

EFL Pre-Service Teachers' Beliefs about Vocabulary Teaching



RESEARCH PAPER

submitted in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan at English Education Department

by

KARMILA RUSTAM
NIM: 17010106039

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
INSTITUT AGAMA ISLAM NEGERI KENDARI

KENDARI

2021

APPROVAL SHEET

TITLE : EFL Pre-Service Teachers Beliefs about Vocabulary Teaching


NAME : Karmila Rustam

SID : 17010106039

This research paper draft has been approved by the supervisor on 20th April 2021 for further research result seminar.



Supervisor,



Hj. Isna Humaera, S.Ag, S.Pd, M.Pd

NIP. 197905282003122003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI KENDARI
TARBIYAH DAN ILMU KEGURUAN**

Jalan Sultan Qaimuddin No. 17 Kelurahan Baruga, Kendari Sulawesi Tenggara
Telp/Fax. (0401) 3193710/ 3193710
email : iaikendari@yahoo.co.id website : <http://iaikendari.ac.id>

LEGALIZATION SHEET

This is to certify that the research paper by Karmila Rustam, SID 17010106039, entitled “EFL Pre-Service Teachers’ Beliefs about Vocabulary Teaching” has been presented in the research examination on May, 19, 2021 and approved by the Board of Examiners.

Kendari, May 19th, 2021
7 Syawwal 1442 H

BOARD OF EXAMINERS

Chair : **Hj. Isna Humaera, S.Ag, S.Pd, M.Pd** ()
Members : **Abdul Halim, S.Pd., M.TESOL.** ()
: **Suhartini Syukri, S.Pd.I., S.Pd., M.Pd.** ()

Approved by,
Dekan of Faculty of Education and Teaching Training



Dr. Masdin, M.Pd.
NIP. 196712311999031065

Visi Program Studi Tadris Bahasa Inggris (TBI) :
**“Vision of Department of English Language Education
Becoming a Leading Department in Developing English Language Education in 2025”**

DECLARATION OF AUTHORSHIP

I am Karmila Rustam, SID. 17010106039, hereby authenticate that all information in my research result entitled “EFL Pre-Service Teachers’ Beliefs about Vocabulary Teaching” under the supervision of Hj. Isna Humaera, S.Ag, S.Pd, M.Pd is absolutely my original work and helped by the expert of this matter and it has been obtained and presented in accordance with academic rules and ethical conduct of IAIN Kendari. It is written and published as requirement for the degree of English Education Program, Tarbiyah and Teacher Training Faculty at IAIN Kendari. For this reason, I am responsible for the research paper, if there is any objection or claim from others I will take full responsibility for this.

Kendari, May 19th 2021



Karmila Rustam

SID. 17010106039

**HALAMAN PERNYATAAN PERSETUJUAN PUBLIKASI TUGAS AKHIR
UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademik Institut Agama Islam Negeri Kendari, saya yang bertanda tangan dibawah ini:

Nama : Karmila Rustam
NIM : 17010106039
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
JenisKarya* : Skripsi

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Institut Agama Islam Negeri Kendari **Hak Bebas Royalti Noneklusif (Non-exclusive Royalty-Free Right)** atas karya ilmiah saya yang berjudul:

“EFL Pre-Service Teachers’ Beliefs about Vocabulary Teaching”

Beserta perangkat yang ada (jika diperlukan). Dengan Hak Bebas Royalti Noneklusif ini Institut Agama Islam Negeri Kendari berhak menyimpan, mengalih media/formatkan, mengelola dalam bentuk pangkalan data (*data base*), merawat, dan mempublikasikan tugas akhir saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik Hak Cipta.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat : Kendari

Pada tanggal : 19 May 2021

Yang menyatakan,



Karmila Rustam

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, all praise is due to Allah SWT, for the blessings and everything that has been given to me in completing this study and research paper. Peace and solutions are always given to our prophet Muhammad SAW who has guided us from darkness to the lightness. In the process of completing this research paper, I convey to my parents Rustam and Rosdiana who have become my support system and always mention my name in every prayer. To my beloved brothers and sisters, thank you very much for always being my motivation. A mountain of thanks will never be enough to give as well as you have given in my life. They always believe that I can complete the challenges. I also realize that this would not be possible without the help, support, encouragement, contributions and suggestions of various parties. Therefore, I would like to express my deepest gratitude to all those who have helped, supported, encouraged, contributed, and provided advice to me during the process of completing this research paper. This applies to:

1. Prof. Dr Faizah Binti Awad, M.Pd, the Rector of Institut Agama Islam Negeri Kendari.
2. Dr. Masdin, M.Pd, the Dean of Faculty of Tarbiyah and Teacher Training.
3. Abdul Halim, MA. TESOL, the Head of English Education Department, amazing examiner, the best motivator, and the best lecturer ever who not merely a lecturer of English Department. He is a super friendly lecturer, advisor, and even supervisor. Because of him, I learn many things about teaching perfectly. From

the deepest of my heart, thank you for the worthwhile knowledge and precious time in teaching.

4. Hj. Isna Humairah, S.Ag, S.Pd, M.Pd, as my great supervisor, my best lecturer, my teacher, and my sister who has given advice and motivation. Thank you so much to help me patiently finishing this paper by giving suggestions, guidance, and correction from the preliminary manuscript until the completion of this paper. Thank you for your high nicety.
5. Suhartini Syukri, S.Pd.I, S.Pd, M.Pd, as my great examiner who has given me suggestions, corrections, and guidance in finishing my research paper. Thank you for all of those great experiences that I got from you and thanks for your high nicety that makes my research paper worthy. From the deeper of my heart, I so thankful for having her as my lecturer and I would like to say thank you so much.
6. Dr.Sitti Nurfaidah, S.Pd, M.Ed, Sarjaniah Zur, S.Pd, M.Pd, Susanti, M.Pd, Dewi Atikah, MA. TESOL, Anita Rezki, S.Pd, Azwar Abidin M.Pd, Ilfan Askul Pehala, S.Pd, M. Hum, and Sean Ryan, you are all my best lecturers in department of English Education, thank you for all the precious knowledge which has been taught to me.
7. All of the lectures of IAIN Kendari for all the knowledge which has been shared.
8. All the staff of the Faculty of Tarbiyah and Teacher Training, for being nimble in assisting and sharing any information about lectures.
9. All my friends in TBI 17 for friendship and support.
10. To my cousin Wahyuni who always helps me every time in finishing my study.

11. To my second lovely family Id girls Kendari (Elmi, Vivi, Umi, Ifa, Ty niskum, Elfa, Uzdah, Soleha, Zakiyah, Rindang, Rahmi, Nirma, Kinanti, Tiara, Safa, Egi, Syifa, Ty meta, Ty ika, Ty amel, Ty rahmaniar, Ipent, Zatira, Putri, Krisma, Ammah, Aulia, Aqilah, Ty habbun, Oyik, Zahra) who always provide prayer, motivation, entertainment and support virtually due to distance, space and time separating we. Thank you for your solid friendship for approximately 11 years, I hope our Islamic brotherhood will remain strong, and our hopes can be granted with His permission. May Allah always cover us with His blessing in making our activities happy.

12. To my beloved friends and sisters Sakinah and Elsa, thank you for being together from the PBAK 2017 until now. Thank you for studying, looking for new experiences, and traveling together.

13. To all my friends of IAIN Kendari whom cannot be mentioned one by one, thanks a lot for your support.

Last but not least, I would like to say thanks to anyone whom cannot be mentioned one by one. It does not mean that I forgot about you, my deepest appreciation is dedicated for all of you. I also realize that this research paper is still far from being perfect. I hope that this research paper is useful for the readers.

Kendari, May 19th, 2021

The Researcher



Karmila Rustam
NIM. 17010106039

ABSTRACT

Karmila Rustam. SID 17010106039. EFL Pre-Service Teachers' Beliefs about Vocabulary Teaching. Supervised by: Hj. Isna Humaera, S.Ag, S.Pd, M.Pd

This study aims to investigate EFL pre-service teachers' beliefs about vocabulary teaching after being exposed in the teaching field. The data are drawn from 25 English education students at a higher institution in the sixth semester after conducting a pre-service teaching program in the academic year of 2019/2020. The research method uses a qualitative approach using reflective Journal with a descriptive data analysis technique. The results of the research revealed that most the EFL pre-service teachers' beliefs about vocabulary are changed after being exposed in teaching field. It shows that the pre-service teachers' beliefs using strategies, kinds of roles, and steps in their teaching vocabulary in a real classroom. It will provide information to the candidate of EFL pre-service teachers, students, lecturers or universities that the important EFL pre-service teachers' beliefs about vocabulary teaching before exposed in a real classroom.

