ENGLISH VOCABULARY IN THE MIND OF STUDENT

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Abstract

Lecturer plays an important role in teaching English as a foreign language, in spite of the success of teaching English itself depends on the many factors, one of them is students' participation in the English class. In the other words, the teaching of English becomes useful and more systematically when the lecturer is fully aware of the aims and values of teaching of English subject since the core principle of any teaching is "know what you do and only do what you know". Hence it is essential to understand the aims and values of teaching English. In linguistics study, performance and competence are different, competence is study about language rules in the abstract form or one's capacity to use a language, while performance is the application of one's ability in the concrete form, or the actual application of this competence in speaking or listening. Chomsky (1965:18) said that performance is the effect or the application of competence. Further he said that clearly, the actual data of linguistic performance will provide much evidence for determining the correctness of hypotheses about underlining linguistic structure. Notice the following figure. The data collection procedures in the present study are based on classroom participant observation, student interviews, and questionnaire are the primary sources of data collection. As a point of departure, unstructured interviews conducted with English and students to gain initial understanding of the learning English as a foreign language. This also serves as a pilot study, paving the way for designing the guidelines for the semi structured individual interviews. Notes taken in these unstructured interviews were included in the data analysis. Taking lecture involves the lecturer and the students in formal setting. Lecturer is one who transfers special knowledge (English teaching materials) to his students in form of academic setting. They are engaged in academic norms, for example lecturer has qualified education (magister or doctorate degree) and the students have already registered their status as a university student. The lecturer's function is threefold. In the presentation stage of the material, 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 be skillful manipulator, using questions, commands, and other cues to elicit correct sentences from the students. The students wanted the lecturer to give more opportunities for English practice. They can learn from mistakes and develop in real situation. Role play is one of methods can be applied in teaching English. The students like this methods (96%) because they can imitate and practice their English pronunciation.

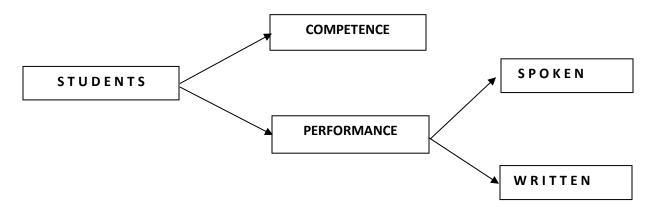**Keywords:** competence; performance; spoken; written

A. INTRODUCTION

Performance can be defined as the act of performing, execution, accomplishment, fulfillment, etc. (Webster's New World College Dictionary, 1995). Performance in this context refers to the ability of lecturer of English to handle his students in teaching English as a foreign language in academic setting. The word of performance is noun form of ' Perform' it means the action of someone to get an aim. The aim in this case is depended on the people need or people sake, but in the education term particularly in this study, performance deals with mastery of the materials in front of the class so that the students will be motivated to join or to follow the lecture. In general,

we agree that theory is easier than practice, for example, most people know how to add a column of numbers, but when they actually do an addition, they need or require time and sometimes make mistakes.

Put in another way, people have a "capacity" for addition, but in "applying" that capacity on any occasion, they require time to think and sometimes make errors in their computations. Likewise, nearly all people have a "capacity" for a particular language. But in "applying" this capacity in speaking or listening, they require time to think and sometimes make mistakes. In speaking, they sometimes hesitate, repeat themselves, stutter, or make slips of the tongue. In listening, they sometimes misunderstand.

In linguistics study performance and competence are different, competence is study about language rules in the abstract form or one's capacity to use a language, while performance is the application of one's ability in the concrete form, or the actual application of this competence in speaking or listening. Chomsky (1965:18) said that performance is the effect or the application of competence. Further he said that clearly, the actual data of linguistic performance will provide much evidence for determining the correctness of hypotheses about underlining linguistic structure. Notice the following figure.

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                    │   COMPETENCE     │
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Source: Search Results, Processed

As a Muslim lecturer should treatt students based on the context. For example, For example, before beginning or introducing the material, lecture greeted students *with "Assalamu Alaikum Warahmatullahi Wabarakatuh"*. This is special traditional values or Islamic teaching value for greeting someone (Moeslim students). For non Muslim, of course, say "good morning". In the other words, lecturer is demanded to have a good performance during teaching learning processes, including opening and closing lecture. Lecturers as persons and professional differ from one another in variety of ways. Some lecturers may possess more general performance for teaching than others. Lecturers' performance of processing information and approaches to viewing knowledge also may vary. Whereas some lecturers are intent upon advancing universal societal principles, other are more committed to maintaining "law and order". That different lecturers worry about or are concerned with different problems is obvious to even the most casual observer. Accepting the premise that lecturers are different in some important ways is, of course, a prerequisite to supporting their development differentially.

