TEACHERS’ BELIEFS TOWARD VOCABULARY LEARNING IN TEACHING READING

THESIS

Submitted in Partial Fulfillment of the Requirement

for the Degree of Sarjana Pendidikan

Adnadea Rida Hanggani
112015060

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
2019
TEACHERS’ BELIEFS TOWARD VOCABULARY LEARNING IN TEACHING READING

THESIS

Submitted in Partial Fulfillment of the Requirement

for the Degree of Sarjana Pendidikan

Adnadea Rida Hanggani
112015060

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
2019
PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama: 

NIM: 

Fakultas: Bahasa dan Seni

Program Studi: Pendidikan Bahasa Inggris

Judul tugas akhir: TEACHERS’ BELIEFS TOWARD VOCABULARY LEARNING IN TEACHING READING


2. Marsha Naaddai, M.A. (Penguji)

Dengan ini menyatakan bahwa:

1. Hasil karya yang saya sahkan ini adalah asli dan belum pernah diajukan untuk mendapatkan gelar sarjana atau di Universitas Kristen Satya Wacana maupun di institusi pendidikan lainnya.

2. Hasil karya saya ini berasal dari pengalaman pribadi saya, penelitian, atau karya sastra yang sudah diselesaikan, dan hasil penelitian yang saya tulis tidak ada konsep atau ide yang sama dengan hasil karya orang lain.

3. Hasil karya saya ini merupakan hasil riset atau sosial yang telah diajukan dan disetujui oleh pembimbing.

4. Dalam karya saya ini tidak terdapat karya atau prinsip yang telah ditulis atau dipublikasikan oleh orang lain, kecuali yang digunakan sebagai bagian dari makalah dengan klarifikasi dan penjelasan yang jelas.

Pernyataan ini saya buat dengan sepenuh hati. Apabila di kemudian hari terbukti ada penyesatan atau kecurangan dalam penyusunan ini maka saya bersedia menemui untuk akademik dan penelitian yang telah diperoleh karena karya saya ini, serta sulit bagi saya yang sesat dengan ketentuan yang berlaku di Universitas Kristen Satya Wacana.

Saat ini, 22 April 2019

Ahmad Rola H.
COPYRIGHT STATEMENT

The thesis contains no such material as has been submitted for examination in any course or accepted for the fulfillment of any degree or diploma in any university. To the best of my knowledge and my belief, this contains no material previously published or written by any other person accept where due reference is made in the text.

Copyright ©2019: Adnadea Rida Hanggani and Anita Kurniawati, M.Hum.

All rights reserved. No part of this thesis may be reproduced by any means without the permission of at least one of the copyright owners or the English Language Education Program, Faculty of Language and Arts, Universitas Kristen Satya Wacana, Salatiga.

Adnadea Rida Hanggani
112015060
PERNYATAAN PERSETUJUAN AKSES

Saya yang bertanda tangan di bawah ini:
Nama: Adnaడa Rida Hanqani
NIM: 112015060
Fakultas: Bahasa dan Seni
Program Studi: Pendidikan Bahasa Inggris
Judul tugas akhir: TEACHERS’ BELIEFS TOWARD VOCABULARY LEARNING IN TEACHING READING

Dengan ini saya menyatakan hak non-eksklusif* kepada Pustakaan Universitas - Universitas Kristen Satya Wacana untuk memajukan, mengatur akses serta melaksanakan penguasaan terhadap karya saya ini dengan akses pada kedua akses tugas akhir elektronik sebagai berikut (teri anda pada kotak yang sesuai):

☐ a. Saya mengijinkan karya tersebut dianggap ke dalam aplikasi Repository Perpustakaan Universitas dan/atau portal GARUDA.

☐ b. Saya tidak mengijinkan karya tersebut dianggap ke dalam aplikasi Repository Perpustakaan Universitas dan/atau portal GARUDA.**

* Hak yang akan diberikan kepada Pustakaan Universitas - Universitas Kristen Satya Wacana
** Hasil akan diterbitkan dalam bentuk buku dan/atau elektronik

Demikian pernyataan ini saya buat dengan sebaik-baiknya.

Salatiga 22 April 2019

Adnaḍa Rida Hanqani

Anita Kurniawan, H. Hamid
PUBLICATION AGREEMENT DECLARATION

As a member of the (UKSW) Universitas Kristen SatyaWacana academic community, I verify that:

Name: Amdaes Rida Hanaani
Student ID Number: 112015960
Study Program: English Language Education
Faculty: Language and Arts
Kind of Work: Undergraduate Thesis

I hereby declare that I agree to provide UKSW with a non-exclusive royalty free right for my intellectual property and the contents thereof entitled:

TEACHERS’ BELIEFS TOWARD VOCABULARY LEARNING IN TEACHING READING

along with any pertinent equipment.

With this non-exclusive royalty free right, UKSW maintains the right to copy, reproduce, print, publish, post, display, incorporate, store in or scan into a retrieval system or database, transmit, broadcast, barter or sell my intellectual property, in whole or in part without my express written permission, as long as my name still included as the writer.

This declaration is made according to the best of my knowledge.

Made in: Salatiga
Date: 18/2/2019
Verified by signature,

Amdaes R.H.

