

Chapter Four

Finding and Discussion

This chapter presents the finding and discussion of this research. The discussion is based on the collected data by interviewing the participants. This chapter will discuss three main points taken from the research questions of the study. The three main points are: Role, problem of the program and strategies used by students. Each of the main point will contain an analysis of the finding and literature.

Roles of Vocabulary Enrichment Program in improving students' speaking skill

Every program was applied with varied purposes. The purpose of this program is to help students gain their daily conversation in boarding school (Dewanti, 2015). In reaching the goal, based on the research this program has four roles. The four roles are: Improving students' English vocabulary, improving students' grammatical mastery, helping students to practice their vocabulary in communication skill, and giving feedback toward students' performance.

Before explaining the detail roles of the program, the researcher wants to define the program that applied in this Islamic boarding school. Based on the statement from *Kak Anggrek* as the teacher of this program. This program was held in every morning. The teachers are students from 11th-grade students, all the teacher enter the class based on the schedule. The teacher gives three vocabularies in English and Arabic. She added that after giving the vocabulary, the teacher will ask the students to make sentences either written or spoken. After the end of the program, students have to collect the book to the teacher, and the teacher will give feedback to the students. Once a week, students will have sharing time. In sharing time, the teacher will give quotes or songs to make students enjoy the program. *Kak Anggrek explained* examination for the

students is listening, reading, speaking and writing. For the speaking, we asked students to fill the blank of a song lyric. The difficulty of the song was chosen based on students' grade or class. Reading is differentiating the pronunciation of words, and speaking is to read the text, and we ask the students about the text.

Improving students' English vocabulary. As it is named, this program enriches students' vocabulary. It will give students wide knowledge about English vocabulary. Getting new vocabulary every day, encourage students' vocabulary. It will increase students' vocabulary mastery and give good impact toward students' speaking skill. As mentioned previously that vocabulary is very important for students' while speaking to express the idea. Four participants agreed that students got new vocabulary every day in this program. *Krisan* said that she knows the meaning of the words from the program. It is in line with the statement from *Flamboyan* that understanding English be easier by knowing the meaning of the word. This understanding of the word was related to their daily conversation, because it helps them in finding the meaning of word while speaking. *Kumbang* emphasized that vocabulary can be used for daily conversation, because the vocabulary was very needed in conversation. He explained that getting more vocabulary was very helpful for him while speaking. It is in line with the statement made by *Krisan*. She stated that the given vocabulary from the program very helpful in delivering an idea while speaking. This proves that vocabulary they got from the program help students in improving their speaking skill. *Kak Anggrek* as the teacher added that the program was very helpful for new students, who just begin to speak English in their daily. New students are also have to speak English in their daily, this program help the students to know the meaning of words that they will use in their daily conversation.

Knowledge of the vocabulary help students to speak English well. This program give students three vocabulary every day. It means students get almost a thousand vocabulary in a year. Vocabulary mastery is the key for EFL learners in English learning. Alqahtani (2015) stated that vocabulary knowledge was related to the success of communication." Boonkongsean (2012) explained that the lack of vocabulary knowledge may affect all English main skill for English Foreign Language (EFL) or English Second Language (ESL), and it is included the speaking skill. Knowledge of the vocabulary help students to speak English well. This program gives students three vocabularies every day. It means students get almost a thousand vocabulary in a year. Khan, Radzuan, Shahbaz, Ibrahim, and Mustafa (2018) stated that communication is the result of vocabulary knowledge. This program help students in their conversation. Because of the size of the vocabulary of student related to their skill in speaking.

Improving students' grammatical mastery. After getting the word, students have to make sentences from each word. Making sentences with new word means asking students to put the word in a right position of grammar in a sentence. In every Thursday, students also get idiom and grammar. Students have to arrange the word the word in the correct sentences. To write correct sentences students need to learn grammar. *Kak Anggrek* explained that after getting the word, students have to make sentences from each word. Making sentences with new word requiring students to put the word in the right position of grammar in a sentence. *Melati* stated that this program teaches students the grammatical pattern of the word. The words given in this program are not always a noun. Sometimes students get a verb that needs to be explained about the past participle and present from it.

The good grammatical pattern also related to the use of the word in a context of meaning. To widen students' knowledge of the context of vocabulary use, this program sometime gives

students idiom. *Kumbang* added that this program teaches grammar and idiom. Sometimes a word has many meanings translated to other languages, because a word can have many synonyms. In English speaking proficiency test, the choices of vocabulary were considered in deciding students' fluent speaking. Knowing many synonyms of words can help students in deciding the word in speaking. *Krisan* said they got a new synonym of the words that they do not know before, and they very excited to know this. Getting something new was excited them particularly getting a new word that they knew the meaning of the word in other synonyms.

