Analysis of English Vocabulary in the Mind of Student

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Abstract:- **When someone mentions the term vocabulary, of course, in our perception refer to a list of the words or phrases in a language, in the form of alphabetical order. Vocabulary is also regarded as a crucial role of a language. In the other words, vocabulary is the basic aspect of a language. Students are demanded to know and to master vocabulary in order to be able to practice four English skills. The existence of vocabulary can be found in the form of reading passage, conversation or speech, and grammar exercises. In the other words, the importance of vocabulary is shown in listening, reading, writing and speaking. One who has lack of vocabulary would have problem in identifying word for meaning. The research method used in the present study were based on interview, classroom participant observation, and questionnaire are primary data collection. Generally, based on this research finding indicated that English vocabulary is gained by taking course. Students learn vocabulary with different styles, namely: opening dictionary, searching online, reading an article, and asking friends. Besides that, they also got new English vocabulary through conversation. So students learn English vocabulary based on their awareness that is to use it in communication with other people and to understand academic materials written in English. Students have different people to practice their new English vocabulary. They faced people who can make them pleasure in practicing it. In this case, based on this research indicated that most students (82%) practice new English vocabulary with their friends.**

Keywords:- English Vocabulary; Mind; Students.

I. INTRODUCTION

This research departs from the researcher's will to identify student's approach in getting new English vocabulary as a foreign language. One of the definitions of vocabulary is knowledge of words meaning that used by people in real communication. In general term, vocabulary is not only a list or collection of the words but also phrases in a language. Vocabulary can be found in dictionary books and arranged from A to Z in alphabetical order. Students are demanded to know and memorize vocabulary as many as possible in order to be able to comprehend or understand the meaning of the word in a text.

The importance of vocabulary is shown in listening, reading, writing and speaking. One who has lack of vocabulary would have problem in identifying word for meaning. He or she must have vocabulary for communicating his or her needs in interaction with other

people in the world. That is why, vocabulary is regarded as the basic tool to improve our English. Language learners have 95% coverage figure and need to know 2000-3000 word familiers for adequate listening comprehension (Van Zeeland & Schmitt, 2013).

Based on the language perspective that vocabulary is a flesh of language. He or she must know the meaning of the words in order to be able to comprehend the reading passage, conversation, and grammar exercises, both oral and written in English. So it is very difficult to develop one's comprehension without the critical examination of the role played by vocabulary knowledge.

In teaching English as a foreign language long time ago, grammar was the major center of attention in language classes, vocabulary was also the focus of drills, exercises, and memorization efforts. Then, as grammar fell into some disfavor a few decades ago, vocabulary instruction tended to go with it. Currently, in our attention to communicative classrooms that are directed toward content, tasks, or interaction, we are once again giving vocabulary the attention it deserves. Most words are learned through classroom instruction and incidental vocabulary learning is limited due to a lack of second language (L2) input (Siyanova, 2016).

The phenomenon mentioned above, of course, has quite a different perspective. First perspective states that vocabulary items are long list of words and to be one of factors makes boring in the class. While another regards that vocabulary is seen as a center role in contextualized, meaningful language. Both perspectives affect the teachers in applying the approach when they teach students in the classroom.

English vocabulary is not consistent with different spelling, sound, and meanings. This is one of differences with our language (Indonesia language). Many English words have the same spelling but different in pronunciation, and of course different meanings. One of the examples the use of word {live}. This word (live) can be pronounced {laiv} and {liv}. This is one of problems that faced by many students who get English through learning.

There are two basic differences between English and Indonesia language. First English based and sound not written, while Indonesia language based on written. Second English is regarded as international language while Indonesia language is regarded as national language.

In the process of learning English, students must be able to increase their vocabulary. Vocabulary is regarded as basic aspect for human being to communicate with other people. That is why, in English curriculum, students are demanded to learn four English skills, namely, speaking, writing, listening, and reading.

In English language, there are at least 500,000 words. The native English speaker uses an average of 5,000 words in his/her everyday speech. And in written form of English language use only 50 words make up 45% of them.

The key questions asked in this study are as follows: (1) How do the students learn English vocabulary? (2) What extent do the students understand the role of English vocabulary? (3) What factors affect students getting English vocabulary?

