THE IMPLEMENTATION OF TEACHING SPEAKING SKILL THROGH VOCABULARY MEMORIZATION STRATEGY AT ELEMENTARY STUDENT OF LEMBAGA PENGEMBANGAN BAHASA ASING NURUL JADID PAITON PROBOLINGGO 2022-2023 ACADEMIC YEAR

THESIS

Presented to State University of Islamic Studies Jember in Partial fulfillment of the requirements for Bachelor Degree (S.Pd)
English Education Program
Islamic Studies and Language Education Department
Education and Teacher Training Faculty

By:

MUHAMMAD AFFAN RIDHO
SRN : T20196143

**ENGLISH EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
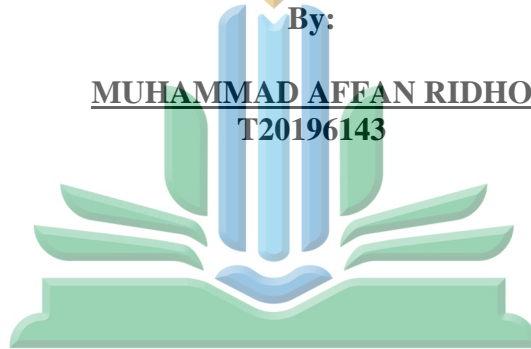STATE ISLAMIC UNIVERSITY OF KH. ACHMAD SIDDIQ JEMBER
MAY 2023**

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UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
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ACADEMIC YEAR**

THESIS

This Thesis has been examined and approved in Partial fulfillment of the
Requirement for the Degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Study Program y

Day: Monday
Date: 25th of May 2023

The board examiners

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MOTTO

عَلَّمَهُ الْبَيَانَ

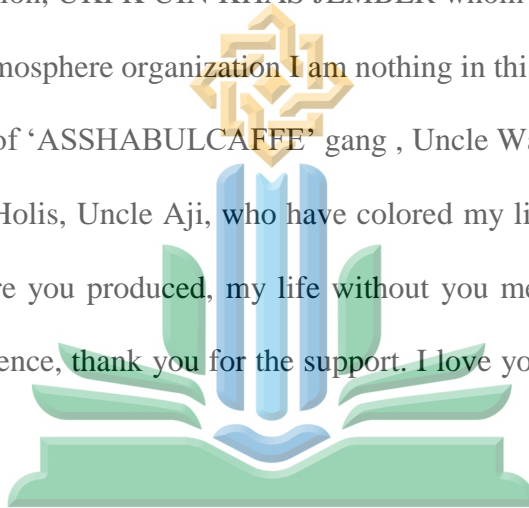Meaning : He taught him eloquent speech.[1] (Ar-Rahman:4)

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J E M B E R

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[1] Muhammad Taqi-Ud-Din Al Hilali and Muhammad Muhsin Khan, *Noble Qur'an: The English Translation of the Meanings and Commentary* (KSA King Komplex,2007), 728.

DEDICATION

As a researcher, I dedicates this thesis to:

1. My beloved parents, Mr. A. Jauhari and Mrs. Siti Lutfiyah who have supported me, prayed for me in all day and night. I am so glad to have you all in my life. Thank you mom, thank you dad, thank you for a countless things, I love you all.

2. My organization, UKPK UIN KHAS JEMBER whom I love the most, without in that big atmosphere organization I am nothing in this Campus.

3. All member of 'ASSHABULCAFFE' gang , Uncle Wahdi, Uncle Rudi, Uncle Diki, Uncle Holis, Uncle Aji, who have colored my life. You all are amazing in every satire you produced, my life without you mean nothing. Thank you for your presence, thank you for the support. I love you to the moon and back guys.

ACKNOWLEDGEMENT

Muhammad Affan Ridho

T20196143

ABSTRACT

Muhammad Affan Ridho, 2023: *The Implementation of Teaching Speaking Skill Through English Vocabulary Memorization Strategy at Elementary student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo : 2022-202 Academic year.*

In general, English has been taught at all levels of Indonesian education. It is also a tool for international communication and academic purposes, especially for EFL learners in English classes. In addition, speaking fluent English leads to a very good record in EFL education. Schneider found that speaking skill was ranked as the most important skill a student should have. Students at the Institute of Lembaga Pengembangan Bahasaa Asing need to be fluent as most of their subjects are taught in English and are ready to become future English teacher.

The research focuses of this study are: 1) what is the goal of teaching speaking skill through English vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing? 2) How is the material of teaching speaking skill through English vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing? 3) How is the method improve of teaching speaking skill through English vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing? 4) How is the evaluation of teaching speaking skill measure English vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing?

This study used qualitative approach and the research design was descriptive qualitative. The research subjects were a tutor and students at elementary student of Lembaga Pengembangan Bahasa Asing. Data collection was conducted through several stages such as asking for permission, drafting interview question, interviewing, and ensuring the incredible of the data that had been taken. After that, the data was analyzed by adapting Machfud's (2017) data analysis procedure. For data trustworthiness, researcher used source triangulation and technique triangulation.

The research Findings showed that: 1) The goals of teaching speaking skill trough English vocabulary memorization strategy are: a) Students are able to speak English fluency by having a lot of vocabulary memorization. b) Students are able to speak English confidently in class and dormitory. 2) Asking and giving opinion, such as giving an opinion about the topic and responds by each group of elementary student. 3) The methods were: discussion method where the students divided into group discussion and try to arguing the opinion. 4) The evaluation was formative evaluation with knowledge and skill assessment, there were also two models of assessment used by the teacher while doing the evaluation, those are: a) Knowledge assessment that answer the paper test. b) Skill assessment oral assessment, those are (fluency, pronunciation, grammar, and vocabulary).

Keywords: *Teaching speaking Skill, English Vocabulary Memorization Strategy*

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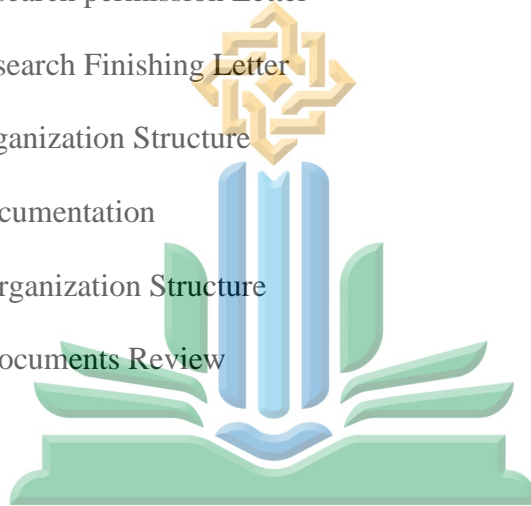
CHAPTER I

INTRODUCTION

A. **Background of The Research**

Elementary students are the fundamental level of teaching English as a foreign language in Lembaga Pengembangan Bahasa Asing (LPBA), where they are required to be proficient in speaking skill in tree mount following enrollment in Pesantren Nurul Jadid Paiton Probolinggo. As a result, what the researcher has to come up with in this study Students in the LPBA classroom, particularly those at the elementary level, are required to speak English despite their lack of vocabulary and pronunciation. As a result, tutor devised a plan to help the student speak English successfully by remembering vocabulary in the first month.

In addition, elementary students are required to use English to communicate in institutions, formal schools, and Islamic boarding schools. This is a supporting aspect of increasing fluency in speaking English. Memorizing vocabulary is a mandatory activity every day by depositing it with guides at both intermediate and advanced level.

Nowadays, English is one of the world's most widely spoken languages, with billions of individuals speaking it in a variety of countries. This is the primary reason why English has become one of the languages required in schools or institutions. English proficiency is required, because it

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is a global language spoken by many people around the world.[2] English is taught as a foreign language in Indonesia, from elementary school to college. Indeed, article 33, paragraph 3, of Law Number 20 of 2003 states: "Foreign languages can be used as the language of instruction in certain educational units to support students' foreign language skills".[3]

As a result, as an international language, English plays a vital role for many people. Learning English is very important for students because mastery of the language means that they can use it orally and in writing. It also establishes English as a primary requirement for global communication.

English has four basics in learning it; they are listening, speaking, reading, and writing. In cases where English is taught as a foreign language, there is no opportunity to use the skills in classroom.[4] By the reasons that English is wide and has these four aspects, it is difficult to learn in a context of classroom with a teacher. Moreover, the classroom has the limited about the time and concept of learning. The government, however, has their own system and change year by year. This situation makes the teachers' perception confused and difficult to interpret their method in the classroom. In other hand, students feel that English is really so strange in pronouncing the word, arranging the sentence, or even writing the text in English. They attend not to

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[2] Nila Andriyani, *Using the Direct Method in Teaching to Improve Students' Speaking Skill at Purikids Language Course*, (Yogyakarta: Yogyakarta State University, 2015), 1.

[3] Law of the Republic of Indonesia Number 20 of 2003 concerning National Education System.

[4] Akram Inanloo Khajloo, Problems in Teaching and Learning English for Students, *International journal of engineering Research and Development*, no. 3 (May 2013): 57.

have many English words to memorize. This becomes the most important problem to solve in order to get a solution of it.

By the reasons that English is wide and has these four aspects, it is difficult to learn in a context of classroom with a teacher. Moreover, the classroom has the limited about the time and concept of learning. The government, however, has their own system and change year by year. This situation makes the teachers' perception confused and difficult to interpret their method in the classroom. In other hand, students feel that English is really so strange in pronouncing the word, arranging the sentence, or even writing the text in English. They attend not to have many English words to memorize. This becomes the most important problem to solve in order to get a solution of it.

As the first topic discussed above, speaking becomes the most important topic and becomes the identity of a language use. As the tool of communication, language is first of all about speaking, speaking, and speaking. Yet, it is also hard problem to solve talking about speaking ability in Indonesia, they are week in the aspect of the awareness and also on how they can know to speak English. The common question arises from everybody about English ability among learners whether they can speak English or not. Speaking becomes the identity of mastering a language. In accordance with Nunan that states most people, mastering skill is the single most important aspect of learning a second or foreign language and success is measured in terms of ability to carry out the conversation, means speaking in a language.

Speaking is not an easy ability to master because mastering speaking means mastering many kinds of factors in a language, thus, speaking becomes the last achievement of all factors of a language including English. Speaking requires other skills to master such as grammatical, words, accent, and so on. Apart from these, Burnkarts explains that learners need three areas of knowledge within speaking; these are mechanics of language elements (pronunciation, grammar, and vocabulary), the function of the language, and the sociocultural norms (turn taking, rate of speech, and many more).[5] For those reasons, speaking becomes the most priority topic to discuss in getting the problem solving of how students are able to master it easily.

The ways on how teachers improve students speaking skill are so variety. There are a lot of methods that are possible to use in mastering speaking skills, it can be English vocabulary memorization as one of them. The way of this method is to concern the role of students in learning English and they are active and easily in producing the sentences in communicating by English fluency. However, the teachers are also able to make the English environment to make English as their habit. The students can learn English not only in the classroom but also out of the class. It can be one of the ways to practice their English remembering that speaking is about the habit. These are the principles of English vocabulary memorization approach in teaching and learning speaking skill.

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[5] Hendra Heriansyah, Speaking Problems Faced by The English Department Students of Syiah Kuala University, *journal, lingua didaktika*, no. 1 (December 2012): 37.

In other ways, students can choose other methods of learning English, knowing that formal school is not effective environment to study a language. They can choose the institution in which the environments are set of full English that can improve their English faster than just studying in formal school which just conduct English learning in four hours a week. This is supported by the government Number 20 year 2003 about national education system (UU SISDIKNAS), LPNF is arranged by the societies that needs as the change, addition, or completeness of a formal school as a support of forever education.[6] Thus, students can choose non-formal education to enhance their speaking ability in the real context of life nature, in which teaching speaking skill trough English vocabulary memorization that is set in a full context of English. That will ease students in acquiring the speaking ability

Speaking is one of the four fundamental skills in foreign language learning, along with listening, reading, and writing. Speaking is an important and necessary skill that requires a lot of practice in order to communicate. People can learn about what is going on in their surroundings by speaking. It means that without speaking practice, the speaker and listener cannot effectively communicate; the speaker should be able to present information to the listener through language.[7] Speaking as an important skill necessitates a great deal of practice in order to create communication that connects the speaker and the listener.

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[6] Undang-Undang Republik Indonesia nomor 20 tahun 2003 tetang sistem pendidikan Nasional.

[7] Cott Thornbury, *How to Teach Speaking*, (Edinburgh Gate: Pearson Longman, 2005), 1.

Under Article 26, Paragraph 1 of the Islamic School Law, Islamic boarding schools provide education aimed at instilling Allah, Nobel's morals, and boarding school traditions and developing learners' abilities, knowledge and skills. It is stated. To become an Islamic intellectual (Mutaffaqih fiddin) or to become a Muslim with the skills and expertise to build an Islamic life in society.[8]

As written in Qur'an Surah Al-Ahzab Verse 33:70
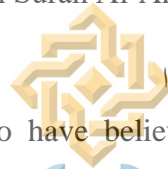
يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا

Meaning: You, who have believed, fear Allah and speak words of appropriate justice.

Based on the verse above, it said that by enriching our vocabulary and arrange a good sentence, we are able to deliver our message and our meanings well.

Al-Quran is revealed to Muhammad in the Arabic Language and becomes a proof that Language use is real and there will be nothing a life with no existence of language to be a communication role. Quran consists of Arabic word to be a sentence then understood by people as the information of worshiping God and obeying all His orders. As language is not existence all around humans, there is nothing a tool of communication which humans understand that the world has its own rule and the management of God to make a peace of living among humans in the world

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[8] Peraturan Pemerintah Republik Indonesia No:55 Tahun 2007 tentang pendidikan agama dan pendidikan keagamaan, pasal 26 ayat 1 tentang pesantren.

World is not created for one community of people, but there are millions of humans lives which are exist and live in all parts of world with different types of life styles, cultures, values, languages, rules, and many more different things one another. Language has no existence apart from the social reality of its users. Although language is a precondition for social life, it does not exist on its own and does not simply reflect some pre-existing reality.[9] That creates the multilingual lives in the social relations. There are thousands of languages used by humans all over the world. Each language has its own rule, characteristic, types, and styles. This diversity is the nature of humans being life and becomes the hard topic to be discussed in the issue of different life for a peace in world. But the fact, humans live in peace even they have different types of life way.