There are three component should be done by a lecturer in teaching learning process. Those components are (1) Presenting and explaining new material; (2) Providing practice; and (3) testing (Brown 1994). In principle, the teaching processes of presenting, practicing, and testing (correspond to strategies used by many good learners trying to acquire a foreign language on their own). A lecturer should make sure the learners perceive and

understand new language (by paying attention , by constructing meanings, by formulating rules).The lecturer made conscious of the students effort to learn it thoroughly (by mental rehearsal of items, for example by finding opportunities to practice); and the students check themselves (get feedback on performance, ask to be corrected)

In the classroom, it is the lecturer's job to promote these three learning processes by the use of appropriate acts. Thus he or she presents and explains new material in order to make it clear, comprehensible and available for learning; gives practice to consolidate knowledge; and test, in order to check what has been mastered and what still needs to be learned or reviewed. These acts may or occur in this order, and may sometimes combined within one activity; nevertheless good lecturer is usually aware which is the main objective at any point in a lesson.

Practice can be roughly defined as the rehearsal of certain behaviors with the objective of consolidating learning and improving performance. Language learners can benefit from being told, and understanding , facts about the language only up to a point: ultimately, they have to acquire an intuitive, automatized knowledge which will enable ready and fluent comprehension and self-expression. When introducing new material we often need also to give explicit descriptions or definitions of concepts or processes, and whether we can or cannot explain such new ideas clearly to our students may make a crucial difference to the success or failure of a lesson. There is, moreover, some indication in research that learners see the ability to explain things well as one of the most important qualities of a good lecturer. One particular kind of explanation that is very important in teaching is instruction: the directions that are given to introduce a learning task which entails some measure of independent student activity.

All perception involves signals that go through the nervous system which in turn result from physical or chemical stimulation of the sensory system. For example, vision involves light striking the retina of the eye, smell is mediated by odor molecules, and hearing involves pressure waves. Perception is not only the passive receipt of these signals, but it's also shaped by the recipient's learning, memory, expectation, and attention.

The human posterior superior temporal sulcus (pSTS) responds to both the visual modality (especially biological motion) and the auditory modality especially human voice) are selectively linked. Mouth-preferring regions responded strongly to voice and showed a significant preference for vocal compared with non vocal sounds (Lin L. Zhu & Michael S. Beauchamp 2017).

In communication context, speech perception is the process by which spoken languages are heard, interpreted and understood. Research in speech perception seeks to understand how human listeners recognize speech sounds and use this information to understand spoken language.

The sound of a word can vary widely according to words around it and the tempo of the speech, as well as the physical characteristics, accent and mood of the speaker. Listeners manage to perceive words across this wide range of different conditions. Another variation is that reverberation can make a large difference in sound between a word spoken from the far side of a room and the same word spoken up close. Experiments have shown that people automatically compensate for this effect when hearing speech.

The process of perceiving speech begins at the level of the sound within the auditory signal and the process of audition. The initial auditory signal is compared with visual information primarily lip movement to extract acoustic cues and phonetic information. It is possible other sensory modalities are integrated at this stage as well. This speech information can then be used for higher-level language processes, such as word recognition.

Speech perception is not necessarily uni-directional. That is, higher-level language processes connected with morphology, syntax, or semantics may interact with basic speech perception processes to aid in recognition of

speech sounds.] It may be the case that it is not necessary and maybe even not possible for a listener to recognize phonemes before recognizing higher units, like words for example. In one experiment, Richard M. Warren replaced one phoneme of a word with a cough-like sound. His subjects restored the missing speech sound perceptually without any difficulty and what is more, they were not able to identify accurately which phoneme had been disturbed.

A common definition of learning is that it involves a relatively permanent change behavior as a result of exposure to conditions in the environment. Some psychologists prefer to convey essentially the same idea by saying that learning involves a relatively permanent change in response R as a result of exposure to stimuli S. The terms stimulus and response seem to be easily defined, but they are quite slippery terms and difficult to pin down.

This definition of learning places emphasis on observable events, such as responses and situations in the environment, but the actual mechanism of learning lies within the learner, largely within the central nervous system. The mechanism of learning cannot be observed directly, but the evidence that learning has taken place can. One can find out for sure whether a child can undertake long division by giving him or her a problem that calls for that operation and seeing whether he or she can carry it out successfully. If he or she can, one knows that he or she has learned the operation of long division, but one may know little about how he or she learned it.

It is quite easy to study the modification of behavior that occurs during learning, but very difficult to find out what goes on inside the learner. Indeed, some psychologists have been so impressed with the difficulties of studying the internal processes of the learner that they have abandoned the attempt. Others believe that only trivial knowledge can be acquired by considering only that which is directly observable and that the underlying mechanism of learning has to be studied.

