

THE CORRELATION BETWEEN VOCABULARY AND SPEAKING SKILL

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ABSTRACT

The study investigated about the correlation between mastery the vocabulary and fluency in speaking. Vocabulary is the words and exposes in articulation. Therefore, it is related to the utterances delivery fluently. The study applied qualitative method by using a case study. The researcher administrated observation and documentation as instrument of collecting the data. The instruments were carried out to describe the correlation between vocabulary mastery and speaking fluency. The researcher took 11 students as the samples of the study by purposive sampling technique. In addition, the correlation data in speaking tests were analyzed by using speaking assessment measurement systems. There were five times of observation sections. Then, the researcher also documented the final round of speaking test in class. The criteria of speaking assessment measure were; task achievement, fluency, language in use (i.e. vocabulary, pronunciation, and intonation), and duration. The result of the study showed that there are 3 students had score 41-60 (C in numeral core), 2 students had 61-80 (B in numeral score), and 81-100 (A in numeral score). In Conclusion, the result indicated that there is positive correlation between vocabulary and speaking skill. Vocabulary affected the students who fluent in speaking, and influenced vocabulary acquisition.

Keywords

Vocabulary, Speaking Skill, and Second Language Acquisition.

INTRODUCTION

Language is a phonetic symbol which is produced by people to communicate each other. The function of language is not only as communication but also to interpretation all of similarity, difference and individuality of human being. English is one of language which required in various expensive fields. Especially, in Indonesia, English is one of language which learned at school or university by student, which posted as target language. The first goal of learning language is exposing the target language in practice. The student learned English as foreign language. Speaking is the part of practice in learning between English and vocabulary, which are required for achieving fluency. Vocabulary and speaking skill have big correlation. The correlation is the more acquired vocabulary mastered by students, the more possibility of fluency in speaking. Then, these correlations should be maintained for acquiring English as target language.

Vocabulary is the important parts in acquiring fluency for speaking skill. It is part of mastery skill in speaking which should be mastered by speaker besides grammar and pronunciation. Bambang and Utami (2008) defined that vocabulary was also important to support mastery of language skills. We should memorize and remember vocabulary to be mastered. Good speaking is where the speaker can produce a clear and fluent communication to the addressee, and build connection with the speaker in order to the listener can understand about it.

Vocabulary is an essential skill for learning to read, write, speak and listen. Without vocabulary, we cannot say something. Both of them is having correlation in many aspects in communication, such as how to speaking in fluency. Saied and Sara (2011) explained that mastering vocabulary was one of the most challenging tasks that any learner faces when learning a foreign language. Hopefully, the student in English department is able to speaking English with good as the practice in learning. Not easy to be able speaking in fluent but that is can be solving with mastering the vocabulary. So, the student should improve and pay attention in learning vocabulary.

Speaking is oral communication, that really helpful to deliver arguments and comments. Speaking is a part of English practice that use to communication every day. Thornburry (as cited in Akhyak and Indramawan, 2013) explains that speaking was a speech production that becomes a part of our daily activities. Its mean that speaking is daily activity that does by everybody to communication with the others in the world. Especially for student English, speaking enables students to receive information from people through their conversation, which they should understand the information and respond to it or communicate their understanding of the information.

In speaking, the meaningful words are produce to convey the message. Students should be able to express in the formal and informal situation to speaking with the nearest environment or in academic context. It means that the students must be able to speak to express what they want to show to others. The ability of speaking can be draw with fluency in speaking. According to *Oxford Advanced Learner's Dictionary* (1984), fluency is the quality of being able to speak or write a language, especially a foreign language, easily and well. Fluency in speaking also can assume a meaning for the quality of doing something in a smooth and skillful. So, fluency in speaking is enabling the student to convey the message better and relax. Automatically, the student will be more enjoyable and self-confidence to practice their speaking in the classroom or outside. The correlations that exist between vocabulary and fluency in speaking to acquire English as target language are significantly helped for the teacher and researcher in English teaching-training field. For the teacher can motivate the students to improve their mastery of vocabulary to achieving fluency in speaking. Hopefully the teacher can created new methods to make student's interest and easy to be master the vocabulary for their speaking skill. For the researcher can add the knowledge about very important mastery of vocabulary to fluency in speaking. Hopefully can be motivated for researcher to improve more mastery of vocabulary to be fluency in speaking.

