

## TEACHING TECHNIQUES OF ENGLISH (ISLAMIC) VOCABULARY FOR HADITH STUDENTS IN STAIN MANDAILING NATAL

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### **Abstract**

*The purpose of this study was to describe the types of technique used by lecturer in teaching English Islamic vocabulary and to know the reasons of technique used by lecturer in teaching English Islamic vocabulary in 2021/2022 academic year in 1<sup>st</sup> semester. The study used descriptive qualitative research. The data obtained to answer the types of techniques was based on observation and the data to answer the reasons of techniques was interview transcription. Data were analyzed by data reduction, data display and data verification. The data from the observations were analyzed and the data from the interviews were transcribed. The results was there are three types of techniques used by lecturer in teaching English Islamic vocabulary. They are visual technique (using picture), verbal technique (meaning definition, translation, and memorization), and technique of teaching (repetition drill). There are some reasons used by lecturer in teaching English Islamic vocabulary among them are saving time, to make student happy and not bored, gives long term memory retention to the learners etc.*

**Keywords:** *teaching techniques, Hadith students, English Islamic vocabulary*

### **INTRODUCTION**

Vocabulary concerns with words and words meaning. It is the basic element of learning languages, including English as the foreign language. According to Cameron (2011), "In acquiring a language, vocabulary, as one of the knowledge areas in language, plays a great role for learners .Learner's vocabulary development is an important aspect of their language development".

According to Irfan (2017), "To master English language, students need a lot of vocabulary. In communication vocabulary is a part of the sentence. The students need vocabulary to expand their knowledge in English communication. It means that if students want to communicate with others or use the language effectively they should have many stock of words of the language". Students cannot communicate with others if they do not have enough stock of words. Besides, students cannot use the language if they do not know the words of the language itself.

The students usually find as difficult to memorize, apply or improve their vocabulary. There are some reasons why the students face difficulty in mastering the vocabulary of English language. One of the reasons is the problem in teaching and learning process. Many students still use traditional methods to learn English

vocabulary, such as rote memorization, learning new words through teachers' explicit instruction, reciting from word lists, and so forth. Moreover, most English teachers in schools, colleges, and institutes still employ traditional strategies to teach vocabulary, such as giving list of English words with their equivalents in native language, letting students recite new words, writing sentences with target vocabularies, explaining the meaning of vocabulary in native language, repeating vocabulary, and making students do plenty of vocabulary exercises

In teaching vocabulary, teacher's involvement is very important. Teacher has a great role to support teaching and learning process. In addition, a teacher has to design teaching and learning strategy effectively and efficiently to improve students' motivation so that they become active in the class. According to Nilawati (2009), "Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills: speaking, writing, listening and reading. The vocabulary will make the students practice life will strengthen belief that English can be used to express the some ideas of feeling they express in their native language".

To solve these problems, English teachers, of course, have to provide practical techniques on teaching vocabulary that the students are able to develop their learning of new words independently. According to Sorta (2018), "Teaching vocabulary is more than just presenting and describing new words. Thus, to introduce new vocabulary, teachers need various ways or techniques to assist the students to acquire vocabulary effect". In other word, particular techniques are needed to direct students to expand their vocabulary. Teaching techniques emphasize the ways the teacher deliver the lesson to the students.

According to Muslimah (2018), "Technique is classroom practices done by the teacher when presenting a language program". This is the way the classroom activities are integrated into lessons and used as the basis for teaching and learning. The teacher can improve students' vocabulary mastery with using techniques appropriate with the condition in the class. The teacher should gain their knowledge about various techniques in teaching vocabulary skill which appropriate the students' characteristic and learning style.

