The Implementation of Vocabulary Teaching Technique at Darawittaya Islamic Boarding School in Thailand

Nisurainee Yanamaneng[1*], Imam Wahyudi Karimullah [2], Mutmainnah Mustofa [3]
[1] Faculty of English Education Department, Indonesia
[2] Faculty of English Education Department, Indonesia
[3] Faculty of English Education Department, Indonesia
Corresponding author's email: nisuraineey170@gmail.com

Abstract
Vocabulary teaching techniques are beneficial for learning English because it is one of the key processes in mastering the four skills. The researcher focused on teaching vocabulary by using techniques such as beginner, intermediate and advanced techniques at Darawittaya Islamic Boarding School in Thailand, to learn how the process of vocabulary technique was implemented by the teacher. The design of this study is qualitative methods with the aim to identify the vocabulary technique implemented in Darawittaya Islamic Boarding School in Thailand. The study is divided into two parts: vocabulary lesson (after sunrise) and review (before bed). To collect data, the researchers conducted observations, interviews, and records. In this study researcher using an open-ended approach to the observation, the researcher observes the study subject and location. This type uses non-participants where the researcher just came and recorded the learning. The Researchers used open-ended questions and recorded interviews. The teaching techniques used at Darawittaya Islamic Boarding School, such as showing the meaning of words, using real objects, using commands and demonstrations by beginner technique, using simple English to show the meaning of words, seeing a word in a sentence, and the value of games for vocabulary learning by intermediate technique.

Keywords: *implementation; technique in teaching; vocabulary technique*

INTRODUCTION

Learning vocabulary involves structure, sound systems, and spelling. According to Nam (2018), the vocabulary in ESL is very supportive of the 4 language skills, and a big obstacle to language improvement is the lack of vocabulary. The teachers' ability to implement several methods and techniques can influence students' vocabulary development. Abduramanova (2020) said that with many learning techniques in teaching vocabulary, it would certainly provide many advantages for students, especially how to choose a technique according to the students' psychology. Learning vocabulary is a huge cage that learners will face in their studies. Language learning as a cage prioritizes all skills,

especially vocabulary learning. Nothing can be learned without grammar, but nothing can be taught without vocabulary (Wilkins, 1972).

Teaching students to understand vocabulary is difficult. Because each student's ability is different, the teacher should spend more energy to explain the meaning of the word. Their different characteristics become the primary consideration for the subject to process them differently. Teachers play an important role in developing students' vocabulary. It should include factors such as teaching methods, strategies, skills, and materials so that the teacher can teach the materials well according to the characteristics of the students. A good method is useless in the hands of a teacher who does not know how to use it, and a good teacher will not be effective if the teacher uses an inappropriate method (Evan and Lang, 2006). In observations made by researchers at the Darawittaya Islamic Boarding School in Thailand, students' vocabulary improved as teachers used different techniques in each lesson. Teachers use different techniques and strategies and students have the ability to learn vocabulary.

According to Alibekova (2018), vocabulary is one of the first stages that must be learned to master language, more than other components, because it is pointless for someone to be intelligent in wording but not in vocabulary. However, foreign teachers are more concerned with teaching grammar than vocabulary. This is due to the limited language system and the unlimited vocabulary (Sheehan, 2004). Vocabulary strongly supports the four macro language skills of students, and the biggest obstacle for ESL students is the limited vocabulary.

One of the goals of learning English is to improve our oral and written communication skills, and one of the communication tools is to master vocabulary (Aziz & Dewi, 2019). As stated by Aziz (2019), vocabulary is central to language because without sufficient vocabulary, students cannot understand others or express ideas. Vocabularies are often presented in several types (Lepola, Lynch, Laakkonen, Silven, & Niemi, 2012). According to Allen (1983). Vocabulary types are divided into six categories: active voice, passive voice, antonyms, synonyms, homophones and homographs.

According to Allen (1983), the technique of teaching vocabulary is divided into Beginner, Intermediate, and Advanced; this is agreed upon by several researchers, such as Xiaomei, 2020; Abduramanova, 2020; and Shahnaei, 2021. Vocabulary teaching technique is a strategy used by the teacher to familiarize students about the word in the use of language and communication skill. Vocabulary is a paramount thing that should be mastered by the students to gain good language competences. In teaching vocabulary, the teacher in Darawittaya Islamic Boarding School used some techniques in teaching vocabulary such as: beginner, intermediate, advance.