1. The importance of mastery vocabulary

Vocabulary is very important for people who learn English as foreign language. Like stated by Wilkins in Thornbury (2002) that without grammar is very little can be conveyed, without vocabulary nothing can be conveyed. It means that even someone has good grammar but it will be useless if they do not know many vocabularies. Moreover, it is supported that vocabulary is one of important things to be taught in learning foreign language because it will be impossible to speak up without variety of words. Nunan argued (as cited in Vilaça, 2009) that “an adequate acquisition of vocabulary was necessary for be successful language learning”. Little vocabulary learning may seem in our student’s mind a sign of unsuccessful learning or poor communication skills. Vocabulary is more specifically predictive and reflective of high levels of speaking achievement. Rohmatillah in his journal of a study on students’ difficulties in learning vocabulary, he stated that “*the more people master vocabulary the more they can speak, write, read and listen as they want*”(p.80). When students build vocabulary mastery, they can more effectively communicate their ideas, knowledge, and voice. vocabulary skills. When students build vocabulary mastery, they can more effectively communicate their ideas, knowledge, and voice. Good vocabulary mastery supports mastery of each of the language skills. A good

vocabulary increases the ability to understand reading material and to express ourselves in speaking. Furthermore, they consider L2 acquisition as essentially a matter of learning vocabulary (Ketabi and Shahraki, 2011).

2. Vocabulary Terms

There are some terms which associated with vocabulary.

a. Word Parts

We use prefixes, suffixes, and word roots every day, whether we realize it or not. These parts of words make up almost all of the words we use in the English language and you will find that the meanings of many unfamiliar words become much more clear when we understand the meanings of the most common of these word parts.

- Prefixes

A prefix is the word part placed at the beginning of a word. It is usually only one syllable, but sometimes it is more. For example, we probably use the word *review* on a regular basis. First, we can break it down into syllables: re-view. *View* means to look at, and the prefix, *re-* adds to the meaning of the word. *Re-* means back or again, so by putting together what you already know, we can figure out that the

word *review* means to look back at, or to look at again. Other common prefixes include, *in-*, *anti-*, *pre-*, *post-*, *un-*, *non-*, *con-*, and *dis-*.

- *Suffixes*

A suffix is a word part placed at the end of a word that signals how a word is being used in a sentence and identify part of speech. When you attach different suffixes onto the base of a word, they change the word's part of speech. For example, the word *sterilize* is a verb meaning to sanitize. As an adjective, it takes the suffix, *-ile* and becomes *sterile*. As a noun, it takes the suffix *-tion* and becomes *sterilization*. The suffix changes the word's job in a sentence and it also helps give you a clue as to the meaning of an unfamiliar word.

- *Roots*

The pieces of words that carry direct meaning are called roots. For example, the word root *cogn-* means *to know*. Words that include this root are *recognize*, meaning to identify as known, *incognito*, meaning unknown, and *cognition*, meaning knowledge. we can see how knowing the base of these three words, in addition to having knowledge of prefixes and suffixes, can really help we work out the meanings of unfamiliar words.

b. Syllables

Syllables are the parts of words that carry separate sounds.

Breaking words into syllables is one of the best strategies for seeing if a word is in your listening or reading vocabularies. It also helps we break larger words into smaller, more manageable, and often more recognizable parts. By breaking words down into syllables, we will be able to identify the meanings of unfamiliar words that contain these word parts.

