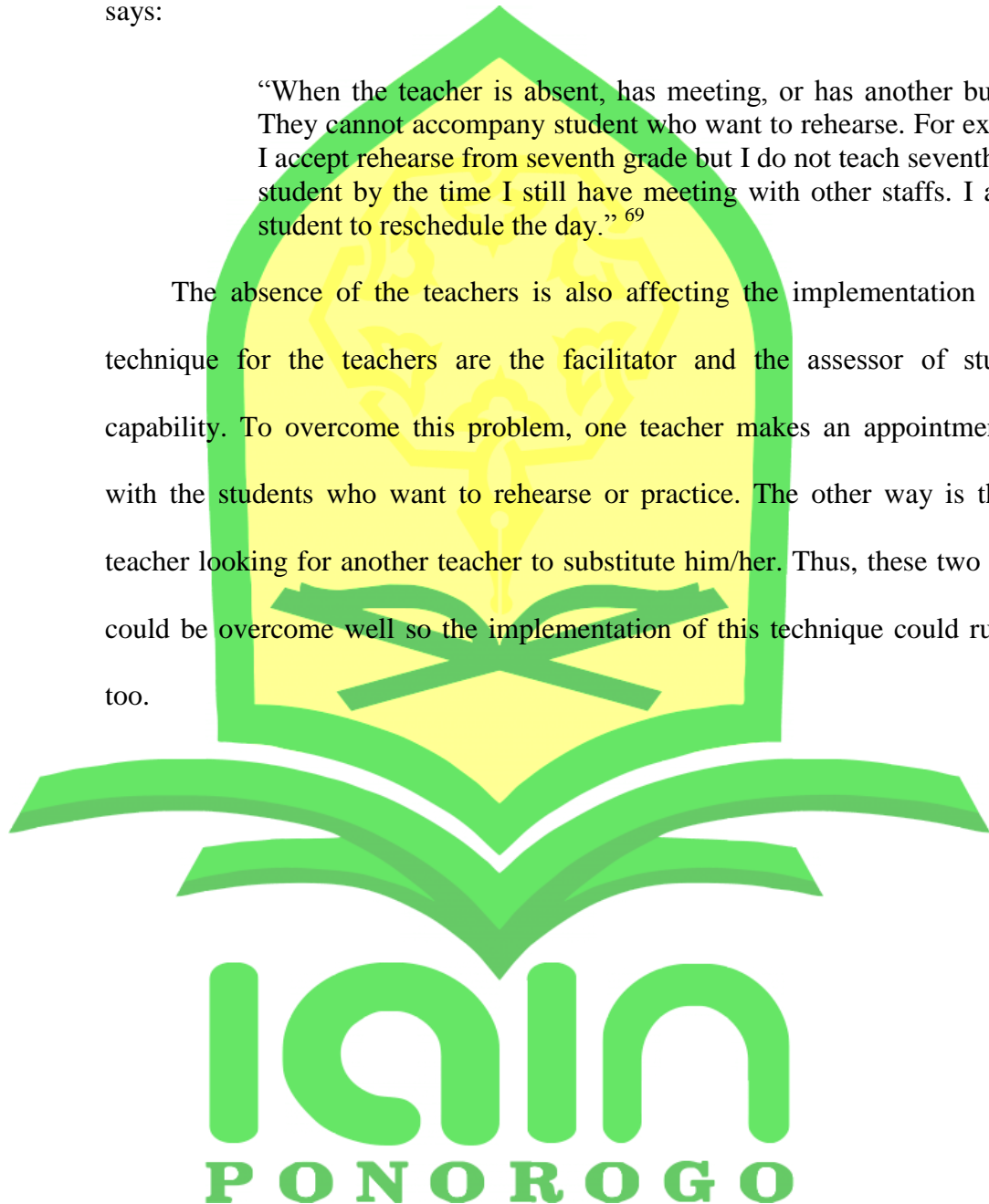
<sup>68</sup> See more details in Appendices, code: 12/INT/ II-3/2020

rehearsal or the opposite. Therefore, teachers' surveillance towards students is a must in order to keep the technique running well.