Arih W.K. M. Pem.
M. Nuryanto, M.A.
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVER PAGE</td>
<td>i</td>
</tr>
<tr>
<td>INSIDE COVER PAGE</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL PAGE</td>
<td>iii</td>
</tr>
<tr>
<td>PERNYATAAN TIDAK PLAGIAT</td>
<td>iv</td>
</tr>
<tr>
<td>COPYRIGHT STATEMENT</td>
<td>v</td>
</tr>
<tr>
<td>PERNYATAAN PERSETUJUAN AKSES</td>
<td>vi</td>
</tr>
<tr>
<td>PUBLICATION AGREEMENT DECLARATION</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>viii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>1</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>LITERATURE REVIEW</td>
<td>4</td>
</tr>
<tr>
<td>The role of vocabulary in language learning</td>
<td>4</td>
</tr>
<tr>
<td>Vocabulary and reading comprehension</td>
<td>4</td>
</tr>
<tr>
<td>How vocabulary is taught</td>
<td>5</td>
</tr>
<tr>
<td>Teachers’ Beliefs</td>
<td>7</td>
</tr>
<tr>
<td>The Importance of Teachers Belief</td>
<td>8</td>
</tr>
<tr>
<td>THE STUDY</td>
<td>9</td>
</tr>
<tr>
<td>Method of the study</td>
<td>9</td>
</tr>
<tr>
<td>The context of the study</td>
<td>9</td>
</tr>
<tr>
<td>Participants</td>
<td>9</td>
</tr>
</tbody>
</table>
TEACHERS’ BELIEFS TOWARD VOCABULARY LEARNING IN TEACHING READING

ADNADEA RIDA HANGGANI

112015060

ABSTRACT

The role of vocabulary plays an important part in English language learning. Many studies have been conducted on the importance of vocabulary learning and teaching in the classroom as well as the influence of vocabulary in students’ reading performance and reading ability. Nonetheless, there have only been a few researches which discussed about teachers’ beliefs in vocabulary. This study aims to discover what is Junior High School teachers’ beliefs toward vocabulary learning in teaching reading. The data of this study was obtained from a semi-structured interview. Nine Junior High School teachers were interviewed to find out their beliefs in vocabulary learning. The result of the interview sessions showed the teachers’ beliefs. The teachers believe that vocabulary has a strong relationship with reading, vocabulary is important in language learning and vocabulary learning has to be integrated with reading.

Keywords: teachers’ beliefs, vocabulary, reading

INTRODUCTION

Vocabulary is a crucial aspect of language acquisition. Knowing words becomes very important if we want to be able to communicate with someone. Without knowing any vocabulary learners will not be able to read, write, communicate or even speak in any languages. As Wilkins (1972) states that “Without grammar very little can be conveyed. Without vocabulary, nothing can be conveyed” (p.111). Students having vocabulary knowledge is one of the basic skills in acquiring a language. Cameron (2001) cited in Alqahtani (2015) affirms...
that as one of the knowledge areas in language, vocabulary plays an important role for learners in acquiring a language (p.22).

Vocabulary is seen to be an important part of language acquisition, but something that is not discussed as much as other components such as grammar. According to Meara (1984), cited in Cahyono and Widiati (2008), the limited research in the area of vocabulary was caused by the attention that has been greatly focused on the grammatical element of language because this element was believed to be the most important component in language. In contrast, a single source of the problem in second language readers is vocabulary. In other words, the lack of vocabulary knowledge is the main obstacles for readers to overcome (Kweldju, 2005).

Vocabulary learning and teaching seems to be very limited in language learning process. As Milton (2009, p.9) point out “vocabulary learning and vocabulary teaching receive less attention than they deserve”. Particularly for Junior high school context in Indonesian. For the beginner level like the Elementary school level, vocabulary can be taught separately because students are exposed to the new language. Yet, for Junior high school context, vocabulary learning has been regarded as students’ own work; they can learn it by themselves. Teachers are rarely to teach vocabulary only in the classroom because teacher apparently focuses on the use of the context of the word rather than only the meaning in order to get the point of the text.
In case, Junior high school students tend to find difficulty in comprehending a reading passage or text because probably they are unfamiliar with many words in the reading passage or text that they have read. This because of students’ levels of vocabulary knowledge that seems to be very low. Students with a high level of vocabulary knowledge will be able to analyze and understand the reading passage better than students with low levels of vocabulary (Nation, et al, 2004). Despite vocabulary is important especially in reading comprehension it is not easy to teach new vocabulary to junior high school students, because teaching it needs an explanation for each part. Yet, at the other time, a teacher should also see that the meaning and use of words should also be given a lot of attention. Considering the importance of vocabulary, teachers need to know their beliefs toward vocabulary learning in teaching reading because teacher is taken an action in the classroom.

Realizing that vocabulary is important but lack of attention in the classroom context, this study intends to find out teachers’ beliefs toward vocabulary learning in teaching reading. The research will give some useful information about teachers’ beliefs that may given an impact in vocabulary learning and teaching reading in the classroom. The result study from Sidek and Rahim (2015) explain that vocabulary knowledge is a determinant factor for the success of reading comprehension (p.55). A similar statement from Larsson (2014) in the study results states, that learning vocabulary was even seen as more important than learning grammar (p.10). Hopefully, the result of this study could be useful for teachers to show whether teachers’ beliefs toward vocabulary can be
implemented in teaching reading, in which the teacher could also help students enrich their vocabulary knowledge in the future by using those beliefs to be implied in the classroom. The participants of this study were nine Junior high school teachers in Salatiga. Hence, the primary problem and question in this study is as follows: What are teachers’ beliefs toward vocabulary learning in teaching reading?