Rules for dividing words into syllables

Here are a couple of quick rules for dividing words by syllables:

1. *Divide between double consonants: ham-mock.*
2. *Divide after prefixes and before suffixes: in-vest-ment.*

If we already have some feel for how the word sounds, we can divide it according to the sound of the vowels:

3. *Divide after the vowel if it has the long sound: so-lar.*
4. *Divide after the consonant if the vowel sound is short: pris-on*

c. *Synonyms and Antonyms*

- *Synonyms*

A word is a synonym of another word if it has the same, or nearly the same, meaning as the word to which it is being compared. For

example, the words *conceal* and *hide* are synonyms. They both mean the same thing: to keep out of sight.

- *Antonyms*

An antonym is a word that means the opposite of the word to which it is being compared. A couple of obvious examples of antonym pairs are happy and sad, good and bad, and love and hate.

d. Denotation and Connotation

The denotation of a word is its dictionary definition, while the connotation of a word has to do with the tone of the word—the emotions it evokes in the reader. For example if we were to look up the word *joke* in the dictionary, we might get a definition similar to that of synonyms like *quip*, or *prank*—something like “something said or done to provoke laughter”—but all three of these words have different connotations. In other words, they bring to mind different feelings—one positive, one negative, and one neutral.

e. Homonyms

Homonyms are words that sound the same, but aren't. They have the same pronunciation, but they are neither spelled the same way, nor do they have the same meaning. For example, *which* and *witch* are homonyms, and so are *their*, *there*, and *they're*. When we are listening to the words, or reading them in context, it is easy to work out their

meaning; however, it is very important to know which definition corresponds to the correct spelling of the homonym. If you misspell a homonym, people will have a difficult time understanding what you are trying to communicate to them.

f. *Context Clues*

Context is the surrounding text in which a word is used. Most people automatically use context to help them determine the meaning of an unknown word. When you encounter a word in its surroundings, it is much easier to figure out its meaning, or at least its connotation. The best way to take meaning from context is to search the surrounding text for key words in sentences or paragraphs that convey the meaning of the unfamiliar word.

For example, read the following sentence and see if we can figure out the meaning of the italicized word from closely examining the surrounding text.

“Although when Hannah joined the company she was promised *perquisites* every six months, she has been working at the company for two years and has never received any sort of bonus”

The words *although* and *bonus* should give you a clue as to the meaning of *perquisite*. We know that Hannah has never received a bonus in two years of work for the same company, and we know that she was promised something, so the word *although* gives you the final clue because it signals a contrast. We can conclude that a *perquisites* a synonym for *bonus* (International and Pan-American, 2006).

3. Second Language Acquisition (SLA) theory of vocabulary

Second-language acquisition or second-language learning or L2 acquisition is the process by which people learn a second language. SLA is often regarded as mimicking the way in which *native speakers* acquire their *first language* (or mother tongue) and it is often felt that imitating this methodology in the classroom is the most useful way to help learners acquire a second language.

Second-language acquisition can be divided up into five stages: *preproduction, early production, speech emergence, intermediate fluency, and advanced fluency* (Second Language Acquisition, 2015).

1) Pre-Production

During this phase the students receive input in the *target language* (that is, the language they are learning). They may develop a passive *vocabulary* of some 500 or so words but not feel comfortable using

them; instead they are content to listen while the teacher talks. (This is also known as the *silent period*).

2) Early Production

By this period students have a vocabulary of some 1,000 words and they can use them in context, usually in one or two word *phrases*. During this phase as a teacher you can:

- Ask yes/no questions
- Accept 1 or 2 word responses
- Build vocabulary
- Use plenty of pictures and realia.

3) Speech Emergence

Students by this time have a vocabulary of some 3,000 words and they can use short phrases as simple *sentences* to communicate. They can get involved in simple dialogues and ask *questions*. Although they will be able to produce longer sentences, they will often contain errors.

