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TEACHING METHOD AND VOCABULARY MASTERY INFLUENCE TOWARD STUDENT'S SPEAKING SKILL

By

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Abstract:

The aim of this research is to know if there are effects of teaching method and vocabulary mastery on student's speaking skill at private senior high schools in Teluk Betung, Bandar Lampung. The sample of this research is 60 students. This research is experimental research with two factors, teaching method using Communicative Language Teaching (CLT) and Conventional Method and Vocabulary Mastery. The data about vocabulary mastery and speaking skills are taken through tests which their validity and reliability have been tested. The researcher used SPSS Program 20 to analyze the data. The results are: experimental class (A1) has to mean score 68, it is more than a control class (A2) that has to mean score 59,97. Testing of three hypotheses used ANOVA (analysis on variants), it has got a sig. score 0,000 in communicative language teaching and vocabulary mastery got sig 0,002. It means the first hypothesis, there is a significant effect of CLT on students' speaking skill is accepted. The second hypothesis, there is a significant effect of vocabulary mastery on students' speaking skill is also accepted. While the third hypothesis, there are the effects of teaching method using CLT and vocabulary mastery on students' speaking skill is rejected.

Keywords: teaching method, vocabulary mastery, speaking skill.

INTRODUCTION

Learning English means learning language components and language skills Grammar, vocabulary, pronunciation, and spelling are examples of language components. Meanwhile, language skill covers listening, writing, reading, and speaking (Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy, 2001) and (Brown, Principles of Language Learning and Teaching, 2007). This situation applies in both English as Foreign Language (EFL) and English as Second Language (ESL) in

the four skills (Broughton, 2003). Among the four skills, speaking is often considered as the most difficult skill to be learned by the students. Learning to talk in a foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with. Helping the students develop the speaking skill not merely giving knowledge so that they can pass the examination but also for more general use when they want to use the English in the outside world. They may need for further study, work or leisure, so that they will not be among the many people who unable to express his idea in English after having studied it for some years (Al-Baekani, 2015; Srisudarso, 2015).

Language skill as a focus of this research is speaking or oral production. Yet, speaking activity has a close relation to listening one, comprehending one's utterances for the two mentioned skills get involved into oral communication in which a speaker produces utterances (encoding process) and listener accepts them into his brain (decoding process).

In more recent times, there have been five teaching methods which influence on classroom practice and which teachers and trainers still refer to. They are "Grammar-translation, Audio-lingualism, PPP (Presentation, Practice, Production), Task-Based learning, and Communicative Language Teaching." (Ur, 2011). The last is the widely accepted method in the English language teaching world. In attempting to investigate the complex nature of foreign language learning, we have to appeal to ideas not only from linguistic analysis but from other fields such as communication studies, education, psychology, and sociology.

In selecting an appropriate method, many of us believe that learners have certain characteristics which lead to more or less successful language learning. The learners are then given a test to measure their second language proficiency. The test and the questionnaire are both scored and the researchers investigate whether a learner with a high score on the proficiency test is also more likely to have a high score on the questionnaire. This kind of procedure can be used to measure the effect of teaching method on language learning through the use of communicative language teaching test. Course designer and material writers have a great role to play here since any course book that is used embodies approaches and methods. If teachers and students constantly monitor their classes and adjust what they do accordingly, there is a really good chance

that the methods they use will be the best for the classes they teach. Teaching plans should always be designed to meet the aim or aims.

Regarding the facts above, it is urgent to do a kind of research to find out the appropriate method for students. The research is experimental research in which the method is the Communicative Language Teaching Method. Communicative Language Teaching Method is a teaching method which broadly and strongly affects the teaching and learning process of English in class in recent years (Richards & Theodore, 2003). The method which is used in this research also involves other factors, namely vocabulary mastery.

Vocabulary is an important part of developing skills (Baihaqi, 2014). Basically, to make sentences verbal or non-verbal, we need certain vocabularies to improve our language skills, so that other individuals understand what we mean. In learning vocabulary, students can classify it into categories such as verb, adjective, noun, adverb, conjunction, and preposition to arrange into good sentences through learning vocabulary, and helps students understand spoken or written English. (Viera, 2017) there is three points scale for describing the depth of processing for vocabulary. They are:

- 1. Association-learning a form-meaning connection
- 2. Comprehension-recalling the meaning of a previous item
- 3. Generation-producing a novel response to an item such as restating a definition in different word or making original words. These levels roughly correspond to the levels of noticing, retrieving and generating used here.