LITERATURE REVIEW

The Role of Vocabulary in Language Learning

Vocabulary plays an important role in language learning. Without vocabulary, it is impossible for learners to acquire a language. Cameron (2001) cited in Alqahtani (2015) asserted that “vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language” (p.11). Vocabulary in language learning is often viewed as a critical tool for second language learners because limited vocabulary in a second language impedes successful communication (Alqahtani, 2015). Limited vocabulary may hinder students from learning the language. Vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized. It is also central to language teaching and is of paramount importance to a language learner (Alqahtani, 2015).

Vocabulary and Reading Comprehension

Reading comprehension is plausibly related to vocabulary. Vocabulary has a crucial role in reading comprehension because vocabulary is a determining
success in all aspects of reading. The persistent finding in reading research stated that the level of students’ vocabulary knowledge is strongly related to their reading comprehension (Ditha, 2009) cited in Djuarsa (2017). It means that if the student can comprehend a reading passage well, they will also have high achievement in reading because they know what they are reading. Hancock (1998) cited in Chou (2011) also believes that reading comprehension involves understanding the vocabulary itself. Without understanding the vocabulary first, it is difficult for the student to comprehend the reading passage. Basically, the amount of familiar and unfamiliar words that the students have is the factor in determining the success in reading comprehension. Research from Nation (2000) and Schmitt (2000) cited in Sidek & Rahim (2015) asserted that the amount of familiar and unfamiliar vocabulary is one of the significant aspects in distinguishing the difficulties of a reading passage. If the students have limited vocabulary knowledge, it hinders them from understanding and getting the information from the text that they have read because those who know more words are able to process and comprehend various reading text (Anderson & Freebody, 1981)(p.51). Nations (2001) perceived that students’ reading comprehension will develop when their vocabulary size and knowledge increases. Vocabulary seems to be central to language acquisition, especially in reading comprehension.

**How Vocabulary Is Taught**

In Indonesia, vocabulary teaching seems to have less attention compared to other aspects like grammar. According to Seal (1991), how vocabulary is taught
in the foreign language classroom were either unplanned or planned vocabulary teaching. Unplanned vocabulary teaching refers to vocabulary being taught unsystematically, arising because one student has a problem with a word that has come up in the lesson, or because the teacher thinks that an important vocabulary item is unknown to the majority of the students. In contrast, planned vocabulary teaching involves two types: one incidental to the objective of the lesson and the other one specifically designed as a vocabulary lesson. Whereas, teaching vocabulary helps students to understand the reading text and to be able to communicate with others in English. According to Cahyono and Widiati (2008) “Vocabulary teaching aims at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purposes.” (p.1). There are many approaches that have been done by the researchers in teaching vocabulary. Hunt and Beglar (2002) cited in Cahyono and widiati (2008) pointed out three approaches to vocabulary teaching and learning: incidental learning, explicit instruction, and independent strategy development. The incidental learning approach believes that vocabulary is learned automatically if the learner is exposed to the target language. According to Sylven (2010) cited in Josefsson (2012) the incidental approach believes in learning vocabulary in realistic situations in a way similar to that in which L1 is learned (p.7). Explicit instruction according to Hunt and Beglar (2002) cited in Cahyono and Widiati (2008) refers to intentional learning of vocabulary through instruction, which is essential for beginning students whose lack of vocabulary knowledge limits their reading ability. The last is Independent strategy
development which concerns on equipping the learners to the vocabulary strategies. Teachers usually use the traditional approaches of teaching vocabulary, such as memorization, giving a list of vocabulary to students which they have to learn by themselves. Kelly (1985) cited in Wang and Kelly (2013) stated that memorization had long been the most popular way of learning a new word (p. 75).

**Teachers’ Beliefs**

There are many definitions of beliefs; Raymond (1997) cited in Gilakjani and Sabouri (2017) defined the term belief as a personal judgment formed from experiences. Beliefs are judgments and evaluations that we make about ourselves, others, and the world around us. They are personal ideas based on observation or rational thinking (Khader, 2012). Also, Cabaroglu and Roberts (2000) cited in Gilakjani and Sabouri (2017) stated that beliefs are a conceptual representation that indicates a reality, truth, or trustworthiness to its holder to ensure faith upon it as a guide to personal thought and action. According to Pehkonen and Pietilä (2003), cited in Gilakjani and Sabouri (2017), a belief is a kind of knowledge that is subjective and experience-based. The definition of teachers’ belief itself here are closely related to what teachers think and feel that can influence how they think and behave in the classroom. It is related to teachers’ strategies to overcome the challenges in their professional life as a teacher. Zheng (2009) cited in Gilakjani and Sabouri (2017) stated that teachers’ beliefs are significant ideas in comprehending teachers’ thought processes, teaching methods and learning to teach.
The Importance of Teachers’ Belief

Teachers’ belief is important in understanding and improving educational processes. It seems important because teachers’ belief plays a key role in teachers’ classroom practices and their professional development. Li (2012) cited in Gilakjani and Sabouri (2017) stated that teachers’ beliefs have a key role in language teaching (p.78). It helps a person or the teacher themselves make sense of the world, understand the new information and adjust the understanding of occurrence. Pajares (1992) cited in Xu (2012) also stated that teachers’ beliefs have a greater influence than the teachers’ knowledge on the way they plan their lessons, on the kinds of decisions they make, and on their general classroom practice (p.1). Heather (2009) as cited by Xu (2012) asserted that teachers’ belief influence teacher consciousness, teaching attitude, teaching methods and teaching policy (p.2). Teachers’ beliefs also strongly influence teaching behavior and, finally, learner development. For example, their beliefs guide their decision-making, behavior, and interactions with students and, in turn, create an objective reality in the classroom. Richards and Rodgers (2001) also stated that teachers have beliefs about language learning and these helped them get a special approach to language teaching. Teachers’ belief can be seen as an important aspect of language teaching and learning.
THE STUDY

Method of the study

This study used qualitative data approach. It aimed to discover the teachers’ beliefs toward vocabulary learning in teaching reading and to know how important vocabulary is in teaching reading for Junior high School student. The data were collected by interviewing nine Junior High School teachers in Salatiga.