The research objectives were: (1) Identifying how students to learn vocabulary; (2) To know student's understanding about the role of English vocabulary; (3) To identify the factors that affect student in mastering English vocabulary.

The findings of this research would add positive contribution to students the importance of the English vocabulary in communicating with other people who have different countries. And also to be very useful and helpful for the lecturer of English in increasing of the teaching learning process.

People use both oral and printed language, productive and receptive forms. They are demanded to have vocabulary as knowledge of words and word meanings. When someone mentions the term *vocabulary,* of course, our mind it refers to the kind of words. Basically, vocabulary learning and acquisition is complex and involves several processes that contributes to teaching principle.

Students would find difficult to understand something (oral and written information) without having enough knowledge of vocabulary. That is why, vocabulary is the most important part of learning a foreign language. In learning English, of course, the teacher or lecturer of English encourages the students memorize English vocabulary as many as possible. Besides that the student should know how to use of those words in order the hearer can understand the meaning of those words.

There are five noteworthy of vocabulary components. first pointing out that word learning is incremental—that is, we learn word meanings gradually and internalize deeper meanings through successive encounters in a variety of contexts and through active engagement with the words. For example, the average tenth grader is likely to have a deeper and more sophisticated understanding of the term *atom* compared to the knowledge of an average fourth grader, who still has a more simplistic comprehend of the form.

Words have varying levels of familiarity. Varying levels in this context due to some knowledge to a complete and through knowledge, which serves us especially well in speaking and writing. It may be that, for some words, students may only need to have a general understanding of a term to keep comprehension intact. For other words, to successfully comprehend a passage, of course needs a deeper understanding for students.

Second aspect is the presence of polysemous or multiple meaning words. Many words have different meanings depending upon the context in which they are used. This is especially evident in the various content areas such as mathematics, where polysemous word meanings differ greatly from the common usage of words. For example, a common word such as *table* represents an entirely different meaning in science texts when authors discuss it.

Next aspect described by Nagy (2000) is the different types of knowledge involved in knowing a word. The types of knowledge include the use of words in oral and written language, correct grammar usage of words, understandings such as appropriate synonyms and antonyms, and even morphological understandings that involve correct usage of prefixes and suffixes. Surprisingly, more than 60% of words encountered in academic texts can be taught morphologically. In particular, social studies textbooks used from elementary through high school, found that approximately 71% of the affixes and roots that could be directly taught. Another researches showed the relationship between the use of gestures and the improvement of second language vocabulary. To improve student's vocabulary mastery, the teacher can use gestures as one of teaching strategies (Khanukaeva, (2014).

Fourth aspect is the notion that learning a word meaning is inextricably related to knowledge of other related words. We do not learn word meanings in isolation; we learn word meanings in relation to other words and concepts. For example, knowing the concept of rectangle involves knowing about *polygons*, *quadrilaterals*, *right angles*, and *squares.*

Fifth aspect noted that word knowledge differs according to the type of word. Knowing the meaning of prepositions (e.g., *if*, *under*, *around*) differs greatly from knowing the meaning of specific science terminology, such as *nucleus* and *proton*. Using new approaches and strategies in teaching vocabulary can facilitate the young learner in learning vocabulary (Pushpanathan (2017).

The definition of vocabulary is more complex than in our mind. There are two reasons for this context. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, receptive and productive forms. These forms quite the same with oral and print. The following is an explanation receptive and productive form

Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations – or ever use them ourselves as we speak and write. A major problem of English language teaching in Indonesia is mastering vocabulary. English department students as one of the pillars of English pedagogy in the future had low level of English size, it's only 1.273 word families (Sudarman, 2018). Another researches showed the same finding that English department students have low English proficiency (Saukah, 2016).

There was a research finding about the figures ranging from 2,500 to 26,000 words in the vocabularies of typical grade 1 students and from 19,000 to 200,000 words for college graduate students. As researchers began to define more clearly what they meant by vocabulary size, the estimates became more precise. At the present time, there is considerable consensus among researchers that students add approximately 2,000 to 3,500 distinct words yearly to their reading vocabularies. There ia an effect of age in teaching vocabulary. Teacher demanded to use different techniques or methods in teaching vocabulary to the students based on the age of students (Alqahtari, 2015).