The issue in the language learners is that the more we master languages, the better we are going to open the world science. Thus, it could be so difficult to master more than 2 languages except the mother language. The solution of such problem is that people should have a language which becomes the unity of the language that the majority people all around the world learn or know the language. The easy answer of this question is English language. English becomes the universal language in which the most people all around the world intend to learn and master English as their Second language. They regard English is the international language that can enhance their lives in all aspect such as education, science, economic, relations,

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[9] Romaine 1991 in Hamzaa Alshenqeeti and Naif Alsaedi, *Is Multilingualism A Problem? The effect of multilingualism at the societal level*, an Article, Ta'ibah University, ARECLS, Vol 9 (2012): 63.

tourism, and many more. As global language, it is obvious that English plays an important role in international interactions. International interactions include economic relationship among countries, business, trading, and others. For, English is a language that becomes the most priority language to master in Second Language acquisition.

Unfortunately, English in Indonesia does not become the Second Language, but the foreign Language. Many people are not aware of mastering English to have the bright future. Indonesian English proficiency is still low and far of the target, it causes English in Indonesia is not as the second Language but foreign language.

The low position of Indonesia becomes the motivation to learn English, yet, many factors impact the societies why they feel difficult to learn or even master English. One of them is because of the education system of Indonesia which is confusing and changing year by year. Besides, the societies' motivation to learn English is far away of the data which can be called high interest. They also feel that English is a foreign language which is so different with Bahasa such as the pronunciation, dialect, accent, grammatical, and many more. Thus, people feel frustration of learning English; moreover, they avoid English in their daily learning or even in their daily activities. The fact shows how English is so important to master by the majority of people.

Lembaga Pengembangan Bahasa Asing (LPBA) Islamic Boarding School has implement what has been stated by Qur'an, which uses a discussion approach in teaching English speaking ability as well as a non-

class environment to improve students' habitual communication. It is effective for learning because the students are proficient after three months. Capable of being classified as having achieved English-speaking skill. It is curious to know how the implementation of teaching speaking skill in Lembaga Pengembangan Bahasa Asing (LPBA) Islamic Boarding School is going as far as being possible to accomplish the target of ability, and whether it is done in the dormitory.

The strategy of memorizing vocabulary to accelerate student's speaking fluency in Lembaga Pengembangan Bahasa Asing (LPBA) is becoming the center example for EFL learner. So that, researcher interest to do a research about **The Implementation of Teaching Speaking Skill Through English Vocabulary Memorization Strategy at Elementary Student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 Academic Year.**

B. Research Question

Based on the background of the research, the researcher aimed to answer the following question that used to help him in research finding, those are:

1. How is the goal of teaching speaking skill through English vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 Academic Year?

2. How is the material of teaching speaking skill through English vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 Academic Year?

3. How is the method of teaching speaking skill through English vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 Academic Year?

4. How is the goal of teaching speaking skill through English vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 Academic Year?

C. **Scope of The Research**

This research has 4 scopes of research, there are: 1) How is the goal of teaching speaking skill through English vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 Academic Year? 2) How is the material of teaching speaking skill through English vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 Academic Year? 3) How is the method of teaching speaking skills through English vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 Academic Year? 4) How is the evaluation of teaching speaking skills through English vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 Academic Year?

This research is qualitative research. The method of collecting data in the field in this research is using observation, interviews, and documentation. The subjects in this study was teacher and students of the Institute of Lembaga Pengembangan Bahasa Asing (LPBA), which consisted one teacher of teaching Speaking (Speaking) and 30 students of Elementary level.

D. Research of Objective

Based on the research question above. The research objective for this research are:

1. To figure out the goals of teaching speaking skills through vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 academic year?

2. To figure out the materials of teaching speaking skills through vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 academic year?

3. To figure out the method of teaching speaking skills through vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 academic year?

4. To figure out the evaluation of teaching speaking skills through vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 academic year?

E. **Research Significant**

The results of this study are expected to bring theoretical and practical knowledge to the following parties:

1. **For English tutor**

Practically, tutors can be more aware of the importance of vocabulary memorization strategy for ELT students in the very first place for the better achievement of public speaking skill.

2. **For other research**

This research provides beneficial and referential contributions in giving general knowledge of the way to teach and practice speaking skills through vocabulary memorization strategy.

3. **Islamic Institutes (*Pesantrens*)**

The results of this study will be useful in assisting Islamic academies (*pesantrens*) in developing formal or informal training programs, particularly for their language program. Consider how Nurul Jadid Islamic Institute has a good design for memorizing English vocabulary to speed up phrase language skills for students speaking during one of the informal training courses, the Institute of Lembaga Pengembangan Bahasa Asing.

F. **Definition of Key Terms**

To avoid misunderstanding in this research, there are four terms that need to be explained more by the researcher, those are:

1. **Vocabulary Memorization strategy**

   Memorizing vocabulary strategy is a way to string words together to speak English, which is required by the institution for twenty-four hours of speaking English at the dormitory and all areas of *pesantren*.

2. **Teaching Speaking Skill**

   Teaching speaking is about learning to speak, which is a process to help students gain knowledge of the foreign language boarding environment system and is useful for conveying goals, expressing ideas, communicating and interacting with other students in daily activities in the *pesantren* area.
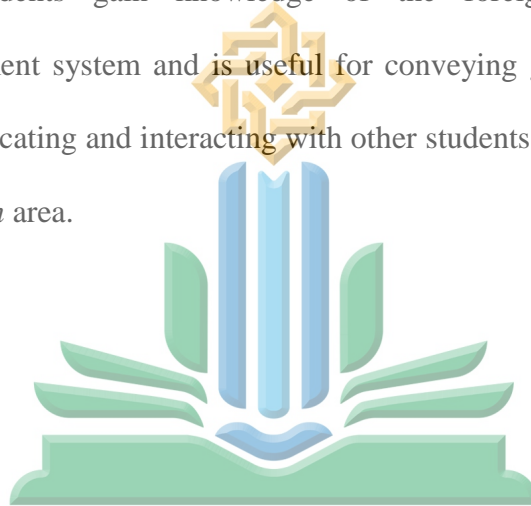
CHAPTER II

REVIEW OF RELATED LITERATURE REVIEW

A. Preview Research

Researcher need some previous research to find a novelty for the conducting research. In this research, researcher found three similar study that have been conducted before this research.

1. The study written by Sitta Maisaroh "The Analysis of Students' Ability in Memorizing English Vocabularies At The State Junior High School 4 Kampar. The research found that the analysis of students' ability in memorizing English vocabularies was categorized less level at score 65. The study conducted in formal school at the junior high school by using five aspects in memorizing English vocabularies: spell the word, affixes, synonym and antonym, verb grammatically and meaning of the word. The design of this study was descriptive qualitative. There were two dominant aspects found in this research, the highest ability of memorizing English vocabularies on spell the word and the lowest ability of memorizing English vocabularies on verb grammatically. [10]

2. The study from "English Education Journal" conducted by Faisal, Asnawi, and Dorha entitle " Teacher Strategies in Teaching Speaking Skill to Junior High School Student" this research was descriptive qualitative aim to show the strategy of teacher in teaching speaking skill, and the strategies of teacher were: role play, drilling, games, picture describing

[10] Sitta Maisaroh, "The Analysis of Students' Ability in Memorizing English Vocabularies At The State Junior High School 4 Kampar"(Skripsi, UIN SUSKA Riau,2019).

and storytelling. The objects of this research were two teacher of SMP Ishafuddin Banda Aceh. The data collecting were from observation and interview. Therefore the use of five strategies in teaching speaking skill done by teacher were participate and engage actively as they learn English delectably especially in teaching speaking skill.[11]

3. The research written by Taslim, Asrifan, Chen, Nurdania on Journal of Advance Study. The research is about "Correlation Between Student's Vocabulary Mastery and speaking skill" The objective of the research was at measuring correlation between student's mastery vocabulary and speaking skill of the eleventh grade at SMAN 6 Sidrap. The method of this research was quantitative especially used correlation design, where the researcher used this design to correlate two variables. The population of this research was all of the eleventh grade (XI2) students of IPA class at SMAN 6 Sidrap and the number of the subject were thirty-two students. In collecting the data, the researcher used some test was vocabulary test and interview. In this research, the researcher used cluster sampling technique to chosen classes. The researcher analyzed the data using Pearson Product Moment Correlation and Linear Regression with SPSS 21 program to test the hypothesis. Based on the research findings, in is shown that there is a very significant positive correlation between student's mastery vocabulary and speaking skill of the eleventh grade at SMAN 6 Sidrap.[12]

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[11] by Faisal, Asnawi, and Dorha, "Teacher Strategies in Teaching Speaking Skill to Junior High School Student", *English Education Journal* Vol.12 no.3 (2021).

[12] Taslim, Asrifan, Chen, Nurdania, "Correlation Between Student's Vocabulary Mastery and speaking skill", *Journal of Advance Study*, Vol 2, no.2 (2019).

Table 2.1
Similarities and Differences of Previous Research

No.	Tittle of the Research	Similarities	Differences
1.	The Analysis of Students' Ability in Memorizing English Vocabularies at The State Junior High School 4 Kampar.	a. Both researchers are focused on English vocabulary memorization as the methods for teaching speaking skill. b. Both researchers use descriptive qualitative.	a. Previous research was sharing about five aspects in memorizing English vocabularies, while this study aim about the goals, methods, materials and evaluation of teaching speaking skill trough English vocabulary memorization. b. The previous research were carried out to investigate the aspect of memorization and the factor of student in lack of their vocabulary while this current study to investigate the implementation of English vocabulary memorization in speaking class.
2.	The study from "English Education Journal" conducted by Faisal, Asnawi and Dorha entitle "Teacher Strategies in Teaching Speaking Skill to Junior High School Student".	a. both researchers were focused on teaching speaking skill. b. both researcher use descriptive qualitative.	a. Previous research focused on teachers as an object the research while the new researcher aim to investigate the teacher and student as object of the research. b. The previous research chose junior high school while the current research chose institution in pesantren as the object. c. Previous study only figure out in teaching speaking while the current study also focused on English

No.	Tittle of the Research	Similarities	Differences
			vocabulary memorization.
3.	The research written by Taslim, Asrifan, Chen, Nurdania on "Journal of Advance Study". The research is about "Correlation Between Student's Vocabulary Mastery and speaking skill"	a. both researchers are investigate student vocabulary and speaking skill. b. both researcher chose high schools level for the subject of the research.	a. previous research use quantitative while the current study use qualitative specifically descriptive qualitative. b. Previous research was conduct at formal school while the current studies conduct at institution. c. Previous study was to investigate the correlation of student's vocabulary mastery and speaking skill while the current study is to investigate the implementation of teaching speaking through English vocabulary memorization. d. The previous researcher analyzed the data using Pearson Product Moment Correlation and Linear Regression with SPSS 21 program to test the hypothesis while the current study use triangulation.

Although there were some research carried out teaching speaking skill trough vocabulary memorization on EFL classroom, researcher still found a gap of the research. Some previous researches observed only a junior or senior high school students while the current research focused more on collage institution on Islamic boarding school context.

B. **Theoretical framework**

1. **Teaching speaking skill**

    a. The definition of teaching speaking

        Teaching is an activity for teacher teaches the students at school. This activity involved in the concept of activity that all set on lesson plan, materials, the explanation, and evaluation. In other words teaching is the process of transmission of knowledge from teacher to students. Harmer described that teaching is what teacher do.[13] In brief, the teaching is process to share the new knowledge in all field, and ideas to the students.

        Meanwhile, teaching speaking skills means that teacher contribute to the students in the speaking activities. Kayi mentioned that in teaching speaking meant teacher taught the students to produce the English speech sound and sound pattern, use word and sentence stress, intonation pattern and rhythm, select appropriate word and sentence in according to the proper social setting, audience, situation and subject matter, organize their thought in meaningful and logical sequence, use language as a means of expressing values and judgments, use the language quickly and confidently with fluency.[14]

        In brief, teaching speaking skills is the teaching-learning process that mostly makes the circumstance of the class reflects to the

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[13]Jeremy Harmer, *The Practice of English Language teaching*:Fourth Edition, Edinburgh(Gate:Pearson Longman ELT,2007), 107.

[14] Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language", *The Internet TESL Journal*, vol XII, 2006,11.

speaking activities.

b. The principle of teaching speaking skills

In Teaching speaking skills, the teacher needs the principle to assemble the activity in the speaking class is running well and achieve the goals of teaching speaking skills. Here are some principles of teaching speaking skills as follows:[15]

1) Encourage students to speak correctly in the first day. Speak correctly here means that students can try to speak it for each word, phase sentence with a right pronunciation.

2) Tolerate the students if they give a simply repeat what they say.

3) Bear for the time being, if the students give a short answer of questions.

4) Let them (students) speak actively what their English knowledge have.

5) Presents structure/words/phrases to students, then use it in other situation and drill it as much as possible.

6) Be well prepared of lesson plan, activities and tasks

7) Let the learner perform the blunders and botches at the essential stage, because interruption and correction can be inhibits the fluency and discourages learners.

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[15] Shafaat Hussain,"Teaching Speaking Skills in Communication Classroom", *International Journal of Media,Journalism, and Mass Communications (IJMJMC)*, Volume 3, Issue 3, 2017: 15

Besides, Nunan said that there are five principles for teaching as follows:[16]

1) The awareness in learning context between second language and foreign language.

2) Provide students with both accuracy and fluency practically.

3) Provide a chance for students to talk by using pair-work or groupwork, and limiting teacher talk.

4) Design speaking tasks that include negotiation of meaning. Negotiation of meaning is process where check your understanding to what your partner said, then clarify your understanding, and the last confirm that your partner understood your meaning.

5) Design the classroom activities that include the guidance and practice in both interactional and transactional speaking.

Bailey mentioned that principles of teaching speaking are divided into three kinds regarding to the level of learner. The first is principle of teaching speaking for beginner level learner as follows;[17]

Provide something to learner speak about, make a chance for students to interact by using group-work, and manipulate physical arrangement to promote speaking practice. The second is principles of teaching speaking to intermediate level learners as follows; design speaking tasks that include negotiation of meaning, design the classroom activities that include the interactional and transactional

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[16] David Nunan, *Practical English Language Teaching*, McGrawHill, 2003,54.

[17] Kathleen M. Bailey. "*Practical English Language Teaching :Speaking*", McGrawHill, 2004, 40.

speaking activities, and express the speaking activities wherever is possible.[18] The third is principles of teaching speaking for advanced level learners as follows:[19] help learners to combine fluency and accuracy, encourage learners to grasp reasonable risks in speaking English, and provide chances for learners to notice the gap. Notice the gap refers to learner realize the way someone say is differ with the native one.

In brief, principle of teaching speaking skills is crucial part to be able in the teaching learning process. Because it can assemble the speaking activities running well to the class and achieve the goals of its teaching speaking. The principles of teaching speaking skills are classified to be three levels of learners; beginner learner (elementary level), intermediate learner and advanced learner where those levels have different principles to tend it in the speaking class.

c. The component of teaching speaking skills

1) Teaching purpose

Purpose is related with several of other benefits for young students involve in academic benefits. Thus, teaching purpose is achievement of various other benefits to the students' activities in the classroom. Teaching purpose commonly known as learning objectives. It is one of the significant part in teaching learning

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[18] Kathleen M. Bailey. *"Practical English Language Teaching :Speaking",* McGrawHill, 2004, 96.