The context of the study

This research was conducted in three public Junior High Schools in Salatiga, Central Java, Indonesia. Salatiga was chosen because it was considered as a small city with a big population which was dominated by students. It can be shown by the amount of the students in one junior high school that reach almost 700 students. These three Junior High Schools were chosen because the school is the most favorite school in Salatiga and had a similar characteristic from one to another.

Participants

This study had nine participants which were the Junior High School teachers in Salatiga. They were four female and five male with the age range between 25 – 55 years old. The participants were taken from three different schools. The participants decided based on the total number of English Teacher in one school that has been chosen. Table I gives a demographic overview about the participants involved in this study.
Table 1. Participants’ Demographic Data

<table>
<thead>
<tr>
<th>Participants</th>
<th>Educational background</th>
<th>Experience (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 1</td>
<td>English Education</td>
<td>22 years</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>English Education</td>
<td>12 years</td>
</tr>
<tr>
<td>Teacher 3</td>
<td>English Education</td>
<td>13 years</td>
</tr>
<tr>
<td>Teacher 4</td>
<td>English Education</td>
<td>12 years</td>
</tr>
<tr>
<td>Teacher 5</td>
<td>English Education</td>
<td>23 years</td>
</tr>
<tr>
<td>Teacher 6</td>
<td>English Education</td>
<td>29 years</td>
</tr>
<tr>
<td>Teacher 7</td>
<td>English Education</td>
<td>13 years</td>
</tr>
<tr>
<td>Teacher 8</td>
<td>English Education</td>
<td>15 years</td>
</tr>
<tr>
<td>Teacher 9</td>
<td>English Education</td>
<td>13 years</td>
</tr>
</tbody>
</table>

As shown in table 1, all of the participants are graduated from English Education program. They had been teaching English in Junior High School context for more than ten years.

Data Collection Instruments

This study used an interview to gather the data by providing around ten questions to be asked. Interview method was chosen in order to obtain further information regarding this study. The interview enquired questions about the teachers’ opinions about vocabulary learning when the vocabulary is taught in the classroom, their feelings and also their experiences in teaching reading.
**Interview Questions**

1. What do you think about vocabulary learning?

2. In your opinion, what is the relationship between vocabulary learning in teaching reading in the classroom?

3. What is the difficulty of vocabulary learning for the students?

4. Is there any difficulty in teaching reading?

5. Have you ever taught vocabulary separately?

6. How often do you teach vocabulary?

7. How do you teach reading in the classroom?

8. In your opinion, is it necessary to teach vocabulary?

9. What is the challenge(s) in teaching vocabulary?

10. What do you think about teaching vocabulary separately?

**Data Collection Procedures**

For gathering the data, this study started with piloting to a participant that had the same characteristic as the real participants. This was tried out first to two English Teachers in Salatiga first. The researcher interviewed those teachers first before doing to the real participants. This aimed to test the interview questions whether it was appropriate or not. Based on the piloting result, all the questions were appropriate enough to be asked to the real participants. The researcher
decided to add some questions afterward. The interview session was a semi-structured interview because the interview questions were already prepared beforehand, but the researcher allows for follow up questions to obtain further information and to obtain richer data. Since the interview questions were in English, it translated into Bahasa Indonesia to make it easier for the participants to answer. The interview used both Bahasa Indonesia or English, depending on the interviewee. The interview session was recorded using a smartphone.

Table II. *Participants’ Interview Data*

<table>
<thead>
<tr>
<th>Participants</th>
<th>Interview Day and Date</th>
<th>Interview Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 1</td>
<td>Tuesday, January 22, 2019</td>
<td>41’41”</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>Wednesday, January 23, 2019</td>
<td>17’23”</td>
</tr>
<tr>
<td>Teacher 3</td>
<td>Tuesday, January 29, 2019</td>
<td>20’08”</td>
</tr>
<tr>
<td>Teacher 4</td>
<td>Tuesday, January 29, 2019</td>
<td>15’09”</td>
</tr>
<tr>
<td>Teacher 5</td>
<td>Tuesday, January 29, 2019</td>
<td>23’16”</td>
</tr>
<tr>
<td>Teacher 6</td>
<td>Tuesday, January 29, 2019</td>
<td>16’59”</td>
</tr>
<tr>
<td>Teacher 7</td>
<td>Friday, February 1, 2019</td>
<td>13’34”</td>
</tr>
<tr>
<td>Teacher 8</td>
<td>Friday, February 1, 2019</td>
<td>13’31”</td>
</tr>
<tr>
<td>Teacher 9</td>
<td>Friday, February 1, 2019</td>
<td>20’45”</td>
</tr>
</tbody>
</table>

All of the participants spent around thirteen until forty minutes each. The interview process altogether took two weeks. The shortest interview length was thirteen minutes and thirty one seconds while the longest interview length spent forty one minutes and forty one seconds.
Analyzing Data Procedures

The data were analyzed by transcribing the interview result. Then the data were classified or categorized based on the answers. The researcher made a classification table based on several components, which aimed to compare the answer from all participants. After that, the researcher identified the interview result based on several emerging themes. The data from the interview session were translated into English if the answer given from the participants was in Bahasa Indonesia. Finally, the result of teacher’s beliefs toward vocabulary learning in teaching reading in salatiga were acquired.