Previous teaching vocabulary has shown that vocabulary is important as a basic existing knowledge (Baihaqi, 2014; Romli, 2016). Most people feel there is a common sense relationship between vocabulary and comprehension. The messages are composed through ideas and the ideas are expressed into words (Harmer, 2002). There are numbers of ways how to encourage the student's vocabulary development but the most important and effective are through teaching method and students' achievement in speaking. By taking extra steps to help the students' building their vocabulary while speaking at school, it is important to provide them with the tools needed for academic and career success. Words are the tools for thought; the more words that the students' learning, the more achievements they will have. Student's success in grade school, high school, college or even later in his or her career, depends almost entirely on vocabulary.

The student's competence in listening, speaking, reading and writing should be

followed by vocabulary understanding. The students should add their vocabulary as many as they can. In other words, it can expand their knowledge of communication. As we know, communication is an act or instance of transmitting. Besides, communication is defined as sending a message or messages to another individual through symbols, signs, or behavior. Obviously, it needs a lot of vocabularies to improve speaking skills (Thornbury, 2002).

Research Question:

- 1. How does CLT influence the students' speaking skill?
- 2. How does Vocabulary influence the students? Speaking skill?
- 3. What level of significance of both CLT and Vocabulary in influencing the students' speaking skill?.

RESEARCH METHOD

Design

The research was conducted in two groups of experimental design to the students of SMA Taman Siswa Teluk Betung Bandar Lampung grade XI consists of 60 participants. The variables of this research are Teaching method, vocabulary mastery, and speaking skill. The instrument to take the data is a speaking test. The collected data are analyzed by using speaking skill scoring rubric (Anonimous, n.d.; Creswell, 2014).

Participant

The participant of this research is 60 students at grade XI of SMA Taman Siswa Teluk Betung Bandar Lampung academic year 2015/2016.

Data and Source of Data

The data about vocabulary mastery and speaking skills are taken through tests which their validity and reliability have been tested. They are quantitative data in the form of speaking scores achieved by the participant in performing speaking test given. The data are nominal data.

Data Collecting Technique

The participants were given a topic about daily activities. They should perform twice and the achievement was recorded in the scoring rubric sheet which includes

components of fluency, pronunciation, and accent, vocabulary, grammar, and details. The researcher was helped by other raters to score them.

Data Analysis Technique

The data are analyzed by using ANOVA formula and were analyzed by using SPSS program version 17 (T.West, 2009)

RESULT AND DISCUSSION

Result

The result of the data analysis by using ANOVA formula with SPSS program results in the table like the following.

TABEL ANOVA EKSPERIMEN

Tests of Between-Subjects Effects Dependent Variable: Speaking Skill Type III Sum Mean Square Source Corrected Mode of Squares 1156.050 385,350 38.609 .000 245632.017 245632.017 Intercept 24610.078 .000 968.017 968.017 96.986 .000 B 104.017 104.017 10.422 002 A+B 84.017 84.017 0.418 .005 Error 558.933 56 9.981 Total 247347.000 60 1714.983

a R Squared = 674 (Adjusted R Squared = 657)

Multiple Comparisons

Dependent Variable: Speaking Skill Tukey HSD

(I) Post Hoc	(J) Post Hoc	Mean Difference (I- J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
A1B1	A182	.27	1.154	.996	-2.79	3.32
	A281	5.67	1.154	.000	2.61	8.72
	A282	10.67	1.154	.000	7.61	13.72
A182	A181	+.27	1.154	.996	-3.32	2.79
	A2B1	5.40	1.154	.000	2.35	8.45
	A282	10.40	1.154	.000	7.35	13,45
A281	A181	-5.67	1.154	.000	-8.72	-2.61
	A1B2	-5.40	1.154	.000	-8.45	-2.35
	A282	5.00	1.154	.000	1.95	8.05
A282	A1B1	-10.67	1.154	.000	-13.72	-7.61
	A182	-10.40	1.154	.000	-13.45	-7.35
	A281	-5.00	1.154	000	-8.05	-1.95

The error term is Mean Square(Error) = 9.981. *. The mean difference is significant at the 0.05 level

Levene's Test of Equality of Error Variances^a

Dependent Variable: Speaking Skill

F	df1	df2	Sig.
1.917	3	56	137
acte tha n	ill hynothesi	e that the or	101

variance of the dependent variable is equal across groups.