It is not necessary to correct those errors explicitly. For example:

- Student : I go toilet?
- Teacher : Can I go to the toilet?
- Student : Yes, I go toilet?

The student will hear your correction but will not necessarily be able to produce the correct sentence. This isn't a problem.

4) Intermediate

This is a continuation of the previous stage; vocabulary has grown to some 6,000 words and students can produce more complex phrases and utterances, state opinions, ask for clarification and speak at greater length. Vocabulary knowledge is one of the crucial factors that will influence fluency in speaking (Mart, 2012). Learning vocabulary is an ongoing process that takes time and practice. Nakata (Nakata, 2006) acknowledged that vocabulary acquisition requires continual repetition in order for effective vocabulary learning. Vocabulary acquisition is not something a student can spend time learning or memorizing, like grammar, and be successful. Vocabulary acquisition has become an extremely important part of second language acquisition, and teachers cannot rely on students acquiring the needed vocabulary just through interaction with the language (Jeff, n.d.).

Building vocabulary is extremely important for success in undergraduate or graduate studies. Nation and Waring reported (as cited from Schmit and Mc. Carty, 2006) that 5-year-old native English speakers beginning school will have a vocabulary of around 4,000 to 5,000-word families, adding roughly 1,000-word families a year until graduating from university with a vocabulary of around 20,000 word families.

Oya Manalo, and Greenwood suggest (as cited in Oya, Emmanuel, and Jackie, 2009) that better vocabulary knowledge produces better oral performance. Accuracy and fluency of learners will get better through speaking. They also claim that having good vocabulary knowledge is one of the essential components to gain fluency in speaking skill. It needs to be noted that good vocabulary knowledge will give learners confidence in their speaking skill.

Nation (2005) defined high frequency words as words that occur quite frequently in the language, such as *the, a, man, and woman*. High frequency words occur so regularly in daily conversation that if students understand these words, they are able to write and speak in comprehensible English. Low frequency words, as described by Nation, are words that deal more with academic studies, words that appear throughout all academic texts and courses, but not very often in day to day speech, such as *formulate, index, and modify*.

The importance of speaking fluency

According to Segalowitz (2003), the term “fluency” is ability in the second language to produce or comprehend utterances smoothly, rapidly, and accurately. While Bygate (2009) defined fluency was reflected mainly

in two aspects: speed of delivery and regularity, which means a natural amount and distribution of pauses.

According to Hornby stated that speaking was to utter words to express thought by words, to utter speech, discourse, or argue, to talk, to make mention, to tell by writing, to communicate ideas in matter. Based on definition above, speaking includes some component which should be mastered, like: vocabulary, pronunciation, structures, fluency and comprehension for oral communication (Hornby, 1984). In addition, with fluency in speaking we will not difficult to express our idea to the other in communication every day.

1. Types of Speaking Skill

According to Brown (2004) there are five basic types of speaking, which are:

- *Imitative*

Imitative speaking is the ability to imitate (parrot back) a word or a phrase or possibly a sentence.

- *Intensive*

Intensive speaking is goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language.

- *Responsive*

Responsive speaking is interaction at the somewhat limited level of a very short conversation, standard greeting and small talk, simple comment and request, and the like.

- *Interactive*

Interactive speaking; complex interaction which sometimes includes multiple exchanges and/or multiple participant.

- *Extensive*

Extensive speaking is oral production; include speeches, oral presentation, and storytelling.

Harmer stated that there are two distinctive features of elements of speaking which are necessary for fluent oral production. The two aspect are; (1) knowledge of language features such as grammar, vocabulary, and structure. (2) Ability to process information on the spot (mental/social processing).