FINDINGS AND DISCUSSION

Findings and discussion are presented based on several emerging themes related to the research question.

There Is A Strong Relationship Between Vocabulary and Reading

Vocabulary and reading cannot be separated, because both of them relate to each other. From the interview data, it was found that all teachers agreed that there is a strong connection between vocabulary and reading. Vocabulary is viewed as a crucial aspect of language learning. Gunning (2005) as cited in Sidek & Rahim (2015) argued that knowledge in vocabulary is one of the major obstacles for reading comprehension (p.55). If the students have limited vocabulary knowledge, it affects the students' comprehension in reading. This point can be illustrated by Teacher 2's and Teacher 7's statements below:
"Hubungan antara vocabulary dan reading itu sangat sangat erat karena pada kenyataannya anak anak yang vocabulary nya lemah levelnya ketika membaca reading dia tidak bisa comprehend dengan baik bahkan tidak bisa comprehend". (Guru 2, 23 Januari 2019)

"The relationship between vocabulary and reading is very tight. The reality shows that the students who have low vocabulary level cannot comprehend their reading text well". (Teacher 2, January 23, 2019)

"Vocabulary sama reading otomatis mempunyai hubungan yang sangat erat, jika siswa tidak menguasai vocabulary, mereka akan kesulitan menemukan makna atau maksud dari setiap teks yang ada". (Guru 7, 1 Februari 2019)

"Automatically, vocabulary and reading have a close relationship. If the students do not master the vocabulary, they will find difficulty in finding the meaning of the text". (Teacher 7, February 1, 2019)

"Hubungannya sangat erat, karena teks itu kan asalnya dari kata, jadi ketika anak itu banyak memahami kosakata maka dia akan lebih mudah memahami bacaan. Kekurangan vocab otomatis ketika siswa mau memahami sebuah teks itu juga membutuhkan waktu atau pemikiran yang jauh lebih lama dibandingkan dengan mereka yang sudah paham". (Guru 5, 29 Januari 2019)

"The relationship between vocabulary and reading is very tight because the text is formed from words. When the students understand many vocabularies, it will be easier for them to comprehend the reading text. Automatically, because of lacking vocabulary itself, when these students want to comprehend a reading text, they will spend more time compared to the students who have good vocabulary knowledge". (Teacher 5, January 29, 2019)

From the participant’s statements above, it could be seen that the participants believed the strong connection between vocabulary and reading. Stahl
(2003) as cited in Sidek & Rahim (2015) believes that the relationship between vocabulary and reading comprehension is a "vigorous" one (p.51). All participants stated that vocabulary is a determiner of reading comprehension. If the students have low vocabulary size, they will find difficulty in comprehending the reading text. This statement was also stated by Moghadam, Zainal, and Ghaderpour (2012) as cited in Sidek & Rahim (2015) that the condition when a reader does not know many words would hinder the text processing. As a result, it leads the reader to the difficulties in comprehending the text (p.51).

**Vocabulary Plays an Important role in Language Learning**

More than half of the participants in this study claimed that vocabularies are important and needed in language learning. Vocabulary is considered as a vital aspect in language use and a core element in language learning as Rubin and Thompson (1994, p.79) as cited in Al-Rahmi (2018) stated that "one cannot speak, understand, read or write a foreign language without knowing a lot of words, so vocabulary learning is at the heart of mastering a foreign language". The other one comes from Flower (2000, p.5) who asserted that "words are the most important things students must learn. Actually, grammar is important, but vocabulary is much more important". This point can be illustrated by Teachers 9’s statement below:

(Excerpt 4)

“Sangat penting dan perlu sekali, kita lebih mengajarkan kamu butuh dulu kita ini deal nya bahasa Inggris otomatis yang harus tau adalah kata kata dalam bahasa Inggris. Sehingga sebagai siswa harus tau amunisi kita atau
It is important and necessary. We need it because we are dealing with English and automatically, what we have to know is the words in English. As a student, they have to know that our ammunition or bullet in English language learning is vocabulary itself. In Maths, they have formulas, in English, our ammunition is not a formula or even grammar but the vocabulary. For me, vocabulary is everything, because the more you know, the easier it is for you to understand”. (Teacher 9, February 1, 2019)

Teacher 8 also stated a similar point as Teacher 9:

(Excerpt 5)

“It is important and needed. Vocabulary is a basic skill in language learning. The students also have to deal with vocabulary in the classroom every day, because again, English is a Foreign Language in which students do not use in their daily lives. We have to teach and discuss it in the classroom in order to help them enrich their vocabulary". (Teacher 8, February 1, 2019)

It can be concluded from the findings that both Teacher 8 and Teacher 9 gave the same statement about the importance of vocabulary. Thus, in mastering a language, it is crucial for learners to acquire the vocabulary. Vocabulary is known as a significant part in the learning of language, particularly of a second language or foreign language learning. Vocabulary holds an important role in learning English because it is the basis of language skills (Kurniawan, 2009). All of the participants claimed that in Junior high school context, vocabulary teaching and
learning are important and needed in the classroom. Laufer (1997) as cited in Nilforoushan (2012) stated that vocabulary is the most important part in language learning and language use. Thus, we may say that vocabulary is a central aspect of language learning in general and reading comprehension in particular.