By the time an English language native speaker is 5 years old, they have amassed a word bank of about 5,000 words and they will be building that word bank daily. A non-English speaker might be fluent in 5,000 words in their native language but they now have the challenge of learning a new language, in this case English and they need to close that vocabulary gap (cited www.etimalta.com). According to most scholars of vocabulary agreed that to be able to read un-simplified text with sufficient comprehension, the students need 3.000 to 5000 words (Renandya, 2018).

People use vocabulary for communicating ideas, feeling, and thought. That is why, every communication interaction demanded to pronounce words which have meaning. Vocabulary as the words having meaning when heard and seen even though not produce by the individual himself to communicate with others. Besides that, word meanings also depend on the context. Lack of vocabulary knowledge is an obstacle to learning. that is why, lexical knowledge is central to communicative competence and to the aquisition of foreign language (Alpino, 2017).

There are five major components in reading, one of them is vocabulary. This vocabulary plays an important role to overall school success and more specifically to reading comprehension. The students of English depatrment in Indonesia had average 1400 words and it's still below (Kurniawan, 2017).

The National Reading Panel (NRP) stated that vocabulary plays an important role both in learning to read and in comprehending text: readers cannot understand text without mastering vocabulary. We confess that teaching vocabulary will not guarantee success in reading, just as learning to read words will not guarantee success in reading. However, lacking either adequate word identification skills or adequate vocabulary will ensure failure.

There are three types of vocabulary that someone has and use to communicate with others people. First, the words that used for speaking. These words run from 5000-10.000 words and called active vocabulary. Second, the words that used in writing and rarely use in speaking. Third, the words that never use them in either speaking or writing. These words are recognize vaguely and not sure the meaning of them in language use, and this is called passive vocabulary. It is necessary to know or to set about the distinction between low and high frequency words (Schmitt, 2014).

There are many techniques can be used to improve the learners vocabulary. Those techniques have indicated by some previous researchers (teaching vocabulary), for example: teaching vocabulary through picture, songs, visual aids, and teaching vocabulary through poems, etc. Compared with conventional methods. All of these techniques are reported more effectively. So the teacher or lecturer can develop these techniques in order to be success in teaching vocabulary.

One of the objectives of teaching vocabulary is to equip students to have and to keep in mind as many as possible new words. and those words can be used in oral and written language. But in practice, they have difficulties to memorize and apply their vocabulary. Teaching English vocabulary through song was needed by students, because it provided a relay, making students be more interested, and the vocabulary was familiar (Yunita, 2017).

There are some reasons (difficult in mastering English vocabulary), one of them is the problem in teaching learning process. Teaching may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

So teaching vocabulary should have positive effects for the students. On the other words, every meeting equips students with new vocabulary. Learning is relatively permanent change in behavioral tendency and the effect of applying reinforcement in the classroom (cited from Irfan Wahyu H., 2017).

We have step to learn vocabulary, from source language to target language. In this case, the source language is English and the target language is Indonesia language. Those steps to achieve vocabulary from mother tongue to the target language are as follows: 1) There is a need to know; 2) The student is done to an enormous quantity of his own language with tremendous scope for repetition of what be learning, 3) the student learning

control; 4) mostly, target language is encountered in appropriate contest.

There are three good reasons for teaching vocabulary. Those three top benefits of having a good vocabulary base are:

➢ Learners can express themselves better. Knowing more words allows a learner to choose their words more precisely and so become more effective and accurate when communicating with others.
➢ It empowers learners academically. The more words a Language Learner has at their disposal, the more skilled they are at reading. Improving their reading comprehension will increase their motivation to read in the target language. The more they read, the more they will learn and the more they learn, the more they achieve. Therefore in the long run, improving their vocabulary will improve a four English skills, namely speaking, listening, reading, and writing skills.
➢ Makes life in general, more enjoyable. Whether it's browsing the net , reading for pleasure, listening to music, watching TV or travelling they enjoy, nothing will ever seem daunting again.

Besides that, we find many strategies can be used in teaching vocabulary. Those strategies are regarded play an importance and benefits of improving vocabulary, here are a number of strategies for teaching vocabulary.

There are 10 effective tips for teaching English vocabulary. This area of language learning is considered to be difficult and tedious by many EFL and ESL teachers, but it doesn't have to be. With a few simple techniques and strategies, our students' vocabulary range could increase tenfold.