Giving students only the word was not enough to improve students' speaking skill. Rohmatillah (2017) found three challenges for students in learning vocabulary, and one of the three problems in the way to use the word in a grammatical pattern of the word. This program gives grammar to gain this challenge for the student. Cook (2013) also stated that learning vocabulary for speaking has to be compared with the grammar learning. The word in idiom had a very different meaning from its literal meaning. Nation (2005) stated that vocabulary knowledge is also needed, by memorizing some of clauses and phrases makes students easily to use it. This one of the reason why this program gives students idiom.

Helping students to practice their vocabulary in productive skill. Students are practicing the word in writing skill in many forms. In this program, students have to make sentences, and write some stories from the vocabulary that they got in this program. Writing and speaking ask the students to produce ideas by word they have. *Flamboyan* informed that students have to make a story in this program. The story was made from the given word in this program, and the teacher will give feedback on the story. It is in line with the statement from *Melati* that students should make a paragraph after got words in the program. Making a story in the program was occasionally, but they have to make sentences from the word they got every day. *Melati*

explained that the word has to be written in sentences and the teacher will correct the sentences. Students will always practice producing a word by making a sentence every day. Students will be accustomed to produce a word in English.

Speaking and writing are included in a productive skill that forced students to produce their idea of English. Alqahtani (2005) said productive skill (writing and speaking) is the way of people to transfer their thoughts to others. People learn one skill will help them in other skill of English. Although this program was purposed to help students gain speaking in the bilingual program, this also teaches writing much. Schmitt (2008) argued that the more contextualized word knowledge the better to be learned. The writing will motivate students in looking for the meaning of any words that they want to write in their writing. Matlock and Slocum's (2009) research that more practice will lead the student to a higher level of word mastery. Practice in one skill will help students in improving other skill of language. Writing also means students arranging words or vocabulary in to sentences. It will help students to produce sentences while speaking.

Giving feedback towards students' performance. Best important part of learning is getting feedback. Through this part students get to know the weaknesses of their performance in English. In this program, students have to make sentences and story written and orally, and then the teacher give feedback to the students' sentences and story. This part of the session give students evaluation to get better English. *Melati* said that students got feedback from the teacher in the program. When students speak incorrectly the teacher will give feedback. The important part of practicing language is getting feedback from what we practice in learning. *Kumbang* opined that the other role of this program is a teacher can correct their language. From this part, students will know which part of English they have to learn more because of their weaknesses.

Hattie and Timperley (2007) stated that feedback will give students a big influence on learning and their achievement, although the impact of it is not always a positive effect. From the roles mentioned previously that students are getting a place for practicing their language in many ways. This all the way of practicing need control of the teacher. In this program, students will know the wrong part they do in English, because the teacher corrects their language.

Based on the finding, it can be concluded that there are four roles of English enrichment program in improving students' speaking skill. The first role is improving students' English vocabulary mastery. Communication is the result of vocabulary knowledge. This is why vocabulary has a big role in having good communication skill. The second role is improving students' grammatical mastery. Vocabulary knowledge should be produced with good correct grammar to be understandable communication. Teaching students grammatical of word help students arrange the word while communicating. The next role is helping students to practice their vocabulary in communicative skill. Speaking and writing are included in productive English skill. Practicing writing in the program will help students accustom their selves arranging their idea of language. The last role is giving feedback toward students' performance. This part was very important, because it differentiates students who learn individually and learning from the teacher. Getting feedback make the students easier to improve their selves.

Problems of the program in improving students speaking skill

We cannot deny that we will always find problems or challenges in every teaching and learning. The problem can come from many factors. The problems that were found in this program are: limited practice for the conversation, difficult word (unfamiliar), an incapable teacher in teaching English, and not enough teacher.

Limited practice for the conversation. In the last of the semester, students have an evaluation of the program in speaking, reading, listening, and writing. In speaking evaluation, students have to retell the story and answer the comprehensive question of the story (conversation). Because of the evaluation of the program require the students to convers, the teaching and learning also have to give students conversation. *Kak Anggrek* as the teacher of the program stated that the materials of the program are vocabulary, grammar, conversation and idiom. However, *Flamboyan* said that the weaknesses of the program were the students do not get a conversation. The program gives only vocabulary and the application of the word. It is in line with the statement of *Krisan* that they rarely got conversation. *Krisan* added that students got the conversation only once along this year and the conversation was too short and easy for students and all the classes have the same text of the conversation, and this makes students feel bored with the conversation text. This makes students cannot practice the speaking skill in conversation in this program.