Despite the importance of vocabulary in language learning, this study also found the major difficulty for students in learning vocabulary. There were two major difficulties that hinders students in learning vocabulary explained by teachers. First, students’ motivation in learning English. Second, their willingness to read new vocabulary and to enrich their own vocabulary knowledge by themselves. The first point can be illustrated by Teacher 1’s and Teacher 3’s statements:

(Excerpt 6)

“Mereka motivasi nya kurang, motivasi untuk belajar bahasa inggrisnya sangat kurang. Anak jaman sekarang kan pengen serba yang instan, praktis kan gitu mereka engga mau yang repot repot susah susah dengan cara tanya ke guru misalnya”. (Guru 1, 23 Januari, 2019)

“They are lack of motivation to learn especially English. Now, students want to learn English instantly, by asking their teacher for example”. (Teacher 1, January 23, 2019)

(Excerpt 7)

“Anak anak ini sulit sekali untuk termotivasi untuk belajar, mereka motivasi nya itu sangat rendah sekali untuk belajar bahasa asing. Maunya ya langsung saja tanya ke guru tentang vocab ini dan itu”. ( Guru 3, 29 Januari 2019)

“Students hard to be motivated in learning English, they have very low motivation in learning foreign language. They just directly ask the teacher about the meaning of the vocabulary” (Teacher 3, January 29, 2019)
The seconds point can be illustrated by Teacher 4’ and Teacher 6’ statements below:

(Excerpt 8)

“Kesulitan anak itu memang lack of motivation in learning vocabulary tapi memang apa itu kemauan anak juga untuk membaca dan menambah kosa kata nya sendiri itu juga kurang. Itu yang menyebabkan mereka lack of vocabularinya tinggi jadi mereka tidak mempunyai jumlah kosa kata seperti yang diharapkan. Itu sebenarnya yang menjadi kesulitan terbesar”.
(Guru 6, 29 Januari 2019)

“The difficulty faced by the students not only come from their motivation in learning vocabulary, but also their willingness to read and to enrich their own vocabulary as well. As a result, it makes them do not have enough vocabulary knowledge”. (Teacher 6, January 29, 2019)

(Excerpt 9)

“Kesulitannya biasanya mereka itu tidak tahu arti kata tapi mereka enggan untuk membaca kosa kata baru dan mencari artinya sendiri ya hitung hitungambah kosa kata mereka sendiri. Bagi siswa ya kebanyakan mereka itu enggan untuk membuka kamus, pengenya instan bertanya langsung ketemu jawabannya sedangkan kita bagi guru kan sebenarnya tidak boleh mengajarkan vocabulary langsung memberikan artinya tapi try to explain the vocabulary in English”.
(Guru 4, 29 Januari 2019)

“The difficulty is because they do not know the meaning of the word, but they also unwilling to read new vocabulary and to searching for the meaning on the dictionary. They want to know instantly by asking to the teacher, but as a teacher we can not just give the meaning but we try to explain the vocabulary in English”. ( Teacher 4, January 29, 2019)

According to teacher 1’, 3’, 4’ and 6’ statements above they all agree that the major difficulty was from students’ motivation in learning vocabulary itself. This motivation can be called as Intrinsic motivation because it is related to an internal wish to do something as Broussard and Garrison (2004) claimed that “Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure.”(p.106). In this case, students seem to have low intrinsic
motivation in learning vocabulary. The teachers explained further that students were hard to get interested in learning vocabulary.

On the other hand, teachers also have some challenges in teaching vocabulary in the classroom. There were more than one challenges in teaching vocabulary for teacher. First, the limited time to teach only vocabulary in one meeting. Second, students’ ability in apprehending the word and their learning styles that is different from one to another. Teacher 1 and Teacher 4 shared their experiences related to the first challenge as below:

(Excerpt 10)

“Tantangannya adalah kita tidak punya cukup waktu pertemuan hanya untuk mengekplor vocabulary untuk anak, dan itu tidak mungkin dalam 1 hari kita hanya mengajarkan vocabulary saja”. (Guru 1, 22 January 2019)

“The challenges came from the limited time because we do not have enough time to explore vocabulary for students. It is also impossible to teach only vocabulary in one meeting”. (Teacher 1, January 22, 2019)

(Excerpt 11)

“Kalau untuk tantanganya sih ya dalam hal waktu, the limited time. Karena setiap pertemuan kita engga hanya mengajar vocabulary saja. Kita harus menyelesaikan materi juga kan”.(Guru 4, 29 Januari 2019)

“I think for the challenges is the time itself, because in one meeting we do not only teach vocabulary but we also have to finish our material”. (Teacher 4, January 22, 2019)

Teacher 3, 6 and 7 also shared their experiences related to the seconds challenges below:

(Excerpt 12)

“Untuk tantangan nya itu dari segi anak didik malah, kemampuan mereka itu kan berbeda beda cara mereka menyerap atau understand the word itu berbeda- beda learning style mereka juga sangat beda. Jadi bagi saya pribadi itu tantangan paling besar untuk bisa membuat mereka mengerti dan paham”.(Guru 3, 29 Januari 2019)
“The challenges is came from the students itself. They have diferent ability to understand the words and their learning style is also very different. For me, this is very challenging because we have to make students understand the words”. (Teacher 3, January 29, 2019)