While, the second factor is from the teacher. Mrs. Siti Fathul Jannah, M. Pd says:

“When the teacher is absent, has meeting, or has another business. They cannot accompany student who want to rehearse. For example, I accept rehearse from seventh grade but I do not teach seventh grade student by the time I still have meeting with other staffs. I ask the student to reschedule the day.”<sup>69</sup>

The absence of the teachers is also affecting the implementation of this technique for the teachers are the facilitator and the assessor of students' capability. To overcome this problem, one teacher makes an appointment first with the students who want to rehearse or practice. The other way is that the teacher looking for another teacher to substitute him/her. Thus, these two factors could be overcome well so the implementation of this technique could run well too.



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<sup>69</sup> See more details in Appendices, code: 08/INT/II-1/2020

## CHAPTER V

### DISCUSSIONS

This chapter presents the discussions of the findings in the previous chapter. Within this chapter, there are some explanations of the findings in which answer the statement of problems in the Chapter One.

#### **A. An analysis of Vocabulary Rehearsal Technique (Daily Vocabularies) application in English learning and teaching process of Eight-grade Bilingual Class**

The bilingual program teachers of MTS N 2 Ponorogo have various techniques to teach English. Vocabulary Rehearsal Technique (Daily Vocabularies) is one of them. In researching the Vocabulary Rehearsal Technique the researcher found that the procedures of Vocabulary Rehearsal Technique (Daily Vocabularies) implementation are divided into three steps. The first step is preparation, followed by implementation, and the last is evaluation.

In the preparation step, the Bilingual Program Teachers created the materials and contents of pocket vocabulary book. The contents and materials are not only about vocabulary or words, but also phrases, expressions, and sentences. These various materials still divided into twenty chapters. The teachers realized that these twenty chapters are too difficult for the students to rehearse them at once. Thus, the teachers decided to split the materials. The first-ten materials rehearsed in the odd semester, while the second ten materials rehearsed in the even semester. This pocket vocabulary becomes guidance for the students in learning vocabulary.

Ellis and Tomlinson described two types of vocabulary in Akar Nurgun's book entitled "*Teaching Vocabulary Bridging the Gap between Theory and Practice*":

1. Passive or Receptive vocabulary

Learners' passive vocabulary consists of the total number of lexical items which they are able to understand correctly, and that is one of the teachers' aim to increase

gradually the amount of the learners' passive vocabulary so that they can eventually read understand ungraded books and can listen with understanding to people speaking on a wide range of topics. To increase the learners' passive vocabulary, the teachers must present new lexical items in such a contextualized and meaningful way that they are understood and will be remembered when heard or read again.

## 2. Active or Productive vocabulary

Learners' active vocabulary consists of the total number of lexical items which he can accurately use in speech and writing. Learners' passive vocabulary will always be larger than this active vocabulary as they will have heard or read items which they will never need to use, and they will be able to understand approximately many items which they cannot use with any degree of accuracy.<sup>70</sup>

The researcher found the correlation between the findings and the theory from Akar Nurgun's book is closely related for the teachers of Bilingual program realizes and implement the elements within the theory. Hence, the bilingual program teachers decided to choose the rehearsal technique since it practically effective in enhancing the students' English skill as well as increasing their vocabulary recognition.

The implementation step of vocabulary rehearsal formed into rehearsing session of the printed Daily Vocabularies book. Students of Eight-grades Bilingual Program at MTs Negeri 2 Ponorogo are obliged to rehearse and understand the materials within the book. Students have various way of rehearsing the materials such as rehearsing them in front of mirror and reading the book repeatedly. After rehearsing at least a chapter within pocket book, students ought to recite the materials within pocket vocabularies in front of the teacher.

The evaluation is the last steps of Vocabulary Rehearsal Technique (Daily Vocabularies). In observation on Friday, 31 January 2020 showed that the teachers evaluated the students by clarifying and confirming whether the students were truly understand each materials within the

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<sup>70</sup> Akar Nurgun, *Teaching Vocabulary Bridging the Gap between Theory and Practice*, (Turkey: Özel Eğitim Hizmetleri Yayıncılık ve Danışmanlık Tic. Ltd. Şti., 2010). 17

book or only memorize it. Besides, the teachers obligate the students to use English in the Bilingual office. By using this way, the teachers know the students' progress after rehearsing the materials.