Boonkongsean (2012) stated that students will have no good English if they do not know the meaning of words, but having high vocabulary mastery is not only the key to have good speaking skill but also have to practice speaking in conversation. Harmer (2001) stated that there are four elements necessary for spoken production. The four necessary elements are: connected speech, expressive devices which help to convey meanings, lexis and grammar, and negotiation language. These elements can be taught using the drilling method. He also gave an example of the activity for speaking such as acting from script and communication game. Khan, Radzuan, Shahbaz, Ibrahim, and Mustafa (2018) stated most of the EFL students understand the new vocabulary but they forget newly learned words after a short period of time, and perhaps it

causes by the lack of the use the word in the conversation. It is added that the vocabulary learning should develop the oral communication practice in and out of the program.

The difficult word. Some of the words can be known by inferring its meaning, but some of it will be seen as an unfamiliar word that cannot be guessed by students. The difficult word in this case was refer to the word that has complicated pronouncing and hard to be memorized.

Krisan opined that they feel confused by the weird word we get. In this program, students get three new words every day. To memorize the word, students practice with other skill such as reading and speaking, but students feel confused when they found an unfamiliar word.

Sometimes students also feel hard to memorize the unfamiliar word they got in the program.

Especially the hard word to pronounce. Elyas and Alfaki (2014) explained about inferring meaning of word should use a big picture of the new word and students' previous experience.

However, the inferring became hard when the word is weird and difficult to pronouncing.

Incapable teacher in teaching English. The teachers of this VEP program were students in the 11th grade. As students, some of the teacher cannot be master all of the material. Some of the teachers got problems in delivering the material to the students. *Kak Anggrek* as the teacher of the program said that the teacher of this program is the students from 11th grade. In this part three of the participants mentioned different problem. The one of problem of the teachers' capability in teaching is the bad accent of the teacher. *Flamboyan* said not all the teachers have a good accent to teach speaking, and it sounds funny. In this program teacher was the centered of vocabulary learning. Bad accent of the teacher gives a bad role model for the students.

The second problem of teacher capability in teaching is some of the teachers cannot pronounce the word correctly. Teachers have to drill the vocabulary to the students orally before writing the vocabulary. When the teacher cannot pronounce the word correctly it will give bad

pronunciation to the students. *Krisan* stated that not all the teacher know the pronunciation of the word in a conversation. The last is some of the teachers do not explain the grammatical of the word to the students. It is in line with the statement from *Krisan* that some of the teachers only give the vocabulary and asked to make a sentence without explaining the application in sentences. *Melati* also said that not all the teacher does as what has to do in teaching. Some teacher does not explain the word and just writing the vocabulary.

These problems was caused by the teacher has no clear qualification to be chosen to teach students while the teacher has a big role in delivering material in this program, because in this program the teacher stands as the source of the vocabulary and other material. *Kak Anggrek* said that the teachers were taken from the chief of the department and someone that we guess the can teach students. The teacher was chosen only by seen their daily speaking. She added that when students collect the book to get feedback, not all the teacher can give feedback. *Kak Anggrek* stated that there is no explanation to the teacher before teaching but they trained only to read the word. Harmer (2001) explained the role of the teacher in speaking activity. The teachers are stands as a prompter, participant, and feedback provider. To be a prompter, participant and feedback provider the teacher has to be master of language to give all of these feedback and material correctly.

Inadequate number of teachers. As stated previously that the teacher of the program are students from 11th grade. In this school, the female classes and female classes was organized separately. In male classes students of 11th grade was consist of three classes. These students have other responsibility in their organization except teaching students. *Kumbang* as the male students of this program said that not all classes can be taught because the less of the member who delivers new vocabulary. He explained that the lack of teacher made some boy classes

cannot get the vocabulary every day. *Kumbang* added that only students in seventh grade who get the vocabulary every day. *Kak Anggrek* as the teacher of the program said the reason was some of the teachers had another assignment to do and cannot teach students. It is in line with the statement of *Melati* that said some of the teachers has the business that makes them cannot teach the students.

Based on all problems found in this study there are four problems of the program in improving students' speaking skill. The first problem is the limited practice of the conversation. Boonkongsean (2012) stated that students will have no good English if they do not know the meaning of words, but Harmer (2001) stated that there are four elements necessary for spoken production. The four necessary elements are: connected speech, expressive devices which help to convey meanings, lexis and grammar, and negotiation language. As created in purposing to help students to gain in the bilingual program, this program should give more conversation besides giving vocabulary to the students. The other problem was come from the teacher, because the teacher was students from 11th grade in this school they need to be trained more to be capable of teaching students. The last problem is a total number of the teacher was not enough for all classes in an Islamic boarding school.

Students' strategies in gaining the faced problems in improving their speaking skill

In this study found four problems of the program. The problems are limited practice of the conversation, the difficult word, incapable teacher in teaching students and inadequate number of the teacher. To gain every problem in their learning, students have many strategies. Every student chooses the best strategies for themselves. The strategy they make themselves based on the difficulties they got or interesting feeling of some method. In this study, the researcher found four different strategies in facing the problem.