[19] Kathleen M. Bailey. *"Practical English Language Teaching :Speaking"*, McGrawHill, 2004, 124.

process. Malin presented that teaching purpose being the main driver for students' engagement with school.[20] In teaching speaking, unconsciously spoken language activities make the teacher drives the students to the some purposes. Hughes mentioned that the aims of teacher might have in teaching speaking are to help students gain their awareness, or to practice some aspect of linguistic knowledge such as grammatical rules, or to develop the productive skill involve in rhythm, intonation, and vowel, or to raise awareness of sociolinguistics and pragmatic point such as how to interrupt politely, respond a compliment properly, or show one has understood of something.[21]

In teaching speaking skills, basically the teacher has the same purpose of it, that is to develop their speaking skills. In addition, Goh presented that the purpose of teaching speaking based on the students' factors and needed.[22] Such as to improve their speaking, correct the grammatical errors, point out the mistakes because the students are the poor speakers, rid the shy and lack confident, break their fear because too afraid talk in class. Harmer mentioned that the significant purpose of teaching speaking is help students perform competently in spoken English,

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[20] Heather Malin, *Teaching for Purpose:Preparing Students for live in meaning*, Harvard Education Press, ISBN-13: 978-1682532577, ISBN-10: 1682532577, 2021, 5.

[21] Rebbeca Hughes, *Teaching and Researching Speaking: 2nd Edition*, (Edinburgh Gate, Pearson Education Limited, 2011), 6.

[22] Christine Cuen Meng Goh, and Anne Burns, *Teaching Speaking: Holistic Approach,* (Cambridge, Cambridge University Press,2012), 1-2.

involved in help the students to understand how the spoken English functions and acquire the conversational strategies to give them a chance to express their speaking.[23]

In brief, teaching purpose is achievement of various other benefits to the students' activities in the classroom. Meanwhile teaching purpose in speaking skill means the achievement of various other benefits in teaching learning process to the speaking activity of students. The purpose of teaching speaking skills mostly has one purpose; it is to develop the speaking skill of students. In the other side, teacher has many kind of purpose regarding to the students need such as improve their speaking, gain their awareness, practice some aspect of linguistic knowledge and develop the productive skill.

2) Teaching material

A material is one of the crucial tools in teaching learning process. In teaching learning process, a material is given by the teacher to the students in order to increase the knowledge of students, train the students in communication and also to control the learning process. Materials must be fun and interesting, so the students do not easily get bored and enjoy the learning process. As Thomlinson presented that materials can be instructional in the way they inform learners about the language, can be experiential in

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[23] Jeremy Harmer, *The Practice of English Language Teaching:Fifth Edition,* (Harlow, UK: Pearson , 2015), 384.

the way they give the exposure to the language in use, can be elucidative in the way they stimulate the language use and can be exploratory where they can facilitate discoveries on language use.[24] In addition, teaching material is anything form which is present related to the language to be learned.

In teaching speaking skills materials should be varied regarding to the form and the purpose, because it engage the students on different level in teaching learning process.[25] The different level is divided into two categories, they are that across age levels such for children, teens and adults meanwhile that across proficiency levels such for beginner, intermediate and advanced level. Those levels have the different materials to apply by the teacher. That is why the teacher also to be selective and careful in determining the appropriate materials for students.

Hughes mentioned that appropriate materials are categorized into three parts as follows:[26]

a) That provides the speaking practice.

b) That upgrade the language and skills of learning

c) That helps the metacognitive development of students.

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[24] Brian Thomlinson, *Materials Development in Language Teaching: 2nd Edition,* (Cambridge: Cambridge University Press), 2011, 2.

[25] Rebbeca Hughes, *Teaching and Researching Speaking: 2nd Edition*, (Edinburgh Gate: Pearson Education Limited, 2011), 5.

[26] Rebbeca Hughes, Teaching and Researching Speaking: 2nd Edition, (Edinburgh Gate: Pearson Education Limited, 2011), 5.

3) Teaching steps

Every teacher needs to make the circumstance of teaching speaking skill is alive like the process of speaking activities run well. Besides, it needs to be arranged structured. In education system, the structured arrangement of each items for teaching is commonly known as a lesson plan. lesson plan is familiar with a unified of set of activities that cover classroom time period with the range between forty to ninety minutes. Then, the unit of it can carry the steps along a curriculum before and after in order to evaluate and prepare to the next lesson.[27] Thus, in formatting the lesson plan it has main elements that it must include in. Brown presented that the elements of lesson plan as follows:[28]

a) Goal

b) Objective

c) Materials and equipment

d) Procedure

e) Evaluation

f) Extra class work

4) Teaching Evaluation

Evaluation of teaching is the last component part in teaching speaking skills. Teaching evaluation means the

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[27] H.Douglas Brown, *Teaching by Principle Second Edition*: An Interactive Approach to Language Pedagogy. New York:Pearson ESL. 2000, 149.

[28] H.Douglas Brown, *Teaching by Principle Second Edition:* An Interactive Approach to Language Pedagogy. New York:Pearson ESL. 2000, 149-151.

assessment process after the teaching learning to know how far the goals have been accomplished. In evaluating the students after teaching learning, assessment is frequently used to achieve it.[29] it consist of the suggestion, giving feedback, and comments. Moreover, evaluation as the part of lesson plan that is used to asses the students can take in two type of assessments as follows:[30]

a) Summative assessment

Summative assessment which concern with measures the product of a student' learning. In the other word summative assessment is to know whether the teaching learning has achieved its goals.

b) Formative assessment

Formative assessment which concern with measures the students' abilities as part of a process. In the other word formative assessment focuses on helping the students' progress to the next level. It is aimed in providing feedback to support and increase the process of teaching learning.

Regarding to Nunan presented that there six things that must be asses on evaluating teaching speaking skills as follows:[31]

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[29] Jaap Scheerens, Cees Glas, and Sally M. Thomas, *Education Evaluation, Assessment, and Monitoring*: Contexts of Learning, (Netherlands: Taylor and Francis e-Library, Master e-Book ISBN: ISBN 0-203-97105-1), 2005, 2.

[30] Jeremy Harmer, The Practice of English Language Teaching:Fifth Edition, (Harlow, UK: Pearson , 2015), 408.

[31] Nunan in Yenny Rahmawati and Ertin, Developing Assessment for Speaking, *Journal of IJEE* Vol 1 no. 2, 2014, 202.

(1) Grammar, which asses on how to control the language use appropriately and to avoid the grammatical errors.

(2) Vocabulary, which asses in the usage of vocabulary features. It also indicates the proficiency level of test taker.

(3) Comprehension, which assess in understanding the context of conversation and provide the response.

(4) Fluency, which indicates the speech production in conversation is well delivered. It can be assessed on confidently the speech delivered and provide the response to the particular theme without being confused in choosing the word.

(5) Pronunciation, which asses with the error of pronunciationoccur and the aspect of its pronunciation that interfere to communication.

(6) Task, which deal with finishing the instruction that given during the speaking test.

5) Elements of speaking

If the students want mastering speaking in English, they must learn the elements of speaking. Because elements of speaking is the part of processing communication. The way how they pronounce well, how they arrange their words in spoken context structurally, the capacity their fluent in speaking, and understanding the sentence with our speaking partner. It all need as

EFL students or learners who want to learn speaking. Here are the elements of speaking as describe:

a) Pronunciation

It is the basic element of speaking that students must have. Because having good pronunciation it means has a good in communication. Yet poor in pronunciation can make unclear in communication. There is crucial mechanism involved in working memory called phonological loop where the condition of brain saying over and over about words, phrase when we want to keep it in working memory or help it move into long-term memory.[32] For instance, this element is like phone number when you did it over and over to ourselves in order to keep in memory while we go about dialing the number. It likes if the EFL learners want to make their pronunciation stables, so they need repetition and it can held to phonological loop and then can easily enter in long-term memory.

b) Vocabulary

Vocabulary is the second elements of speaking that we need in speaking skill. In reading, we need vocabulary for reason to give students a new language input and also when we ask students to read or listen, we want them to see how the

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[32] I.S.P. Nation and Jonathan Newton, Teaching ESL/EFL Listening and Speaking: ESL and Applied Linguistic Professional Series, (New York:Routledge, 2009), 74.

word used.[33] We know that we need a large number of words to speak a language especially for EFL students. As many as students can collect their vocabularies it means that how it can help them in evaluating their level of vocabulary. In speaking, for EFL students if they have many vocabularies so it can help them to have a good in communicating with people in many topics.

c) Grammar

The grammar of language is the description of the ways in which words can change their forms and can be combined in sentence of language. Thus, when grammar too carelessly violated so communication may suffer.[34] The grammar has its formulation where use tree diagram helps to make sentence structurally. The formulation mentioned that the sentence(S) contains a noun phrase(NP) and a verb phrase(VP). then the noun phrase(NP) contains a determiner(D) and noun(N) while the verb phrase(VP) contains a verb(V) and another noun phrase(NP). The example of sentence " The boys open the door"

it presented that the simple sentence from "the boys open the door" divided into "the" mentions as determiner, "boys"

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[33] Jeremy Harmer, *The Practice of English Language teaching:Fourth Edition*, Edinburgh(Gate:Pearson Longman ELT,2007), 229.

[34] Jeremy Harmer, *The Practice of English Language teaching: Third edition*, Edinburgh (Gate: Pearson Education ESL,2001), 12.

mentions as noun, "open" mentions as verb, "the" mentions as another determiner and "door" mentions as another noun. The important is not really specific way the grammar is presented but the representation show us how the simple sentence is structured.

d) Fluency

Fluency identically with the ability of communicative speaking. This element effected to how students have a good in speaking easily without interruption. Harmer mentioned that fluency refers to focusing on the content of speech to communicate as effectively as possible. however, based on Ghollamhossein and Fatemah's findings indicated that early age had a great impact on participants' speaking fluency. The learner who has that early age, their brain still fresh and if they need some correction from their fluency activity they still can accept and try to repair it. In other word, fluency activity encourage the students especially for the early age. It caused the older age has less motivation, they does not has enough opportunities in their class and also feel guilty for themself if they utterance something mistake to their classmate or even to their lecture.

2. **English Vocabulary Memorization Strategy**

a. The definition of memorizing

Memorizing is the process establishing information in memory. The term memorizing usually refers to conscious process. Memorizing may involve rote learning, practice, associative learning, etc. Memorizing is related to memory. Memory is the mental capacity to store information, either for short or long periods.

In line with idea above, Santrock said that memory is the retention of information over time. Educational psychologiest study how information is initially placed or encoded into memory, how it is retained or stored after being encoded, and how it is found or retrieved for a certain purpose later.[35] memorizing is also a normal practice and that they seek ways to achieve good memorization to help them in learning English. It is ideal for students to memorize as they may be able to internalize what they have learned, and end up by saying the learned expressions naturally.[36]

From definition above, the researcher concluded that memorizing is an activity to store information in memory. Memorizing an information is closely related to our memories. The more information we store, the stronger our memory is to repeat it. In memorizing English vocabulary, the students do not only memorize the words, but also their meaning. Memorizing English vocabulary is one

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[35] Santrock, John W. *Educational Psychology*, (New York: Mc Graw Hill, 2011), 1.
[36] Hoang and Nguyeng, "Memorization and EFL Students' Strategies at University Level in Vietnam" *TESL-EJ,* no. 2 (September,2006): 4.

of the aspects to mastering English as foreign language. It means that the students have ability in understanding and using the words and meaning. According to Schwartz and Otani memorizing English vocabulary is remembering of the words that will learn in the future, such as remembering the words that teacher given then recall when its learn again. Memorizing vocabulary in English is very important to easy communication with other or in teaching and learning process.[37]

From the explanation above, the researcher conclude that memorizing English vocabulary defines as a process or technique to store the English words into memory, and helpful for the learners to retain more words every time when the learners learn about vocabulary. In memorizing English vocabulary the students do not only memorize the words, but also their meaning. The larger vocabulary students memorize, the better they perform their speaking fluency. By having a limited vocabulary, the students will find difficulties in speaking skills.

b. Type of memorization

According to Santrock, there are three types of memory, they are as follows:[38]

1) Sensory memory

Sensory memory holds information from the world in its original sensory memory form for only an instant, not much longer than the brief time a student is exposed to the visual, auditory, and

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[37] Schwartz, L. B & Otani, H. *Handbook of Research Methods in Human Memory*. (New York: Taylor & Prancis, 2019), 20.
[38] Santrock, John W. *Educational Psychology*, (New York: Mc Graw Hill, 2011), 1.

other sensations. Students have a sensory memory for sounds for up to several seconds, sort of like a brief echo. However, their sensory memory for visual images lasts only for about one-fourth of a second. Because sensory information lasts for only a fleeting moment, an important task for a student is to attend to the sensory information that is important for learning quickly, before it fades.

2) Sort-Term memory

Short-term memory is a limited capacity memory system in which information is retained at least 30 seconds unless it is rehearsed or otherwise process further, in which case it can be retained longer. Short-term memory is used to store or hold information while it is being processed. According to Schmitt, the object of vocabulary learning is to transfer the lexical information from the short-term memory to the more permanent long-term memory.[39]

3) Long-Term memory

Long-term memory is a type of memory that holds enormous amounts of information for a long period of time in relatively permanent fashion. Long-term memory retains information for use in anything but the immediate future. When learning vocabulary, learners often have problems with retention of words for a long time. A typical human's long-term memory

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[39] Schmitt. N, *Vocabulary in Language Teaching* (Cambridge: Cambridge University Press, 2000), 2-3.

capacity is staggering, and the efficiency with which individuals can retrieve information is impressive.

c. The important of memory

The main body of memory will focus on encoding, storage, and retrieval. So, there are three main activities of memory, they are as follow:

1) Encoding

Encoding is the process by which information gets into memory. Encoding has much in common with attention and learning. When the student is listening to a teacher, watching a movie, listening to music or talking with a friend, they are encoding information into memory. Encoding consists of a number of processes: rehearsal, deep processing, elaboration, constructing images, and organization.

2) Store

Storage is the retention of information over time. After the student encode information, they need to retain, or store the information. Students remember some information for minutes, hours, years, even a lifetime.

