THE IMPLEMENTATION OF *VOCABULARY RECITATION PROGRAM* AT BILINGUAL CLASSES OF MTS NEGERI 2 PONOROGO

THESIS

By:

SITI FAUZIAH

NIM. 210917100

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

2022

ABSTRACT

FAUZIAH, SITI. 2022. *The Implementation of Vocabulary Recitation Program at Bilingual Classes of MTS Negeri 2 Ponorogo*. Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Ponorogo. Advisor: Dra Aries Fitriani M. Pd

Keywords: *Vocabulary, Recitation Program, Bilingual Class*

Vocabulary is the basic element of language which will make the language meaningful. If the student learns a language, especially English, the student has to study vocabulary first because vocabulary is the first step or at the beginning of learning English. For this reason, MTs Negeri 2 Ponorogo formed the Vocabulary Recitation Program. This superior program is specifically for bilingual class students, aiming to maximize the speaking skills of first-year students at the school.

The purposes of this research were: to find out how Vocabulary Recitation program was implemented at the bilingual class of MTS Negeri 2 Ponorogo, to find out the benefits of the Vocabulary Recitation Program on students' speaking skills; to find out the difficulties faced by students and teacher during the implementation of the Vocabulary Recitation Program.

This research applied a qualitative approach with a descriptive qualitative design. It was conducted for the seventh-grade students of MTs Negeri 2 Ponorogo academic year 2021/2022. The researcher obtained data from bilingual students participating in this program, English teachers, and the person in charge of the Vocabulary Recitation program. The data were collected by observation, interview, and documentation. The data were analyzed using three steps of data analysis technique by Mattew B. Miles and Michael Huberman: data reduction, data display, conclusion, and verifications data.

The result of this research shows that: In implementing Vocabulary Recitation Program, three stages must be carried out: preparation, implementation, and closing. Each stage consists of several steps that must be done. The Vocabulary Recitation Program's benefits are increased students' new vocabulary, improved English speaking skills, increased confidence when using English, and improved understanding of English and pronunciation skills. The difficulties in implementing the Vocabulary Recitation program experienced by students and teachers. The difficulties experienced by students are feeling anxious and having difficulty pronouncing vocabulary, while the difficulties experienced by teachers are different student discipline levels and students feeling anxious.

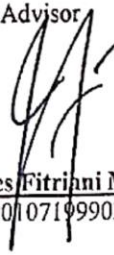![IAIN logo]

APPROVAL SHEET

This is to certify that *Sarjana's* thesis of:

Name   : Siti Fauziah

Student Number   : 210917100

Faculty   : Tarbiyah and Teacher Training

Department   : English Education

Title   : The Implentation of Drill Technique in Vocabulary Recitation Program at Bilingual Class of MTS Negeri 2 Ponorogo

Has been approved by the advisors and is recommended for approval acceptance

Advisor

Dra. Aries Fitriani M. Pd
NIP. 196901071999032001

Ponorogo, 04 November 2022

Acknowledged by
Head of English Education Department of
Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies Ponorogo

Dr. Dhinuk Puspita Kirana, M. Pd
NIP. 198303272011012007

iii

MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

RATIFICATION

This is to certify that *Sarjana's* thesis of:

Name   : Siti Fauziah

Student Number   : 210917100

Faculty   : Tarbiyah and Teacher Training

Department   : English Education

Title   : The Implementation of *Vocabulary Recitation Program* at Bilingual Classes of MTs Negeri 2 Ponorogo

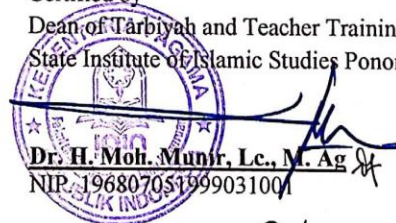has been approved by the board of examiners on:

Day   : Tuesday

Date   : 15 November 2022

and has been accepted as the requirement for the degree of *Sarjana* in English Education on:

Day   : Monday

Date   : 21 November 2022

Ponorogo, 21 November 2022
Certified by
Dean of Tarbiyah and Teacher Training
State Institute of Islamic Studies Ponorogo

Dr. H. Moh. Munir, Lc., M. Ag
NIP. 196807051999031001

Board examiners
1. Chairman   : Dr. Dhinuk Puspita Kirana M. Pd   (
2. Examiner I   : Winantu K. S. A., M. Hum   (
3. Examiner II : Dra. Aries Fitriani M. Pd   (

iv

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini :

Nama	: Siti Fauziah
NIM	: 210917100
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi/Thesis	: The Implementation of Drill Technique in Vocabulary Recitation Program at Bilingual Class of MTS Negeri 2 Ponorogo

Dengan ini menyatakan dengan sebenear-benarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya aku sebagai hasil tulisan atau pikiran saya sendiri.

Apapun di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi yang sesuai dengan ketentuan yang berlaku.

Ponorogo, 02 November 2022
Penulis

Siti Fauziah
NIM. 210917100

CHAPTER I

INTRODUCTION

This chapter confirms the background of the study, the research focus, statement of the problem, the objective of the study, the significance of the study, and the organization of the study.

A. Background of The Study

Humans as social beings need a means of communication to maintain their survival, and the presence of language as a means of communication has succeeded in making it easy for humans to convey messages and information to each other. One of the languages that will be discussed here is English, English itself is the most widely used communication tool around the world. In global association and competition, in general, the main communication tool used is also English. It has the goal of either oral or written communication. People use English for making relationships among people in different countries in the world. It is supported by Broughton, et al, "It also the language of large commercial and industrial organizations".[1]

People in every part of the world feel its urgent role in their life: for academic purposes, for business goals, and other purposes. English is spoken by people throughout the world as their first language, second language, and foreign language. Indeed, English is now a world language.[2] It means that a foreign language has been used by many people for communicating on a certain occasion, while people who lived in developed countries are using English as a second language for communicating freely.

---

[1] Geoffrey Broughton, et al, *Teaching English as a Foreign Language*, (New York: Rougledge Ltd, 1980), 6.
[2] Zuliati Rohmah, "English as a Global Language: Its Historical Past and Its Future", *Bahasa dan Seni*, 33(1), (Februari, 2005), 107.

1

Global competition in various fields demands adequate and accountable mastery of skill and academic competencies. One of the mastery skills that is always pursued by various circles of society is the mastery of English skills. As is well known, English is an international foreign language that is widely used in international institutions and agencies, this causes the need to learn and master the language to continue to increase. For the Indonesian people, English is one of the international communication tools that can help the progress of development, especially in the field of science and technology. This is a natural thing where sources of science and technology from print and electronic media in the form of books, information from the internet, TV, or radio are still dominantly using English.

In Indonesia's national education, various efforts have been made in preparation for this global competition, especially to produce graduates who can compete, both continue to higher education and in the world of work. Therefore, the Indonesian government has made a policy that facilitates the teaching of English as one of the compulsory subjects taught starting at the junior high school level. Then through the Decree of the Minister of Education and Culture No. 060/U/1993, English is taught in elementary schools as a local content subject starting in fourth grade, but in elementary school English subject is not mandatory and returned to the decision of each school, whether to include English subjects or not. Even in some urban areas, in particular, English has been introduced since kindergarten. Thus, it is hoped that the mastery of English by the Indonesian people will be able to provide benefits for the progress of the nation among other nations in the world.

Judging from the process so far, learning English in schools has not been able to provide satisfactory results. Mastery of the number of vocabulary is still low and the pronunciation of vocabulary by students is also still not adequate to be understood orally. Likewise, the ability of students to be able to understand and apply short/simple expressions or sentences is still not

optimal. For this reason, in addition to the optimization made by the government, schools that are places for students to study must also have more efforts so that students can optimize their English learning, not only from English lessons in class but also from other independent programs outside classes initiated by the school itself. The school level that will be the focus of this research is junior high school, as previously mentioned, junior high school is a school level where English is a compulsory subject.

Junior high school is a school attended after elementary school and usually consists of grades seven through nine[3]. Of the many subjects taught to junior high school students, what will be highlighted here is the subject of English, it can be said that at this level, students begin to be directed to master English well. English in Junior High Schools is a compulsory subject for all students with the aim that students can develop communication competencies and have an awareness of the importance of English to improve the nation's competitiveness in a global society.[4] To achieve this goal, students are expected to be able to master the four main skills well. Four skills that should be mastered by students in learning English are speaking, listening, reading, and writing. Besides the four English skills, to support the mastery of the four language skills the students should have a well understanding of English components such as vocabulary, pronunciation, and grammar. Vocabulary is a core component of listening, speaking, reading, and writing. Vocabulary is very important to be learned by the students who want to master a language. English vocabulary as one of the language skill elements has an important role for

---

[3] Online dictionary

[4] Dhian Khusnul Khotimah, "Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa Kelas VII SMP Dengan Media Pembelajaran *Flash Card*", Jurnal Pionir LPPM Universitas Asahan, 7(3), (Juli-Desember, 2020), 2.

young learners in learning foreign languages. In presenting English, especially vocabulary, the teacher should be creative in choosing materials and able to stimulate the student's interest.[5]

Vocabulary is one of the basic units of any language. No language can be taught effectively without its vocabulary. So, vocabulary is the soul of language or we can say it is the heart of language. As in the human body heart supplies, the blood to the whole of the body in the same way vocabulary provides important elements for the comprehension of global understanding through the languages.[6] That's why vocabulary is one of the components that should be mastered by people. People should master vocabulary to be able to communicate with others. Without mastering vocabulary, people are not able to know the meaning of the words or phrases and know how to use them in daily life. Thus, mastering vocabulary can facilitate people to enhance their skills and communicate successfully.[7] Even though learning vocabulary can affect the four English skills in communication, in this case, the focus here is speaking skills, because the closest to language communication is speaking skills.