Moreover, vocabulary teaching techniques in public schools do not use this technique much in teaching vocabulary outside the classroom. Therefore, Darawittaya Islamic Boarding School has tried this program with ninth and tenth grade students to organize the learning process for better student quality. Have tried this program with ninth and tenth grade students to organize the learning process for better student quality. Teachers believe that this learning approach can develop students' love, skills, and knowledge. Teachers have developed the above techniques into vocabulary teaching materials as well as educational techniques for teaching vocabulary because students are

more interested in learning vocabulary when it is easy to understand. They use flashcards, a speaker, and an Oxford dictionary for the learning process. According to Akramy's research (2022), it proves that the more techniques applied in the vocabulary learning process, the more effective it is. On the other hand, the use of games and visual aids can add value to the learning process and other research According Syafrizal's research (2018), titled "Where the Research Was Held at the Daar el-Qolam Islamic Boarding School." The techniques used in this research are translation, memorization, playing games and singing a song. Current lit review The previous review focused on public schools, while here I see that in Darawitta Islamic Boarding School the learning characteristics are like this, the research model at other schools is different from that at Darawitta Islamic Boarding School, and this strategy of holding three levels has never existed at other schools. So that students can catch what the teacher has taught in class according to the ability of each student.

Based on the discussion above, it is important to create learning techniques in the form of educational vocabulary to facilitate the learning process of students with concept learning with the title "The implementation of vocabulary teaching technique at Darawittaya Islamic Boarding School in Thailand."

LITERATURE REVIEW

vocabulary

Vocabulary is the first thing that learners must learn. It will help the learner in learning the English language well, and vocabulary is a stock of words that are at the disposal of speakers or writers. A vocabulary is a list or collection of words arranged in alphabetical order and explained in a dictionary or lexicon, either of a whole language, a single work or author, a branch of science, or a wordbook. Vocabulary, according to the Oxford learner's pocket, is all the words in a language or a list of words with their meanings.

According to Alibekova (2018), vocabulary is one of the first stages that must be learned to master language, more than other components, because it is pointless for someone to be intelligent in wording but not in vocabulary. However, foreign teachers are more concerned with teaching grammar than vocabulary. This is due to the limited language system and the unlimited vocabulary (Sheehan, 2004). Vocabulary strongly supports the four macro language skills of students, therefore, the teachers at Darawittaya Islamic Boarding school have many technique for teaching vocabulary for improve the students in class, according to based on the results of Akramy's research (2022), it proves that the more techniques applied in the vocabulary learning process, the more effective it is. On the other hand, the use of games and visual aids can add value to the learning process. For example, the use of visual aids such as images Other research, such as Rahmadhani's (2015), states that research techniques for young learners are divided into three categories: presenting new words, using flashcards, and miming. This technique is most often used for vocabulary learning for young learners. Another previous study was taken from Shanaei (2021) the results after the teachers used pictures for drawing pictures were undeniably effective in the process of word acquisition. According Syafrizal's research (2018), titled "Where the Research Was Held at the Daar el-Qolam Islamic Boarding School."

Linse (2005) argued that the students' vocabulary improvement is the foremost aspect of their language development. It is important because mastery of vocabulary affects the four skills (listening, speaking, reading, and writing). So, the students must learn a thousand words that English speakers and English writers use. For many years, programs preparing language teachers paid little attention to teaching techniques for helping students learn vocabulary.

The techniques used in this research are translation, memorization, playing games and singing a song. There are picture, real things, and video for the media.Moreover, other research Alqahtani (2015) Teaching vocabulary using mime, expressions, and gestures It is used to indicate the meaning of a word found in a reading passage, but it is also used in speaking activities because it is primarily concerned with communication. and the result by Alibekova (2018) Students can learn important words so that they can simply memorize words in their vocabulary. Here are five engaging ways to make sure your student effectively learns new vocabulary, such as great a word map, music for memorization, root words, personalized lists, and use context clues: teaching vocabulary through contextual cues develops critical thinking skills, helps them make connections with words, and ultimately helps them remember their meanings.

Teaching Technique
The activity of the teacher in determining how to transfer knowledge or science and its technique is known as teaching. Based on Oxford, "technique" is a way of doing something, and the term "technique" was introduced and defined, but it was noted in passing that some other commonly used terms are considered by some to be virtually synonymous; these other terms include task, activity, procedure, practice, behavior, exercise, and even strategy. With the potential for confusion arising from multiple terms, you will no doubt find it helpful to do some clarifying. Bear in mind, however, that experts in the field may have slightly differing points of view about the working definitions provided. Then teaching technique is a method of changing science.