3) Retrieval

Retrieval means talking information out of storage. After the students have encoded information and then represented it in memory, they might be able to retrieve some of it but might also

forget some of it. When the students retrieve something from the mental data bank, the students search store of memory to find the relevant information.

d. The definition of English vocabulary memorization Strategy

Learning a new language cannot be separated from vocabulary. Meaning that in a new language people have to know it is vocabulary. According to Staehr vocabulary is a necessity of language teachers to be able to teach vocabulary in a pleasantly planned way.[40] Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunist around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television. In reference to Wallace, vocabulary is one of the most important parts of languages, because when speaking a language, the speakers need several words to convey ideas.[41]

According to Diamond and Gutlohn, vocabulary is the knowledge of words and word meanings. The words in a language or a special set of words you are trying to learn. Vocabulary knowledge is not something that can ever be fully mastered, it is something that

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[40] staehr, L. S. (2008). Vocabulary Size and the Skills of Listening, Reading and Writing. *Language Learning Journal*. 36, 139-152.

[41] Teaching vocabulary. By Michael J. Wallace. London: Heinemann, 1982. Pp. 144. (1983). *RELC Journal*, *14*(2), 121–122. https://doi.org/10.1177/003368828301400217

expands and deepens over the course of a lifetime.[42] In reference to Hatch and Brown vocabulary refers to a list of words for a particular language or a list of words that individual speakers of language might use.[43]

Content teachers use the terms academic vocabulary to refer to content-specific words. We use the term vocabulary to refer the students' understanding of oral and print words. Vocabularies include conceptual knowledge of words that goes well beyond a simple dictionary definition. According to Snow, Griffin and Burns, students' vocabulary knowledge is a building process that occurs over time as they make connections to other words, and use the word accurately within the context of the sentence. Vocabulary is a list of words as a basic component of language proficiency which has a form or expression and containts of aspects, they are meaning, use of word, form (pronunciation and spelling).[44]

Vocabulary learning is very important for people who learn English both as foreign language and second language. Pertaining to Heubener, learning of vocabulary is based on the formation of specific habits. Since this involves the association of symbols and their meaning, it is clear that an enrichment of the meaning of the word is as

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[42] Diamond, L. & Gutlohn, L. (2006). Teaching Vocabulary. Retrieved 20 September 2009 from http://www.readingrockets.org/article/9943.

[43] Hatch, E. & Brown, C. (1995). Vocabulary *Semantic and Language Education.* Cambridge: Cambridge University Press.

[44] Snow, C.E. Griffin, P. & Burns, M. S. (Eds). (2005). *Knowledge to Support the Teaching of Reading: Preparing Teachers for a Changing World* (1st ed). San Fransisco: Jossey-Bass.

important as it is frequent repetition.[45]

In addition, according to Grauberg, the process of learning vocabulary involves four stages:[46]

1) Discrimination

This is the basic step. It involves the ability to distinguish sounds, letters from those next to them, and from the sounds and letters of similar words when listening and reading to keep them distinct when speaking and writing. As will be seen later, failure to discriminate is a frequent source of error.

2) Understanding meaning

This means understanding the concept of the foreign word or phrase. Often this is straight forward because the word can be related to it is referent by direct association or because there is equivalent word in English.

3) Remembering

The next step after introducing and explaining new material is to ensure retention. Once learners have found out the meaning of a word, they have no reason to attend to it anymore, and it will be forgotten.

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[45] Haubener, T. (1965). *How to Teach Foreign Language Effectively*. New York: New York University Press.

[46] Grauberg, W. (1997). The Elements of Foreign Language Teaching. Languages in Practice Vol 7. UK: Multilingual Maters.

4) Consolidation and extinction of meaning

According to Meara, learning new words is not an instantaneous process and if presentation were the only critical variable involved, then words would not be forgotten and need to be learned. However, it seems that words are absorbed slowly overtime, and that only gradually do they become fully integrated into the learner's personal stock of words, when he can use them with the same sort of fluency that characterizes the words he uses in his native language. If one tries to analyze this process by relating it to linguistic description of vocabulary learning, pronunciation and spelling are probably acquired first, after the understanding of meaning, control over morphological forms and syntax links comes next and full semantic knowledge is last.[47]

According to Hiebert and Kamil, there are 2 types of vocabulary, first oral vocabulary is the set of words for which we know the meaning when we speak or read orally. Second, print vocabulary consists of those words for which the meaning is known when we write or read silently.[48]

They also define knowledge of words also comes in at least two forms as follows:

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[47] Meara, P.1 (1997). "Towards a new approach to modelling vocabulary acquisition." In Vocabulary:*Description, Acquisition and Pedagogy*, N. Schmitt and M. McCarthy (eds.),109–121. Cambridge: Cambridge University Press.

[48] Meara, P.1. "*Towards a new approach to modelling vocabulary acquisition.*" In Vocabulary:*Description, Acquisition and Pedagogy*, N. Schmitt and M. McCarthy (Cambridge: Cambridge University Press, 1997), 109–121.

1) Productive Vocabulary

   Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well known, familiar, and used frequently.

2) Receptive Vocabulary

   Receptive or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly.

e. The Aspect of English Vocabulary Memorization Strategy

   According to Nation, there are three aspects of vocabulary such as form, meaning, and usage. Further, for detailed explanation as follows:[49]

1) Form

   Form In this aspect, word formation means to know how words are spoken, written, and how they can change their form.

   Firstly, the learners have to know what a words sound like its pronunciation (spoken form). Knowing the spoken form of word

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[49] Nation, I.S.P. *Learning Vocabulary in Another Language*. (London: Cambridge University Press, 2000). 9.

includes being able to recognize the word when it is heard. On the other hand, it also involves being able to receptive or produce in order to express a meaning.

Secondly, the learners must know how the spell of word (written form). As nation said, points out that one aspect of gaining familiarity with the written form of word is spelling. Spelling is the writing of words with the necessary letters and diacritics present in an accepted standard order an arrangement of letters that form a word the process of forming words by putting letters together.[50]

Thirdly, the learners also must know any word parts that make up these particular items (such as prefix, root and suffix). Suffix is an affix lies at the end of word to make new word, while root is the head of a word. Then, prefix is an affix at the beginning of root or word to make new word. For instance, words "uncommunicative" where the of un means negative or opposite meaning, communicative as the root word, and it means a suffix denoting that someone or something is able to do something. Here, they all go together refer to someone or something that is not able to communicate, hence uncommunicative.

2) Meaning

Nation says that meaning encompasses the way that form and meaning work together in other words, the concept and what

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[50] Nation, I.S.P. *Learning Vocabulary in Another Language.* (London: Cambridge University Press, 2000),10-13.

items it refers to, and the association that come to mind when people think about a specific word or expression. These are to realize about vocabulary items that they frequently have more than one meaning. The meanings of word can be understood in terms of it is relationship with other words in the language.[51]

According to Harmer, there are some sense relation is as follow:[52]

a) Synonym

   Synonym means the words that exactly or nearly the same as each other. Synonyms are words that sound different but have same or nearly the same meaning

b) Antonym

   Antonym means a word that is often defined by its relationship to other words. It also words with opposite meanings.

3) Usage

   Usage The meaning of language depends on where it occurs within a large stretch of discourse. Here, nation involves the grammatical function use of the words or phrase, the collocation that normally occur with a language use, and any constraints used (in term of frequency, level, so forth). However, they can also be stretched and twisted to fit different contexts and different uses. In

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[51] Nation, I.S.P. *Learning Vocabulary in Another Language.* (London: Cambridge University Press, 2000), 10-13.

[52] Harmer, J. (2002). *The Practice of English Language Teaching*. China: Addison Wesley Longman Ltd.

this way, word meaning is frequently stretched through of metaphor and idiom. It is also governed by collocation. Students need to recognize metaphorical language use and they need to know how words collocate.

CHAPTER III

RESEARCH METHOD

A. Research Approach and Design

In this study, researcher used qualitative approach as an approach that aim to observe the phenomenon happened to the subject of research including behavior, perception, motivation, action, etc. Qualitative research is a research that occurs in a natural setting that enables the observer to develop a detail information from any involvements found in the actual experiences.[53]

That means a research method that is directed to describe perfectly and deeply about the reality of social and all phenomenon happened in the society which becomes the subject of research in order to be described the kinds, character, nature and the model of the phenomenon.[54] This study investigated the implementation of teaching speaking skill trough English vocabulary memorization at Foreign Language Development Institute (FLDI) Nurul Jadid Islamic Institute which the result is written accurately based on the facts that exist. Also, this study explored the Students' Speaking Fluency and vocabulary memorization strategy for English language development at Foreign Language Development Institute (FLDI) Nurul Jadid Islamic Institute.

B. Location of The Research

The research location is the location where the study is carried out. Determining the research location is critical in order to search for and find the data described in the research focus. The location of the data analysis also

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[53] Cresswell, JW. 1994. *Research Design: Qualitative and Quantitative Approach*. (SAGE Publication), 22

[54] Wina Sanjaya, *Penelitian Pendidikan* (Jakarta: Kencana, 2013), 47.

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influences whether the data is reliable conforms to the request and may or may not be used as research data. The importance of geographical location, time, cost, and energy should not be overlooked by researchers. Furthermore, the location of research is determined by the uniqueness or gap found in the activities or programs implemented in the intended location. The researcher then selects a location to investigate various data that is required in the research.

In this research, researcher chose foreign Language Development Institution as research location because this institution have been implementing teaching speaking skill trough English vocabulary memorization. The institution apply speak English in daily activity and teaching English as foreign language (EFL). And this phase is relevant to be investigated in educational research.

C. **Research Subject**

This description consists of what data were collected, who would be the informant or research subject, how to collect data, and captured in order to guarantee the validity of data.[55] In this research, the subjects was taken at elementary level of Foreign Language Development Institute that totally there were 30 students. The subjects who appropriate as the research subject was identified and recruited by using purposive sampling.[56] Purposive sampling is appropriate for this current research because it is regarding to the place and

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[55] UIN KHAS Jember, Pedoman Penulisan Karya Ilmiah (Jember:UIN Kiai Haji Achmad Soddiq Jember,2021), 47

[56] John C. Creswell, *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research 4th edition* (Boston: Pearson Education, 2012), 205

people that helpful in understanding the central phenomenon at the field. Then the types of purposive sampling that used in this research was homogeneous sampling that this type was appropriate with the phenomenon.

According to the information above, this research used semi structured where it was conducted through face to face. So this research took 30 students from elementary student of LPBA as the research subject in conducting observation. Then six elementary students and 1 English teacher on elementary level of LPBA were recruited as the research subject to answer the interview. Furthermore, the researcher assumed that the research subjects who were capable to give the information related to strategy on teaching learning process.

The research subjects in this study are:

1. Tutors of Lembaga Pengembangan Bahasa Asing

   Mr. Syamsul Arifin, S.Pd. as teacher chosen in to the subject of the research. He is a teacher of speaking skill and vocabulary in usage for Elementary class who have been implementing teaching speaking skill trough English vocabulary memorization at elementary class in Lembaga Pengembangan Bahasa Asing.

2. Students of Lembaga Pengembangan Bahasa Asing

   For the second subject the researcher choose six students to be interview. The students are from elementary level. The chosen students have been participated as well in a speaking class with the modals of English vocabulary memorization as methods of speaking ability.

D. Data Collection Technique

In descriptive qualitative, researcher could apply multiple techniques such as interviews, direct observations, review of related documents and audiovisual materials. In collecting data related to the research focus, researcher used some techniques in this research. In this research, researcher used three techniques:

1. Observation

Observation is a data collection technique that is applied by directly entering the case and meeting with participants. This technique compels researchers to directly enter the case and meet the participant for investigation. It is also defined as communication with natural objects in research that are not limited in their ability to communicate with people.[57] According to Creswell, the process of observation is divided into ten steps.

a. Choosing an observation site that will allow the researcher to better understand the central phenomenon. Obtain the necessary permissions to gain access to the site.

b. Initially, relieve into the site by looking around, getting a general sense of it, and taking limited notes. Because the researcher will most likely be overwhelmed by all of the activities going on, conduct brief observations at first. This slow entry helps researchers build rapport with people on the site and assimilate the large amount of information.

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[57] Sugiyono, *Metode Penelitian Administrasi* (Bandung: Alfabeta, 2003), 165- 166.

c. Identifying who or what to observe, when to observe, and for how long. Gatekeepers can help you with making these decisions. Having a good participation will be confined by the situation's practical requirements, such as the length of a class period or the duration of the activity.

d. Initially deciding on the role of observer. During the first few observations, the researchers selected between the roles of participant and nonparticipant. Consider whether it would be beneficial to switch roles during the process in order to learn the most about the individuals or the site. Regardless of whether the researcher changes roles, consider what role will be used and why.

e. Making different observations over time to gain a better understanding of the site and the people who live there.

f. Creating a method for taking notes during an observation. Data sources are the statistical data during an observation. In a qualitative study, field notes are text (words) recorded by the researcher during an observation.

g. Thinking about what information will be recorded during an observation. For example, a researcher may document the initiatives of the teacher and students, as well as interrelations between students and the teacher and student-to-student dialogues.

h. Keeping detailed and reflective fieldnotes. Descriptive fieldnotes describe the events, activities, and people (e.g., what happened).

Reflective fieldnotes capture personal thoughts that researchers have about their observations, insights, hunches, or broad ideas or themes that emerge (e.g., what sense you made of the site, people, and situation).

i.   The researcher must make himself understood while maintaining unobtrusive. If you are a "outsider" or new to the configuration or individuals, be presented by someone during the observation. The researcher must be relaxed, sociable, and respectful of the people and the environment.

j.   Withdrawing little by little from the site after observing. Thanking the participants and informing them that the data will be used and that a summary of results will be available once the researcher has completed the study.[58]

In this study, researcher carried out the observation by non-participant technique, which means the researcher did not participate in classroom activity as students or teacher, he just entered to the class and dormitory stood as observer only.

2. Interview

A qualitative interview is conducted when researchers ask participants general, open-ended questions and record the participant's answers. The researcher finally classifying the data types by designing a

[58] Creswell, J. W. (2012). *Educational Research.* United States of America: Pearson, 2015-2017.

computer file for analysis.[59] The questions in the qualitative interview must be open-ended so that the participants can best express their experiences without being constrained by the researcher's or previous research findings.[60]

In this research, the researcher uses two models of interviews. Those are:

a. One on one Interview

In qualitative research, one and one interviews are usually used. The one-on-one interview is a data collection method in which the interviewer asks questions and records answers from only one participant in the research.[61] It can be used several times during the data collection process with various participants. In this study, one on one interview was used to collect the data related to the research focus from speaking skill teacher of elementary level at Lembaga Pengembangan Bahasa Asing, Mr. Syamsul Arifin,S.Pd.

b. Focus group interview

A focus group interview is defined as the process of gathering data by interviewing a group of people, typically four to six or more. This interview can be used by the researcher to gather participant understanding. When time is restricted for data collection, the researcher can use this interview; however, the researcher must encourage all group members to speak and take turns answering questions.