Here are top ten tips for teaching English vocabulary:

1. **Set realistic goals.** Learning vocabulary is a process and involves much more than simply memorizing the definition of a word, so don't overload your learners. In other words, keep your vocabulary lists to a minimum.
2. **Choose wisely.** Students will come across many new words. Some words are used more frequently than others; some words are academic while others are technical. Focus on the words which are most relevant to their needs.
3. **Encourage them to read.** Reading exposes students to new words and more importantly it exposes them to words in context. Even ten minutes of reading a day can make a world of difference. Introduce your language learners to sites such as www.englishpage.com, where they can find short 10 minute authentic reading material ranging from newspapers, magazines and English books.
4. **Create autonomy.** Explain to your students that memorizing long lists of words is not the most effective method to learn new words. Encourage them to think

the words through and to try to understand them in context. Motivate them to take the time to look up any new words, in a dictionary to ensure they have grasped the right meaning.
5. **Do not teach words in isolation.** A single word could have a number of meanings when used alone. However, in conjunction with other words, the meaning changes. Consider the word *give*. Its primary definition is to pass or hand something to someone. As in the example, I gave the book to John but does it have the same meaning in the sentence, Her job gives her a lot of satisfaction or in the sentence Don't give in so easily?
6. **Teach in chunks.** When we communicate with others we use chunks of language not single words. It's important that learners notice the pattern that words are used in as well as any words that they collocate with. Consider the phrases heavy rain and strong wind. In both phrases we mean that there is a lot of rain and a lot of wind, but we can never say strong rain or heavy wind. Ensure your students record, review and use any phrases they generate.
7. **Take advantage of available free online tools**. Encourage your students to take a few minutes out of their hectic schedule and to find time to relax with a game of *Just Words* or *Word Battle*. Make sure they choose a resource which best suits their learning style and English Language level.
8. **Use and reuse.** You will need to expose learners to the same word a few times before they can start using it effectively. Try to use the new vocabulary in different situations. The more they use a word, the longer they will retain it. Help them find ways of recording their newly acquired vocabulary and encourage them to review often. Vocabulary.com is a brilliant tool that allows students to both browse and create their own word list. Stress the importance of incorporating any new language in their day to day lives as much as possible.
9. **Actively process words.** Create word charts and hang them around the classroom. Encourage your students to record words that are new to them on these charts. If they are hanging in your classroom, your students will automatically scan the charts from time to time. This will subconsciously help them process the words. Change the charts on a weekly basis and use games such as *Call my Bluff* to review words at the end of the week. It will not only make learning vocabulary fun, but will also end the week on a positive note.
10. **Make it memorable.** When we look back on our lives, it's often the things we enjoyed doing most that come to mind first. Motivate your students by making vocabulary learning and new word acquisition, fun and enjoyable. Try using sites such as Free Rice to give that extra bit of motivation (Josie, sister school, ESE to ETI in 2011).

The NRP's synthesis of vocabulary research identified eight findings that provide a scientifically based foundation for the design of rich, multifaceted vocabulary instruction. The findings are:

1. Provide direct instruction of vocabulary words for specific text. There are precise words children may need to know in order to comprehend particular lessons or subject matter.
2. Repetition and multiple exposures to vocabulary items are important. Teacher or lecturer of English can give motivation and push student for drill or practice and mere repetition of the word. That is why, vocabulary instruction should provide students with opportunities to encounter words repeatedly and in a variety of contexts.
3. Vocabulary is designed to make the learner will find useful in many contexts. Instruction of high-frequency words known and used by mature language users can add productively to an individual's language ability. Research suggests that vocabulary learning follows a developmental trajectory.
4. The task of vocabulary task should be structured again as necessary. Once students know what is expected of them in a vocabulary task, they often learn rapidly.
5. Learning vocabulary can be effective when it entails active engagement that goes beyond definitional knowledge. When children know a word, they not only know the word's definition and its logical relationship with other words, they also know how the word functions in different contexts. Learner's age have a strong role in the strength of language attrition (Larson-Hall, J. 2017).
6. The use of computer technology can be effectively to help teach vocabulary. Encouragement exists but relatively few specific instructional applications can be gleaned from the research (NICHD, 2000).
7. Incidental learning is a way to acquire vocabulary. Reading volume is very important in terms of long-term vocabulary development. Another ways are: structured read-aloud, discussion sessions, and student independent experience, both at formal and nonformal places to build vocabulary increasing for students. Podcast-mediated as the most successful scenario in language second vocabulary learning (Mashhadi, 2016).
8. Using on a single vocabulary teaching method will not good in optional learning. Teacher presented the teaching material in the factual, like television programs, drama and comedy categories were regarded more representative of everyday English than programs in the music and religion (Lin, 2014). Teacher has to use contextual method because vocabulary knowledge is regarded as knowledge of a word not only implies a definition, but also implies how that word fits into the world". So, researchers and practitioners alike seek to identify, clarify, and understand what it means or "to know what a word means". The sheer complexity of vocabulary acquisition, as evidenced by reviewing critical components such as receptive vocabulary versus productive vocabulary, oral vocabulary versus print vocabulary, and breadth of vocabulary versus narrows of vocabulary. This is one of raise questions further research. Other factors such as variations in students' vocabulary size. Besides that, most teachers or researchers did not know the information completely about the student's success on vocabulary learning,