There are many definitions of speaking, depending on the experts who present it. According to Raba, speaking is a channel through which people interact, communicate, discuss, and share their ideas and perceptions about the surrounding environment.[8] Moreover, Lawtie defines speaking as the basis of communication.[9] Due to the high interest in foreign languages, especially in this case the interest in improving speaking skills, educators began to apply appropriate methodologies and strategies to encourage students to communicate and use the

---

[5]Syafrizal,Haerudin, "The Implementation of Vocabulary Building Strategy in Teaching English Vocabulary to Young Learners", *Journal of English Language Teaching*, 1, (Juni 2018), 40.

[6]Asek Amin Miraj, et al, "The Role of Vocabulary in English Language Teaching and Learning in Higher Secondary Education Level", *Journal of Science and Technology*, 1, (January 2015), 9.

[7]Nur Fauzia, "The Use of Drill, Vocabulous (Vocabulary and Various), and Computer Assisted Language Learning (CALL) in Learning Vocabulary", *Journal of English Teaching Adi Buana*, 01, (April 2018), 11-12.

[8]Raba, "The Influence of Think-Pair-Share (TPS) on Improving Students' Oral Communication Skills in EFL Classrooms", *Scientific Research Publishing : Creative Education*, 8, (Januari, 2017), 12.

language. Apart from teachers, schools as facilitators must also support and facilitate their students so that communication in English is not just wishful thinking. There are many ways that schools do to support their students mastering communication skills in English, in addition to providing English subjects that are under the curriculum, the school also facilitates students with additional programs outside of class hours but still related to classroom learning.

One of the schools located in the East Java area, precisely in Ponorogo, namely MTs Negeri 2 Ponorogo facilitates its students by forming and implementing an English-based program to support student's communication skills, the program is called "Vocabulary Recitation", the program is carried out specifically for the 7th-grade bilingual students in their first semester so that they have sufficient basic communication skills or according to the standard. In terms of sociolinguistics, bilingualism is generally defined as the use of two languages by a speaker in their interactions with other people in turn.[10] From this opinion, it can also be interpreted that bilingual class students are students who use two languages in the learning process. For this reason, strengthening their second language, which is English, must be carried out since they are in 7th grade in the first semester to maximize their role as bilingual class students, and one way to achieve this is through this program.

Based on the interview conducted by the researcher on September 2021 with Mr. Sofyan Alfatah as the person in charge of this program and also as the English teacher in MTs Negeri 2 Ponorogo[11], the main reason for the formation of the program is because of the uneven English language skills of students caused by different elementary school backgrounds. As is well known, there are still some elementary schools that include English subjects in their curriculum,

---

[9]Fiona Lawtie, "T eaching Speaking Skill: 2- Overcoming Classroom Problem", Teaching speaking skills 2 - overcoming classroom problems | TeachingEnglish | British Council | BBC , Retrieved August 31,2021, at 5.49 am

[10] Colin Baker, *Key Issue in Bilingualism and Bilingual Education,* 1988, 30.

[11] Interviewed on Tuesday, September, 2021.

but there are also those who have omitted English language learning, therefore this program was created and implemented with the hope that these 7th graders have the same abilities and evenly, and so that delivery in the learning process can be done more easily without worrying about students who have never studied English before in elementary school.

This program focuses on the vocabulary aspect. As described by Averil, vocabulary is a central part of the language. According to Richards and Renandya, vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write.[12] It influences four English skills they are listening, speaking, reading and writing for getting a good result in English. Without vocabulary, we cannot communicate effectively. So, the first step to learn English is learning vocabulary. It is important to teach vocabulary for students because it gives students the ability to say what they mean, helps students understand or comprehend what they read, supports students' ability to grasp ideas and helps students memorizing new words in English. The more students know well and can use it, the more meaning they can communicate in a wide variety of circumstances. This statement supports that through vocabulary, students' speaking skills can improve and can be used in various situations, especially those related to learning English.

In line with the idea above, Richards and Schmidt, memorizing is the process establishing information in memor.[13] The term memorizing usually refers to conscious process. Memorizing vocabulary in English is very important to easy communication with other or in teaching and learning process. As many learners do not develop sufficient mastery of the vocabulary, explicit

---

[12] Renandya, W. A., & Richards, J.C., *Methodology in Language Teaching*. (New York: Cambridge University Press, 2002)

[13] Richards, J.C., & Schmidt, R., *Longman Dictionary of Language Teaching and Applied Linguistics*. (Great Britain: Pearson Education Limited, 2010).

instruction of memory strategies and giving strategy awareness can facilitate them to store and retrieve new vocabulary items. Memorizing vocabulary is one of the aspect to mastering English as foreign language. It means that the students have ability in understanding and using the words and meaning. The students do not only memorize the words, but also their meaning. Therefore, the students can learn English language more easily and understand the meaning of those words. The larger vocabulary students memorize, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skills.

This program is superior or can be said to be an icon of a bilingual class because it is the initial series for other English-related programs or activities[14], the researcher decided to choose the "Vocabulary Recitation" program as something that deserves to be researched because of its role and urgency in maximizing the basic English language skills of 7th-grade students of the bilingual program. For this reason, researchers are trying to find out more about this program.

In addition, based on one study which also discusses the same thing, came from a journal by INFERENCE: Journal of English Language Teaching written by Enggar Dyah Puntadewi and Engliana (2018), the title is "The Role of Vocabulary Mastery and Learning Interest in Speaking Proficiency of Indonesian EFL Learners". The purpose of this study was to determine whwther there is any influence of vocabulary masteryand students' learning interest inlearning English on English speaking skills of State Junior High School students in Bogor City – West Java. This research used a survey technique with a correlational approach to determine the relationship between relate variables. This research was conducted in several state junior high schools in Bogor, including SMP Negeri 1 Bogor, SMP Negeri 2 Bogor, and SMP Negeri 5 Bogor. Data analysis was performed by multiple linear regression analysis. Based on the results of the hypothesis and data analysis, the following conclusion are made: 1) There is a significant

influence in the mastery of English vocabulary and interest in learning together on English speaking skill of junior high school in Bogor; 2) There is a significant influence of vocabulary mastery on English speaking skill of junior high school students in Bogor; 3) There is a significant influence of learning interest on English speaking skills of junior high school in Bogor.[15]

Based on the explanation above, the researcher is interested in researching by choosing the title **"The Implementation of *Vocabulary Recitation Program* at Bilingual Classes of MTs Negeri 2 Ponorogo"**.

B. The Focus of the Study

Based on the background of the study outlined above, this research is limited only to analyzing the implementation of *Vocabulary Recitation Program*, the benefits of *Vocabulary Recitation Program* on students' speaking skills. Besides that, it also analyzes the difficulties faced by students and teacher in implementing this program. The program to be researched is at MTs Negeri 2 Ponorogo and is only specifically for 7th-grade students of the bilingual program in their first year for the 2021/2022 Academic Year.

C. Statement of the Problems

Regarding the background and research focus, the statement of the problems are formed into :

---

[14] Interviewed on Tuesday, September, 2021.

[15] Enggar Dyah Puntadewi & Engliana, "The Role of Vocabulary Mastery and Learning Interest in Speaking Proficency of Indonesian EFL Learners", *INFERENCE: Journal of English Language Teaching*, 1(3), (November, 2017), 67.

1. How is *Vocabulary Recitation Program* implemented at the bilingual classes of MTs Negeri 2 Ponorogo?

2. What are the beneficial of the *Vocabulary Recitation Program* on students' speaking skills?

3. What are the difficulties faced by students and teacher during the implementation of *Vocabulary Recitation Program*?

D. Objectives of the Study

According to the statement of the problems, these are the objectives of this research described by the researcher :

1. To describe the implementation of *Vocabulary Recitation Program* at the bilingual classes of MTs Negeri 2 Ponorogo.

2. To find out the benefits of the *Vocabulary Recitation Program* on students' speaking skills.

3. To identify the difficulties faced by students during the implementation of *Vocabulary Recitation Program.*

E. Significance of The Study

The finding of this research is an expected contribution given both theoretically and practically, those are :

1. Theoretical Significance

The results of this study are expected to be input in the development of English language learning programs, especially in the implementation of Vocabulary Recitation Program at the bilingual classes of MTs Negeri 2 Ponorogo, and its benefit to students' speaking skills.

2. Practical Significance

   a. For the EFL Teachers

   Hopefully, this research can give a brief explanation about how *Vocabulary Recitation Program* implemented in bilingual class of MTs Negeri 2 Ponorogo, benefits of the *Vocabulary Recitation Program* on students' speaking skills, and the difficulties faced by students and teacher during the implementation of *Vocabulary Recitation Program.*

   b. For the EFL Students

   This study is expected to be a useful input for English student to enrich their understanding of vocabulary program and its benefit to their speaking skill. Besides that, students will know about the important role of vocabulary in mastering English. Hopefully, it can make them more diligent to memorize and learn more vocabulary.

   c. For the Institution

   Institutions will receive constructive input and suggestions from related parties aimed at improving the quality of program implementation so that the implementation will be better each year.

   d. For the Readers

   The researcher hopes to give a contribution to readers, particularly students and teachers of bilingual classes at MTs Negeri 2 Ponorogo itself to be input in the formation and development of language programs, taking into account the benefits of the programs and its impact on the language skill of bilingual students.

   e. For the Future Researcher

   The researcher believes that this research is far from perfect. Therefore, some weaknesses could be found in this paper. Hopefully, other researcher could make better

equivalent research in the future and this sudy will be useful a reference to the next researcher about language program in bilingual class.