The following related research becomes the theoretical source of the researcher. It is the research from two researcher from Islamic Azad University, Iran named Touran Ahour and Sepideh Berenji entitled "A Comparative Study of Rehearsal and Loci Methods in Learning Vocabulary" in their paper explained that rehearsal is storing the information within memory by repeating it regularly. In their research said that information would be transferred to the long term memory through rehearsal. There are two types of rehearsal; *maintenance rehearsal* and *elaborative rehearsal*. *Maintenance rehearsal* is just repeating information through regular rehearsing. While, *elaborative rehearsal* provided a connection between new information and some existing information. This kind of rehearsal resulted in storing information into long term memory.<sup>71</sup>

From the first and the second theory the teachers of bilingual Program are adopting as well as adapting the theory. This could be concluded that the implementation of Vocabulary Rehearsal Technique in the MTs Negeri 2 Ponorogo was taking from some theories and not merely an invention. Then the teachers of Bilingual Program innovates the theories to be more related to the students so that they can understand the materials of the technique clearly and easily.




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<sup>71</sup> Touran, Sepideh Berenji, "A Comparative Study of Rehearsal and Loci Methods in Learning Vocabulary in EFL Context," *Islamic Azad University Publication*, (2015). Vol. 5, 1453



## **B. An Analysis of Factors influencing The Implementations of Vocabulary Rehearsal Technique in Eight-grade Bilingual Class at MTs N 2 Ponorogo**

The foundation of Vocabulary Rehearsal Technique or Daily Vocabularies is based on Bilingual Program Teachers' objective that demands the students to use English regularly. Teachers of Bilingual Program at MTs Negeri 2 Ponorogo developed a Vocabulary Rehearsal Technique which is easily-learned for students in their daily life. Hopefully, this technique could support and help the students in acquiring English Vocabularies.

In addition, the goal of implementing this technique is to strengthen the students' vocabulary knowledge, as shown in the interview with Mrs. Siti Fathul Jannah on Saturday, 7 December 2019. She said that this technique invented in order to strengthen the students' English Vocabularies. Besides, the students hopefully have basic knowledge of English vocabularies orally or written. The goal of the vocabulary rehearsal technique explained above is supported by two experts, as follows:

Stuart Webb and Paul Nations described that word are likely a piece of puzzle. They are the prime aspect to listening, speaking, reading and writing. People who cannot make words needed in order to deliver their intended meaning; therefore they cannot make themselves understood. It is same as people who do not know some words in life; therefore the may not be able to understand written or oral language.<sup>72</sup>

Thus, words are very important for they are the central or core of language building. That is why The Bilingual Program Teachers of MTs N 2 Ponorogo focus on building the students' central or core for English language. The effort of building the students' English language core supported by another statement from Scrinever quoted by Elfrieda H. Hiebert which said that:

Vocabulary is a superior carrier of meaning than grammar since we could get message directly with vocabulary out of grammar. We are able to communicate as long as we used the necessary words within our grammar.<sup>73</sup>

From those two statements of expert, teachers of Bilingual Program are aware to the importance of vocabulary in English Language. Therefore, teachers prioritize the vocabulary

<sup>72</sup> Stuart Webb, Paul Nation, *How Vocabulary is Learned*, (United Kingdom: Oxford University Press, 2017), 19

<sup>73</sup> Elfrieda H. Hiebert, Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (New Jersey: Lawrence Erlbaum Associates, Inc., 2005), 3.

rehearsal teaching, so that the student\*ts have lots vocabularies to acquire. With lots of vocabularies, students prepared to learn four English skills at ease for they have learned the central or the core of English. So, it can be concluded that the teachers' efforts of building students' language core and teaching vocabulary as priority become foundation factor in implementing the Vocabulary Rehearsal Technique.

Based on the interviews with four students from two different classes on Monday, February 3<sup>rd</sup> 2020, The Vocabulary Rehearsal Technique or Daily Vocabularies made them fun and comfortable in learning English. The advantages which felt by the students are learning new vocabulary, word, and expressions within the pocket books.

The researcher, on the other hand found other factors that affect the implementation of the technique. Most students in the bilingual class are still using maintenance rehearsal; it is proven in observation on Friday, 31 January 2020. This type of rehearsal took more time for the materials retainment in the students mind. Students rehearsed a day or two day before they wanted to practice in front of the teacher which proven in the interview on Monday, 3 February 2020. In addition, students tend to memorize the vocabularies rather than understand them.