Vocabulary Teaching Technique
Vocabulary teaching technique is a strategy used by the teacher to familiarize students about the word in the use of language and communication skill. Vocabulary is a paramount thing that should be mastered by the students to gain good language competences. In the teaching vocabulary, the teacher in *DARAWITTAYA ISLAMIC BOARDING SCHOOL* was used some of techniques in teaching vocabulary such as:

Beginners
In this technique the teacher shows the meaning of the words to each student where meanings are shown in the students mother tongue. In such books, the English word appears, then the word in the student's language. In translation, the provided after reading aloud each English word. In some classes for beginners, teacher use all three ways to show the vocabulary:

-Picture
-Explanation in the students own language
-Definition in simple English, using vocabulary that the students already know.
The teacher also uses real objects for vocabulary teaching for helping students understand the meaning of words, the teacher often says that a picture is useful, it is enough to be seen by all members of the classes. The teacher commands the students useful vocabulary when the teacher asks to respond physically to oral commands with the new words. The last technique for beginners is demonstrating an action as the best way of teaching the meaning of many verbs.

Intermediate
In the intermediate, the teachers use many of the same kinds of words. But the participants involved in the implementation of these techniques are randomly between nine grade of junior high school students and teen grade of senior high school students. The teacher uses simple words of English to show the meaning of words, the teacher takes the word parent, for example. The meaning of parent can be made clear to students who already know the words person, mother, and father. We can put parents into defining sentences like "A parent is a person's mother and father, notice that it is the teacher, not students who provide the defining sentence.

The teacher also uses the value of seeing a new word in a sentence. In the intermediate level, a learner's dictionary can show teachers how to explain new words by means of the English words the students are most likely to know. Furthermore, dictionaries usually give helpful example sentences in additional definitions. For the last intermediate techniques of intermediate, the teacher uses the value of games for vocabulary learning. In this case, the teacher commands students to play game-like activities for vocabulary. One such activity has just been described. In recommending games for vocabulary learning, the aim has not been to suggest pleasant ways of passing time.

Advance
In advance, the teacher uses: 1) dictionaries as passports to independence for English as a second language, it is realistic to assume that the one most commonly used is the two-language dictionary. Darawittaya Islamic boarding school employs Students can use a Thai-English dictionary to insert the vocabulary into the sentence. 2) The teacher also uses a bilingual dictionary to divide the grammatical function of vocabulary. In advance of class, students and teacher should look together at a sentence with these questions in mind:

-Which nouns in this sentence may also be used as verbs?
-Which of the verbs may also be used as nouns?

It is useful for students to know which of the words they have learned as verbs may also function as nouns without any change of form—to know that one can say, for example, "That is my hope" as well as "I hope so." To learn a new function for a word one already knows is to expand one's vocabulary in an efficient way.

METHOD

This research used a qualitative method. The researcher used the qualitative method in this study to learn about the techniques' teaching vocabulary in teaching English. Qualitative methods are used to discover and comprehend what lies beneath phenomena that are sometimes difficult to comprehend satisfactorily (Rahmat, 2009). The study aims to identify and describe the vocabulary teaching technique implemented at Darawittaya Islamic Boarding School in Thailand. to obtain an accurate result.

There are two categories in undertaking the research as the research participant such as: participant observer, and nonparticipant observer

Participant Observer

A participant observer is a role that the researcher takes on when they participate in activities in the setting they observe. It means that the researcher has to follow the program in the class, which will make it difficult for the researcher.

Nonparticipant Observer

A non-participant observer is someone who visits the site and takes notes but does not participate in the participant's activities. The researcher does not focus on the activities of the teaching process. Typically, researchers record data from the back of the classroom.
In the study, the researcher selected non-participant observers because the researcher observed the English teaching process only from the back of the classroom.

Data Collection Procedure

This part discusses the procedure of collecting the data. There are three types of data collection; observation, interview, documentation. The researcher uses all types of data collection.

Observation

Observation is the process of gathering open-ended first-hand information by observing people and places at the study site. Observation here is a research activity that pays sufficient attention to the central phenomenon.

Interview

Interviews are conducted when a researcher asks one or more participants general open-ended questions and records their answers. In this study, interviews were conducted face-to-face, one-on-one and in-depth. The type of interview is a semi-structured interview with guidelines. The researchers hope that through this type of interaction, participants will provide more data than necessary, making the conversation more interesting, intimate, natural and familiar. Depending on the purpose of the research, the interview has several parts. The first part is to understand the teaching method of Darawittaya Islamic Boarding School.