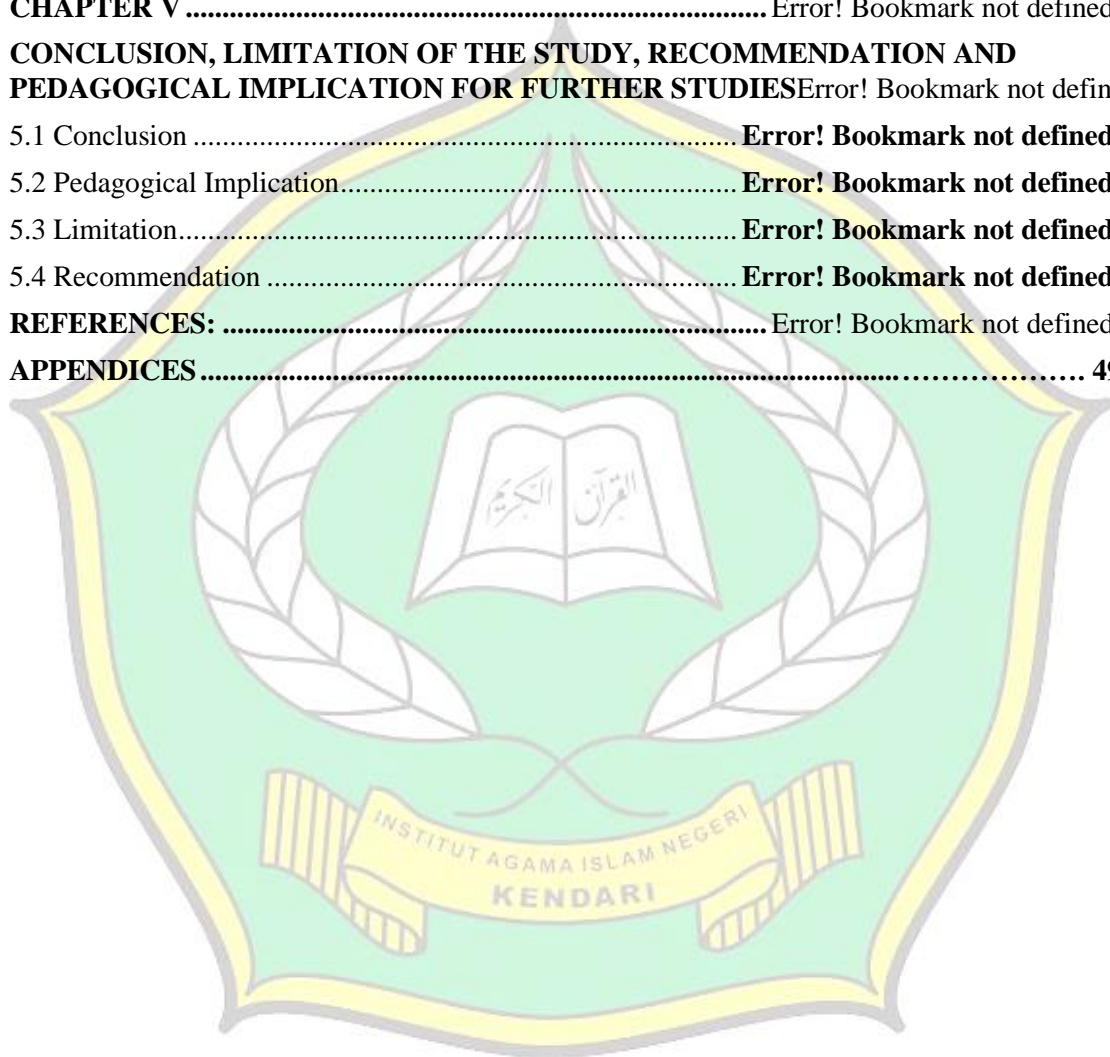
Keywords: *EFL-pre-service teacher, Teachers' Beliefs, Vocabulary Teaching*



