

The Role of Vocabulary Enrichment Program in Improving Students' English Speaking Skill at an Islamic Boarding School in Yogyakarta

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ABSTRACT

Speaking is important skill for students. To have good efficient speaking skill, vocabulary is needed to understand the meaning of word while speaking. Vocabulary Enrichment Program (VEP) is one of the programs that give students new words. This program was aimed to help students gaining their English daily conversation. This research was aimed at seeking the role of VEP program, the problem of the program and the students' strategies in overcoming the faced problem. This research was designed as qualitative descriptive research. Interview was used to collect the data. This research took 4 students and one teacher of the program as the participant by purposive sampling. The interview has used an open ended question to get deep information. This study applied an open-coding, analytical coding, axial coding and selective coding to analyze the data. The result of the research shows that: 1) the role of VEP I improving students speaking skill are improving students' English vocabulary, improving students' grammatical mastery, helping students to practice their vocabulary in productive skill, and giving feedback toward students' performance. 2) There are four problem of VEP. The problems are inadequate teacher to teach students, some of the teachers were incapable to teach students in pronouncing, explaining and having a good accent, the difficult word, and limited practice for the conversation. 3). The strategies used by students to overcome the problem are practicing productive skill by writing, looking for good partner to practice English, reading a book to add knowledge of word in English and looking for good references of English speaking.

Key word: Speaking, Vocabulary Enrichment Program., Role, Problem, Strategy

Introduction

Speaking skill is very important in students' lives. Although all of the English skill has its own role in students' life, some researchers have their own preference for the skill that they think a bigger role than others. Bahrani and Soltani (2012) stated that speaking is the most crucial part of the language learning process because the aim of teaching speaking skill is always having effective communication. To have efficient communication, students have to make communicant understand about what they speak.

One of the aspects of making speaking effective and efficient communication is vocabulary. For English as Foreign Language (EFL) students, vocabulary is very needed to know the meaning of the word. Alqahtani (2015) declared that vocabulary learning is an important part of learning a foreign language as the meaning of new words. He also

emphasizes that lack of vocabulary is being one of the obstacles in learning English, especially for EFL learning. This is in line with Boonkongsean's (2012) statement that vocabulary is an inseparable part of the four language skills. Even though they have good grammar and pronunciation, they will have no good communication if they don't know the meaning of words. Vocabulary has to be one of the materials that the school need to be focused on teaching student except for grammar and other skills.

Understanding the importance of English vocabulary for students, many schools apply any method to teach English vocabulary for their children. Islamic boarding school also has its own way of teaching English for their students. As a boarding school, students have 24 hours in a day, therefore Boarding school can teach English for their students, inside and outside the classroom. Modern Islamic boarding schools apply strategies to enhance student

English skill, such as bilingual program, vocabulary enrichment program, and public speaking. As one of modern Islamic boarding school, this school applies all of these programs in their boarding school. This Islamic boarding school at Yogyakarta has their purpose to help students gaining the bilingual program they applied in their school, so they make the program in helping students understanding the meaning of words called vocabulary enrichment program.

Vocabulary enrichment program aims to teach the students about new words and encourage the students to use these new words in speaking and writing (Styles, Stevens, Bradshaw, & Clarkson (2014). In this Islamic boarding school, this program gives students two or three vocabularies six days a week. It means students should have many words along joining this program. Students should have good English speaking skill. However, based on the researcher's observation as a teacher, the researcher found

that some students are still confused in looking for the meaning of some words. The right strategies should be used to solve the faced problem. Students have to know the best strategies for solving the problem. Boonkongsean (2012) stated that vocabulary learning strategies play a key role in vocabulary learning. It means the student's chosen strategy is very important to bring them success in their learning. This is the reason why researcher interested in investigating the role of the vocabulary enrichment program in student's speaking skill and it observes through their problems and strategies as the steps that bring their success.

In addition, why this research should be conducted, there are many research take vocabulary as the study, but Majeed (2000) said that many issues related to vocabulary have not been answered. Some researchers have investigated the study of vocabulary program inside the classroom and not many

of them investigate the program outside the classroom. By all of these reasons, the researcher wants to investigate the role of VEP, the problems of the program and the strategies of the students in facing the problem of the program in an extraordinary program such as this.