Documentation

Creswell (2012) notes that documentation includes both public and private records that qualitative researchers keep at a site or research participants, which may include minutes of journal meetings, diaries, and letters.

As long as the researcher is living in the location, it is the right time to collect data related to teaching techniques. The data may be in journals, notes, schedules, minutes of meetings, public documents, or any other document.

Data Analysis

Data analysis in qualitative research is done before coming to the field, during the field, and after the field.

Sherman et al. (2005) states that data analysis is a formal process that involves trying to identify themes and construct ideas from data, and trying to demonstrate support for the themes and ideas. The researchers determined the steps for analyzing the data according to Creswell.

Data Validity

Data validity is the process of checking the accuracy and credibility of findings. There are many steps to ensuring accuracy and credibility. For this research, the researchers will use two procedures; transcript check and prolonged time in the field. To examine the credibility of data, states that in triangulation strategies there are three vital elements that must give more attention, they are:

a. Triangulation of source, the researcher checking data from some participants.

b. Triangulation of technique, the researcher checking data though using different techniques to participants.

c. Triangulation of time, this triangulation related to the time when and where the researcher interviewed.

In this research, the researcher uses triangulation techniques to examine the credibility of accuracy of data that was obtained from participants.

Research Steps

This part explains about the process of research, from the preliminary research process until writing the research report process.

Pre research

Since the second semester of the academic year. The researcher intends to conduct this theme as a thesis. The researcher thinks that teaching techniques are unique to be conducted as research. For that purpose, the researcher thinks it is very hard to make this study.

Process of research

In the process of research, the researcher will carry out all of certain points of this research proposal. The researcher will collect data based on data collection procedure and analyze data based on data analyzing.

Arranging the result of research

The result of the research will be arranged after the data validity procedure. When the data validity procedures are passed, the researcher is going to arrange the result of the research based on the instruction of scientific writing.

DISCUSSION

During this discussion, the researcher would like to present about teachers' vocabulary teaching techniques and their implementation at Darawittaya Islamic Boarding School.

Types of Vocabulary Teaching Technique Implementation at Darawittaya Islamic Boarding School

Learning vocabulary is an important part of language teaching. How to learn and acquire vocabulary in a foreign language context is a problem that needs further study. As a result, at Darawittaya Islamic Boarding School, we use Virginia French Allen's vocabulary teaching technique for the ninth and tenth grades to improve the ability in the class, whereas the teachers in this school used a different technique in another class because the students have different abilities to learn English vocabulary, such as the beginner technique for the ninth grade, where the teacher always uses pictures or flashcards of real things as a tool to give the meaning of vocabulary, Intermediate is for a mixed class of ninth and tenth graders, and advance is only for tenth graders. Akramy (2022) also mentioned that one technique is more effective in the class when the teacher uses games and visual aids to aid the learning process, like images. We can see that both of them have the same thing, which is that using the pictures can actually help students improve their learning.

According to Syafrizal (2018), the techniques used at the Daar el-Qolam Islamic Boarding School are translation, memorization, and games. There are pictures, real objects, and videos for vocabulary transfer media for young learners. The teacher of a young learner must be creative in choosing material and able to stimulate the student's interest. As a reason, the teacher used pictures, real-world objects, and videos in the teaching-learning process to convey knowledge to the students. and discovered that using a picture or a real thing is extremely effective, as seen at Darawittaya Islamic Boarding School.

Another researcher, Alibekova (2018), learns new vocabulary and says that teachers have to work hard; it's not an easy thing to make learning fun and satisfying. According to Alibeka, there are 5 engaging ways to teach so that students are effective with new vocabulary, namely using 1. Create a Word Map Use the Flayer model to help the students learn new vocabulary, like synonyms and antonyms. 2. Music for memorization 3. Root words teach the student to learn the meanings of specific root words. 4. Personalized Lists and 5. Use context clues. Alibeka's research (2018) also noted that using music for memorization really helps students easily memorize new vocabulary and also helps them be more confident when speaking English. This study is almost the same as Syafrizal, namely memorization, but the way the teacher teaches the strategy for memorization between Alibekova and Syafrizal is different because Alibeka uses music for memorization, but Syafrizal is The teacher asked the students to recite the words she wrote on the blackboard, but the students had to close their books. Between these two people, they can make students progress in the lesson.