TABLE OF CONTENT

TITLE PAGE	i
APPROVAL SHEET	ii
LEGALIZATION SHEET	iii
DECLARATION OF AUTHORSHIP	iv
HALAMAN PERNYATAAN PERSETUJUAN PUBLIKASI	v
ACKNOWLEDGEMENT	vi
ABSTRACT	xi
TABLE OF CONTENTS	xii
LIST OF TABLE	xiii
LIST OF CHART	xiv
LIST OF APPENDICES	xv
INTRODUCTION	Error! Bookmark not defined.
1.1 Background of Study	Error! Bookmark not defined.
1.2 Scope of Study	Error! Bookmark not defined.
1.3 Research Question	Error! Bookmark not defined.
1.4 Purposes of the Study.....	Error! Bookmark not defined.
1.5 Significances of the Study	Error! Bookmark not defined.
1.6 Definition of Key Term	Error! Bookmark not defined.
CHAPTER II	Error! Bookmark not defined.
REVIEW OF THE LITERATURE	Error! Bookmark not defined.
2.1 Theoretical Framework.....	Error! Bookmark not defined.
2.1.1 Pre-Service Teacher	Error! Bookmark not defined.
2.1.2 Teacher Beliefs	Error! Bookmark not defined.
2.1.3 Vocabulary	Error! Bookmark not defined.
CHAPTER III	Error! Bookmark not defined.
METHODOLOGY	Error! Bookmark not defined.
3.1 Research Design.....	Error! Bookmark not defined.
3.2 Setting and Context.....	Error! Bookmark not defined.
3.3 Participants.....	Error! Bookmark not defined.
3.4 The instrument of the Study.....	Error! Bookmark not defined.
3.4.1 Questionnaire	Error! Bookmark not defined.
3.4.2 Students' Reflection.....	Error! Bookmark not defined.
3.5 Technique of Data Collection	Error! Bookmark not defined.
3.6 The Technique of Data Analysis.....	Error! Bookmark not defined.

CHAPTER IV	Error! Bookmark not defined.
FINDINGS AND DISCUSSION	Error! Bookmark not defined.
4.1 Findings.....	Error! Bookmark not defined.
4.1.1 Finding from Questionnaire	Error! Bookmark not defined.
4.1.2 Finding from Reflective Journal	Error! Bookmark not defined.
4.3 Discussion.....	Error! Bookmark not defined.
CHAPTER V	Error! Bookmark not defined.
CONCLUSION, LIMITATION OF THE STUDY, RECOMMENDATION AND PEDAGOGICAL IMPLICATION FOR FURTHER STUDIES Error!	Error! Bookmark not defined.
5.1 Conclusion	Error! Bookmark not defined.
5.2 Pedagogical Implication.....	Error! Bookmark not defined.
5.3 Limitation.....	Error! Bookmark not defined.
5.4 Recommendation	Error! Bookmark not defined.
REFERENCES:	Error! Bookmark not defined.
APPENDICES	49



LIST OF TABLES

Table 3.1 Indicators of Questionnaire.....	9
Table 3.2 Sample of Data Coding and Categorization	9



LIST OF FIGURES

Figure 4.1 EFL pre-service teachers beliefs in language learning aptitude.....	16
Figure 4.2 EFL pre-service teachers beliefs in difficulty of langugae learning.....	18
Figure 4.3 EFL pre-service teachers beliefs in nature of language learning.....	20
Figure 4.4 EFL pre-service teachers beliefs in learning and communication Strategy.....	23



LIST OF APPENDICES

Appendix 1 Questionnaire of EFL pre-service teachers' beliefs about vocabulary teaching	50
Appendix 2 Questionnaire Sheet's Revision.....	53
Appendix 3 Pre-service teachers' Reflection	55
Appendix 4 The List of Pre-service teachers' Name	56
Appendix 5 The Questionnaire's Sample of Pre-service teachers' Responses	57
Appendix 6 The Reflections' Sample of Pre-service teachers' Response	59
Appendix 7 The Process of Data Coding	61