Learning can be positive or negative. One can learn or unlearn. Positive learning is commonly referred to as acquisition. Negative learning is sometimes referred to as extinction. The psychologist views the term learning as embracing a wider range of phenomena that does the layman, who thinks of it largely in terms of school learning.

Teacher's perceptions of core qualities of relationship contributing to positive group dynamic such as empathy, respect, trust and responsiveness on the part f teacher (Christina, Gkonou & Sarah Mercer (2017). Lecturer or teacher reveals a good model for the students whether in the classroom or out of the classroom. Mostly, students have positive perception toward his or her lecturer. Based on the research finding indicated that 39.17% respondents agreed, and 10,42% respondents very agreed and the rest hesitate and disagreed (Rochmat Budi Santosa 2017).

The key questions asked in this study are as follows:

1. How do the students' perception in English teaching learning processes as a foreign language?

2. What extent do the students understand the role of Islamic teaching applied in teaching English?

The objectives of this research are:

1. To identify the student's perception in teaching learning processes.

2. To know student's understanding about the role of Islamic teaching applied in teaching English.

The result of this research is to give information to the students about 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.

As we know that the role of English vocabulary is very important. That is why, in linguistic analysis, vocabulary is regarded as a flesh of language. So in this study, the researcher restricted to the English vocabulary in the mind of student.

B. METHOD

The researcher chose to study the student's perception in teaching English as a foreign language for the second semester of university students. This research held at Jenderal Achmad Yani University and Nusantara Islamic University. The Institutions are a typical private institutions in Bandung West Java. In the other words, participants in the research were the second semester students of UNJANI and UNINUS academic year 2018-2019.

The number of students to be taken as sample was 155, consists of 64 males and 91 females and came from over different countryside's and private schools. Also this research focused on the Islamic Banking Department Students, Science Communication Department Students, and Electrical Engineering Department Students who learn English as obligatory subject. The sample of this research, of course, from different classes, namely: class A and B. There are six classes and all of them were in the second semester.

The data collection procedures in the present study are based on classroom participant observation, student interviews, and questionnaire are the primary sources of data collection. As a point of departure, unstructured interviews conducted with the English and students to gain initial understanding of the learning English as a foreign language. This also serves as a pilot study, paving the way for designing the guidelines for the semi structured individual interviews. Notes taken in these unstructured interviews were included in the data analysis.

The major interviews consist of semi structured individual interview and a group interview. The individual interviews conducted face-to face. Using the interview guidelines to ensure that the same topics covered in all the interviews. Each individual interview lasts between 10 and 15 minutes. The group interview conducted after the first round of data analysis.

A summary of results of the individual interviews used to elicit the perception of learning English. The researcher's interpretations, in addition, follow-up contact was made with participants, either in person or by phone during and after data collection, to invite them (students) to clarify unclear points and confirm or disconfirm some findings. All the interviews conducted at UNJANI and UNINUS. The recordings were transcribed and translated into English. The group interview was audio recorded but not transcribed and notes were kept of the follow-up contacts.

C. RESULT AND DISCUSSION

Taking lecture involves the lecturer and the students in formal setting. Lecturer is one who transfers special knowledge (English teaching materials) to his students in form of academic setting. They are engaged in academic norms, for example lecturer has magister or doctorate degree and the students the students have already registered their status as a university student for join the English class.

There are many rules that the lecturer and the students must be followed or obeyed during teaching learning processes. Lecturer offered to the students about these rules in the first meeting. The aim of these rules is to

give reinforcement to the students. Reinforcement itself refers to the reward and punishment. The rules consist of (1) the students' attendance (2) the students' assignments (3) The students' midterm examination (4) the students' final examination. The students without one of them would not have final score. The percentage each of them are as follow:

The students' attendance 10%.

The students' assignment 20%

The students' midterm examination 30%

The students' final examination 40%

The students have high enthusiasm for joining the English class. They always came to class on time, keep class for silence to listen what their lecturer talked about. Asking question when they have a block or not understanding about the materials explained by their lecturer. They asked in English language not in bahasa Indonesia.

Lecturer gave English coursebook for them used when they have English class. This book is used for one semester. Lecturer had the students do exercises that exist in coursebook. This aim was to build the student fluent and habit in English communication.

 The lecturer gave a punishment if the students broke the rules, for example: students came late to join the English class. The punishment was given in form of memorize 30 English words (English words or terms based on their departments). If the students cannot memorize 30 English words of course out of class (cannot join the English class). The students have 15 minutes for its late joining the English class.

The English materials were presented by the lecturer in integrated skills (listening, speaking, reading, and writing). The starting point followed English syllabus which was presented in the first meeting. Mostly the material began with reading comprehension. After that the students gave comments about that. This is one of the examples of reading text.

Read the following paragraph.