Commonly, there are several techniques concerning the teaching of vocabulary. The techniques of presenting vocabulary which can be applied in classroom are as follows:

### 1. Visual Techniques

They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable (Gairns & Redman, 1986). Visual techniques can be divided into four parts, among those are:

- a. Using the real objects is associated with the use of things or real objects to teach vocabulary regarding to the contexts. For example, the teacher brings some of real objects like foods when he teach the students vocabulary of foods.
- b. Using pictures. Pictures can be used to develop students' understanding of a particular concept or word. Pictures can also be used in printable worksheets and flashcards, where pictures are matched to the word they represent.
- c. Using drawings. It is an easy and quick technique of introducing vocabulary to the learners. Drawings can be used to explain the meaning of things, actions, qualities, and relations.
- d. Using flashcards, this is the other way to convey the word form and its meaning through cards within pictures or words which is made by the teacher.

### 2. Verbal Techniques.

According to Maria *et al* (1990), "Verbal techniques into three parts, among those are:

- a. Meaning definition, to define a word means to show or explain the meaning. Presented by meaning definition, students may be more cognitively engaged because they do mental work a little harder to understand a word meaning.
- b. Explaining, this technique is done by teacher explaining the words to the learners.
- c. Translation, is a quick and easy way to present the meaning of words. Thus, it can save time of the teaching and learning process. The use of mother tongue is helpful for both teachers and the students in acquiring the meaning of words.
- d. Memorization

### 3. Techniques of Practice

This technique involves classroom review of the previously introduced vocabulary as well as homework.

a. Vocabulary games. This technique has shown the advantages in learning vocabulary in various ways. First, games are fun for the learners and help them in retaining the words easily. Second, games usually involve friendly competition and they keep learners interested and enjoyed.

b. Repetition Drill. Students repeat what the teacher utters as quickly as possible and the teachers are not allowed to do mistakes because the teacher is a model or example for the students.

This study attempts to seek out the teaching technique of lecturers teach English Islamic vocabulary for Hadith students. In Hadith curriculum, English subjects are taught from 1<sup>st</sup> semester until 5<sup>th</sup> semester. For 1<sup>st</sup> and 2<sup>nd</sup> semester focus on English for Islamic studies, while 3<sup>rd</sup> semester is TOEFL subject. Then, 4<sup>th</sup> and 5<sup>th</sup> semester are Conversation Subject. At the each semester, lecturers might teach vocabularies which relate to the topic be taught. However, this study focused on English Islamic Vocabulary so the researchers took the 1<sup>st</sup> semester lecturer as subject as the research. Due to this phenomenon, it is important to find out what technique used by lecturers in teaching Islamic vocabularies.

This study has two reasons of conducting research. The first is to describe the types of technique used by lecturer in teaching English Islamic vocabulary. The second is to know the reasons of technique used by lecturer in teaching English Islamic vocabulary in 2021/2022 academic year in 1<sup>st</sup> semester.

## **METHODOLOGY**

This study used descriptive qualitative method. The instruments to collect the data were observation and interview. Observation was used to obtain the types of technique used by lecturer in teaching English Islamic Vocabulary. Observation was conducted in 1<sup>st</sup> and 5<sup>th</sup> semester classes when lecturers taught vocabulary in classroom. The checklists of techniques were provided to facilitate researchers in identifying the types.

Interview was done to obtain the reasons of technique used by lecturer in teaching English Islamic vocabulary. Researcher asked several question which developed from questionnaire. Interview sheet consists of 5 questions. The interviews were recorded in order to avoid missing or losing the important information from the interviewees.

Data were analyzed by data reduction, data display and data verification. The data from the observations were analyzed and the data from the interviews were transcribed.