Research Methodology

This research used descriptive qualitative method at an Islamic Boarding school in Yogyakarta. This research took four students and one teacher as the participant. Interview was used in collecting the data. Open coding, analytical coding, axial coding and selective coding was used to analyze the data. Two of the students has experienced longer in the program and the other two students are students who just join the program. The teacher was chosen to see the other perspective of students' perspective.

Result and Discussion

This research was set to find out the role of vocabulary English learning in improving

students speaking skill. Which is in the practice students will always found the problem of the program, and they have to find the best strategy facing the problem. By knowing the problem and strategies will help students prepare their selves in their next learning.

The first finding in this study is about the roles of the program in improving students speaking skill. The first role is improving students' English vocabulary. The goal of speaking is to transfer our idea to the communicant. We have to make communicant understand what we said. Vocabulary mastery has a big role in speaking. The second role is improving students' grammatical mastery. Although speaking is about transferring message, it still needs proper way to transfer it. Grammar will make the sentence understandable easily. The third role is helping students to practice their vocabulary in communicative skill. Writing help

students in accustoming their selves producing sentences in English, because writing and speaking are productive English skill. The last role is giving feedback toward students' performance. One of the ways in correcting is getting the teacher's feedback.

There are four problems of the VEP in this Islamic boarding school. Almost the problems appeared from the teacher of the program. Two of the problem comes from the teacher. The first is the number of the teacher is inadequate number of teacher to teach students. The second problem from the teacher is some of the teachers were incapable to teach students in pronouncing, explaining and having a good accent. The next problem is the difficult (unfamiliar) word. The last problem was limited practice for the conversation. It is not in line with the purpose of the program that will help students in daily conversation. This program was set to help students in daily conversation in the bilingual program, but

this program rarely gives students conversation.

The strategies used by students in this to face the problem of the program in improving students' speaking skill are practicing productive skill by writing, looking for good English partner to practice English, reading a book to add the acquisition of English and looking for good references of English speaking. The most used method found in this research is practicing in daily conversation. Three of the four participants used this strategy. They argue that practicing is the same as the way to keep memorizing the word. And this is the actual aim of this program. This program was set to help students in their daily conversation.

Conclusion

To conclude there are four roles of the vocabulary enrichment program in improving students' speaking skill: improving students' English vocabulary,

improving students' grammatical mastery, helping students to practice their vocabulary in communicative skill, and giving feedback towards students' performance. The problem faced by students are limited practice for the conversation, difficult (unfamiliar) word, an incapable teacher in teaching English, and not enough teacher. In addition, the strategies used in gaining the faced problem are: practicing productive skill by writing, looking for good English partner to practice English, reading a book to get add the acquisition of English, Looking for good references of English speaking.

Recommendation

Students. Based on the finding of this research, one of the problems of this VEP is limited practice of conversation. Therefore, the researcher recommends the students to practice the conversation independently. As found in the strategies done with the participant in this program students can choose one of the strategies to

improve speaking skill independently outside the program. Students should use the words they got from the vocabulary in many contexts of language.

Institution. The institution should give the teacher of the program training before they delivered vocabulary in the class. Helping from the real English teacher in this program was needed to set the vocabulary and set the teacher, may all of the class can join the program and get enough number of teachers. It also recommends the institution to control the implementation of the program including the material of the program and the teacher of the program. The institution should check that all the material is delivered and all the classes get teacher to teach students.

The teachers. The teacher should prepare the material before teaching students. The teacher should be a master of the material before teaching students to minimize incorrect pronunciation while

teaching students. Mastering the material will help the teacher in delivering the material to the students.

Other researcher. This research can be one of the references in the current topic. In this research, researcher use one method in collecting the data. This research collects the data use interview to four students in an Islamic Boarding school. Therefore, this research recommends another researcher to research the same topic using more than one method. Maybe observation is also needed in this research. It will be better to do a comparison between students live in a boarding school and the regular students.

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