wheather the student has a weakness or strength about his or her vocabulary (Sothan, 2015).

NICHD, (2000) suggested that vocabulary instruction does lead to gains in comprehension, but methods must be appropriate to the reader's age and ability. The importance of vocabulary to success in reading is well known, but there continues for this study to find out or to identify the best method that can be used in teaching vocabulary. Involving linguistic experts with perspective combinations is one of the strategies to know appropriate method.

Oral and written languages are not equal. For written language, students need to master more than 8,000-9,000 words families to comprehend authentic written text in English (receptive). Lack of them (8,000-9,000 words families), one will have problem to understand the meaning of the written text. While oral or spoken language is needed 6,000-7,000 words families. But tests of receptive vocabulary size show that, at the end of high school and beginning of university studies, second language (L2) learners in various countries know just 2,000-4,000 word families, often despite more than 1,000 hours of teaching vocabulary. Students only have 2000 words reached for academic word category. They cannot reach 3000-5000 words. in this case, the existence of technique for teaching vocabulary and indepedent learning are crucial for increasing student's vocabulary (Liu, 2016).

Words have different function and purposes in language. Function words are words that cue a reader or speaker to the structure of the sentence: *are*, *that*, *a*, *to*, *or*, *the*, *of*, and so forth. Function words make spoken language meaningful and written language coherent and readable. Content words are the words that communicate meaning in text. Clearly, students must know kinds of words and demand to comprehend in order to understand the meaning of the words that have read.

It is important to keep in mind that English is fairly limited function words. there are – 107 words have been found to account for approximately 50 percent of the total words in texts and most students learn these words as part of their oral language development. Therefore, beyond beginning reading, these words are not good candidates for intentional instruction.

People who involve in education domain (educators) know and aware about the role of vocabulary, and few, if any, would omit vocabulary from their instruction. We know that a large vocabulary is an asset to readers; those who know many words are more likely to comprehend what they read. In fact, we have known for many decades that vocabulary size is a strong predictor.

Actually, there is an interrelation between word knowledge and reading comprehension. This interrelation is more complex than in our mind, and not easily described as one causing the other. Teaching unfamiliar words before students encounter them in a passage does not serve

students understand. There is no guarantee make them comprehend.

There is a strong, positive, reciprocal relationship between word knowledge and the ability to comprehend a written text. That is, vocabulary knowledge enables students to comprehend what they read, and the act of reading itself provides the opportunity for students to encounter and learn new words. Furthermore, the more words students know, the more likely they are to learn new words easily.

We know that, someone who has lack or limited vocabularies tends to read less and, therefore, have fewer exposures to new words in running text. Tremendous differences in word knowledge exist among students— differences that begin to appear at very young ages and continue to impact learning as students at the place where they take study.

The learners are suggested to use more strategies in vocabulary learning, the larger his vocabulary is likely to be. One of them is metacognitive strategy. This strategy affects the learner's vocabulary acquisition than the other kinds of learning strategies. There are three different types of learning strategies. They can be used together or combination rather than in isolation. The starting point (material teaching) depends on the teacher or lecturer. The main point is how to achieve vocabulary through learning process.

We confess that without vocabulary one cannot communicate with other people well. Vocabulary or word meaning is used by someone to express his feelings and thoughts, both oral and written language. That is why, learning vocabulary should use various strategies in the classroom. Students are encouraged and demanded to learn and practice new vocabulary as often as possible. This is a key to have vocabulary, namely always practice, practice, and practice.