(Excerpt 13)

“Tantangannya sebenarnya malah terletak pada anak itu sendiri, ya tadi kemampuan anak sangat berbeda. Ada yang kemampuan menyerap vocabularynya tinggi ada pula yang sangat low apalagi dengan learning style yang berbeda pula. Jadi itu tantanganya sejauh ini, sangat beragam kemampuan anak itu”. (Guru 6, 29 Januari 2019)

“Actually, the challenges came from students’ side, as I mentioned before students ability that different from one to another. There are many students with high vocabulary knowledge and also low vocabulary knowledge. In addition, they also have different learning style. So far, this is the challenges in teaching vocabulary”. (Teacher 6, January 29, 2019)

(Excerpt 14)

“Ya beberapa siswa memiliki kemampuan dan cara belajar vocabulary yang sangat sangat terbatas, karena kan mungkin latar belakang mereka juga berbeda kemampuan mereka untuk menyerap dan paham berbeda minat mereka untuk menghafalpun juga sangat berbeda”. (Guru 7, 1 Februari 2019)

“Some students have a very limited vocabulary knowledge, because they have different background knowledge too. Their ability to understand the words is also different, also in terms of memorizing words”. (Teacher 7, Februari 1, 2019)

From the interview results above, the participants mentioned two challenges in teaching vocabulary in the classroom. First, the limited time hinders teacher to teach only vocabulary in one face time. The second one came from students’ ability related to understanding, memorizing and apprehending the vocabulary and also students’ learning style that may be different from one student to another. According to McCarthy (1997) described “learning style” as the individuals’ perception and use of knowledge. Also Allport (1961) learning style is defined as thought, perception, remembering also problem solving of the
individual in the way she/ he used to do. People’s learning styles will vary because everyone is different from one another naturally.

**Vocabulary Learning has to be Integrated with Reading**

From the data gathered, all the participants claimed the same statements that vocabulary learning has to be integrated with reading in order to help the students understand both the meaning and the context of the reading text. Contextualized vocabulary learning is more effective than learning words in a list. Oxford and Scarcella (1994) as cited in Alizadeh (2016) observed that while decontextualized learning (word list) may help students memorize vocabulary, students are likely to rapidly forget words memorized from the list. Most of the participants preferred to teach vocabulary by including it in other skills, like reading. By combining it with reading materials, the teachers could also teach the context of the words used. It helps the students understand the context easily. This point is illustrated by Teacher 1’s 5’s and 6’s below:

(Excerpt 15)

“Vocabulary secara terpisah dan tidak terintegrasi reading jadi mungkin tidak menarik dan out of the context harusnya sih di integrate kan dengan reading supaya siswa tau konteksnya”. (Guru 1, 23 Januari, 2019)

"If I am teaching vocabulary separately, maybe it would not be interesting and would be out of the context. Vocabulary has to be integrated with reading so that the students can understand the context”. (Teacher 1 January 23, 2019)

(Excerpt 16)

“Kalau saya belum pernah ya jadi tergabung, jadi saya menggabungkannya. Jadi ya sekali lagi jadi memang harus integrate aja dengan bacaannya biar mereka tau konteks penggunaan kata juga”. (Guru 5 29 January, 2019)
“I never taught vocabulary separately. I would combine it with reading and I think it should be integrated so they can understand the context of the text”. (Teacher 5 January 29, 2019)

(Excerpt 17)

“Tidak pernah, saya tidak pernah mengajarkan lose words. Saya selalu mengajarkan vocabulary dalam konteks bacaan selalu saya integerasi kan dibacaan karena kata itu akan dimaknai sesuai dengan konteks bacaannya”. (Guru 6 29 Januari, 2019)

“I never taught lose words or vocabulary only. I always teach vocabulary integrated with reading because words will be interpreted according to the reading context”. (Teacher 6 January 29, 2019)

Teacher 7 also has the same statement as stated below:

(Excerpt 18)

“Kalau secara terpisah sama sekali tidak pernah maksudnya untuk biasanya saya menggabungkannya otomatis dengan speaking reading writing bahkan listening. Kalau untuk terpisah semisal hari ini khusus vocab itu tidak bisa jadi harus berkaitan atau integrated dengan materi lainnya”. (Guru 6 1 Februari, 2019)

“Usually I will combine it automatically with reading, speaking, writing even with listening. I never taught vocabulary separately because it should be integrated with the other materials”. (Teacher 7 February 1, 2019)

This study also reveal an interesting finding regarding to vocabulary learning in teaching reading. From the participants statement above they all claimed that vocabulary has to be integrated with reading. In the interview result also found that all participants gave an interesting answer when they were asked about their opinions toward teaching vocabulary separately. Surprisingly, all participants disagree in the terms of teaching vocabulary separately. This point can be shown by participants statements below:
(Excerpt 19)

“Saya tidak setuju ya karena out of the context nanti jadinya”. (Guru 1, 22 Januari 2019)

“I disagree because it will become out of the context”. (Teacher 1, January 22, 2019)

(Excerpt 20)

“Kalau saya kurang sepandap seperti itu, saya tidak cocok dengan itu ya tadi karena kan kalau tidak dipraktekan satu hari hafal tapi besoknya lupa”. (Guru 2, 23 Januari 2019)