The Research Design

The researcher designed the study through correlative research that observed and documented the students' fluency in speaking skill. To conduct the study, the researcher selected to describe the data qualitatively. The researcher applied correlative study with case study

approach to look for the correlation that significant and affect between each variable. According to Sukardi (2008), “correlation research was a research study that involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables”(p.166). According to Syamsudin (2011), “a case study was the research which focus of research is an organization or some of its organization: a certain place, in the school, a group of students, or an activity of the student” (p.179). The aim of this study was to look for and find out the correlation between vocabulary and speaking skill. The researcher chooses of student’s presentation in speaking class, and then describes the empirical reality of a phenomenon.

The Research Setting

The researcher conducted the study at the third semester of unit 2 in Speaking 1 class of English Department of Tarbiyah and Teacher Training Faculty of IAIN Zawiyah Cot Kala Langsa. The object of the study was focus on student’s presentation in final exam. The researcher was using purposive sampling to collect the data. Lincoln and Guba in Sugiyono (2012) explained that “if the purpose is to maximize information, then sampling is terminated when no new information is forth-coming from newly sampled units; thus redundancy is the primary criterion”(p.303). Its mean that if the data has sufficient to complete the information, add the respondent again is not needed because nothing get new information.

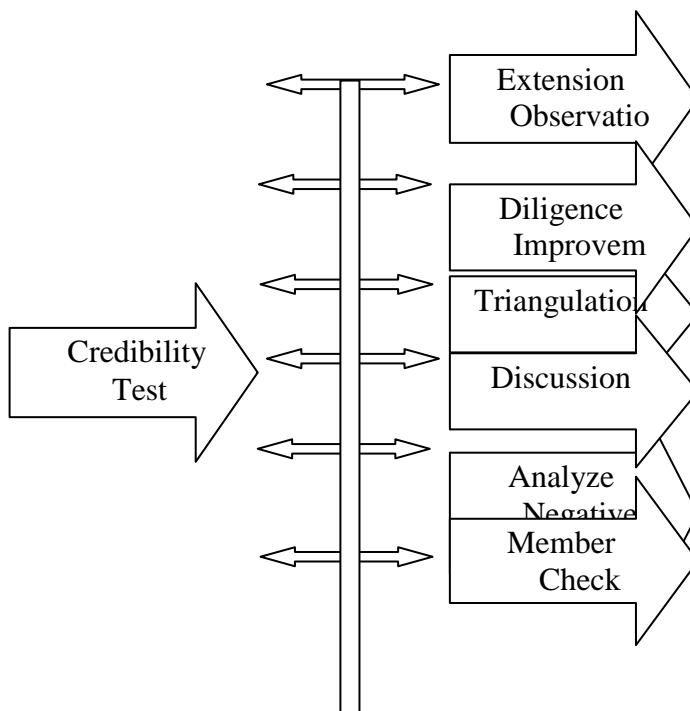
The object of the data in this study was students in unit 2. The all of members in unit 2 there were 21 students. The researcher takes 11 students of them as the sample of this study, because they was sufficient to be accurate data which needed by the researcher. The purpose of the researcher

was look for information of student's speaking presentation that completed the criteria of excellent, good and enough result.

Validity of the Data

To test validity the data, the researcher use step of credibility (internal validity) the data. The process to get valid the data with credibility test, there were seven processes, which are: extension observation, diligence improvement, triangulation, discussion with friend, analyze negative case and member check.

Picture 1.1. Credibility test of the data



The Research Instruments

The researcher chooses two types to collect the data in this study.

1. Observation

According to Creswell (2012), observation was the process of gathering open-ended, first-hand information by observing people and places at a research site. Furthermore, the researcher uses participant observation. Susan Stainback in Sugiyono (2012) stated that “in participant observation, the researcher observes what people do, listen to what they say, and participate in their activities”(p.313).

According to Spradley (as cited in Sugiyono, 2012) there were three components of observation, which were: place, actor and activity. In this study, the researcher will observed three of the components. The aim was to collect the information of the student’s presentation in speaking class. There are three steps to observe, which were: 1) preparation, 2) action, and 3) conclusion. The researcher makes the instrument as orientation of observation, which is below.