There are many aspects to learning a foreign or secondary language, but perhaps is that vocabulary – an area of language which, in my opinion, is not always given the attention it deserves. Since one will have a problem in communication if he or she lack of vocabulary. A good store of word is crucial for understanding and communication. To learn in this context means to comprehend how and when the words are used in real communication.

In a language, vocabulary is available in form of dictionary, that is the total number of the words. It is not only in foreign language teaching but also in mother language. Students need to have equal the number of vocabulary to understand the meaning of the word. Students have difficulties to understand a bilingualt if they were limited vocabulary (Dodigovic, 2014).

Word serves as a wonderful means of communication for human beings. It is the way we tell each other what we want and what we don't want, what we think, and we feel. When words are spoken, they are wonderful asset-quick, direct, and easy. But when words must be written, they become burdensome a slow and laborious.

II. METHOD

The researcher chose to study the English vocabulary as one of stipulations to be mastered by people who want to communicate with other people in the world. This research held at Jenderal Achmad Yani University and Nusantara Islamic University. The Institutions are typical private institutions in Bandung West of Java. In the other words, participants in the research were the first and the second semester students of Engineering Faculty (UNJANI) and Islamic Faculty (UNINUS).

The number of students to be taken as sample was 100, consists of 61 males and 39 females and came from over different state and private Senior High Schools. Also this research focused on the Engineering and Islamic Financial Banking students who learn English for developing their skill. English for Engineering and Islamic Financial Banking are compulsory subjects for them. English for Engineering is taught in the first semester, while English for Islamic Financial Banking is taught in the second semester. The sample of this research, of course, from different classes, namely: class of Mechanical Engineering, Industrial Engineering, Electrical Engineering and Islamic Financial Banking. There are six classes and all of engineering students were in the first semester, while Islamic Financial Banking department students were in the second semester academic year 2017-2018. In the other words, this research started from September 2017 until June 2018.

There three instruments the researcher used to get the data, namely, classroom participant observation, interviews, and questionnaire are the primary sources of data collection. Student interviews used Indonesia language and sometimes in English language, the aim of this interview was to know and to recognize how the students learn English vocabulary.

Classroom participant observation used to get the data about the lecturer's activities during teaching learning process in the classroom. And the last instrument is questionnaire used to know the student factors and student attitudes toward learning English vocabulary.

There are two kinds of student interviews, namely: individual interview and a group interview. The individual interviews was conducted face-to face and of course, using the interview procedures to make sure that the all interviews covered the same topics. Every individual interview spent time between 10 until 15 minutes. The researcher spent longer time for the group interview, the time needed between 15 and 20 minutes. The interview took place in and out of the classroom.

The results from both interviews (individual and group interviews) used to elicit the information about students learning English vocabulary. The researcher's interpretations, in addition, follow-up contact with participants. There are two kinds of contact with participants, namely, face to face direct contact and by phone contact. This activity performed during and after data collection. Before finding of this research publish, the researcher called students (students) to make clarification the points which regarded unclear or incorrect of the findings. The interviews were conducted at Jenderal Achmad Yani University and Nusantara Islamic University. The recordings were transcribed and translated into English. The group interview was audiorecorded but not transcribed and notes were kept for following contacts.

III. RESULT AND DISCUSSION

Generally, English vocabulary is gained by taking course. Students learn it with different styles, namely: opening dictionary, searching online, and reading an article. Besides that, they also have or got new English vocabulary through conversation.

Learning English vocabulary is regarded as process of personal growth resulting from growing student awareness. Awareness in this context means that student does it purposely, that is to use it in communication with other people and to understand academic materials written in English language. Students know the role of English as international language for developing their carries in real competition world.

"kami sadari dan tau pentingnya bahasa Inggris dalam mengembangkan karir dalam dunia kerja. Hampir semua literatur atau buku ditulis dalam bahasa Inggris. Jadi terpaksa deh belajar bahasa Inggris. Ya harus banyak hafal kosa katanya biar gampang ngerti arti tesk bacaan"

Based on the data above indicated that students demanded to learn English because a lot of materials sources written in English. The Students also have to know and memorize English vocabulary due to engineering and Islamic financial banking terms.