The implementation of vocabulary teaching techniques at Darawittaya Islamic Boarding School:

The implementation of the vocabulary teaching technique used by the teachers at Darawittaya Islamic Boarding School is Allen's vocabulary teaching technique. The teacher

uses this technique to develop the student's abilities. The teacher at this school implements the vocabulary through pre-teaching, while-teaching, and post-teaching, so that every time the teacher meets, the teacher always prepares lessons based on the level of the students; for example, beginners always use pictures, flashcards, and simple English with demonstrating the learning process by Allen (1983) and another researcher, Shanaei (2021), using drawing picture techniques, have been able to develop and improve the vocabulary-learning process, as Rusmetova, Orazova, and Kayumova (2020) argue that using games for teaching vocabulary is a useful and effective tool that should be applied in vocabulary classes. The use of vocabulary is a way to make the lessons more interesting, enjoyable, and effective. It combines teaching with fun, and it is very popular among teachers and students. Sowell (2018) also indicated that education is important, as they support making language lessons fun. Games have increased in language classes. He found that when a game started, it could be both entertaining and educational. Choose it as a medium for teaching and educating people to enhance the classroom atmosphere.

Before implementing vocabulary teaching techniques, teachers should remember to greet students before beginning the lesson. The teacher always introduces new vocabulary before starting the lesson. It is very interesting because this is a technique that makes students curious about the next content. Using this technique, it is not the teacher who is more active, but the students are also active because the teacher always orders students to speak out and answer about the last vocabulary words, and the teacher also asks students what the meaning of the vocabulary means. This shows that students really understand the lesson. This way of implementing a vocabulary is very interesting for students who are in ninth and tenth grades at Darawittya Islamic Boarding School.

CONCLUSION

As the researcher comes to the conclusion that the topic is "The implementation of vocabulary teaching techniques at Darawittaya Islamic Boarding School in Thailand is very effective," It can increase students' motivation to learn English. Teachers mostly use teaching methods to teach the students in class. Furthermore, teachers use vocabulary teaching techniques to help students improve; this is important and can be used in class to ensure a successful learning process. The implementation of vocabulary teaching techniques used here is beginner, intermediate, and advanced.

Beginner technique is one of the techniques for the ninth grade. The students in the class responded well when the teacher used new words from a flashcard in simple English and used real objects in the classroom. Students in the intermediate class can improve their vocabulary because the teacher uses simple words to demonstrate the meaning of words, and they are also exposed to new words, allowing students in the mix class to develop their sentences. But for the tenth grade or advanced class, the teacher focuses on how the student can use the Oxford dictionary to determine the "kind of word" in the sentence. We can see that the teacher uses a different technique in each class because the students have varying levels of vocabulary knowledge. The researcher discovered the important thing after the teachers used Allen's technique in teaching vocabulary: they are adaptable in changing classes. These are the best solutions to keep the students' attention on the study. The researcher recommends it to their colleagues. Because the students are motivated to

increase the level of language in the classroom with their independence and self-confidence without misunderstanding vocabulary.

The teachers at Darawittaya Islamic Boarding want to develop vocabulary teaching techniques to help students master vocabulary, and students should have a good understanding of English, such as **vocabulary**. The teacher conducted the lesson in order to find a better vocabulary teaching technique and stimulate the student's interest. The researcher believed that there are many techniques in the vocabulary teaching process, like beginner, intermediate, and advanced, as stated by Allen. Vocabulary teaching technique is an important part of the overall curriculum, and the teacher at Darawittaya Islamic Boarding School prepared for the implementation of vocabulary to achieve the goal.
Based on this study, the researcher proposes some suggestions to:

Teacher: The teacher uses "techniques in teaching vocabulary" by Virginia French Allen to help the students understand the lesson easily. Teachers also attempt to motivate students to learn vocabulary. Three teachers in the ninth and tenth grades at junior high and senior high school have used these techniques, and these techniques are suitable for the boarders' students. The three teachers suggested these techniques as helpful for the teachers to teach vocabulary in the class.

In this research, the researcher did not only focus on the particular subject, but also on the whole of the subject in the teaching vocabulary at Darawittaya Islamic Boarding School. This step was undertaken by the researcher to make the validity of the data interpretation relevant and consistent.

When learning a language, students should be exposed to a variety of teaching media because each student has a unique ability to learn vocabulary.
In the future, it is suggested to use qualitative studies. However, the implementation research involved a particular subject, so the researcher was able to find out the relevant data.

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