Table 1.1. The instruments observation

| Indicator of Observation | Observed | Comments |
|---|----------|----------|
| 1. Speaking without look at a concept 2. Speaking like memorize 3. Explain the topic with mix language 4. The student looks nervous 5. Times is clear | | |

| | | |
|---|--|--|
| <p>6. Good preparation</p> <p>7. The sound is loud</p> <p>8. Clear pronunciation</p> <p>9. The other students can understand</p> <p>10. Speaking like read a concept</p> <p>11. Use good body language</p> <p>12. Enjoyable</p> <p>13. Make another students interest and pay attention</p> <p>14. Perfect audience's respond</p> | | |
|---|--|--|

2. Documentation

A valuable source of information in qualitative research can be documented. Creswell (2012) explained that documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspaper, minutes of meetings, personal journals, and letters.

In this study, the researcher records the video of student's presentation in speaking class as a documentation to collect the data about student's speaking skill. The aim was to getting the data about student's fluency in speaking and supported the observation as the first collecting the data.

To clarify the credibility of the documentation, the researcher documented the student's presentation that also seen by the lecture and another student as the addressees.

A. The Procedure of Data Collections

1. The steps of observation

The researcher observed speaking-class, the unit 2 (two), the students and their activity. Firstly, the researcher provided

observation checklist which contained some aspects of speaking indicatory that will be observed. The aspects are student's mastery in pronunciation, vocabulary, contents, ideas, fluency, and duration. Then, secondly, the researcher entered the class to observe the students who presented, such as a speech, and comment. This phase also observed that the interactions between the mastery of vocabulary and speaking fluency. It also measured the correlation between vocabulary and speaking. Finally, the researcher concluded the result of observation as the data. This observation step was called as *grand tour observation* where the researcher do general and universal examine, then do description toward all of that see, listen and feel, next take a conclusion.

2. The steps of documentation

The researcher documented the student who presentation with record the video. Firstly, the researcher provided a camera of hand phone to record the video. Finally, start to record the student's presentation until finished. This documentation was attached for supporting the observation.

FINDINGS AND DISCUSSION

At the first obtaining the study, the researcher observed the students activity in speaking class especially in unit 2 of third semester. The activities of them were presentation the paper in front of the class in group that concluded at least 3 students. The lecturer asked them to present the topic that has given. They should present well without look at

the concept, explain the topic clearly and make the others students understand about it. The lecturer has criteria to give value for student's presentation in the class. Those are pronunciation, vocabulary, contents, ideas, fluency, and duration. Based on the observation by the researcher, many of students cannot present their topic well. They were not self-confidence to present and still depended with friends in group. If they can present well, they will get value best and vice versa. Moreover, they have a chance to repair their presentation through final exam to get best final score in speaking. After observation student's group presentation, the researcher selected to collect the accurate data in their final exam. They have same a chance to present one by one. The lecturer gives two chosen of topic that should be present in final exam, which are: salesman and about something important. They should choose one of them and presented well at time least 5 minutes. The researcher chooses student's presentation in final exam as the data, because it was natural speaking. They should be mastery the concept, prepare all and more self-confidence to present well than presentation previously with group. In addition, their natural speaking will be obvious seen. Because, they are became the only who present in front of the class without any helping. The researcher gives checklist on indicator of observation toward student's presentation during do observation and records them with video camera as supported

the observation. There were eleven students who be a sample of observation, as the result is follow:

Table 1.3. The observation result of student's speaking final presentation through observation checklist.