Students tried to have independence, autonomy, and responsibility in learning English vocabulary. Independent students are those who are aware that they must depend on their own resources and realize it (English vocabulary). As we know that the status of English language in our country (Indonesia) is as a foreign language and students have or master it by learning.

"Saya sendiri di rumah sedikit-sedikit ngomong bahasa Inggris sendirian tapi suaranya kecil. Kalo lagi ada teman yang biasa ngomong bahasa Inggris, saya suka ngajak teman ngomong bahasa Inggris. Asyik juga tuh kelihatan keren".

Language is a habit. To build a habit demands practice. The autonomous students choose proper expression in a given set of circumstances and situations. A lecturer can drive students' ability namely to cultivate the students' autonomy by deliberately building choices into situations.

Responsible students know that they have free will to choose among any set of linguistic choices. The ability to choose intelligently and carefully is said to be evidence of responsibility.

They (students) were expected to interact with each other and suggest alternatives to each other. Students have only themselves as individuals and the group to rely on, and so they learn to work cooperatively and competitively. This one is positive effect and lecturer supported this attitude. Even though there were among of them said "hu…" when their friends made a mistake. They accepted and feel comfortable both correcting each other and being corrected by each other.

When they took lecture, most of them played varying roles. At times one was an independent individual, at other times a group member. They enjoyed each role that the lecturer given to them.

"senang kalo mempraktekkan bahasa Inggris di kelas. Jadi ada rasa deg-degan takut salah ngomong. Tapi kalo ngomong benar kemudian teman di kelas tepuk tangan. Wah seneng banget".

The students were very happy when they spoke English fluently in the front of the class. The other students were quiet and after finishing, they gave applause to him or her.

Based on my observation indicated that the lecturer used communicative language learning method and sometimes combined with Situational Language Teaching method in process of learning English vocabulary. Both methods derived from indirect method. These methods focused on the "meanings". Besides that, innovative learning tasks activities and conventional ones were combined too. This one was done to have students' deep understanding and also to avoid students' boring in the classroom.

The following was the activities of innovative learning tasks and conventional ones, namely:

Reading. The lecturer provided a mini

English text in form of slide (power point). Then asking one of students to read that text. The other students listened it and identified how many mistakes were made.

Lecturer has varieties of methods in teaching learning processes, and it depends on the starting point. Firstly, the students were required to listen and repeat after lecturer said. Other words, followed after lecturer pronunciation.

All students responded to questions and commands actively. The content of learning depended on the lecturer, and no controlled by the students. If a student made a mistake in pronunciation, his or her lecturer had him or her repeat five times.

The followings are sequence of activities in teaching learning process. The lecturer began from listening practice. First, all students have to pay attention and listen well what lecturer said. This is about the patterns or word in isolation clearly, the students repeated several times, and said it slowly at least once. Second, reading practice, in which the lecturer called one of students to read the text in the front of the class. The other students listened and identified how many mistakes (pronunciation). Third, question-answer exercises. This point, a lecturer asked a question to the one of the students, after answering the question correctly, another students repeated it to be fluent. Fourth, correction, in which the lecturer indicated by showing the wrong words and should be changed with the correct words. Sometimes, the lecturer had the student repeat the wrong words. If a students made a mistake for pronunciation, the lecturer invited that student to come in front of the class to write down that word. Another students paid attention to the spelling of the word. Finally, the lecturer encouraged to listen each other carefully.

From classroom observation data indicated that the lecturer has three roles. First, presentation stage of the material. Second, the lecturer serves as a model. Setting up situations in which the need for the target structure is created and modeling the new structure for students to repeat. The lecturer was required to have special skill to handle students using questions, commands, and other cues to elicit correct sentences and pronunciations from the students.

We agree that, using or practicing the new word is the best way. When we read and have a new word, we must use or practice it in another way, after that write it down, practice that word in a sentence, and we listen carefully for others to pronounce it. Notice how the word is used when you read it. The more often you use a word and the more ways you use it, the more likely you will not forget its meaning.

This is one of the examples of teaching English vocabulary steps used by lecturer in the classroom. The name of this method is called *swindle* methods. Pay attention to the following steps.

➢ *Step 1*

Lecturer writes English words that the students have not known yet. There are five English words. Do not more than five words. For example the following English words.