F. Organization of The Study

To make the readers easy in understand the content of the study, this thesis is divided into six chapters which related to one another and compiled systematically.

The first chapter is an introduction. This chapter discusses the background of the study that explains the reasons behind conducting this research and the basic partner of the entire contains the thesis. This chapter also discusses the research focus, statement of the problem, research objective, significance of the study, organizations of the study.

The second chapter is previous research findings and theoretical framework. This chapter contains the previous research finding which is very important to support the theories and ideas about speaking, teaching speaking in junior high school, vocabulary, teaching vocabulary, techniques in teaching vocabulary, bilingual, Vocabulary Recitation program, and memorizing English vocabulary.

The third chapter is the research method. This chapter discusses the approach and data design, the role of researchers, research settings, data sources, data collection techniques, data analysis techniques, checking the validity of findings, and research procedures involving the analysis of Vocabulary Recitation Program implemented in bilingual class at MTs Negeri Ponorogo, benefits of the Vocabulary Recitation Program on students' speaking skills, and the difficulties faced by students and teacher during the implementation of the Vocabulary Recitation Program.

The fourth chapter is the research findings and discussion. This chapter is important because this chapter explains the research finding and discussions which present the common data that are going to appear, like background of bilingual, learning process in bilingual class, bilingual class programs. This chapter also contains the information about data that will analyze by the researcher. Therefore, the result of the research based on data will appear in this chapter clearly.

The fifth chapter is closing. This chapter discusses the conclusion of the research and suggestion for further study. It is also the end discussion content series of the thesis.

CHAPTER II

THEORETICAL FRAMEWORK AND PREVIOUS RESEARCH FINDINGS

This chapter consists of several previous studies related to this research and explanations which are the theory of speaking, the theory of teaching speaking, the theory vocabulary, the theory of teaching vocabulary, the theory of bilingual, and also the explanation about the Vocabulary Recitation program.

A. Theoretical Framework

In this research, the researcher is using theories that are relevant to the theme of the discussion. The theories are:

1. Speaking

a. The Definition of Speaking

There are so many definitions that describe speaking, the first comes from the Oxford dictionary, "Speak" means say things; talk, be able to use a language, make a speech, express ideas, feelings.[16] Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended, and involving, but it is not completely unpredictable.[17] According to Chaney, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.[18]

---

[16]Martin H. Manser, (1995), *Oxford Learner's Pocket Dictionary*, New York: Oxford University Press, p.398

[17]Kathleen Bailey and David Nunan, *Practical English Language Teaching First Edition*, (New York: MC Graw-Hill, 2003). https://www.asian-efl-journal.com/practical-english-language-teaching-speaking/

[18]A.L. Chaney, (1998), *Teaching Oral Communication*, (Boston: Allyn and Bacon), p.13

Brown cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.[19]

Harmer defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in a real situation and has little time for detailed planning. Therefore, fluency is required to reach the goal of the conversation.[20]

Bailey stated that speaking is such a fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it.[21] It means that speaking is a process of producing, receiving, and processing information to deliver the meaning directly and can be observed by accuracy and fluency.

Shortly, speaking is an activity that we always do every time to communicate with other people and to make a good relationship in society. From the explanation above, the researcher concludes that speaking is a process to convey and share ideas and feelings orally. Speaking involved some skills such as vocabulary, pronunciation, accuracy, and fluency. Students need to master all of those elements. Speaking, especially in a foreign language, is a very necessary

---

[19]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), p. 267.

[20]Harmer, J., *Practice of English Language Teaching*, (Edinburgh Gate: Longman, 2001), p. 269

[21] Kathleen Bailey and David Nunan, loc cit.

activity for all ages of learners because from this activity people can understand what others said who use a foreign language too.

b. Component of Speaking

According to Syakur, there are at least five component of speaking skill. Those components are:[22]

1) Comprehension

For oral communication as speaking, comprehension is the important element. It is requirement of one subject to respond to the speech as well as to initiate it.

2) Grammar

Grammar is one of important aspect of speaking. An utterance can has different meaning if the speaker uses incorrect grammar. If grammar rules are to carelessly violated. Communication may suffer.

3) Vocabulary

A person cannot communicate effectively or express their ideas both oral and written if they do not have enough vocabulary. Without grammar, very little can be conveyed. Without vocabulary nothing can be conveyed.

4) Pronunciation

Pronunciation is an essential aspect of learning speaking on a foreign language. If a student does not pronounce a word correctly, it is difficult to be understood. We get the true word from its pronounce. If the pronounce of one word is false, it means that we get the other form of word that is of course

---

[22] Syakur. *Language Testing and Evaluation*. (Surakarta: Sebelas Maret University Press, 1987), 3.

having or not having the other meaning. It can be seen that good pronunciation is vital on speaking skill.

5) Fluency

Fluency in speaking skill is the aim of many language learners. A successful speaking on a foreign language is mostly shown from a better fluency he/she has.

c. The Basic Types of Speaking

According to Brown, there 5 types of speaking performance, those are [23]:

1) Imitative

A tone end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly sentence. While this is a purely phonetic level of oral production, some prosodic, lexical, and grammatical properties of language may be included, in the criterion performance. We are interested only in what is traditionally labeled pronunciation; no inferences are made about the test-takers ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of prompt, just long enough to allow the speaker to retain, the short stretch of language that must be imitated.

It means that learners learn how to imitate a word or phrase. The kind of imitative task is word repetition. For example, the teacher asks their

---

[23] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (United State of America: Pearson Education Inc., 2004), 141-142.

students to repeat some words or phrases in a task that is given by the teacher.

2) Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic element-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

It means that Intensive speaking is designed to practice some phonological or grammatical aspect of language. For example, it can be self-initiated or even form part or some pair work activity where learners are going ever certain forms of language.

3) Responsive

Responsive assessment text includes interaction and test comprehension but at the somewhat limited level of a very short conversation, standard greetings and small talk, simple request and comment, and the like. The stimulus is almost always a spoken prompt (to preserve authenticity).

An example of a responsive task is responsive short replies to teacher or students initiated questions or comments. These replies are usually in short form.

4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purposes of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

It means that in interactive tasks teacher can ask the students to make dialogue about (for example) conveying information or facts.

5) Extensive

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. It means that extensive speaking is used by students at an intermediate or advanced level because the task is a monologue task such as speeches, oral presentations, and story-telling.

d. Speaking Assessment

In this thesis, the researcher uses a rating scale. There are four types of rating scales: numerical scale, descriptive graphic scale, ranking method rating scale, and paired comparison rating scale. From the types of rating scale above the researcher especially use a numerical rating scale. The numerical rating scale is the simple strating scale.

Aspect	Score	Criteria
Pronunciation	5	Excellent : Has few traces of foreign accent
	4	Good: Always intelligible though one is conscious of a definite accent
	3	Sufficient: Pronunciation problems necessitate concentrated listening and occasionally lead to miss understanding
	2	Fairly sufficient: Very hard to understand because of pronunciation problems must frequently be asked to repeat
	1	Poor: Pronunciation problems too severe as to make speech virtually unintelligible
Grammar	5	Excellent : Make few (if any) noticeable errors of a grammar of word order
	4	Good: Occasionally make grammatical word order errors which do act, however obscure meaning
	3	Sufficient: Make frequent errors of grammar and word order, which obscure meaning
	2	Fairly sufficient: Grammar and word orders make comprehension difficult must often rephrase a sentence and or restrict him to a basic pattern
	1	Poor: Error in grammar and word order to severe as to make speech virtually unintelligible
Vocabulary	5	Excellent: Uses of vocabularies and idioms is virtually that of the native speaker
	4	Good: Sometimes uses inappropriate terms or must rephrase ideas because of lexical inadequacies
	3	Sufficient: Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary
	2	Fairly sufficient: Misuses of words and very limited vocabulary make comprehension quite difficult
	1	Poor: Vocabulary limitation to an extreme as to make conversation virtually impossible
Fluency	5	Excellent: Speech as fluent and effortless as that of native speaker problems
	4	Good: Speed of speech seems to be slightly affected by language problems
	3	Sufficient: Speed and fluency are rather strongly affected by language problems
	2	Fairly sufficient: Usually hesitant often proceed into silence by

		language problems
	1	Poor: Speech is as halting and fragmentary as to make conversation virtually impossible

Table 2.1 Speaking Assessment

Brown stated that there are four modified forms of a scale for evaluating speaking activity, as follows:[24]

1) Pronunciation

Pronunciation is about the accuracy of the students in saying words in another language. We can see that pronunciation is the way how to say the words with correct articulation. Fulcher argued when we design speaking tests we must decide whether assessing pronunciation at this level is relevant at all to the situation.[25]

Moreover, Fulcher says that pronouncing words in the way they would be pronounced in the standard variety of a language may be important to a newsreader, but for most learners testing pronunciation may only be a matter of general intelligibility.[26]

2) Grammar

Grammar is one of the elements that will measure in teaching speaking. The teacher corrects the student's grammar when they speak and also explains all of the kinds of grammar that may use in the conversation in a certain situation.