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[59] Creswell, J. W. (2012). *Educational Research.* United States of America: Pearson, 217.
[60] Ibid, 217.
[61] Creswell, J. W. (2012). *Educational Research.* United States of America: Pearson, 218.

Researcher used this interview to gather the information from students related to the research focus. In this study, researcher takes the elementary students who have participate in teaching speaking skill trough English vocabulary memorization. They are: Aditya, Agetsya, Ahmad Ais, Ariel, Asrorus, Ferdi, ect. Every single participants agreed one another, there is no a oppose statement among participants.

c. Telephone interview

A telephone interviews is the process of gathering data using the telephone and asks a small number of general questions.

d. Email interview

E-mail interviews consist of collecting open-ended data through interviews with the individuals using computers and internet to do so. In conducting interviews, there are several general steps involved in as follows; identify the interviews, determine the type of interview you used, during the interviews, the audiotape the questions and responses, take brief note during the interview, locate a quiet, suitable place to conducting the interview, obtain consent from the interviewee to participate in the study, have a plan, but be flexible, use probes to obtain additional information, be courteous and professional when the interview is over.

In this research, the interview that researcher used semi-structured interview. Semi structure Interview where the interview naturally happened to review questions for the students without

disturbing their convenience when the interview section is running. In brief, the researcher distributed the questions on interview section naturally in order to made students feel comfortable when they were asked some questions. The researcher also used one-on-one interviews and focus group interviews. As the explanation above, those interviews were appropriate with the phenomenon with this current research. Furthermore, the entire research subject who involved in the interview section enjoyed during the interview.

In this research, one-on-one interviews was conducted to the speaking Teacher of Elementary students at FLDI while the focus group interviews was conducted to the six students of elementary level at FLDI. The data obtained from interview included the purpose, the material, the method and the evaluation of teaching speaking skills through English vocabulary memorization strategy.

3. **Document Review**

Documents are private and public records acquired by researchers about a site or participants in a study. Personal journal articles, newspapers, meeting notes, and letters are descriptions of documents that provide notes or reports on an activity. The importance of documentation in this study is essential for completing the data. This section serves as secondary information. a data source that will assist researchers in assessing research findings.[62]

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[62] Ibid, 228.

In this study, researcher reviewed the documents of teaching books and vocabularies memorization at dormitory to gather the information related to the researcher focus. There were two books that is used by teacher for one classroom meeting.

E. Data Analysis

Data analysis refers to the systematic process of searching for it and organizing information gained from interviews, observations, and document reviews. This procedure refers to the activity of categorizing data, validating those into units, identifying some important thing that must be provided as research data, and drawing a simple conclusion that people and the researcher can understand.

In this study, the researcher adopted the step of analyzing data based on Miles, Huberman, and Saldana, Those are:[63]

1. Data Condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting, or changing data found in observation notes, interview transcripts, documents, and other empirical material. Data condensation creates information that is stronger and more focused. This section is necessary because the data gathered in the field is very complex and must be organized and classified in order to obtain a significant point of research based on the research focus.

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[63] Miles, Huberman, and Saldana. (2014). *Qualitative Data Analysis (3rd ed.)*. California: SAGE Publications. 31-32.

In this study, the researchers made some data condensation by reviewing the observation record and the interview report, then rewriting and categorizing some important points related to the research focus.

2. **Data Display**

The next step is to display the information after it has been classified. In qualitative research, data can be presented in the form of a simple explanation, blueprint, or correlation between categories. According to Miles and Huberman, qualitative researchers typically use an extended text. Aside from that, researchers must consider what they demonstrate in data displays. Researchers must grasp what they write in their studies.

3. **Drawing and Verifying Conclusion**

The final step in data analysis is to come up with a conclusion and validate it. The initial stance is still uncertain, and it will be revised if strong evidence is not figured during the data collection stage. However, if the listed conclusion has a strong power of evidence that is assisted by strong data collected during the data collection phase, the conclusion is credible.

In this phase, after the data were gathered and put on the data display well, researcher give a conclusion that is matched the focus of the research which consist of goals, materials, methods, and evaluation of teaching speaking skill English vocabulary memorization at elementary level of Foreign Language Development Institute

F. Data Validity

The researcher used two types of triangulation to establish the trustworthiness of qualitative data: source triangulation and technique triangulation. The source triangulation method was used to assess the credibility of data by comparing data obtained from multiple sources. It was achieved by bringing together information from elementary level teachers at the Foreign Language Development Institute and students who prospered in speaking class. And technique triangulation is used to determine data credibility by comparing the same data with different techniques. The data gathered from interviews, observations, and document review was combined by the researcher.

G. Research Procedure

The researcher divided the process of conducting research into three stages. The steps of this research are as follows:

1. **Pre field research stage.**

   a. Arranging research design

   b. Choosing the research location

   c. Finishing agreement

   d. Deciding information

   e. Preparing the research instrument

2. **Field research**

   a. Apprehending the background and objective of the research

   b. Entering the research location

c. Participating as active in teaching and learning activity and collecting

data

d. Completing the data

3. **Post field Research**

a. Analyzing the data based on the research procedure

b. Finishing the agreement of research complete

c. Revising the report

CHAPTER IV

RESEACRH FINDING AND DISCCUTION

The chapter covers the research finding and discussion. The finding consists of data found in the field. Meanwhile, the discussion is the process of making decision or conclusion about the topic of this research. Here are the research finding and the discussion:

A. **Research Findings**

In this phase, there are two phases that are going to be explained, those are:

1. **The Description of the Object**

    a. The History of Lembaga Pengembangan Bahasa Asing (LPBA) Nurul Jadid.

    The Lembaga Pengembangan Bahasa Asing (LPBA) is a non-formal educational institution. The establishment of the Foreign Language Development Institution began with KH. Zaini Mun'im's desire to provide *santri* of Nurul Jadid in the field of Arabic language skill and English as an effort to prepare the young generation to compete in a dependable international arena with high quality in the field of Arabic and English with regular strengthening of the mastery and understanding of the *kitab kuning* as a characteristic of santri Nurul Jadid.

    Lembaga Pengembangan Bahasa Asing was established on July 7, 1989, by the Decree of the Head of the Bureau Islamic

Boarding School in Nurul Jadid, with the number: NDJ/II/B/X-1989, by a small group of enthusiastic language learners who had not been organized in several suras along that axis in Nurul Jadid. The Stabilized Foreign Language Development Institute is an attempt to accommodate and facilitate the interest of students in Arabic and English language skills.

The Lembaga Pengembangan Bahasa Asing is located in the area "Ibn Arobi" in the area of "Sunan Kalijaga" dormitory D, where it began as a facility devoted to male students with two rooms, one for Arabic and one for English.

When it was established, this educational institution was called Study Group, which opened and accepted registrations for new students on July 27, 1989, with the director KH Abdul Haq Zaini, L.C. With the number of students, up to thirty people are dedicated to the program's Arabic Language skill. Finally, in response to rising student interest in learning Arabic and English, the Foreign Language Development Institute (FLDI) established an English teaching program in 1990.

In further developments, the Lembaga Pengembangan Bahasa Asing has also opened a program for female students who live in the Al-Mumtazah Dormitory (one room) and in the Fatimatuz Zahro (one room), which is limited to students at the junior high school level and high school. However, due to curriculum changes in the region,

Fatimatuz Zahro, the Lembaga Pengembangan Bahasa Asing in the Fatimatuz Zahro area, dissolved in 1996.

On October 1 1992, the Lembaga Pengembangan Bahasa Asing received official permission based on a letter from the head of the Indonesia Ministry of Manpower Office in East Java to establish and maintain job training programs in Arabic and English with the number KEP.610/W.12.E/1992. As a result of a fairly high level of commitment to improving the direct learning process, the Lembaga Pengembangan Bahasa Asing succeeded in achieving the first winner of the East Java Arabic speech competition in Malang in 1994. Two years later, in 1994, he was selected as the best participant in the Indonesia Arabic Teaching activities carried out by the Islamic University of Madinah (UIM) Su'udiyah, which is located in Darur Rohman, South Jakarta.

At the beginning of it is establishment until now Lembaga Pengembangan Bahasa Asing has always developed facilities existing ones, it is recorded that Foreign Language Development Institute already has ten rooms for male students as well as two main building, each for the central LPBA office and for library room which is also functioned as the office of the participating organizations. Meanwhile, in the female area there are eight rooms and two main buildings for women branch office. The dormitory facilities owned

by Lembaga Pengembangan Bahasa Asing are able to accommodate as many as three hundred and eighty two students each year.

Based on academic data up to 2022, Lembaga Pengembangan Bahasa Asing has graduated twentynine thousand from Arabic and english, many of the students graduate each year who continue study and was accepted at a well-known PTS/PTN with the provision of mastery foreign language skills as a requirement for graduation and among them also continue their studies abroad such as America, Australia, Malaysia, Brunei Darussalam, China, Cairo and Egypt with Scholarships.

2. **Vision and Mission of Institution**

   a. Vision

      To become a leading foreign language development institution in the organization of learning and practice, da'wah, and studies based on scholarship values in order to create graduates who are bilingual in foreign languages.

   b. Mission

      1) Organizing Islamic-based education and teaching to create graduates who are religious and moral.

      2) Organizing professional education and teaching to produce graduates who are literate in both active and passive foreign languages.

3) Organizing comprehensive education and teaching in generating graduates who can support Islamic da'wah efforts by embracing foreign language skills.

4) Carry out intensive studies in an effort to develop foreign language skills.

5) Apply Islamic values while maintaining professionalism in holding out the institution's tasks and vision.

3. **Leadership**

Since the establishment of the Foreign Language Development Institute, there has been a change of structure changes of Directors, namely:

Table 4.1
Leadership

NO	NAME	YEAR	DESCRIPTION
1	H. Abdul Haq Zaini, LC	1989 – 1996	Dibawah naungan Biro Kepesantrenan PP. Nurul Jadid
2	Drs. KH. Nur Chatim Zaini	1996 – 1999	Dibawah naungan Nurul Jadid College (NJC) PP. Nurul Jadid
3	Fathullah Ahmadi, S.Ag	2000 – 2001	Dibawah naungan Biro Pendidikan PP. Nurul Jadid
4	H. Fariq Abdul Hafidz, S, HI	2001 – 2002	Dibawah naungan Biro Pendidikan PP. Nurul Jadid
5	Drs. KH. Nur Chatim Zaini	2002 – 2004	Dibawah naungan Biro Pendidikan PP. Nurul Jadid
6	KH. Najiburrohman, M.Ag	2004 – 2009	Dibawah naungan Yayasan Nurul Jadid
7	Ernawiyadi Munsy, S.Ag	2009 – 2014	Dibawah naungan Biro Pendidikan PP. Nurul Jadid

NO	NAME	YEAR	DESCRIPTION
8	KH. Najiburrohman Wahid, M. Ag	2014 – 2018	Dibawah naungan Biro Pendidikan PP. Nurul Jadid
9	K. Muhammad Al-Fayyadl, M. Phil	2018-2022	Dibawah naungan Biro Pendidikan PP. Nurul Jadid
10	Dr. Syamsuri Hasan, M.HI	2022-Sekarang	Dibawah naungan Biro Pendidikan PP. Nurul Jadid

4. **Organization Institution**

a. Organization Leader of Foreign Language Development Institute

Penanggung jawab : Biro Pendidikan PP. Nurul Jadid

Dewan Konsultan : a. KH. Najiburrahman Wahid, M,Ag

b. KH. Fahmi Abdul Haq Zaini, M.HI

Directur FLDI : Dr Syamsi Hasan, M.HI

Wakil Directur : Muh. Hasan Mutawakkil

Bendahara Umum : M. baiquni Subaidi, S.E

Bag. Kurikulum : Moh Dirga Pratama

Adm.Kurikulum/umum& kesekretariatan: Muhammad Anwar Anas

Bag. Kesiswaan : M. Nabil Izzah

Sarana, Aset dan Media : M Ubaidillah

Koor Bag. KPI : Ahmad Fauzi Rahman

Sekretaris KPI : Rahmat Sulhaini

Bendahara KPI : David Bastiansyah

Adm. Pustakaan : Rifqi Aziz Febrianto

Pembantu Umum : Moh. Yahya, S.Sos M.Pd

: Abd Wafi, M.Pd

: Arfan Hidayatullah, S.Kom

: Roby Tolhairi, S.Pd

: Zulfikar Prayogi, S.Pd

B. Data Presentation

Data and findings from of the process study are presented and analyzed. To collect data for this study, observation, interviews, and documentation were used. Data analysis comes after data collection.

1. **The goal of Teaching Speaking Skill Trough English Vocabulary Memorization Strategy at Elementary Student of Lemabaga Pengembangan Bahasa Asing 2022-2023 Academic Year.**

The goal of teaching speaking skill trough English vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing, Mr. Syamsul Arifin, S.Pd said that:

"Teaching speaking skill in the classroom is critical to implementing a vocabulary memorization strategy with the goal of making students more fluent and confident when speaking English. The student should have a large vocabulary to improve their ability to express their opinions and participate in debates. And students are able to answer by using English as well as by using a good mechanism of logical thinking about the topic I gave". [64]

From the results of the interviews we can conclude that the following are the objectives and practicing speaking skill through English vocabulary memorization strategy: Students get influence by memorize English vocabulary so they can speak English fluently and confidently. They become more active and finally students easier to express a showing

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[64] Syamsul Arifin, S.Pd. Interviewed with reseacher 18th December 2022.

opinion and debate group by speak English with its general structure and fluent.

It is supported by a group interview that the researcher conducted after the class with Aditya, an Elementary Level student, who stated:

"Mr. Syamsul Arifin also clarified that if you want to speak english fluency you must memorize a lot of vocabulary in order you have sentences to produce. Not only that, but also he always control our activity with guide after the teaching learning finished.".[65]

From the interview above it can be concluded that mentor were helped by advance student level in each room to conduct discussion and practice their speaking ability after the teaching learning with mentor. In hope it increases the ability and fluency in speaking skill of elementary student of Lembaga Pengembangan Bahasa Asing.

It is supported by a group interview that the researcher conducted after the class with Ariel, an Elementary Level student, also stated:

"Every day, we are told to read the newspapers and submit our understanding to our mentor, sir, and of course, Mr. Syamsul Arifin invites face-to-face and standing discussions about what we've read when the teaching learning held ".[66]

Moreover, it was also approved in reviewing documents of Module that Mr. Syamsul arifin as English mentor created it. It stated that the purposes of teaching speaking skill through vocabulary memorization strategy are:[67] 1) students are able to identify critically the social function, text structure and language features of asking opinion. 2) Students are

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[65] Focus group interview toward students of elementary level, 19th December 2022.
[66] Focus group interview toward students of elementary level, 22th December 2022.
[67] Document review of Module, appendix 5, 23th December 2022.

able to give response actively by completing the sentence contains with text structure and language features of asking opinion. 3) Students are able to discuss in pair work wisely of asking opinion. 4) Students are able to present the report result to the class confidently.