1. Stalemate
2. whoosh
3. virile
4. ticklish
5. fetish

➢ *Step 2*

Lecturer asks students to translate those English words. In this case, of course, students cannot translate them or do not know the meaning of those words into Indonesia language. After that the lecturer translates and writes on the board.

1. Stalemate = jalan buntu
2. whoosh = bunyi mendengung
3. virile = bersifat laki-laki
4. ticklish = mudah geli
5. fetish = jimat

➢ *Step 3*

Lecturer reads loudly those words and has students follow after lecturer's pronunciation. The students read together and the time only 5 minutes to memorize those words and the words order. After that lecturer deletes the translation like this.

1. Stalemate = …………………
2. whoosh = …………………
3. virile = …………………
4. ticklish =………………….
5. fetish =…………………

Lecturer asks the students the meaning each of those words (asking all the students).

➢ *Step 4*

Lecturer deletes all number and words and has the students mention from number 1 until number 5, like this.

___ _____
___ _____
___ _____
___ _____ _____
___ _____ _____

➢ *Step 5*

Lecturer asks students to mention the order (number) of English words. Lecturer just pronounces the English words then students mention the number order of those words. Beginning word depends on the lecturer, like this.

stalemate (in what number?)
fetish (in what number?)
whoosh (in what number?)
virile (in what number?)
ticklish (in what number?)

➢ *Step 6*

Lecturer points on the board and students mention them (words) loudly. Finally, lecturer tell to the students that you go to rumah sakit gila. Why you read without word?

The researcher used questionnaire to know or identify the students' ways to get English vocabulary. The respondents to the items of the questionnaire were analyzed in percentage. The explanation of each item is as follows:

The students' ways to get new English vocabulary. Most students got new English vocabulary through reading English text. This was demonstrated by current this research. Asking subjects to give their preference ways to get new English vocabulary. From the 100 students as respondents:

22 students (22%) opened English dictionary directly.

59 students (59%) got them through English reading text.

11 students (11%) asked another people (friend, family, or foreigner)

8 students (8%) got them through reaching via online.

After getting new English vocabulary, students seldom practice it directly. It is very hard for them to keep in mind without using it. They realized that the importance of using it in real fact. If not, of course, it will be forgotten in a few days. The data indicated that most of them sometimes practiced their English vocabulary, like data below.

10 students (10%) always practiced it.
82 students (82%) sometimes practiced it
8 students (8%) seldom practice it.
0 student (0%) never practiced it.

Students have different people to practice their new English vocabulary. they faced people who can make them pleasure in practicing it. Not for those people who always corrected their grammar mistakes. Based on the data indicated that:

12 students (12%) practiced it with their family.
5 students (5%) practiced it with their lecturer or teacher.
82 students (82) practiced it with their friend.
1 student (1%) practiced it with the foreigner.

In teaching learning process, the students and the lecturer always have the same purposes. There was mutual understanding among them. The lecturer tried to explain material clearly. While the students listened it well and actively. They always have or brought home new English vocabulary. The data indicated that:

52 students (52%) always got new English vocabulary from teaching learning process.
40 students (40%) sometimes got new English vocabulary from teaching learning process.
6 students (6%) seldom got new English vocabulary from teaching learning process.
1 student (1%) never got new English vocabulary from teaching learning process.

IV. CONCLUSION

Vocabulary is a flesh of language. Most students (non-native speakers) got it through learning. They learn it with different styles, namely: opening dictionary, searching online, and reading an article. Students tried to have independence, autonomy, and responsibility.

The role of lecturer is important in teaching vocabulary. He or she is demanded to encourage students to practice new English word that they have got in the classroom.

After getting new English word, student did not practice it directly. As we know that, using or practicing the new word is the best way. When we read and have a new word, we must use or practice it in another way, after that write it down, practice that word in a sentence, and we listen carefully for others to pronounce it. Notice how the word is used when you read it. The more often you use a word and the more ways you use it, the more likely you will not forget its meaning.

Students have different people to practice their new English vocabulary. They faced people who can make them pleasure in practicing it. In this case, most students practice new English vocabulary with their friends.

Students are demanded to know and to memorize vocabulary in order to be able to comprehend reading passage, conversation, and grammar. The importance of vocabulary is shown in listening, reading, writing and speaking. One who has lack of vocabulary would have problem in identifying word for meaning.

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