Thornburry stated, to generate a much-more sophisticated range of meanings, the resources of the language's grammar need to be enlisted. Then, he said, this doesn't mean, however, that the grammar of speech is identical to the

---

[24] H Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (United States of America: Pearson Education Inc., 2004), 172
[25] Glenn Fulcher, *Testing Second Language Speaking*, (NewYork: Routledge, 2014), 25
[26] *Ibid*, 34.

grammar of written texts. In brief, both first and second language learners' progress is often tracked according to grammatical forms that they can produce accurately. Learner grammar is handy for judging proficiency because it is easy to detect in speech and writing and because the fully-fledged grammars of most languages are well known and available for use as performance standards. However, the grammar that is evaluated in assessing speaking should be specific to the grammar of speech.[27]

3) Vocabulary

Vocabulary is an important component in language because people need to know many words if they want to make communicate effectively. Thornburry argued that spoken language also has a relatively high proportion of words and expressions that express the speaker's attitude (stance) to what is being said.[28]

Moreover, Thornburry states that the speaker also employs a lot of words and express positive or negative appraisal. Vocabulary is needed by students if they want to be able to speak. It will be measured in teaching speaking because it takes a part in the speaking. Use a transcript of naturally occurring talk, preferably by proficient learners, to demonstrate the high proportion of high-frequency that is characteristic of spoken language.[29]

4) Fluency

---

[27] Scott Thornburry, *How to Teach Speaking*, (England: Longman, 2005), 20.
[28] *Ibid*, 22.
[29] *Ibid*, 23.

Fluency is about the students' ability to use English as a language communication in the students' conversation class. Thornburry argued the features of fluency can now be summarized:[30]

a) Pauses may be long but not frequent.

b) Pauses are usually filled.

c) Pauses occur at meaningful transition points.

d) There are long runs of syllables and words between pauses.

Based on the statement above, fluency is used to make natural speaking and the ability of students to speak without hesitation. It focuses on the information they are conveying that the language. To be able to speak fluently, the speaker uses pause, rhythm, intonation, stress, rate of speaking, and use of interjection and interruption.

2. **Teaching Speaking in Junior High School**

Teaching English is much needed for us, more than that, teaching especially in speaking is one of the important things in the process of teaching and learning. Teaching speaking is the way for the students to express their emotions, communicative needs, interact with other people in every situation, and influence others. For this reason, in teaching speaking skills it is necessary to have a clear understanding involved in speech. Teaching speaking means teaching how to use the language for communication, for transferring ideas and thought or even feeling to other people.[31] The objective of teaching spoken language is the development of the ability to interact successfully in that language, and this involves

---

[30] *Ibid*, 8.

comprehension as well as production.[32] Besides that, the objective of teaching spoken language is the development of the ability to interact successfully in that language, a lot of people use English to communicate with other people from different parts of the world.

In Indonesia, English is taught as a compulsory subject in school, it starts from the beginning level that kindergarten to senior high school even in some university levels. For Indonesian learners, English is a new language so that they find it difficult to learn. The other reason is that they have spoken their native language previously which will interfere with their acquisition of the new language. It can be shown by the fact that the students tend to transfer their native language rule to the new language they are learning. Considering the differences between the two languages, it is understandable that the students always encounter problems dealing with vocabulary, structure, spelling, pronunciation, and others.

One of the English skills that students must be mastery is speaking. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" [33]. Speaking is a crucial part of second language learning and teaching. As a result, students are expected to express themselves and learn how to follow verbal and non-verbal symbols appropriate in each communicative circumstance. So teaching speaking is the way for students to express their emotions, communicative needs, interact with other persons in any situation, and influence others. For this reason, in teaching speaking skills it is necessary to have a clear understanding involved in speech and also

[31] Bukart, Grace Stovall, *Spoken Language: What It Is and How to Teach It*, (Washington DC: Center For International Education (ED), 1998), 240. https://files.eric.ed.gov/fulltext/ED433722.pdf

[32] Arthur Hughes, *Testing for Languange Teacher,* (Cambridge:Cambridge University Press, 2003), 131.

[33] Chaney and Burk, *Teaching Oral Communication in Grades K-8 ,*(Boston: Allyn and Bacon, 1998), 13.

encourage the potential of the learners to develop their speaking skills naturally. Overall, teaching speaking skill emphasizes the activities to make the students active and creative.

Teaching speaking to young learners is an interesting and challenging duty for teachers for some considerations. On one hand, young learners are individuals of a very early age who are interested in many new things such as a foreign language, English. Young learners will be an enthusiast in learning if we often praise them. Due to the praise, they would like the material that we teach and they will be motivated to learn English happily. "Young Learners are enthusiastic and positive about learning. We all thrive on doing well and being praised for what we do and this is especially true for young learners. It is important to praise them if they are to keep their enthusiasm and feel successful from the beginning. If we label children failures, then they believe us."[34]. From the definition above, it can be concluded that teachers should provide maximum opportunity to the students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

Brown in his book "Teaching by Principles" wrote principles for teaching speaking skills, they are[35]:

1) Focusing on fluency and accuracy which considering the learning objective

2) Preparing intrinsically techniques to motivate the students in learning

3) Authenticating language use in appropriate contexts

4) Providing appropriate feedback and correction

5) Capitalizing on the natural link between speaking and listening

---

[34] Scott & Ytreberg, *Teaching English to Children*, (London: Longman, 2000), 3.
[35] H. Douglas Brown, op. cit. 331-332.

6) Giving students opportunities to communicate in the learning process as much as possible

7) Encouraging them to develop their speaking strategy and style.

3. **Vocabulary**

   a. The Definition of Vocabulary

   Vocabulary is the basic element of language which will make the language meaningful. If the student learns a language especially English, the student has to study vocabulary first because vocabulary is the first step or at beginning English learning. Vocabulary is the main point in learning a language so that people can communicate with one another. Vocabulary is basic to communication.[36] Besides that, another definition of vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a text. Vocabulary is crucial to be mastered by the learner to understand the language. Vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use.[37]

   From the quote above, it can be concluded that vocabulary is a list of words arranged alphabetically in the dictionary as symbols of ideas needed by people to express and communicate their ideas both from the first language and the second language. Vocabulary is a very important part of language learning to achieve language learning goals. Students must master a lot of vocabulary to know the meaning of the sentence. This makes it easier for students to communicate with

---

[36] Stephen D. Krashen & Tracy D. Terrel, *The Natural Approach*, (San Fransisco: Alemany Press, 1983), 155.

other people. In addition, vocabulary is one of the serious problems that learners have within the context of English learning because it requires more than just knowing the meaning of the word but how to use this word in the context with the correct pronunciation.

Based on the explanation above, the teacher must be creative to find and use effective techniques to improve students' English vocabulary mastery and also their speaking ability.

b. Development of Vocabulary

Vygotsky believed that students construct new knowledge, concepts, and skills through interacting with other members of their culture. This cultural interaction allows the students to learn the symbols that will later form the basis of their thought processes. Vygotsky used the term "sign" to represent these culture-based mental symbols (e.g., words, numbers, or images). The importance of vocabulary did not escape Vygotsky, "Words and other signs are those means that direct our mental operations, control their course, and channel them toward the solution of the problem confronting us" [38]. To understand the relationship between Vygotsky's ideas and a student's vocabulary development, four topics must be discussed. These include, (1) the relationship between words, concepts and thought, (2) the social origin of words and concepts, (3) the genesis of spontaneous and scientific concepts, and (4) the role of the zone of proximal development in the acquisition of words and concepts.

---

[37] Hatch, Evelyn and Brown, Cheryl. *Vocabulary, Semantics, and Language Education*, (Cambridge: Cambridge University Press, 1995)

1) Word, Concept and Thought

Words and concepts, according to Vygotsky, form a basic unit of thought for students. Students learn that a particular word represents a specific concept and once this relationship is understood the word is used in thought to manipulate that concept. The importance of this relationship in the mental functioning of the adolescent was expressed by Vygotsky, "The new significative use of the word, its use as a means of concept formation, is the immediate psychological cause of the radical change in the intellectual process that occurs on the threshold of adolescence".[39] Thus words, concepts, and thoughts are intricately intertwined. The acquisition of these word-concept-thought formations, according to Vygotsky, is based on social interaction. Vygotsky has stated that words and concepts are first experienced in a social setting and only later are they internalized so that they may be used in thought.

2) Spontaneous and Scientific Concepts

Vygotsky theorized that there are two general concepts, spontaneous and scientific, and that each concept was learned in a different manner. Spontaneous concepts are concepts that are learned inductively. That is, students have concrete or everyday experiences from which they develop a concept. Only later do they attach a word to this concept. During the time between the student's actual experience with a concept and her learning a word to represent and organize this concept the concept lies at a less than conscious

---

[38] Vygotsky, L.S. *Thought and Language*. (Cambridge, MA: MIT Press, 1962), 106.

[39] *Ibid*, 108.

level. The student may understand the concept but will lack the words to adequately explain it. Scientific concepts, on the other hand, are learned deductively. Students are given words, definitions, and explanations of a concept, and then later they may or may not have concrete experiences with this concept. For a given time then, the student will understand the definition of a concept, but lack a true depth of understanding due to a lack of experience with the concept.

Thus, for spontaneous concepts the concept is learned first from experience and a word is later applied to this concept, while for scientific concepts a word is learned first, in the absence of any direct experience, and the concept is then developed based on explanations and words. According to Kikas (1992), "children can use [spontaneous] concepts better in everyday situations, without being conscious of their meaning, whereas they can define scientific concepts better, though they may be unable to use them in concrete situations".[40] Vygotsky has stated that scientific concepts are what is typically taught in schools.