Based on the interviews, observations and documents review, researcher concluded that the teaching goals in the implementation of teaching speaking skill trough English vocabulary memorization at elementary student of Lembaga Pengembangan Bahasa Asing were: 1) Students are able to speak English fluency by having a lot of vocabulary memorization. 2) Students are able to speak English confidently in classroom and dormitory.

2. **The Material of Teaching Speaking Skill Trough English Vocabulary Memorization Strategy at Elementary Student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 Academic Year.**

The material for teaching speaking skill in this study was adapted and adopted from Module, for the material "Asking and Giving Opinion"

According to Mr. Syamsul Arifin

"The material that I give to students is asking and giving opinion, such as giving an opinion about the topic and responds by each group, and also I give pocked book for their vocabulary memorization".[68]

The information from the interview above suggests that the subject matter of the vocabulary memorization strategy for teaching speaking

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[68] Syamsul Arifin, S.Pd. Interviewed with Reseacher, Paiton 23th December 2022.

skill is asking and giving opinion, such as giving an opinion about the topic and responds by each group of elementary student, and also he gave pocked book for vocabulary memorization.

Regarding toward the information, Badrus as the student of elementary of Lembaga Bahasa Pengembangan Asing Stated that:

> "In teaching English, especially speaking skill, Mr. Syamsul Arifin often uses vocabulary memorization strategy to train our speaking fluent with the material asking and giving opinion. This is necessary because the material requires more understanding about the social function and tructure".[69]

The information presented by the teacher in teaching speaking skills through vocabulary memorization strategy is asking and giving opinion, such as giving an opinion about the topic and responds by each group.[70] According to focus group interview the material requires more understanding about fluency; language characteristics and general structures are also discussed.It was also proved by the Module of elementary student namely learning material(see appendix 5) the point presented how to argue about opinion, agree or disagree about the opinion in which include social function, moreover mentor also giving pocked book for vocabulary memorization for supporting material in speaking skill.

Based on the findings of the document reviews, observation and interviews, researchers found that the material used in the teaching speaking skill trough vocabulary memorization strategy is asking and

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[69]Syamsul Arifin, S.Pd. Interviewed with reseacher, Paiton 23th December 2022.
[70] Document review of Module, appendix 5, 23th December 2022.

giving opinion , such as giving an opinion about the topic and responds by each group of elementary student.

3. **The Methods of Teaching Speaking Skill Trough English Vocabulary Memorization Strategy at Elementary Student of Lembaga Pengembang Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 Academic Year.**

In this phase, researcher describe the methods used during speaking class by discussion in which mentor and students do a lot of communication in classroom. In this method teacher ask students oftentimes and students respond the questions directly during the process of teaching and learning. Mentor said:

> "In the classroom I prefer to do a lot of communication with the students. I use discussion method in the classroom. Then, while explaining the material, I ask them more and more; push them to discuss my questions by making pair group discussion, push them to be active in the class. Because I think it is easier for me to make sure that they really understand the material or not. If they can't do argue the opinion, it means they still don't understand my explanation. If they still don't understand, it means that I have to repeat the explanation and ask them anymore".[71]

From the interview, it can be concluded that the method of teaching speaking skill through English vocabulary memorization strategy was discussion method. Teacher chose pair group discussion method because he thought that it is easier for him to analyze students understanding by using this method.

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[71] Syamsul Arifin, S.Pd. Interviewed with reseacher, Paiton 25th December 2022.

It was supported by observation where in classroom activities mentor explained by using discussion method. He asked the students one by one to know how far they listen to and understand.. Researcher noted that students didn't just sit down looking at the mentor and listen to explanation. Students and mentor became active oftentimes because they have much opportunity in the class discussion.[72] In classroom activities, researcher also found in the field that mentor makes some group as method in classroom for argue about the opinion.

Haris also stated that:

"We were given 15 minutes to prepare points for us to argue with the group, just like a discussion activity. It is really interesting because we also use points of order to ask or interrupt the speaker, and Mr. Syamsul Arifin will give us verbal adjudication, then he checks our attendance list before the teaching and learning end".[73]

The researcher noted that the teacher gave verbal adjudication, which means the teacher gave some appreciations, and gave more understanding about the motion, pronunciation and their fluency that has been discussed with a group of discussion about the teaching and learning. The attendance list was placed at the end of teaching and learning by the mentor.

This data was strengthened by document review of Module, it was written that the classroom activities were divided into three sections which have different time allocation, those are: 10 minutes of opening

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[72] Observation at elementary student class of Lembaga Pengembangan Bahasa Asing, 26th December 2022.

[73] Focus group interview toward elementary students of Lembaga Pengembangan Bahasa Asing, 26th December 2022.

section, 40 minutes whilst-teaching activities, and 10 minutes of closing section.[74]

From the interviews, observations, and documents review, researcher concluded that the methods used in teaching speaking skills through English vocabulary memorization strategy was discussion were the students divided into group discussion and try to argue the opinion.

4. **The Evaluation of Teaching Speaking Skill Trough English Vocabulary Memorization Strategy at Elementary Student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 Academic Year.**

In this phase, researchers found that the evaluation of teaching speaking skills through English vocabulary memorization was conducted by teachers after the teaching and learning program was completed. The teacher believed that this section would help to solve the problem and provide a solution after the teaching and learning program. The tutor said:

> "I use evaluation after the learning process by involving students to assess their own peers; in the end, I also use verbal adjudication, which is an important evaluation after learning." I also took the mid-test and final-test scores with writing and speaking assessments in the assessment test. It also discusses speaking material; for the examination, I use themes that they must explain really well in 7 minutes. And I will value in fluency, intonation, and pronunciation based on their performing".[75]

Based on the interviews, it can be concluded that teachers use formative evaluation, which was used after the teaching learning process

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[74] Document review of Module, appendix 5, 26th December 2022.
[75] Syamsul Arifin, S.Pd. Interviewed with reseacher, Paiton 27th December 2022.

to identify problems when the class room activity is contacted. A mid-test and a final-test are also used by teachers to assess student understanding of the material covered in one semester.

The interview was also supported by an observation, in which the class teacher asked students to share an opinions on the motion shown afterwards. The motion is based on facts obtained from the internet and prepared by betterdebatemanual.com. Students were also asked to practice a conversation and debate exhibition by the teacher. Typically, a teacher could form a group of three students. This was done by the teacher to assess the students' fluency, pronunciation, intonation, grammar, and vocabulary.

This data was strongly strengthened by document review, it was explained in the every documents of teaching class and study with mentor that there were: a) Knowledge assessment: it was a writing test or essay test, oral test/ observation toward students' showing opinion or debate exhibition, and b) Skill assessment: it was used to assess students practicing the fluency, pronouncing the vocabulary, intonation in teaching speaking skills.

From the interview, observations, and document review, it can be concluded that the teacher used formative evaluation for elementary class. This evaluation is used to measure students' performance. And find out the problem of teaching learning in each week, then find out the best solution for the next meeting. And there are two kind of assessing the

student 1) Knowledge assessment, means that answer the paper test. 2) Skill assessment means oral assessment, those are (fluency, pronunciation, vocabulary, and grammar. those two models of assessing have good potentials to improve student speaking skills.

Table 4.2
Research Findings

No	Research Focus	Research Findings
1	2	3
1.	How is the goal of teaching speaking skill through English vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo?	The goal of teaching speaking skill through English vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo was: a. Students are able to speak English fluency by having a lot of vocabulary memorization. b. Students are able to speak English confidently in class and dormitory
2.	How is the material of teaching speaking skill through English vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing Asing Nurul Jadid Paiton Probolinggo?	The material of teaching speaking skills through English vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo was: a. asking and giving opinion , such as giving an opinion about the topic and responds by each group of elementary student.
3.	How is the method of teaching speaking skill through English vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing Asing Nurul	The method of teaching speaking skills through English vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo were:

No	Research Focus	Research Findings
1	2	3
	Jadid Paiton Probolinggo?	a. discussion method were the students divided into group discussion and try to argue the opinion.
4.	How is the evaluation of teaching speaking skill through English vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing Asing Nurul Jadid Paiton Probolinggo?	The evaluation of teaching speaking skills through English vocabulary memorization strategy at elementary student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo were: a. Knowledge assessment means that answer the paper test. b. Skill assessment means oral assessment, those are (fluency, pronunciation, grammar, vocabulary, and accuracy

C. Discussion

The researcher came up with the idea for this section, which analyzes the connections between categories and dimensions, current findings and earlier findings, as well as field research findings interpretation and justification.

1. **The Goals of Teaching Speaking Skill Through English Vocabulary Memorization Strategy at Elementary of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 Academic Year.**

    Every teaching and learning activity should have objectives that must be met. The goal of learning was the focus of the teaching and learning process. It is also known as the leaning objective. It influenced

the method and material used. To ensure that learning activities run efficiently, both method and material should be appropriate for teachers' and students' qualities. Furthermore, the presence of a learning goal is essential in teaching and learning activities.

According to the findings of the goal of teaching speaking skills through English vocabulary memorization at the elementary level of the Foreign Language Development Institute, the researcher concluded that the teaching goals in the implementation of teaching speaking skills through English vocabulary memorization strategy at the elementary student of the Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo were: 1) Students are able to speak English fluency by having a lot of vocabulary memorization. 2) Students are able to speak English confidently in class and dormitory. The two goals describe some of the desired learning outcomes, which also include students' abilities and skills after learning activities. All of the goals of teaching speaking skills through English vocabulary memorization would be analyzed and measured by teacher. According to H. Daryanto, the goals of teaching are goals that describe knowledge, abilities, skills, and attitudes that students must have as a result of learning outcomes expressed in the form of observable behavior that could be measured.[76] And also Suryosubroto emphasizes that teaching goals are detailed formulations of what students

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[76] H Daryanto. *Evaluasi Penidikan* (Jakarta: Rineka Cipta, 2005), 58.

must master after they have successfully passed the relevant learning activities.[77]

Based on the findings and theory above, the researcher concluded that the goals of teaching speaking skills through English vocabulary memorization stategy at the LPBA matched the theory of what the goal of learning is. The goal should be explained by an action that can be analyzed and measured. And the goals of teaching speaking found in this research were able to be analyzed and measured because teachers used speaking fluency for every point of goal in teaching. The teacher used the words "must" and "practice" in making a teaching goal. Those verbs are operational verbs that could be analyzed and measured as a teaching goal.

2. **The Materials of Teaching Speaking Skill Through English Vocabulary Memorization strategy at Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 Academic Year.**

According to the findings of materials that are present in teaching speaking skills through English vocabulary memorization, it was concluded that the materials are; asking and giving opinion, such as giving an opinion about the topic and responds by each group of elementary student. The material discussion of vocabulary was adopted from a book entitled "English Vocabulary in Usage" that matched with the main competency and basic competency of the elementary students of

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[77] B Suryosubroto. *Beberapa Aspek Dasar-Dasar Kepemimpinan*. (Jakarta :Rineka Cipta 1990), 23.

the Foreign Language Development Student, to engage their vocabulary memorization and speaking fluency. The way to pronoun the words and speak English fluency was adopted from English vocabulary memorization every day in dormitory because Some studies found that many students have graduated from the school with minimum ability in using English (Machfudi & Afidah, 2022) [78]. Another additional material use English debate motion from source of internet provided by mentor.

Teaching material is arranged systematically for teaching strategy as reflection of the goal in teaching learning process. Based on Kurniasih, there are some criteria in choosing teaching material they are[79]:1) The material should be in line with goal of teaching, 2) the material should be measured and identified, 3) it should be relevant with student's necessity, relevant with condition of society, 4) the material consists of ethics values, 5) teaching material is arranged in logic and systematic concept, 6) teaching material should be sourced from authentic sources, characteristic of teacher master, and society.

Based on the findings and theory explained, researcher concluded that in the implementation of teaching speaking skill through English vocabulary memorization, teacher has applied the theory on how to choose the material by Kurniasih. The material was in line with goal of teaching. Teacher chose the material that relevance with student needs.

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[78] Machfudi, M. I., & Afidah, A. 2022. Students' difficulties in vocabulary mastery. *Critical Review of English-Arabic World Journal.*

[79] Imas Kurniasih, *Sukses Mengajar: Panduan Lengkap Menjadi Guru Kreatif dan Inovatif* (Pustaka Diantara, 2017), 23.

The chosen materials were from authentic sources as it was stated by Kurniasih that teaching material should be from an authentic sources. The material were asking and giving opinion from module, Philip Binham's book and debate exhibition from sources of internet in which consist of vocabulary, speaking material, and the way to speak fluently by using critical thinking. Teacher used an English guidelines book and simple module to adopt the material of speaking and vocabulary. He also provided an example how to argue the argumentation with the native speaker based on internet for the students adapting the way to utter the system of argue and to fluently speak in showing opinion.

3. **The Method Improve of Teaching Speaking Skill Through English Vocabulary Memorization Strategy at Elementary Student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 Academic Year.**

The researcher concluded from the data findings above about the methods of teaching speaking skill through English vocabulary memorization at the elementary level of the Lembaga Pengembangan Bahasa Asing that the method used in teaching speaking skill through English vocabulary memorization strategy were Discussion method, such as showing opinion by asking and answering the students' questions. According to Syah, asking questions and having students respond to them is an appealing method used in the teaching learning process that

encourages students to participate more actively in the teaching learning process.[80]

The main media used were LCD, Laptop, study guidelines book, module, and whiteboard as a tool to add teacher's own explanation. Kurniasih claims that several important points must be addressed. When choosing a learning method, keep these points in mind: the learning goal, the learning material, the number of students in a class, student ability, teacher ability, and the time provided.[81]

In the field, researchers found that teachers already chose the appropriate method of teaching speaking skills through English vocabulary memorization strategy at the elementary student in LPBA based on some important criteria explained by Kurniasih. The goal of teaching should be the first thing noticed by the teacher in selecting his teaching method. The number of students in the class is then important to make sure that the chosen method is suitable enough to be implemented in the class. The tutor qualified students' ability to role play in the teaching learning process and the tutor's ability to use the method in transferring knowledge before conducting class in order to create an effective learning environment. In summary, the teacher determined whether or not the supported important tool and provided time could be combined with the teaching method.

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[80] Muhibbin Syah. *Psikologi Pendidikan Dengan Pendekatan Baru* (Bandung: PT remaja Rosdakarya), 137.

[81] Imas Kurniasih, *Sukses Mengajar: Panduan Lengkap Menjadi Guru Kreatif dan Inovatif* (Pustaka Diantara, 2017), 29-30.