a. Design: Intercept + A + B + A * B

Tukey HSD.*.6

Speaking Skill

		Subset			
Post Hoc	N	1	2	3	
A282	15	57.47	0.000		
A2B1	15	1500000	62.47		
A182	15		/355900	67.87	
A1B1	15			68.13	
Sig.		1.000	1.000	996	

Means for groups in homogeneous subsets are Based on observed means.
The error term is Mean Square(Error) = 9.981. a. Uses Harmonic Mean Sample Size = 15.000.

b. Alpha = 0.05

Premise Journal Vol. 8 No 1, April 2019, e-ISSN: 2442-482x, p-ISSN: 2089-3345, page 46-57

Description of Data

This research is experimental research with two factors; firstly teaching method (A) and secondly vocabulary mastery factor (B). There are subfactors of each factor that is called level. There are two levels of teaching method factor that is experiment level with communicative language teaching (CLT) (A1) and the second level is a conventional method (A2). Furthermore, the second factor is vocabulary mastery with two levels. Firstly high vocabulary mastery (B1) and secondly low vocabulary mastery (B2). The result of the calculation in this research can be seen as the following table:

Table Statistic description based on research planning in the form of SPSS output

Dependent Variable: Speaking Skill

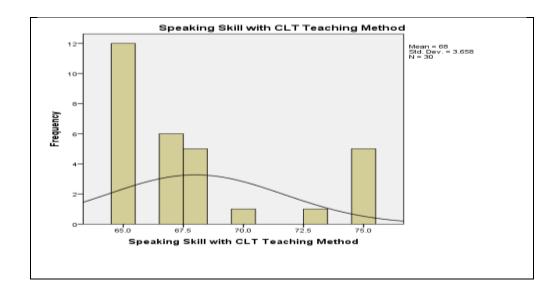
Teaching Methods	Vocabulary Mastery	Mean	Std. Deviation	N
	High	68.13	3.739	15
CLT	Low	67.87	3.701	15
	Total	68.00	3.658	30
Conventional	High	62.47	2.973	15
	Low	57.47	1.846	15
	Total	59.97	3.518	30
	High	65.30	4.396	30
Total	Low	62.67	6.019	30
	Total	63.98	5.391	60

The results are: experimental class (A1) has a mean score 68, it is more than a control class (A2) that has a mean score 59,97. Testing of three hypotheses used ANOVA (analysis on variants), it has got a sig. score 0,000 in communicative language teaching and vocabulary mastery got sig 0,002. It means the first hypothesis, there is a significant effect of CLT on students' speaking skill is accepted. The second hypothesis, there is a significant effect of vocabulary mastery on students' speaking skill is also accepted. While the third hypothesis, there are the effects of teaching method using CLT and vocabulary mastery on students' speaking skill is rejected.

Discussion

From the analysis of the data above, it can be interpreted as follows:

1) There is a significant effect of teaching method towards student's speaking skills.



It is characterized by a significant score to the teaching method 0.000 < 0.05 can thus be concluded there is an effect of teaching method towards the student's speaking skills. This is supported by the acquisition of a mean score of the learning of result with communicative language teaching method is 68,13 higher than the score of the conventional method with 62,47. This phenomenon shows the learning result of student's speaking skill increases when students are taught with communicative language teaching method. It happens because the method increases class participation. The use of communicative language teaching method can improve learning result for the use of teaching method to be more challenged for students to explore the material, more creative, fun and not boring (Papalia, 1983).

2) There is a significant effect of vocabulary mastery towards students' speaking skill.

It is characterized by significant values for vocabulary mastery 0,002< 0.05 can thus be concluded there is an effect of vocabulary mastery on learning result in speaking skill. This is supported by the acquisition of a mean score of the learning of speaking skill with high vocabulary mastery 68,13 higher than low vocabulary mastery of 67,87. This phenomenon indicates that the student has a strong interest in making students more confident in answering questions, learning more fun because there is no element of coercion, a high awareness of bigger and feel responsible. Vocabulary It is relevant to the function of vocabulary which is to express idea spoken or written (Al-Baekani, 2015).

3) There are effects of interaction between the teaching method and vocabulary mastery toward student's speaking skill.