3) Zone of Proximal Development

Learning both spontaneous and scientific concepts takes place, according to Vygotsky within the zone of proximal development. The zone of proximal development is a construct developed by Vygotsky to represent a student's potential for immediate cognitive growth. The zone is defined by Vygotsky as that region between what a student can do by themselves (actual

development) and what a student can do with assistance (potential development). In summary, one's spontaneous and scientific concepts are developed within one's zone of proximal development with the assistance of some more knowledgeable other. The development of these concepts results in these concepts being internalized and used to guide one's thought processes. This basic process of experiencing a concept socially, internalizing the concept, and using the concept to guide thought has some interesting implications for vocabulary development in the secondary classroom.

4) Implications and Aplications

Vygotsky felt strongly that formal education was important in the development of higher mental functions, such as words and concepts. Vygotsky's views on the development of words and concepts, and their influence on thought, have significant bearing on the teaching of vocabulary. The following is a series of suggestions for teaching vocabulary to secondary students based upon the ideas of Vygotsky.[41]

     i.   Create a need for the new vocabulary.

        Vygotsky emphasized that knowledge transmitted in formal educational settings should be necessary for life. One of the major failures of education is the teaching of "inert" knowledge, knowledge that has no usefulness. Vygotsky explained this in a

---

[40] Kikas, E., "The Development of Word Definitions in Children", *Journal of Russian and East European Psychology*, 31, (1993), 41.

[41] Vygotsky, L.S, loc. cit, 212.

general statement concerning the teaching of reading and writing.

ii.   Emphasize using the new vocabulary in social situations.

For students to "own" new vocabulary and for vocabulary not be "inert" knowledge, the students must use the vocabulary. Providing situations in which the students must use the new vocabulary to convey meaning will foster greater understanding.

iii.   Provide concrete experiences.

Full conceptual understanding is dependent upon both spontaneous and scientific concepts. While scientific concepts are what is typically taught in school, there is a growing trend toward teaching spontaneous concepts. Spontaneous concepts are what is being taught when hands-on, concrete activities are being used in the classroom. These activities provide more interaction within the students' zones of proximal development and foster the uniting of students' scientific and spontaneous concepts.

iv.   Provide activities that encourage mental manipulation.

The goal of vocabulary development is the internalization of new words and their subsequent involvement in guiding thought. In order for this process to progress effectively and efficiently the new words and concepts must be necessary for thought.

Activities should be provided that encourage the student to use the new words and concepts in problem solving as well as integrate the new words with previously learned concepts.

v. Teach both scientific and spontaneous concepts.

Vygotsky has stated that formal education teaches primarily scientific concepts. However, for students to develop full and functional concepts that are readily applied to one's environment, one must combine both the definitional aspects of the scientific concept with the experiential aspects of the spontaneous concept. Each concept type in isolation has a major limitation, only in tandem are they truly effective. Vygotsky believed that while scientific and spontaneous concepts developed independently, it was in their union that the student's gained full knowledge of a concept. Thus, teaching both types of concepts is necessary for a full understanding of any concept.

vi. Realize that incorrect word usage is incorrect concept formation.

Vygotsky believed that while scientific and spontaneous concepts developed independently, it was in their union that the student's gained full knowledge of a concept. Thus, teaching both types of concepts is necessary for a full understanding of any concept.

vii. Strive for useful words and concepts.

Useful words must be associated with useful concepts, which in turn are used for useful thought. Vocabulary development is designed to createviable word-concept pairings and ultimately to allow these pairings to influence thought. Vygotsky has stated that "a word without meaning is an empty sound"

The power behind a large vocabulary is its ability to promote reading and listening comprehension as well as clarity of thought and expression. Teaching vocabulary development in the secondary classroom is a vital component of not only language skills but also of thinking skills. The ideas and theories of Lev Vygotsky provide insight into both the need for vocabulary development and the basic processes involved in vocabulary development.

c. Components of Vocabulary

Many factors appear to play a role in vocabulary development. [42]Mastering vocabulary items should mean mastering the following components:

1) Frequency. Frequency has been accorded a high level of significance in ELT (English Teaching Language) for many years as a result of the use of word. Frequency counting as a procedure informing syllabus and material design.

2) Pronunciation. In the initial stages of language learning it is common for teachers to insist on a Fairmount of pronunciation practice of new words to help learner acquire the correct stress pattern of syllables.

---

[42] Tricia Hedge, *Teaching and Learning in the Language Classroom*, 2002, 118-123

3) Contextualization. Shouten Van Parraren goes on argue that texts, in contrast, present a linguistic and psychological reality and that presenting words in the context of a text will provide support and reduce interference.

4) Depth in processing. We lack of English vocabulary research to develop the language in teacher''s institutions and self-reports from learners.

5) Building word network. The general use for teachers seems to whether learners should simply be encouraged in no-specific ways to actively built their own associations for new words and there by extend the networks of the material lexicon, or whether vocabulary learning activities should include direct instruction which aims to shape the associations learners make.

d. Types of Vocabulary

Vocabulary acquisition is one of the difficult processes that learners go through because word acquisition requires them to distinguish between two kinds of vocabulary, which are active (productive) and passive (receptive). They are explained as follows:

1) Active Vocabulary

In other words, productive vocabulary comes in two forms, writing or speaking when one's practices the language concerned with the ability of students to recall the words that are actively used either in writing or speaking.

2) Passive Vocabulary

Passive vocabulary refers to the words that foreign learners can recognize and comprehend, but are quite difficult to recall and use it. A passive vocabulary is usually found by learners in reading or listening. It is called receptive vocabulary because learners just receive but they do not produce.

English vocabulary has various types. Classification of the vocabulary types according to their respective usage vocabulary. Types of English vocabulary according to Thornbury namely as follows:

1) Word Classes, there are four major word classes: verb, noun, adjective, adverb. There are five other word classes: determiners, preposition, pronoun, conjunction, interjection.

2) Word Families, are groups of words that have a common feature or pattern. They have the same letter combinations — a similar sound — and they are a wonderful tool for those new to spelling.

3) Word Formation, there are four main kinds of word formation: prefixes, suffixes, conversion, and compounds.

4) Multi-word Units, There are four major kinds of multiword units:

    a) A multiword unit can be a group of words that commonly occur together, like 'take a chance';

    b) It can be a group of words where the meaning of the phrase is not obvious from the meaning of the parts, as with 'by and large' or 'be taken in' (be tricked);

c) It can simply refer to all the combinations of a particular word or type of word and its accompanying words whether they are highly frequent, strongly associated, or not;

d) It can refer to word groups that are intuitively seen as being formulaic sequences, that is, items stored as single choices

e) Collocations is a familiar grouping of words that appears together because of their habitual use and thus creating the same meaning.

f) Homonyms are words that are pronounced the same as each other (e.g., "maid" and "made") or have the same spelling.[43]

Hatch and Brown indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1) Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

2) Productive Vocabulary

Productive vocabulary is the word that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be

[43] Desti Yuni Suprapti, M.Nasirun, & Wembrayarli, "Implementasi Kemampuan Vocabulary Bahasa Inggris Melalui Metode Drill Berbasis Lingkungan", *Jurnal Potensi PG-PAUD FKIP UNIB*, 12(1), (2017), 59.

addressed as an active process, because the learners can produce the words to express their thoughts to others.[44]

e. The Importance of Vocabulary

All languages have words. Some words can be used in a wide variety circumtances, but on others much more limited use. Nation and Nunan, stated that words are clearly vocabulary which is a very important parts of language learning. The most useful English vocabulary depends on the goal of learners. It is almost 1000 word families of English. Around 75 percent of the running words is used in academic text and nespaper, 80 percent in novels, and about 85 percent in conversation. It contains most of 176 function ord families.[45]

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language. Harmon, Wood, & Keser, as well as Linse state that learners" vocabulary development is an important aspect of their language development. Although it has been neglected for a long time, researchers have increasingly been turning their attention to vocabulary e.g. Carter and McCarthy, Nation, Arnaud and Bejoint, Huckin, Haynes and Coady, Coady and Huckin, Schmitt Read. Vocabulary knowledge is often viewed as a critical tool for second language learners, because limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt emphasizes that "lexical knowledge is central to

---

[44]Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How To Be Taught", *International Journal of Teaching and Education*, 3(3), (2015), 25.

[45] Saptian Dwi Setyo H & Agus Widyantoro, "The Influence of Vocabulary and Grammar Mastery on the Students' Writing Skill at Yogyakarta State University", *Bahasa, Sastra dan Terjemahan*, 1(1), (Mei, 2015), 211.

communicative competence and to the acquisition of a second language" [46]p.55.28
From this statement, the vocabulary is so important for students. The students can use vocabularies to express an opinion, idea and thingking in communication.

f.   The Difficulties in Vocabulary

The first steps in succesful teaching vocabulary are to identify the difficulties that faced by the students. Thornbury proposes some factors that make some words more difficult as follows: [47]

1.   Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn.

2.   Spelling

Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc.

3.   Lenght and Complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their "learnability".

---

[46] Mofareh Alqahtani, loc. cit., 22.

[47]Scott Thornburry, How to Teach Vocabulary, (London: Longman, 2004), 27.

4. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an - ing form (swimming) can add to its difficulty.

5. Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire.