4. **The Evaluation of Teaching Speaking Skill Measure English Vocabulary Memorization Strategy at Elementary Student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 Academic Year.**

The mentor used formative and summative evaluation for his teaching and learning processes in the foreign language development institute. The evaluation was conducted after every meeting. Evaluation is used to measure students' performance and find out the problem of teaching learning meetings before finding the best solution for today and the next meeting. In this evaluation, there were also two models of assessment used by the teacher while doing the evaluation, those being: 1) knowledge assessment that is provided in the form of an essay test in semester, 2) skill assessment that is used to assess student fluency and critical thinking in every theme.

According to Harjanto, there are four types of evaluation: placement evaluation, formative evaluation, summative evaluation, and diagnostic evaluation.[82] The teacher implemented formative evaluation in teaching speaking skills through English vocabulary memorization at the elementary level of the Foreign Language Development Institute. This technique is intended to manage feedback as well as the teaching and learning process in FLDI. Formative evaluation is used to seek feedback as part of the teaching and learning repair process. It is based on the

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[82] Harjanto, *Perencanaan Pengajaran* (Jakarta: PT Asdi Mahasatya, 2000), 283-284.

teacher's method for conducting an in-process evaluation of student understanding, classroom needs, and student progress during a lesson. Formative evaluation is commonly used by the teacher after the teaching and learning are done. Formative evaluation is a measurement of the value of the materials delivered well. It intends to revise the instruction in order to improve its effectiveness in the following classroom activity.[83]

In some cases, teachers used observation to measure a student's skill in practicing any theme or motion while showing an opinion about the material given by the teacher. Observation, according to Rina, is a technique for gathering information about students' understanding by monitoring class activity and taking systematic notes on phenomena.[84]

From the findings and theory, the researcher assumed that teachers have evaluated classroom activities by using the theory of formative evaluation as explained by Harjanto. The evaluation was done after every meeting. This evaluation is used to measure students' fluency and critical thinking and to figure out the problem of learning class and then find the best solution for the next meeting. Those techniques that were used to assess students' knowledge and skills also matched the theory of observation explained by Rina.

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[83] Tessmer, *Planning and Conducting Formative Evaluations* (London: Routledge,1993) p.11

[84] Rina Febriana, *Evaluasi Pembelajajran* (Jakarta: Bumi Aksara, 2019), 47.

CHAPTER V

CONGCLUTION AND SUGGESTION

A. Conclusion

According to a study conducted at the Elementary Level of Lembaga Pengembangan Bahasa Asing on the implementation of teaching speaking skill through English vocabulary memorization strategy using a qualitative approach with observation, interview, and document review as data collection methods, the researcher came to the following conclusions:

1. **The Goals of Teaching Speaking Skills Through English Vocabulary Memorization Strategy at Elementary Student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 Academic Year.**

   Teaching goal in the implementation of teaching speaking skill through English vocabulary memorization strategy at elementary student of Foreign Language Development Institute is: : 1) Students are able to speak English fluency by having a lot of vocabulary memorization. 2) Students are able to speak English confidently in class and dormitory.

2. **The Material of Teaching Speaking Skills Trough English Vocabulary Memorization Strategy at Elementary Student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 Academic Year.**

   The material of teaching speaking skill through vocabulary memorization strategy are: 1) asking and giving opinion , such as   giving

an opinion about the topic and responds by each group of elementary student. The material discussion of vocabulary was adopted from a book entitled "English Vocabulary in Usage" that matched with the main competency and basic competency of the elementary students of the Lembaga Pengembangan Bahasa Asing, to engage their vocabulary memorization and speaking fluency. The way to pronoun the words and speak English fluency was adopted from English vocabulary memorization every day in dormitory. Another additional material use English debate motion from source of internet provided by tutor.

3. **The Method of Teaching Speaking Skills Trough English Vocabulary Memorization Strategy at Elementary Student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 Academic Year.**

The methods used in teaching speaking skill through English vocabulary memorization strategy was Discussion method, Teacher explain the material from module, Teacher give the motion of showing opinion from internet. The main media used were LCD, Laptop, study guidelines book, module and whiteboard as a tool to add teacher's own explanation.

4. **The Evaluation of Teaching Speaking skill Measure English Vocabulary Memorization strategy at Elementary Student of Lembaga Pengembangan Bahasa Asing 2022-2023 Academic Year.**

The teacher used formative and evaluation for his teaching and learning processes in the foreign language development institute. The evaluation was conducted after every meeting. In this evaluation, there are two models, those being: 1) knowledge assessment that is provided in the form of an essay test in semester, 2) skill assessment that is used to assess student fluency and critical thinking in every theme. Teacher used observation to measure a student's skill in practicing any theme or motion while showing an opinion about the material given by the teacher.

B. **Suggestion**

In the end of this study, the researcher needed to give some suggestions and to some people or institutions. Those are:

1. The Institution of Lembaga Pengembangan Bahasa Asing.

For the Lembaga Pengembangan Bahasa Asing, the researcher just hopes to make a better system for the teaching plan and curriculum of every class, especially at the elementary level for speaking class. It can help the institution's teaching development and achieve its goal. On the other hand, LPBA should also give strong motivation and guidance to the students to learn English seriously in every activity held.

2. For All of The Tutors

The Researcher suggested the tutor do not stop having an innovations and creativities to create a new class atmosphere.

3. Other Research

A researcher suggested another researcher conduct further research that contains a novelty-related case discussed.

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DECLARATION AND AUTENTICITY

The undersigned below, I am:
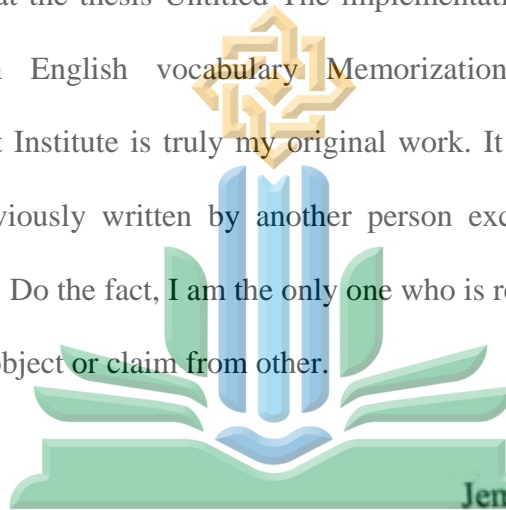
Name   : Muhammad Affan Ridho

Nim   : T20196143

Major   : Tadris Bahasa Inggris

Faculty   : Tarbiyah dan Ilmu Keguruan

Stated that the thesis Untitled The implementation of Teaching Speaking Skill trough English vocabulary Memorization at Foreign Language Development Institute is truly my original work. It does not incorporate any material previously written by another person except those indication and bibliography. Do the fact, I am the only one who is responsible for the thesis if there is any object or claim from other.

Jember, 25th May 2023

Author

Muhammad   Affan Ridho
NIM. T20196143

Matrix of Research

Title	Variable	Indicator	Source of Data	Research Method	Research Focus
The Implementationof Teaching Speaking Skills Through English vocabulary memorization strategy at elementary level of Foreign Language Development Institute	1. Teaching speaking skills 2. English Vocabulary Memorization Strategy	a. The Definition of teaching speaking b. The principle of teaching speaking skills c. The component of teaching speaking skills a. The Definition of memorizing b. The important of memory c. The definition of English vocabulary memorization d. The aspect of English vocabulary memorization strategy	e. **Primary Data**Interview informant: a. Speaking Teacher at elementary student of foreign Language Development Institute. b. Students aelementary level of Foreign Language Development Institute **Secondary Data** Observation and document review	1. **Approach of research:** Qualitative research 2. **Type of research:** Descriptive Qualitative 3. **Data collection technique:** a. Observation b. Interview c. Document review 4. **Data analysis:** a. Data condensation b. Presentation ofdata c. Conclusion 5. **Validity ofdata:** a. Source triangulation b. Technical Triangulation 6. **Research steps** Pre-field stage	1. How is the goal of teaching speaking skills through English vocabulary memorization strategy at elementary student of FLDI? 2. How is material of teaching speaking skills through English vocabulary memorization strategy at elementary student of FLDI? 3. How is method of teaching speaking skills through English vocabulary memorization strategy at elementary student of FLDI? 4. How is method of teaching speaking skills through English vocabulary memorization strategy at elementary student of FLDI?

Appendix 2

RESEARCH JOURNAL

Name   : Muhammad Affan Ridho
Student Number : T20196143
Title   : The Implementation of Teaching Speaking Skill Trough
English Vocabulary Memorization Strategy at Elementary
Student of Lembaga Pengembangan Bahasa Asing Nurul
Jadid Paiton Paiton Probolinggo 2022-2023 academic year
Location   : Nurul Jadid Islamic Boarding School

No	Day/date	Activity	Signature
01.	Friday, 16th December 2022	The researcher confirm the research permission	
02.	Saturday, 17th December 2022	Data collection in the form of Institution profiles, vision and mission of FLDI	
03.	Sunday, 18th December 2022	The Researcher interview with speaking teacher	
04.	Monday, 19th December 2022	The Researcher interview with elementary student of FLDI	
05.	Sunday, 25th December 2022	Observe the classroom activity in teaching speaking skill through English vocabulary memorization Strategy at elementary student of FLDI	
06.	Saturday, 15th January 2023	Complete the research data and Document Review	
07.	Saturday, 12th January 2022	The Researcher asking the letter of Research finishing	

The Interview's guide to Speaking Tutor

1. What is the goal of Teaching Speaking Skill through English Vocabulary memorization strategy at elementary student of Foreign Language Development Institute?
2. What is the material of Teaching Speaking Skill through English Vocabulary memorization strategy at elementary student of Foreign Language Development Institute?
3. What is the method of Teaching Speaking Skill through English Vocabulary memorization strategy at elementary student of Foreign Language Development Institute?
4. What is the evaluation of Teaching Speaking Skill through English Vocabulary memorization strategy at elementary student of Foreign Language Development Institute?

Interview with Mr. Syamsul arifin as the tutor of elementary student

A: Assalamu'alaikum wr.wb.

B: Wa'alaikumussalam wr.wb.

A: Could you introduce yourself first sir?

B: My name is Syamsul Arifin, most people called me Mr Syamsul. And now, I am tutor at Lembaga Pengembangan Bahasa Asing Nurul Jadid Islamic Boarding School.

A: What about your academic credentials (education background), sir? Maybe you can tell me.

B: With pleasure. I graduated from the English education program at UNMUH Jember in 2014 year but I have taught English skill especially Speaking skill at Lembaga Pengembangan Bahasa Inggris Islamic Boarding School from 2014 till now.

A: Thanks, sir. Then, I have some questions about teaching speaking skill through English vocabulary memorization strategy for my thesis undergraduate. So, may I begin?

B: Yeah, you may. I will answer as I can.

A: My first question is about the goal of teaching speaking skill English vocabulary memorization strategy in classroom. So, what is the point of that?

B: Fundamentally, teaching speaking skill in the classroom is critical to implementing a vocabulary memorization strategy with the goal of making students more fluent and confident when speaking English. The student should have a large vocabulary to improve their ability to express their opinions and participate in debates. And students are able to answer by using English as well as by using a good mechanism of logical thinking about the topic I gave.

A: Good job ma'am. It is like an innovative strategy because, during my period, it was still doing some usual strategy so we did not have other alternatives or other opinions to solve our problem. Okay, my second question is, what is material for teaching speaking skill trough English vocabulary memorization strategy?

B: In teaching English, especially speaking skill, Mr. Syamsul Arifin often uses vocabulary memorization strategy to train our speaking fluent with the material asking and giving opinion. This is necessary because the

material requires more understanding about the social function and structure.

A: Nice, the simple material can make students easier and more confident to speak English fluency. Well, my third question is, how is the method?

B: In the classroom I prefer to do a lot of communication with the students. I use discussion method in the classroom. Then, while explaining the material, I ask them more and more; push them to discuss my questions by making pair group discussion, push them to be active in the class. Because I think it is easier for me to make sure that they really understand the material or not. If they can't do argue the opinion, it means they still don't understand my explanation. If they still don't understand, it means that I have to repeat the explanation and ask them anymore.

A: Alright. So, how about the evaluation of teaching speaking skill trough English vocabulary memorization strategy sir?

B: I use evaluation after the learning process by involving students to assess their own peers; in the end, I also use verbal adjudication, which is an important evaluation after learning." I also took the mid-test and final-test scores with writing and speaking assessments in the assessment test. It also discusses speaking material; for the examination, I use themes that they must explain really well in 7 minutes. And I will value in fluency, intonation, and pronunciation based on their performing.

A: Thank you so much, sir, your answer represents my curiosity. Okay, I think that is all my questions. Once again, thanks in advance for your available time.

B: My pleasure Affan.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 4

OBSERVATION CHECKLIST

Title   : The Implementation of Teaching Speaking Skill Through English Vocabulary Memorization Strategy at Elementary Student of Lembaga Pengembangan Bahasa Asing Nurul Jadid Paiton Probolinggo 2022-2023 Academic Year.