| Indicator of Observation | A | Z | M | N | M | S | C | R | R | K | S |
|--|---|---|---|---|---|---|---|---|---|---|---|
| 15. Look at the concept | - | - | √ | - | - | √ | - | - | - | - | - |
| 16. Good face expression | √ | √ | - | - | √ | √ | √ | - | √ | √ | √ |
| 17. Explain the topic well | - | - | - | - | √ | √ | √ | √ | √ | √ | √ |
| 18. Memorizing | - | - | √ | √ | - | - | - | √ | - | - | - |
| 19. Nervous | - | - | √ | √ | - | - | - | √ | - | - | - |
| 20. Times is clear | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 21. Good preparation | √ | √ | - | √ | √ | √ | √ | √ | √ | √ | √ |
| 22. The sound is loud | √ | √ | √ | √ | - | √ | - | - | √ | √ | √ |
| 23. Clear pronunciation | √ | √ | √ | √ | - | √ | √ | √ | - | √ | √ |
| 24. The other students can understand | √ | √ | - | √ | √ | √ | √ | √ | √ | √ | √ |
| 25. Good intonation | √ | √ | - | - | √ | √ | √ | - | √ | √ | √ |
| 26. Good body language | - | √ | - | - | √ | √ | √ | - | √ | √ | √ |
| 27. Energetic/enjoyable | - | √ | - | - | - | - | √ | - | √ | √ | √ |
| 28. Make another students interest and pay attention | √ | √ | - | - | √ | √ | √ | - | √ | √ | √ |

Discussion of the Study

From the observation of student's speaking presentation through speaking observation testing, the researcher takes a score of student's mastery of vocabulary and fluency of their speaking. There are 2 students who get highest score in vocabulary and fluency, it is 4 score for vocabulary and fluency. Then, 2 students get 3 score for vocabulary, but fluency is 4. And 2 students get 3 and 2 score for mastery of vocabulary, but fluency is 3. The rest of them get score lowest of mastery of vocabulary and fluency, it is 2 score for mastery of vocabulary and 2 for fluency.

The students get highest score in mastery of vocabulary and fluency, because they can mastery all of evaluation criteria of the lecturer. They can presentation about the topic clearly, using suitable body language, make another students understand and interest and self-confidence that important. Different with them, the students who get lowest score in mastery of vocabulary and fluency, because they cannot presentation clearly, some of them looks like memorize the entire concept and see it. They cannot present with self-confidence and sometimes forget what they want to convey in front of the class.

Base on the statement above, the researcher take a conclusion that the c, and the lack of acquired vocabulary mastered by students, the lack possibility of fluency in speaking. Moreover, there are students who mastery vocabulary about the topic makes their speaking fluent and make them enjoyable to present in front of the class. And still many students who cannot mastery of vocabulary about the topic make their speaking is not fluent and sometimes make them forget many the words, because they are memorize the concept.

In addition, the correlation between vocabulary and speaking skill consist of in many aspects. The first aspect is more acquired vocabulary mastered by students, the more possibility of fluency in speaking. The second is the more of mastery vocabulary will make students more self-confidence to presentation in front of the class. The third is the more of mastery vocabulary will make students fluent to presentation without memorize or look at the concept. And the last, the more of mastery vocabulary will make the students fluent in speaking and get best score from the lecturer in their final exam. So, the correlation between vocabulary and speaking skill is not only in one aspect, but also in many aspects and some of them have figured out above by the researcher.

CONCLUSION

There is the correlation between vocabulary and speaking skill. Vocabulary and speaking have big correlation and affect each other. The correlation between vocabulary and speaking skill that found out by the researcher called positive correlation, where one variable and another variable of the research affect each other. If one variable (variable x) is rising, so that another variable will be rising too.

The more acquired of vocabulary mastered by students, the more possibility of fluency in speaking. Without more vocabulary mastered by students, they cannot presentation well and more self-confidence without look at the concept. And also, may they will forget many words about their topic of presentation, because of nervous and cannot remember their entire concept.

In addition, the students who cannot presentation well and get best score in their final exam of speaking, that caused they are not self-confidence and nervous to presentation in front of the class. They still memorize the entire concept about the topic, so that make them uncomfortable and only focus on their concept, and often forget the words and repeat with the same sentences.

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