6. Range, connotation and idiomaticity

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus, put is a very wide ranging verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. Uncertainty as to the connotations of some words may cause problems too. Thus, propaganda has negative connotations in English, but its equivalent may simply mean publicity. On the other hand, eccentric does not have negative connotations in English, but its nearest equivalent in other languages may be deviant. Finally, words or expression that are idiomatic (like make up your mind, keep an eye on....) will generally be more difficult than words whose meaning is transparent (decide, watch).

Gower, Philips and Walter (1995: 143) explain what makes a vocabulary item is easy or difficult. How easy or difficult a vocabulary item is can depend on a number of factors: [48]

1. Similarity to L1

The difficulty of a vocabulary item is often depends on how similar the items is in the form and meaning to the students' first language. Word which are similar in the first language and English may be misleading rather than helpul.

2. Similarity to English words already known

Once students have some English then a word which is related to an English word they are already familiar with is easier one which is not. For example, if students have already met the word friendly they should be able to guess the meaning of unfriendly.

3. Connotation

Another difficult aspect that learners have to get grips with is the connotation of the word. For example, does the word have positive or negative connotation to a native speaker? Either skinny and slim could be used to describe someone who is thin – but these words are very different in their connotation and by choosing one rather than the other the speaker conveys a particular attitude.

4. Spelling and pronunciation

The spelling of many English words can cause problems for students who speak languages with very regular spelling system. Particular spelling patterns can also cause confusion where the pronunciation is concerned. For

---

[48] Gower, et al., Teaching Practice Handbook, (Oxford: Heinemann, 1995), 143.

example, it is easy to understand why many students confuse the meaning, spelling and pronunciation of these words: through, though, thought, tough, thorough.

5. Multi-word items

   A lexical item may consist of more than one word, as in a compound noun such as tennis shoes or sports car, or a phrasal verb such as to put someone up. Phrasal verb are notoriously difficult for learners of English because they are made up of simple words (often prepositions or adverbs).

6. Collocation

   How a lexical item collocate (or 'goes with' other items) can also cause adifficulty. For example, people are injured or wounded but things are damaged, and we can say a strong wind and strong coffee – but it's a light wind not a weak wind and weak coffee not light coffee.

7. Appropriate Use

   When to use vocabulary appropriately is also problematical. Some words and expressions are restricted to use in particular context (for example, we can use pushing to mean almost in He is pushing fifty. But pushing is only used in this way with older people – we do not say he is pushing there!). Also it is important that students know whether the word or phrase has a marked style – informal or formal.

4. Teaching Vocabulary

   Vocabulary is very important for second language learners, only with sufficient vocabulary learners can effectively express their ideas both in oral and

written form. Finochiaro, teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will strengthen the belief that English can be used to express the same ideas or feeling they express in their native language. [49]

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabularies which are relevant to the students. The teacher needs a good knowledge of their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words, and also the meaning. The words or vocabulary can be spoken and written.

Wallace explains that teaching vocabulary should consider the following factors:[50]

a. Aims

The aim of teaching vocabulary is to make it the teacher easy to formulate the materials, which will be taught to the students.

b. Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners will get confused or discouraged if they get many new words. Therefore, the teacher should select new words, which can be easy to understand by the learners.

c. Need

---

[49] Finochiaro, *Vocabulary, Description, Acquisition and Pedagogy*, (2011), 9. http://www.phon.ucl.ac.uk/home/johnm/ptlc2005/pdf/ptlcp28.pdf

[50] Wallace, *Vocabulary, Semantics, and Language Education*, (United Kingdom: Cambridge University Press, 2007), 207.

In teaching vocabulary, the teacher has to choose the words needed by the students in communication.

d. Frequent Exposure and Repetition

Frequent exposure and repetition here mean that the teacher should give much practice to repetition so that the students master the target words well. They also allow the students to use words in writing or speaking.

e. Meaningful Presentation

In teaching vocabulary, the teacher should present target words in such a way that the meaning of the target words is unambiguous.

f. Situation and Presentation

The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

5. **Techniques in Teaching Vocabulary**

This section reports on research results aimed at investigating the techniques used by a teacher of English in presenting the meaning and form of vocabulary. Commonly, there are several techniques concerning the teaching of vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then, it

needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners. This makes teachers have some reasons for employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentations as various as possible. Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard:[51]

a. Using Objects

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. In addition, Gairns&Redman state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consists of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

b. Drawing

Objects can either be drawn on the blackboard or drawn on flash cards.The latter can be used again and again in different contexts if they are made with cards

[51] Mofareh Alqahtani, "The Importance of Vocabuly in Language Learning and How to be Taught", *International Journal of Teaching and Education*, 3(3), (2015), 26-29.

and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

c. Using Illustrations and Pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures,board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colorful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and coursebooks contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or use pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

d. Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "black", there is an "in between" word" grey". Furthermore, verb "contrast" means to show a

difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots. Manymore studies have also shown that vocabulary is best acquired if it is similar to what's already learnt, it is not surprising that learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries are organized. Putting bilingual dictionaries aside, mono-lingual dictionaries essentially use words to explain words, and in this process, synonyms are often used.

e. Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g.address,a skirt,trousers etc, and then the meaning of the word "clothes" will become clear. The same is true of 'vegetable or "furniture", 'for example.

f. Mime, Expressions and Gestures

Klippel implies that mime orgesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad"," happy"; mime and taking a hat off your head to teach hat and so on. Several studies have emphasized the role of gestures in second language (L2)

acquisition. Teachers tend to gesture a lot especially when addressing young learners and/or beginners. It is commonly acknowledged that "teaching gestures"capture attention and make the lesson more dynamic. Using analyses of video recordings of English lessons to French students, Tellier determined three main roles for teaching gestures: management of the class (to start/end an activity, to question students, request silence, etc.), evaluation (to show a mistake, to correct, to congratulate, etc.) and explanation to give indications on syntax, underline specific prosody, explain new vocabulary, etc.). Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand. This teaching strategy is thus relevant for comprehension. However, its utility may depend on the kind of gesture used by the teacher. It has been highlighted that foreign emblems, for instance, may lead to misunderstandings when it is not known by the learners. In addition to supporting comprehension, teaching gestures may also be relevant for learners memorization process. Indeed, many second language teachers who use gestures as a teaching strategy declare that they help learners in the process of memorizing the second language lexicon. Many of them have noticed that learners can retrieve a word easily when the teacher produces the gesture associated with the lexical item during the lesson. Others have seen learners (especially young ones) spontaneously reproducing the gesture when saying the word. The effect of gestures on memorisation is thus something witnessed by many but hardly explored on a systematic and empirical basis.

g. Guessing from Context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selection has been suggested widely by L1 and L2 reading specialists. Nation and Coady claim that there are two types of contexts. The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one is the general context, ornon-textual context, which is the background knowledge the reader has about the subjects being read. Williams agrees with Nation and Coady in considering the specific context as ''the other words and sentences that surround that word….. it follows that other words in the context of the unfamiliar word often 'throw light on' its meaning. These other words can be found in the sentence containing the unknown word or other sentences beyond the sentence of the unknown item. Similarly, McCarthy sees context as within the text itself i.e. the morphological, syntactic, and discourse information, which can be classified and described in terms of general features. Learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television or the radio. In order to activate guessing in a written or spoken text, there should be four elements available: the reader, the text, unknown words, and clues in the text including some knowledge about guessing. The absence of one of these elements may affect the learner's ability to guess. Furthermore, this technique encourages learners to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. There are many clues learners can use to

establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge.

h. Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

i. Translation

Even though translation does not create a need or motivation of the learners to think about word meaning, in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary, checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors. There are always some words that need to be translated and this technique can save a lot of time.

6. Bilingual

The development of science and technology has brought changes in almost all aspects of human life, various problems can only be solved by efforts to master and improve science and technology or the availability of competitive and quality human resources. [52] One alternative that is considered capable of providing competitive and quality human resources is the management of bilingual classes.

The bilingual program in schools is one of the developments of education in terms of the learning curriculum because in terms of learning it is also different from ordinary learning. Bilingual learning uses two languages (Indonesian and English)

---

[52] H.A.R.Tilaar, Beberapa Agenda Reformasi Pendidikan Nasional Dalam Perspektif Abad 21 (Jakarta: Indonesia,1999), 35.

while ordinary learning uses Indonesian. Bilingual class is the delivery of learning materials, teaching and learning process, and the assessment is delivered in English.[53]

Learning two languages (bilingual) which are Indonesian and English is needed so that students can master international languages. Some schools teach more than two languages, such as Arabic, Mandarin, or Japanese. Teachers and students must study English intensively. English supporting books are also required. Likewise, the habit of communicating by adding several English-based programs, such as English Competition, English Day, English Writing Contest, Speaking Contest, Debate needs to be done. Bilingual programs generally use a combination of the mother tongue and a language other than the mother tongue. The main objective of the bilingual program is to provide students with language skills that include listening, speaking, reading, and writing skills in languages other than their mother tongue, in addition, to teaching content through these language skills.[54]

The bilingual class program began to be implemented in the 2004-2005 academic year at the National Coalition School. Prospected schools have regional or international networks which generally have advantages compared to other schools in terms of input (curriculum, education staff, facilities, student readiness, parental readiness, funding, committee support), process (teaching and learning process). effective and efficient) and output (academic achievement).[55] Based on the theory of bilingual education proposed by Dewaele, et al. (2003), the model for bilingual classes in Indonesia includes the Certain Curriculum Areas Model, namely learning in two

---

[53] Yuli Ernawati, "Manajemen Kurikulum Kelas Bilingual", *Manajemen Pendidikan*, 23(6), (September, 2012), 572.