'When I was absent last week, Mr. Maha, my class mate brought me in all my lecture assignments and posted my letters for art and design lecturers. And then when my car broke down yesterday, he drove me all the way to the campus in the pour in grain…'

Questions:
1.How would you describe Mr. Maha?
2.Have you ever found the person likes Mr. Maha?

The first step, the lecturer had the students make spacing from the text above to be English words, then answered the questions (speaking skill). The students were obligatory to give comment in English language. The have different perceptions about the Mr Maha attitudes. Many kinds of methods that the lecturer can be used, one of them was role play. The examples of English sentence were written or spoken based on the student department. This is the example listening skill:

Do you hear A or B?

A   B

design	decide
field	filled
green	grin
eat	it
right	ride
bed	bet

One of the students came in front of the class to read the words above, then the other students made a check list based on their listening A or B.

Before closing meeting, the lecturer always gave a chance for the students to ask question about the English material was presented or explained or suggestions. Sometimes only one or two students asked questions about English material. If there was not student asking question, the lecturer closed English class by reciting HAMDALLAH.

All student agreed that before teaching learning processes, a lecturer called or invited one of his students to lead a pray in front of the class. Muslim students recited ALFATIHAH together with loud voice, while non Muslim students pray based on their belief or religion. Based on the data indicated that from 155 respondents:

81,9% agree it very much pray together berofe taking lecture began.

18,0% agree.

0% not agree.

0% not agree it very much.

Lecturers have different orientation or target in teaching English as a foreign language. Some of them focus on English theories, for example: every meeting he or she teaches English structure. Most of the students agreed that in teaching English emphasized on English practice. From the data of the research indicated that:

14,8% agree it very much that teaching English focused or used English practice.

76,7% agree.

8,3% not agree.

0% not agree it very much.

The status of English in Indonesia is a foreign language taught from junior high school until university, and it is obligatory subject. Sometimes, the lecturer of English used bilingual language namely, English and Indonesia language in English teaching learning processes. In this case, not all students like this method. The data from questionnaire indicated that:

8,3% agree it very much used only English language during English teaching learning process.

37,4% agree.

50,3% not agree.

3,8% not agree it very much.

There are many strategies that the lecturer can use or apply in English teaching learning activities, one of them is role play. Most of the students like this strategy or method. The data indicated that:

42,5% agree it very much the lecturer used role play in English teaching activity.

54,8% agree.

2,5% not agree.

0% not agree it very much.

Lecturer always asked questions about the materials which is being taught to the students to know whether the students have understood the materials or not. I myself always asked question by calling or mention his or her name based on attendance list. The data indicated that:

18% agree it very much asking question to the students through mentioning their name basen on attendance list.

71,6% agree.

9,6% not agree.

0% not agree it very much.

Teaching English to the students is one of religious serves, and lecturer would have reward *(pahala)* according to the Islamic teaching. That is why, opening English class by reciting BASMALLAH, and closing it by reciting HAMDALLAH. The data indicated that:

71,6% agree it very much closing English class by reciting HAMDALLAH.

7,7% agree

0% not agree

0% not agree it very much.

D. CONCLUSION

Teaching English as a foreign language at university involves lecturer and students in form of academic settings. One of the aims of learning English as a foreign language is enable the students to communicate English either oral and written with people from different countries or states.

Lecturer has an important role in English teaching processes. He or she must have a model for the students in learning interaction. A model means that he or she has a good knowledge and experience in teaching English. The lecturer also is demanded to treat the students appropriate manners included giving the same chance in doing something in the classroom (justice and fair for all students).

There are many rules that the lecturer and the students must be followed or obeyed during teaching learning processes. Lecturer offered to the students about these rules in the first meeting. The aim of these rules is to give reinforcement to the students. Reinforcement itself refers to the reward and punishment. The rules consist of (1) the students' attendance (2) the students' assignments (3) The students' midterm examination (4) the students' final examination. The students without one of them would not have final score. The percentage each of them are as follow:

The students' attendance 10%.

The students' assignment 20%

The students' midterm examination 30%

The students' final examination 40%

All student agreed and agreed it very much (100%) that before teaching learning processes, a lecturer called or invited one of his students to lead a pray in front of the class. Muslim students recited ALFATIHAH together with loud voice, while non Muslim students pray based on their belief or religion. A prayer had to say *Assalamu Alaikum* for greeting his or her classmates, then he or she said "Before we begin our English lecture this morning, let's recite ALFATIHAH for Muslim students".

The lecturer has to use English practice when he or she teaches the students in the classroom. There are many strategies or methods that the lecturer can use in teaching English as a foreign language, one of them is role play. The students liked this method very much because it focus on English practice. They have a problem about how to pronounce English words correctly. This is needed fluent for them by repeating that English words if the students made mistakes in pronunciation.

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