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It is characterized by the sig. To the teaching method and vocabulary mastery 0.005 < 0.05 can thus be concluded there is an interaction between teaching method and vocabulary mastery toward student's speaking skill. Based on these results, then further testing is needed. From further testing can be seen that each class/group has a significant effect on the students' speaking skill.

CONCLUSION AND SUGGESTIONS

C. Conclusion

From the data analysis, the research findings of the research are as follows:

- 1. There is a significant effect of Teaching Method towards students' speaking skill at private senior high school in TelukBetung, Bandar Lampung. It is proved by the score of a sig. equals to 0,000 < 0,005 and the Fo is 96,986.
- 2. There is a significant effect of vocabulary towards students' speaking skill at private senior high school in Teluk Betung, Bandar Lampung. It is proved by the score of a sig. equals to 0,002 < 0,005 and the Fo is 10,422
- 3. There is a significant interaction effect of Teaching Method and vocabulary mastery towards students' speaking skill at private senior high school in Teluk Betung, Bandar Lampung. It is proved by the score of sig equals to 0,005<0,05 and the Fo is 8,418

B. Implications

The implications of the research findings contribute to the learning process of English at private senior high school of second grade at SMA Taman SiswaTelukBetung, Bandar Lampung. There are some aspects which could be analyzed related to the implications of these research findings, and they will be elaborated as follows:

C. Teaching method

The communicative language teaching method is designed to engage learners in an authentic, functional use of language for meaningful purposes. Students in a communicative class ultimately have to use the language productively and receptively, unrehearsed contexts outside the classroom. Students are, therefore, encouraged to construct meaning through interaction with each other. In communicative language teaching method, students learn the target language by 'trial and error', in which they try to use all varieties of English without having fear of making error or mistake. In

dealing with those who make mistake or error by discussing it with students. Language skills are improved effectively by giving the students some authentic experiences of learning English. A teacher attempts to give some genuine or authentic materials, students, therefore, learn the target language as naturally as possible.

2. Vocabulary mastery of students' speaking skill

Basically, student's vocabulary mastery can be increased and vocabulary mastery is counted in all methods since during all learning process students should motivate themselves if they went to succeed. Students who are able to cope with their own vocabulary tend to be more productive and effective in doing their tasks. This fact demands a teacher of English to which makes students interact and collaborate with each other. In a collaborative learning process, low vocabulary mastery students are, therefore, expected to be able to cope with their vocabulary since they are trained to make contact with others. By making contact gradually, they can motivate themselves to learn English. They can encourage themselves to express their feeling and thought. There should be regular meetings in which teachers and parents can share and solve any problem appealing to the learning process.

C. An interaction between the teaching method and vocabulary mastery

Communicative language method demands interaction and collaboration among students. In interactive and collaborative situations, students always discuss, share information, and report the result. Interaction and collaboration give students meaningful learning process and establish students' intellectual capacity as well as prepare them to live in society. Students who have high vocabulary mastery can motivate themselves, cope with their vocabulary in every situation, and understand someone's vocabulary By doing interaction and collaboration, it is also expected that low vocabulary mastery students can be trained to be more active and responsible for their own learning. Vocabulary mastery, however, can be trained and improved by making social contacts. Teachers are demanded to conduct the learning process of all students in a class. Teachers are to monitor each of their students including their vocabulary. To make the learning process betterment, a teacher can administer the VM Questionnaire to know their emotion. Teachers can vary the methods will be used in class in accordance with students' vocabularies.

C. Suggestions

Regarding the research findings, some suggestions emerge as follows:

- It is advisable for teachers to know their student's vocabulary in advance as to make teachers easy combine some *methods-eclectic method-*in one learning process. In implementing the combined method, the aspects of students' physical, mental and intellectual characters should be deeply taken into consideration to group orientation, from teacher-centered to student-centered.
- 2. In implementing an eclectic method, however, teachers should not forget to lead and guide their students to be brave in expressing their feeling and though during the learning process.
- 3. A teacher should do not some kinds of evaluation such as process evaluation and product evaluation. In doing the evaluations, the teacher should involve students to judge their own progress.
- 4. A teacher should be sensitive in responding to students' reactions in every activity and lead them towards the activities which have been previously planned.
- 5. A teacher should be aware of the students' vocabulary mastery. It must be concerned due to the fact that vocabulary mastery is very crucial in any process of communication done by human beings in real life. Besides expecting then to master English, the teacher should expect that students can increase their vocabulary.

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