[54] Slamet Suyanto, *Pengembangan SBI Melalui Organisasi Belajar, Seminar Bulanan Asosiasi Psikolog Sekolah Indonesia (APSI,)* HIMPSI 2007), 45.

[55]Tim Penyusun, Sebagai Dasar dan Pedoman Pelaksanaan Kelas Bilingual (Program Unggulan Kelas Bilingual, 2006), 16.

languages where the settings are based on subjects.[56] However, the implementation of bilingual classes is not easy because teachers in bilingual classes are required to be able to speak two languages alternately with the same quality in-class learning.

7. Vocabulary Recitation Program

The bilingual class at MTs Negeri 2 Ponorogo has many language development programs for grades 7 to 9, including the Vocabulary Recitation Program, this program was formed in 2013. The purpose of establishing this program is to assist bilingual students in developing their English and Arabic language. The Vocabulary Recitation Program is one of the solutions schools present to support bilingual students' language skills, especially in increasing vocabulary, because, without sufficient vocabulary, students will have difficulty having conversations.

Vocabulary Recitation is a program to memorize vocabulary in English and Arabic, and this program is only intended for grade 7 students. In this program, each student is given a free handbook named "The Daily Vocabulary," which contains vocabulary from two languages, namely English and Arabic, accompanied by its translation in Bahasa. This book contains 20 chapters. Each chapter has a different theme. As the title of this handbook, the vocabulary types are also general or often used in everyday conversations. In addition to vocabulary, some simple sentences or questions can and are commonly used to start conversations in everyday life.

---

[56] Luh Putu Artini, "Persepsi Guru dan Siswa Terhadap Penggunaan Bahasa Inggris di Kelas Bilingual di Sekolah Menengah Atas Berstatus RSBI di Bali", *Jurnal Ilmu Pendidikan*, Jilid 17(4), (Februari, 2011), 311.

Furthermore, students will deposit vocabulary from a vocabulary book of at least one chapter to the examiner every week in either English or Arabic.[57]

Through this program, it is hoped that it will reduce the burden of difficulties faced by students, become a stimulus for students to speak English and Arabic actively, increase student vocabulary and build self-confidence in students so that they are active in using English and Arabic.

8. **Memorizing English Vocabulary**

Oxford indicated that second language proficiency is greatly related to language learning strategies which are actions taken by learners in the hope of making learning easier, faster, more enjoyable, and even more effective. As one of the strategies often adopted by ESL/EFL learners, memorization strategy is always applied in the language classroom to build up students' vocabulary and help them remember pronunciation, lexis, usages, and so on.[58] Grenfella and Haris have examined students who use memorization strategy when learning a second language, and the result of the research shows that memorization strategy is very helpful for students to use a second language compared to students who do not use memorization strategy, they have difficulty hearing and pronouncing words correctly, the overall memorization strategy is beneficial in the second language learning.[59] Duong says that memorizing is 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

---

[57] See the appendix: 13/D/16-11/2022 documentation transcript.

[58] Oxford, *Language Learning Strategies: What Every Teacher should Know*, (Boston, MA: Heinle & Heinle Publishers, 1990), 6.

[59] Grenfella, M. & Harris, V., Memorization Strategies and the Adolescent Learner of Mandarin Chinese as a Foreign Language, *Linguistics and Education*, (2015).

they may be able to internalize what they have learned, and end up by saying the learned expressions naturally.[60]

B. Previous Research Finding

In this previous study, the researcher will confirm previous research conducted by other researchers before;

First, the previous study was from Erni Hidayati (2020) with the title "Improving English Vocabulary Ability Through Chain Word Games in Eighth Grade Students of SMP Negeri 1 Karangkobar". English Vocabulary skills are important in learning English. Most students at SMP Negeri 1 Karangkobar are still not active in the mastery of English vocabulary because they are lazy to learn, afraid, and has used to learn English. It is therefore necessary to innovate learning to change the habit. One of them is with serial word games. This research includes a type of class action research consisting of two cycles. The data collection techniques used are observations and tests. Based on the results of the study on cycle I gained an average score of the vocabulary ability of 67 students, and in cycle II by 76. The increased submission of vocabulary mastery of students also increased each of its cycles from the cycle of the pre-cycle to the I-cycle of 17%, from cycle I to cycle II by 34%, and from cycle II to cycle III by 49%. Based on the results, the implementation of serial word games can improve students ' vocabulary skills in English language subjects.[61]

Second, the previous study was from Yasmika Baihaqi "The Influence of Vocabulary Mastery Towards English Speaking Ability of the Fourth Semester Students of English Education Study Program Muhammadiyah University" from Muhammadiyah University of

---

[60] Duong, et. Al, "Memorization and EFL Students' Strategies at University Level in Vietnam", *TESL-EJ*, 10(2), (September, 2006), 179.

[61] Erni Hidayati, "Improving English Vocabulary Ability Through Chain Word Games in Eighth Grade Students of SMP Negeri 1 Karangkobar", *KOLANO: Journal of Multi-Disciplinary Sciences*, 1(1), (Agustus, 2020), 96.

Metro (2014). One of the purpose of teaching speaking is the students are able to use English as a means of communication based on the context and situation related to their level of vocabulary mastery. So before we are able to communicate well, we should have a large number of words. The objective of this research is to find out whether vocabulary is influential toward English speaking ability. The populations of this research are 190 students of all the fourth semester in the academic year of 2009-2010. Based on the table of Krecjie, a number of samples are 127 students. The sampling technique used is the simple random sampling technique. To collect the data, the researcher requires two tests, vocabulary and speaking tests. This study yields that there is a positive and significant influence between English vocabulary mastery and the students' speaking ability, it is proved by the value of correlation coefficient 0.764 which is higher than the value of r table (0.176). It means that the rise of the independent variable (the students' vocabulary mastery) will be followed by the rise of the dependent variable (English speaking ability). The effective contribution of the students' vocabulary mastery toward English speaking ability is 58.6%.[62]

Third, the previous study came from a journal by INFERENCE: Journal of English Language Teaching written by Enggar Dyah Puntadewi and Engliana (2018), the title is "The Role of Vocabulary Mastery and Learning Interest in Speaking Proficiency of Indonesian EFL Learners". The purpose of this study was to determine whether there is any influence of vocabulary masteryand students' learning interest inlearning English on English speaking skills of State Junior High School students in Bogor City – West Java. This research used a survey technique with a correlational approach to determine the relationship between relate variables. This research was conducted in several state junior high schools in Bogor, including SMP

---

[62] Yasmika Baihaqi, "The Influence of Vocabulary Mastery Towards English Speaking Ability of the Fourth Semester Students of English Education Study Program Muhammadiyah University", Muhammadiyah University of Metro, (2014), 78.

Negeri 1 Bogor, SMP Negeri 2 Bogor, and SMP Negeri 5 Bogor. Data analysis was performed by multiple linear regression analysis. Based on the results of the hypothesis and data analysis, the following conclusion are made: 1) There is a significant influence in the mastery of English vocabulary and interest in learning together on English speaking skill of junior high school in Bogor; 2) There is a significant influence of vocabulary mastery on English speaking skill of junior high school students in Bogor; 3) There is a significant influence of learning interest on English speaking skills of junior high school in Bogor.[63]

Based on those previous studies above, there are differences and similiarities with this study. The researcher used different approaches from all the previous studies above in conduct this research. In the first previous study used class action research, then the second previous study used quantitative research, while the third pervious research used a survey technique with a correlational approach. In this research, the researcher used qualitative research as research approach. Besides, the similarities between those previous studies is analyzing about vocabulary mastery and its impact on students' English proficiency. So, the researcher used those previous studies as reference.

---

[63]Enggar Dyah Puntadewi & Engliana, "The Role of Vocabulary Mastery and Learning Interest in Speaking Proficiency of Indonesian EFL Learners", *INFERENCE: Journal of English Language Teaching*, 1(3), (November, 2017), 67.

CHAPTER III

RESEARCH METHODS

The research methodology covers a set of research activities conducted by the researcher. It involves data approach and design, researcher's role, research setting, data source, and data collecting technique.

A. Research Approach and Design

According to John W. Creswell, qualitative research is best suited to address a research problem in which you do not know the variables and need to explore. The literature might yield little information about the phenomenon of study, and you need to learn more from participants through exploration. [64] Then, Sugiyono stated that the qualitative method is called the neutralistic research method because the researcher was done in a natural setting.[65] Qualitative research is done directly to the sources of data and the researcher is the key instrument. This research applies qualitative research on having the natural experience to identify the real result of observation by observing the location in the real social-life environment at MTS Negeri 2 Ponorogo. The purpose of applying this design was to make an understanding carefully in a real phenomenon by interviewing several subjects deeply. It needs an exploring phenomenon action in education level.

According to Gay and Airasian, descriptive research is research that determines and describes the way things are, thus the researcher report the result of the research just as it was

---

[64] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson, 2012), 16.

[65] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif, dan R&D)*, (Bandung: Alfabeta, 2016), 8.

found. Besides that, descriptive research studies are those studies that are concerned with describing the characteristics of a particular individual, or a group.[66]

Based on the explanation above, the researcher will conduct qualitative research implementing a descriptive study as a research design. It aims to identify the characteristics of a group at one point in the time or such characteristic changes all the time, but they do not explore cause-and-effect relationships involving these characteristics. [67]

B. Researcher's Role

The role of the researcher in this research is as a planner, data collector, data analyzer and finally as the founder of the research. Qualitative research emphasizes that the researcher alone or with the help of the others is the main data collection tool.