Researcher   : Muhammad Affan Ridho

No.	Subject Matter	Observation Object	Data Support	Ada	Tidak Ada
1	The goal of teaching speaking Skill through English Vocabulary Memorization strategy	• Students' expression in theclassroom through English vocabulary memorization strategy • Students' activities in theclassroom through English vocabulary memorization strategy	• Picture	√	
2	The material of teaching speaking skill English Vocabulary Memorization strategy	• Material discussion (asking and giving opinion) includes the definition, function, language features • How to give an opinion • Engage students to identify theactual issues • How to implement the activitiesusing English vocabulary memorization • Tutor's reference for teaching speaking • Tutor's media in teachingspeaking • Tutor's summaries inunderstanding the material	• Picture	√	
3	The method ofteaching speaking skill English Vocabulary Memorization strategy	• Tutor divided them into six groups • Tutor engaged students to identify the topic • Tutor engaged the student by discussion method • Tutor just chose 3 of the best topics only to be investigated • Tutor gave every topic to the	• Picture	√	

		• groups randomly			
		• Students wrote the plans in the investigation report paper			
		• Tutor asked each group to prepare their investigation report before presenting			
		• Delegation of each group presented the investigation result			
4	The evaluation of teaching speaking skill English Vocabulary Memorization strategy	• Tutor used formative assessment in the form of a practice and written test.			
		• Tutor assessed the results of students' interviews with the source person and their presentation using a paper that contains a student's score with the scoring rubric based on five elements of speaking such as comprehension, grammar, vocabulary, pronunciation, and fluency			
		Tutor gave the students exercises on a worksheet to measure the students' comprehension			

MODUL AJAR BAHASA INGGRIS
PONDOK PESANTREN NURUL JADID PAITON PROBOLINGGO

INFORMASI UMUM

IDENTITAS

MATA PELAJARAN   : BAHASA INGGRIS

MATERI   : ASKING AND GIVING OPINION

PENYUSUN   : MUHAMMAD AFFAN RIDHO

SEKOLAH   : PONDOK PESANTREN NURUL JADID

TAHUN PENYUSUNAN   : 2023

JENJANG / KELAS   : ELEMENTARY LEVEL

METODE   : TATAP MUKA

ALOKASI WAKTU   : 45 MENIT

FASE CP   : -

ELEMEN CP   : SPEAKING

TUJUAN PEMBELAJARAN

- Peserta didik mampu memahami fungsi social, struktur teks, dan unsur kebahasaan mengenai asking and giving information
- Peserta didik mampu menggunakan ungkapan yang baik dan benar ketika berbicara atau berdialog

KATA KUNCI

- Definition of asking and giving opinion
- Social function of asking and giving opinion
- Language features of asking and giving opinion

SARANA PRASARANA

- Module
- Whiteboard

TARGER PESERTA DIDIK

1. Peserta didik tidak mengalami kesulitan dalam mencerna dan memahami bahasa ajar bagi siswa regular
2. Peserta didik dengan tingkat kesulitan menengah yang disebabkan oleh keterbatasan pada satu gaya belajar, kurang percaya diri, dan sulit berkonsentrasi
3. Peserta didik dengan pencapaian tinggi dengan mudah memahami dan mencerna materi ajar

ASESMEN

KEGIATAN

- Asesmen Individu
- Asesmen Kelompok

- Pengaturan Siswa : Individu, Berpasangan
- Metode : Diskusi, Presentasi, Project

PROFIL PELAJAR PANCASILA

- Bernalar Kritis
- Bergotong Royong
- Mandiri

MATERI

A. The definition of asking and giving opinion

What is meant by asking? Asking comes from the word "ask" with the suffix -ing which means to ask. In verbs, asking is part of the saying verb which is included in the action verb category.
Meanwhile, opinion means opinion, or it can also be replaced with the term suggestion which means suggestion.

B. The social function
To keep interpersonal relationship in asking for and giving opinion and ideas

C. The Language features

1. A phase expression of opinion
2. Singular and plural nouns with or without a, the, this, those, my, their, ect.
3. Speech stress, intonation, spelling, punctuation, and handwriting
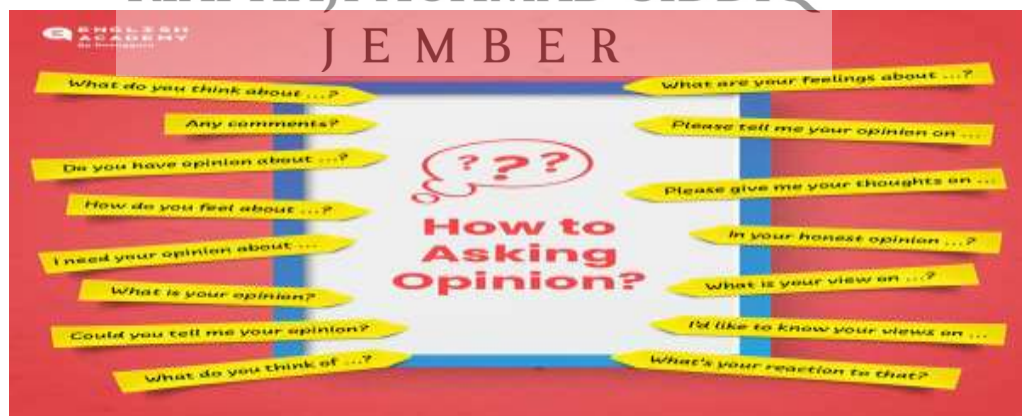
Asking opinion in formal situation

This type of asking for opinion applies when you are in a formal situation. For example, during a business meeting with colleagues, asking about responses from

teachers or lecturers, and so on. The following is an example of an expression asking an opinion that is suitable for use:

- Would you give me your opinion on …?
  (Maukah Anda memberi saya pendapat Anda tentang …?)
- What are your views on …?
  (Apa pandangan Anda tentang …?)
- Do you have any idea …?
  (Apakah kamu punya ide …?)
- What is your feeling about …?
  (Apa perasaan Anda tentang …?)
- Have you got any comments on …?
  (Apakah Anda punya komentar tentang …?)
- Could you tell me your opinion about ..?
  (Bisakah Anda memberitahu saya pendapat Anda tentang ..?)
- Please give me your thoughts on …?
  (Tolong beri saya pemikiran Anda tentang ...?)

The example of asking opinion in type of sentences

- **Would you give me your opinion on** the marketing team' strategic plan to prepare for the new school's academic year?

- **Please give me your thoughts on** the material about managerial finance in our class tonight

- **Have you got any comments on the presidential** debate last night?

- Sinta, **any comments** for my makeup look today?

- **What do you think about** Rara's outfit of the day?

- **How about** our new neighbor?

LEARNING ACTIVITY

Kegiatan Awal :

1. Peserta didik dan guru memulai pembelajaran dengan berdoa bersama dengan mengaitkan dengan kondisi peserta didik
2. Guru mengecek kesiapan belajar siswa
3. Peserta didik bersama guru mengecek kehadiran mereka
4. Peserta didik dibeitahu mengenai tujuan pembelajaran

Kegiatan Inti :

1. Peserta didik mendapatkan pengetahuan secara umum tentang asking and giving opinion
2. Guru kemudian bertanya jawab dengan siswa terkait materi yang sudah dijelaskan
3. Guru membagikan lembar kegiatan untuk menjawab pertanyaan mengenai greeting
4. Guru dan siswa bersama-sama mendiskusikan hasil jawaban dari lembar kegiatan

Kegiatan Penutup :

1. Peserta didik dan guru melakukan refleksi pembelajaran
2. Peserta didik mengomunikasikan kendala yang dihadapi selama proses pembelajaran
3. Peserta didik menerima apresiasi dan motivasi dari guru

EXERCISE

Make some English dialogue about asking and giving opinion by using formal expression and practice it!

APPENDIX 6

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id   Email: tarbiyah.iainjember@gmail.com

Nomor : B-5610/In.20/3.a/PP.009/12/2022
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Lembaga Pengembangan Bahasa asing
Paiton Jl. KH. Zaini Mun'im, Dusun Tj. Lor, Karanganyar Kec. Painton
Kab. Probolinggo.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan IlmuKeguruan, maka mohon diijinkan mahasiswa berikut :

NIM   :   T20196143
Nama   :   MUHAMMAD AFFAN RIDHO
Semester   :   Semester tujuh
Program Studi   :   TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai " The Implementation of Teaching Speaking Skills Trough English Vocabulary Memorization Strategy at Elementary Student of Foreign Language Development Institute " selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Dr Syamsi Hasan, M.HI

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 16 Desember 2022
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 7

PONDOK PESANTREN NURUL JADID

معهد النور الجديد الإسلامي للتربية والعلوم

NURUL JADID ISLAMIC INSTITUTE FOR EDUCATION AND SCIENCE
PO.BOX. 1 PAITON PROBOLINGGO 67291 TELP. (0335)774121/0888-30-77077, e_mail: sekretariat.njj@gmail.com

Nomor : NJ-B/0695/A.VIII/12.2022
Lampiran : -
Perihal : Surat Keterangan

Kepada:
Yth. **Dekan Fakultas Tarbiyah dan Ilmu Keguruan**
Universitas Negeri Kiai Haji Achmad Siddiq Jember
di Jember

Assalamu'alaikum War. Wab.

Menindaklanjuti surat Saudara nomor: B-5981/In.20/3.a/PP.009/12/2022 tertanggal 16 Desember 2022 perihal permohonan izin penelitian untuk menyelesaikan tugas akhir bagi mahasiswa:

nama : Muhammad Affan Ridho
NIM : T20196143
program studi : Tadris Bahasa Inggris
judul penelitian : The Implementation of Teaching Speaking Skill Through
English Vocabulary Memorization Strategy at Elementary Level of
Foreign Language Development Institute

Yang bersangkutan telah melak penelitian di Lembaga Pengembangan Bahasa Asing Pondok Pesantren Nurul Jadid Paiton Probolinggo pada 16 Desember sampai dengan 21 januari 2023

Demikian surat balasan ini, atas perhatiannya kami sampaikan terima kasih.

Wassalamu'alaikum War. Wab.

Paiton, 28 Jumadil Akhir 1444 H
21 Januari 2022 M
a.n. Kepala
Sekreta

H. RIZIN AMMAL, M.Pd.
NIUP

Tembusan:
1. Kepala Pondok Pesantren, sebagai laporan.
2. Direktur LPBA Nurul Jadid
3. Arsip.

Appendix 8

Leadership of Director

| NO	NAME	YEAR	DESCRIPTION
1	H. Abdul Haq Zaini, LC	1989 – 1996	Dibawah naungan Biro Kepesantrenan PP. Nurul Jadid
2	Drs. KH. Nur Chatim Zaini	1996 – 1999	Dibawah naungan Nurul Jadid College (NJC) PP. Nurul Jadid
3	Fathullah Ahmadi, S.Ag	2000 – 2001	Dibawah naungan Biro Pendidikan PP. Nurul Jadid
4	H. Fariq Abdul Hafidz, S, HI	2001 – 2002	Dibawah naungan Biro Pendidikan PP. Nurul Jadid
5	Drs. KH. Nur Chatim Zaini	2002 – 2004	Dibawah naungan Biro Pendidikan PP. Nurul Jadid
6	KH. Najiburrohman, M.Ag	2004 – 2009	Dibawah naungan Yayasan Nurul Jadid
7	Ernawiyadi Munsy, S.Ag	2009 – 2014	Dibawah naungan Biro Pendidikan PP. Nurul Jadid
8	KH. Najiburrohman Wahid, M.Ag	2014 – 2018	Dibawah naungan Biro Pendidikan PP. Nurul Jadid
9	K. Muhammad Al-Fayyadl, M. Phil	2018-2022	Dibawah naungan Biro Pendidikan PP. Nurul Jadid
10	Dr. Syamsuri Hasan, M.HI	2022-Sekarang	Dibawah naungan Biro Pendidikan PP. Nurul Jadid

DOCUMENTATION

Interview with the Elementary Students of FLDI

The Activity Monitored by Guide of Intermediate and Advance Level
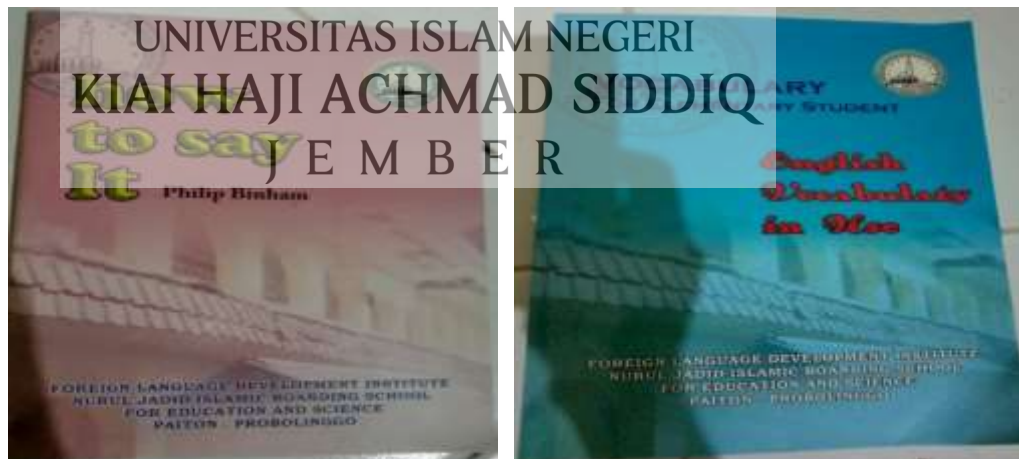
Speaking Book & Vocabulary Book Cover for Elementary Students

APPENDIX 10

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LOLOS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama   : Muhammad Affan Ridho

NIM   : T20196143

Program Studi   : Tadris Bahasa Inggris

telah lolos cek similarity dengan menggunakan aplikasi turnitin dengan skor sebesar 21,4%

BAB I   : 26%

BAB II   : 28%

BAB III   : 30%

BAB IV   : 23%

BAB V   : 0%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 10 Mei 2023
Petugas Ruang Baca

Ulfa Dina Novienda, S. Sos. I., M. Pd.

CURRICULUM VITAE

Personal Data
Name   : Muhammad AffanRidho
Address   : Dusun Sambiringik RT: 005 RW: 013 Desa Ampel– Wuluhan
Phone   : +627762610005
Email   : affanridho31@gmail.com

Language	Skill
Bahasa – Non-Native English	Strong Public Speaking Communication skill (verbal and writing: Bahasa and English) Leadership: Balance Task and and People Based-Oriented Member of English debating of Islamic State University of Jember , public speaking.

Qualification Summary

A university student about to graduate in eight semester major of English education department which is interest in cultural and literature studies with interest in Applied Linguistics, Technology-enhance language learning and professional English Teacher, EFL Teaching, and religion. Background includes researcher on literature circle issue with Covid-19 Pandemic: Engaging Undergraduate Student in Indonesia. The Influence of Digital Technology in Reading Culture into EFL Classroom.

Educational Background
2003-2009: SD NU 05 TPHM
2010-2013: SMP NURUL JADID
2014-2017: SMA NURUL JADID
2019-2023: English Education Department of Islamic State University of Jember
             (UIN KHAS JEMBER)

Publication

Ferdiansyah S, Ridho MA, Sembilan FD, Sembilan FD, Zahro SF. Online literature circles during the COVID-19 pandemic: Engaging undergraduate students in Indonesia. TESOL J. 2020;11:e544.https://doi.org/10.1002/tesj.544 (TESOL JOURNAL SCOPUS Q1)
https://www.academia.edu/download/65029561/Online_Literature_Circles.pdf

Ridho MA, Poem and Short Story, Letter for Sulasih. Humanising Language Teaching Journal, ISSN 1755-9715(online) June 2022 issue https://www.hltmag.co.uk/jun22/

Ridho MA, Azizah N, The Influence of Digital Technology in Reading Culture into EFL Classroom. ResearchGate, https://www.researchgate.net/publication/356755706_The_Influence_of_Digital_Technology_in_Reading_Culture_into_EFL_Classroom.

Organization experiences

2011-2013: Language Intensive Program(LIPS) of SMP NURUL JADID 2015-2017: Foreign Language development Institute (FLDI) NURUL JADID 2015-2016: MISI Jurnalis at SMA NURUL JADID

2017-2018: Surabaya Dolly English club

2020-2022: Knowledge Division in Unite Pengembangan Keilmuan(UKPK UINKHAS JEMBER)

2021-2023: Wanna Be Course (WB) Ambulu

Achievements in Competition

First Winner of News Reading First Winner of Reading Poem Second Winner of Debate