“I do not agree with that, because if students do not practice it, they will forget the word easily”. (Teacher 2, January 23, 2019)

(Excerpt 21)

“Menurut saya itu sebenarnya bagus tapi kok saya kurang setuju, mungkin tetap di integrasikan saja dengan reading”. (Guru 3, 29 Januari 2019)

“In my opinion, actually it is good but I am not sure about that. May be it shoud be integrated with reading”. (Teacher 3, January 29, 2019)

(Excerpt 22)

“Tidak setuju ya, karena vocabulary itu harus dikaitkan dengan materi pembelajaran”. (Guru 4, 29 Januari 2019)

“I disagree because vocabulary has to be linked with the material”. (Teacher 4, January 29, 2019)

(Excerpt 23)

“Sebenarnya menarik juga tapi saya tetap tidak setuju ya karena mengajarkan vocab itu harus dengan context nya supaya tidak langsung hilang atau lupa”. (Guru 5, 29 Januari 2019)

“It sounds interesting, but still I disagree because when we are teaching vocabulary, we also have to teach the context of the word so they can remember it”. (Teacher 5, January 29, 2019)

(Excerpt 24)

“Saya tidak pernah terbayangkan, atau punya ide sih untuk mengajarkan vocabulary secara terpisah jadi ya saya tidak setuju lebih di sangkutkan saja dengan bacaan kalau saya”. (Guru 6, 29 Januari 2019)
“I never imagine or have any idea to teach vocabulary separately, so I disagree with that. I prefer to relate vocabulary with reading text”.(Teacher 6, January 29, 2019)

(Excerpt 25)

“Kelihatannya menarik, tapi kalau untuk saya pribadi saya tidak setuju sepertinya kurang efektif ya, lebih baik sih digabung dengan reading”. (Guru 7, 1 Februari 2019)

“It seems interesting, but for me my self I do not agree because it is not effective and it would be better if we combine it with reading”.(Teacher 7, February 1, 2019)

(Excerpt 26)

“It can be, but I do not think so. It depends on the situation”. (Teacher 8, February 1, 2019)

(Excerpt 27)

“I strongly disagree, because if it is taught separately we will run out of the time”. (Teacher 9, February 1, 2019)

According to the participants, vocabulary teaching and learning will perform better if it is integrated into the reading text. When the teachers teach the vocabulary included in the reading text, it will make the students understand that the meaning of the word might be changed based on the context of the text. McCarthy (1990) as cited in Alizadeh (2016) argued that a word learned in a meaningful context is best assimilated and remembered. All of the participants stated that they never taught vocabulary separately in the classroom. They will use reading as the media and a part of vocabulary learning. Usually, teachers would use the reading text to teach vocabulary by finding unfamiliar and difficult
vocabulary. All the participants highlighted that vocabulary has to be taught in line with reading and it would be better not to teach it separately.

**Conclusion**

This study aims to find out teachers’ beliefs toward vocabulary learning in teaching reading in relation to the way the teachers taught in the classroom, how they think and feel in teaching that might be influenced on how they thought and behaved in the classroom.

The first part of the findings indicates that all teachers have strong belief in the relationship between vocabulary and reading. This view is evident from the participants involved in this study. They believe that the connection between vocabulary learning in teaching reading is very tight. The second part of the findings shows the teachers beliefs in the view of vocabulary learning. They believed that vocabulary is a significant part of language learning. The last part of the findings points out that vocabulary learning has to be taught in line with reading skills to get the context of the reading text.

This study is expected to provide insights into the importance and the relation of vocabulary learning in teaching reading for the teacher. How teachers perceive vocabulary learning as a belief might influence the performance in the classroom. Hopefully, by knowing teachers’ views or beliefs in vocabulary learning, teachers can implement their beliefs to set or lead in the classroom. Furthermore, although this study was carefully conducted, there were several limitations of this study and recommendations which needs to be addressed for the betterment in the field. First, to investigate the teachers' beliefs, this study
involved only one method for gathering the data which was the interview method. It would be better if classroom observations were included to enrich the data and to see whether the teachers implement their teaching beliefs in their teaching practice. Second, since this study only conducted the interview with nine public Junior High School teachers, it would be more intriguing to conduct a similar research, but with a larger number of participants or teachers who are not only from the public schools but also private schools in Salatiga. This will explore more beliefs of the teacher in vocabulary learning in teaching reading.
ACKNOWLEDGEMENT

First and foremost, I would like to praise Allah the Almighty for has given me the blessing, strength and patience during my study and in completing this thesis. To finish this thesis has been quite a journey and it would not be possible without the endless support and prayers from these people who I am very thankful for to be on board with me throughout this journey.

1. My beloved family for their overflowing love and support, especially my one and only beloved mom (Resti Wardhani). Who always supporting me through my ups and downs while doing this thesis. Thank you for all unstoppable love that you gave to me. You are the most stronger woman I have ever had.

2. My thesis supervisor, Ibu Anita Kurniawati M.Hum, I am very thankful for the time you have been willing to take to help and guide me in writing this thesis. My thesis would have become a total mess without your guidance. Thank you Bu Anita.


4. My dear lovely friends ; Menik, Indah, Dewi and Nandaretta for always cheering me up and supporting me to finish writing. I could never imagine my university life without you. See you on top guys.
5. Last but not least, Fifteeners and FLA family. Thank you for every moment we have spent together during college life. I am very grateful that I belong to amazing batch (15ers) and a part of FLA family.
References:


29