## RESULT/FINDINGS

This study was aimed to describe the types of technique used by lecturer in teaching Islamic vocabulary and to find out the reasons of technique used by lecturer in teaching English Islamic vocabulary. Based on the observation, there are some techniques used by lecturer. They are as follows:

### 1. The Types of Techniques Used by Lecturer in Teaching English Islamic Vocabulary

Table 1. Types of Technique

No.	Types of Technique	Observation				
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
1.	1. Visual technique					
	a. Using Real Object					
	b. Using Picture		√			
	c. Using Drawing					
2.	2. Verbal technique					
	a. Meaning definition	√				√
	b. Translation		√			√
	c. Explaining					
3.	d. Memorization		√	√		√
	3. Technique of Practice					
	a. Vocabulary games					
	b. Repetition drill		√			√

From the table above, it can be seen that visual technique used by lecturer was using picture. This happened in the first observation. The picture displayed some pictures such as mosque, hijab, Holly books, etc. After showing them, the lecturer asked students to write sentences based on the pictures.

Verbal techniques used by lecturer were meaning definition, translation, and memorization. From the table, it can be seen that lecturer combined more than one technique in the 1<sup>st</sup> meeting that was meaning definition and memorization. Lecturer introduced new vocabularies by meaning definition. Lecturer explained them by showing the meaning in simple English, using words that were within the students' current range. After that, the students were asked to memorize the vocabularies.

Translation technique was also used in the second and fourth observation. It used when students learned reading texts. To comprehend about the content of the text, lecturer translated some difficult words, phrases or even sentences. Besides that, the

lecturer also help students to translate the question given based on the text. Memorization technique was used three times. Memorization helps the student in remembering new word easily and increase the ability of brain work and to develop student's ability in memorizing. Explanation technique was not used by lecturer.

The third type was technique of practice. Techniques used were repetition drill. Repetition drill help the student in increase confident and the strengthen connection of the brain work and to increase pronunciation skill. Repetition drill was combined with memorization and translation.

## **2. The Reasons of Technique Used by Lecturer in Teaching English Islamic Vocabulary**

Table 2. The Reasons of Technique Used by Lecturer

Technique	Reasons
1. Visual technique	
a. Using Picture	1. To make student happy and not bored 2. It is interesting for them
2. Verbal technique	
a. Meaning definition	1. It can help the students understand the word meaning 2. It acts out as a short route
b. Translation	1. It can save time 2. It acts out as a short route
c. Memorization	1. It makes the students become accustomed to the word form 2. It gives long term memory retention to the learners
3. Technique of Practice	
a. Repetition Drill	1. It maximizes students speaking opportunities 2. It can help the students able to memorize the new vocabulary

It can be seen that the teacher had several different reasons in employing techniques in presenting vocabulary. However, there are some techniques which have the same reason. Those give long term memory retention to the learners and act as a short route.

## **DISCUSSION**

The findings revealed that the technique used by the teacher is divided into three types: 1) Visual technique (using picture), 2) Verbal technique (meaning definition, translation, and memorization), 3) technique of practice (repetition drill). These tree techniques are used by the lecturer in teaching vocabulary to the first semester students. Each technique helps the students in learning vocabulary (the words form and words

meaning) and also they learn how to pronounce the words. Visual technique helps the students in associating the words form and the meaning easily and also give the positive response from students in learning vocabulary.

In meaning definition techniques, the students are given a description of something in simple English. This kind of technique helps the students in connecting the description into the word form. While translation technique give a quick time to learn vocabulary where lecturer directly translate the words to their first language or Indonesian language. Memorization, this technique is to help the student in remembering new word easily and increase the ability of brain work and to develop student's ability in memorizing.

For the techniques of practice, the lecturer never use games but more in repetition drill. The repetition techniques helps the students in practicing the vocabulary they have learned. The lecturer often asks the students to repeat after her when the lecturer heard that the students pronounce the word improperly. This technique get the students learn not only the vocabulary but also the pronunciation of the word.

## **CONCLUSION**

Based on the results of the research and discussion described in the previous section, it can be concluded that:

1. There are three types of techniques used by lecturer in teaching English Islamic vocabulary. They are visual technique (using picture), verbal technique (meaning definition, translation, and memorization), and technique of teaching (repetition drill).
2. There are some reasons used by lecturer in teaching English Islamic vocabulary among them are saving time, to make student happy and not bored, gives long term memory retention to the learners etc.

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