From the teacher's perspective in the interview on Saturday, 1 February 2020 described that not all students implement or applicate the technique; they rarely rehearse the material within the book. There is also a student who rehearses the materials few minutes before practicing it in front of the teachers. Rehearsing the materials with minimum time may inhibit the retention of vocabulary in the long term memory. Thus, they felt struggled when they wanted to practice English.

In the rehearsing session, students and teachers encounter some problems. The students sometimes difficult to find the teacher when they wanted to rehearse the vocabularies, this happened due to the teachers business such as meeting with school officers, another business out of town, and MGMP (Musyawarah Guru Mata Pelajaran). To overcome the problem, teacher

makes an appointment before the students want to rehearse or the teacher asks for help to another teacher, while the teachers are difficult to handle the amount of students.

The peer-rehearsal mentioned above emerges from problem encountered by the teachers so teachers have to find another way to overcome the problem. The teachers choose one student to oversee, and observe the rehearsing student. This peer-rehearsal method is effective in handling many students which wanted to rehearse. The application of Vocabulary Rehearsal Technique was running well, even though the problems may still exist but the Bilingual Team could find the solution of the problem. Innovative teaching technique is needed in teaching English especially for students, since an innovative teaching technique bring different atmosphere for students. By using innovative technique students feel more enthusiasts, and joy in learning English.



## CHAPTER VI

### CLOSING

In this chapter, the researcher presents some conclusions and suggestions from the analyzed data of this research. Hopefully, both conclusions and suggestions could support the development of the related vocabulary teaching technique.

#### A. Conclusions

##### 1. Vocabulary Rehearsal Technique (Daily Vocabularies) application in teaching and learning process

The result of this research is the teachers of Bilingual Program at MTs Negeri 2 Ponorogo found a vocabulary rehearsal technique in teaching English to their students. Teachers then named it as Daily Vocabularies. There were three steps of vocabulary rehearsal technique or Daily Vocabularies implementation.

First is the preparation step, the teachers of Bilingual Program provided pocket books for each student from seventh-grades to ninth-grade. The students have to rehearse and memorize this pocket vocabulary book.

Second step was the rehearsal session. In this session, the students have to present the memorized words, phrases, and expressions that are written in the pocket vocabulary book. The students ought to present or speak the vocabularies within book loudly in front of the teachers.

The last step was the evaluation step. In this step, the teachers evaluate students' memorization of vocabularies within pocket book by asking them to speak up the vocabularies loudly. The place of evaluation step usually took place at Bilingual Office or Classroom. The teachers clarified and confirmed every aspect of the vocabularies

including pronunciation, spelling, and writing after students have done their rehearsing session especially in the Bilingual Program.

## **2. The Factors which influence The Applications of Vocabulary Rehearsal Technique**

The reason of using this technique is that Bilingual Program rule for the students to use either English or Arabic as the daily language. However, in this research only focused on English only. This technique meant to make learning English easily and to enrich students' Vocabularies. The enrichment of students' Vocabularies done by the teachers became a foundation of Vocabulary Rehearsal technique implementation.

Factors such as students' frequency of rehearsal, the teachers' attendance, students' encouragement were affecting the implementation of vocabulary rehearsal technique. Most students were rarely rehearse the materials in which made them hard to memorize or even understand the vocabularies. Besides, some students were rehearsing the materials given in the same day of rehearsal submission. Therefore, the teachers encouraged them to rehearse more often so that the materials could retain in their long-term memory.

The students had problem when they wanted to submit their vocabulary memorization in front of the teachers. The teachers sometimes had another business so that they could not follow up the students to accomplish the target of rehearsal. Teachers overcame this problem by making appointment a day before students wanted to submit their vocabulary.

## **B. Suggestions**

### **1. For the teacher**

This research hopefully gives more information about interesting and creative teaching techniques of English lesson. Moreover, the teacher could adapt recently updated teaching techniques or even invent the new one.

### **2. For the students**

The result of this research could give contribution to students' knowledge about teaching and learning technique in English Subject, particularly on Vocabulary Learning. So, they can understand that studying English is not only focused on learning grammar but also focused on learning vocabulary.

### **3. For the next researchers**

This research hopefully becomes a reference and a starting point for the next researchers. This research of Vocabulary Rehearsal Technique could inspire the next researcher to search similar or more interesting technique especially in English language teaching.

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