The first problem of the program is limited practice of the conversation. To gain this problems, there are two strategies chosen by students to improve their speaking skill. These two strategies are practicing productive skill by writing and looking for good partner to practice English.

Looking for good partner to practice speaking English. Because of the limited practice of the conversation, students have to practice the use of vocabulary that they got from the program individually. Although the good partner was seen subjectively by the students, it will increase students' motivation in practicing the use of word in conversation. In this case, students choose individually the clever friends based on his perspective through students' friend performance in English. *Krisan* prefers to be surrounded by people who speak English, because it helps to speak English. She got the communicant in speaking English. *Krisan* added that she prefers to talk to herself and someone that she thinks has good English speaking. It is in line with *Melati* did. She always targeting herself to reach the same target as her friend. Good English environment also motivates students to have good English as they see people around them did it. Good English environment will provide student good English acquisition (Li, 2007). We can see people that live in a country that has English as their first language will learn English better and faster. It showed us how well good English environment to help students in learning English. Khan, Radzuan, Shahbaz, Ibrahim, and Mustafa (2018) the lack of the use words in conversation makes the students forget the newly vocabulary they got from the learning vocabulary program. It showed the relation between vocabulary and practice of speaking.

Practicing productive skill by writing. As mentioned previously that speaking and writing are included in the productive skill of English. Students can improve their speaking skill by practicing writing. *Flamboyan* stated that she make a story to get better English. She

explained that making story will force her to use the vocabulary she knew and the given vocabulary from vocabulary enrichment program. It is in line with the statement from *Krisan* that also chose writing. She said that while writing students will remember the difficult word they found in writing. She added that the other strategy is by joining storytelling competition. Except practicing the word in writing skill as the way to produce idea in English, students challenged themselves in joining the competition that force them to speak more.

Schmitt (2008) argued that the more contextualized word knowledge the better to be learned. The writing will motivate students in looking for the meaning of any words that they want to write in their writing. Matlock and Slocum's (2009) research that more practice will lead the student to a higher level of word mastery. Practice in one skill will help students in improving other skill of language. Writing also means students arranging words or vocabulary in to sentences. It will help students to produce sentences while speaking.

Reading a book to add the knowledge of word in English. The next problem of the program is difficult word. The difficult words are hard to be pronounced and to be remembered. *Krisan* chose reading the book to remember the word. She added that reading was chosen because it is her hobby. By reading book students got a new word and recalling the last word she knew. It is in line with the statement from *Kumbang* through reading a textbook from the school he learned English. However, *Krisan* stated that the meaning of the word from context cannot always be guessed. She added that sometimes the meaning of some word are confusing. *Krisan* prefers to open the bilingual dictionary to know the meaning of the word that she found while reading.

Reading was considered as indirect vocabulary learning. Goundar (2015) stated that one of the strategies in learning vocabulary is using the words in different contexts. Students can

guess the meaning of the word by reading the word in a context. Sometimes students will not know the exact meaning of a word, but they will understand the whole meaning of the sentence they read. This will help students finding the meaning of the word. Amiryousefi (2010) stated that in guessing the meaning, students should have a sensitivity to the available clue. Increasing students' vocabulary mastery will help students in delivering idea while speaking.

Looking for good references for English speaking. The last problem of the program is incapable teacher in teaching English. Bad accent, the wrong pronunciation and the lack of grammatical knowledge of the teacher makes students feel unsatisfied of the program in learning words for their speaking. Then students look for better references of English speaking.

Flamboyan prefers to listen to the native conversation through YouTube. She explained that in this boarding school students cannot have an electronic, but students are permitted to go once in two weeks. *Flamboyan* used this chance to access the internet and get the video of a native speaker. Ma (2012) stated that the English proficiency of the native speaker will useful for students learner. Beside of this strategy, *Flamboyan* stated that she choose to ask the English teacher in class who has good pronunciation. It is in line with the statement made by *Krisan* that she prefers to ask the English teacher and friend who speak English well to know the pronunciation and speaking in English. The source of the learning will affect the output of learning. Because of some of the teachers cannot be good references in learning to speak, students looking for other references to having good speaking skill.

In conclusion, there are four strategies founded in this research. The four strategies used in facing problem in improving speaking skill 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. Some of the students are looking for strategies

to improve speaking skill outside of the program. There are varied reason in choosing the strategies. Some of the students choose the strategies from their hobby. The other students choose the strategies because they feel that the strategy is the easiest one. Goundar (2015) stated that good learner will choose more than one strategy to maintain their their vocabulary. They will choose the best-fit strategies from them to bring them to reach successful English learning.