One of the characteristics of qualitative research is that the researcher acts as the main instrument, while the non-humans are the complementary data. The presence of a researcher is the key to success or understand some cases. Researcher acts as the main instrument in data collection or instrument key.[68] In concluding the data comprehensively and completely, the presence of researchers in the field takes precedence and becomes important. It is further stated that the position of researchers in qualitative research is quite complicated because researchers in this matter as well as planners, executors, data collectors, analyzers, data interpreters, and ultimately the researcher become the pioneer of the research result.[69]

In this study, the researcher determines each step whether the researcher continues the participation in the activity or not. Researcher also determines the data needed while in the

---

[66] C.R Kothari, *Research Methodology*, (New Delhi: New Age International (P) Limited Publisher, 2004), 37.
[67] Mark, Joyce & Walter, *Applying Educational Research*, (USA: Pearson, 2015), 203.
[68] S. Nasution, *Metode Penelitian Naturalistik-Kualitatif*, (Bandung: Tarsito 1998), 9.
[69] Lexy J. Moleong, *Metodologi Penelitian Kualitatif,* (Bandung: PT Remaja Rosdakarya, 2018), 306.

field, participating basically means making observations by listening as carefully as pssible to the smallest possible extent. Observations participate as research that is characterized by social interactions that take a long time between researcher and subjects in the subject's environtment.[70]

C. Research Setting

The researcher has chosen MTS Negeri 2 Ponorogo school as a place for the study conduct. This school is located in Jl. Ki Ageng Mirah No. 79, Plampitan, Setono, Kec. Jenangan, Kabupaten Ponorogo, Jawa Timur. MTS Negeri 2 Ponorogo is a school with integrity that has a high commitment to become a vocational education and training institution of national/international standard, superior-minded, competitive, and professional based on IMTAQ.

In this study, the researcher chose a bilingual program and made classes 7A and 7B the focus for conducting research. The researcher chose a bilingual class because it has many programs related to language development, and one of these programs is the Vocabulary Recitation Program, which is also the main topic of this research.

D. Data Source

According to Krippendorf, data is information of indication that has to be written in the whole writing process and this case focused on research.[71] Using primary data which are data

---

[70] Emzir, *Metodologi Penelitian Kualitatif: Analisis Data* (Jakarta: PT Raja Grafindo Perkasa, 2011), 117.

[71] Klaus Krippendorff, *Analisis Isi: Pengantar Teori dan Metodenya,* (Depok: Rajawali Pers, 1991), 89.

collected for the specific research problem at hand, using procedures that fit the research problem best.[72]

Sources of data can be obtained from people, things, places that can provide information for research. In this section, the researchers obtained data from several sources such as the person in charge of program, English teachers, bilingual sudents participating in this program, school document files which were also used as a source of data collection in this study. Moreover, Donald Ary stated that data divide into two main forms; primary data and secondary data.[73]

a. Primary data source

Primary data is information that was observed, experienced, or recorded close to the event and is close to the truth.[74] The primary data on this study are people who have a correlation with research focus, they are bilingual students participating in Vocabulary Recitation Program, people in charge of that program and also the English teacher.

b. Secondary data source

Secondary data are data from written sources that explain or record key data.[75] It should be from source book, journal, and scientific article that are relevant with this research. In this research, the secondary data were books, journals, and previous studies related to the vocabulary program.

---

[72] Joop J.Hox & Hennie R.Boeije, "Data Collection, Primary vs Secondary", *Encyclopedia of Social Measurement*,Vol.1, (2005), 593.

[73] Donald Ary, et all., Introduction to Research in Education, (USA: Thomson Learning, 2010), 121.

[74] Nicholas Walliman, *Researc Method: The Basic*, (London: Routledge, 2011), 69.

[75] Ibid, 69.

E. Data Collection Technique

In this study, researchers used several techniques in collecting data. This aims to obtain valid information about one of the programs in the bilingual class, namely "Vocabulary Recitation" held by MTS N 2 Ponorogo. The following instruments were used to collect data:

a. Observation

Observation represent a frequently used form of data collection with researcher able to assume different roles the process. is the process of gathering open-ended, firsthand information by observing people and places at a research site.[76] Observations in this study were carried out by the researcher involving or interacting with activities carried out by subjects in their environment, collecting data systematically in the form of field notes.[77] In this study, researchers used participatory observation to collect data. In participatory observation, the researcher is involved with the daily activities of the person being observed or used as a research data source. With this participatory observation, the data obtained will be more complete, sharp, and up to know at what level each behavior appears.[78]

In this observation, the researcher observe the implementation of Vocabulary Program and observe the condition of students in the classroom. It aimed to know how the Vocabulary Recitation Program implemented in the classroom (7A Bilingual and 7B Bilingual). This observation also aims to determine the benefits of the Vocabulary Recitation Program and the difficulties experienced by students and teachers during the Vocabulary Recitation Program. After that, the researcher will make fields notes and write

---

[76] John W. Creswell, loc. cit, 213
[77] Ahmad Tanzeh, *Metodologi Penelitian Praktis*, (Jakarta Pusat: PT Bina Ilmu, 2004), 29.
[78] Sugiyono, loc. cit, 310.

down all the action and the activities that occur in the classroom during the implementation of Vocabulary Recitation Program.

b. Interview

An interview is a conversation to obtain information from a situation that is happening now.[79] An interview is a technique of data collection by holding communication with the data sources. It is done by dialogue orally either directly or indirectly. An interview is used to gather data from people about opinions, beliefs, and feelings about the situation. The interview technique used in this study ia an in-depth interview, meaning that the researcher asks in-depth questions related to the focus of the problem.

In this study, the researcher uses open interviews because this method is in accordance with qualitative research which is usually open-minded, so the subjects or perpetrators of the incident know that they are being interviewed and also know what the purpose of the interview is. From the explanation above, the researcher intend to interview several informants who will be used as data sources in this study.

First, the researcher will interview the person in charge of the Vocabulary Recitation Program, Mr Sofyan Alfatah and will ask about the bilingual class, the background of the program implementation, the objectives of the program implementation, the urgency of this program, the expectations of related parties towards this program, the benefits that have been obtained from the implementation of this program, the difficulties faced during the implementation of this program.

---

[79]Syamsuddin and Vismaia Damayanti, *Metode Penelitian Pendidikan Bahasa*, (Bandung: Remaja Rosdakarya, 2012), 94.

Second, the researcher will conduct interviews with English teachers, Mrs. Sugihartatik, to find out the benefits of this program on students' English skills, especially in the field of speaking, then the difficulties faced during the implementation of this program.

Third, the researcher will conduct interviews with the students, to find out the benefits of this program on their English skills and difficulties faced during the implementation of this program.

c. Documentation

The last technique to collecting data is documentation. Documentation is a record of past events in the form of writing, drawing or monumental work of a person.[80] A valuable source of informationin qualitative research can be documents. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study and they can include newspaper, minutes of meeting, personal journal, and letters.[81]

In this study, documentation was used to collect photos during the implementation of the Vocabulary Recitation Program in the classroom, photos while interviewing teachers and students. The researcher will collect pictures of the implementation of Vocabulary Recitation Program, school documents (background of the school, vision mission and objectives of the school, the school profile, bilingual class program, information about Vocabulary Recitation Program), and the written sources (field note), that related to research. The documentation will help the researcher to gets additional data.

---

[80] Imam Gunawan, *Metode Penelitian Kualitatif: Teori & Praktik*, (Jakarta: PT Bumi Aksara, 2015), 176.

[81] John W. Creswell, loc. cit, 223.

F. Data Analysis Technique

According to Bogdan, data analysis is the process of systematically searching pattern and arranging in such way then, that the data will be understandable. Methods for analyzing are used to process all the data.[82] Analysis is a process of examining something in order to fnd out what is it and how it works. To perform an analysis, a researcher can break apart a substance into its various components then examine tho components in order to identify their properties and dimensions.[83]

In this research, the researcher used technique of data analaysis from Mattew B. Miles and Michael Huberman. They define that the data analysis consists of three concurrent flows of activity, they are data reduction, data display, and conclusion and verification data.[84]

1. Data Reduction

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choose the basic things, focusing the important things, look for themes and patterns.

Firstly, the researcher collected the data, then transcribed the data. The irrelevant data which were not related to to research questions were discarded. The irrelevant data is the data that has no relation with the theme of the study but related to the research.Next, after collecting and reducing the data, the researcher displayed those data in the form of descriptive.

---

[82] Juliet Corbin & Aslem Strauss, *Basic of Qualitative Research*, (USA: Sage Publication, 2008), 63.

[83] *Ibid*, 63.

2. Data Display

The second step is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and the action. In the process of the reducing and displaying data , it was based on the formulation of the research problem. This step is done by presenting a set of information that is structured and possibility of drawing conclusions. After displaying the data, a conclusion is drawn.

3. Conclusion and Verifications Data

The third step of qualitative data analysis is conclusion drawing and verification. From the start of data collection, the qualitative analysis is beginning to decide what thingsnmean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Conclusions are also verified as the analyst proceeds. The conclusion drawing is started after the data were collected by making temporary conclusion. In the other words, it can be said that the conclusion is analyzed continuously and verified the validity to get the perfect conclusion about the implementation of *Vocabulary Recitation Program* in MTs Negeri 2 Ponorogo, the beneficial of *Vocabulary Recitation Program* on students' speaking skill, and the difficulties faced by students and teacher during the implementation of *Vocabulary Recitation Program.*

G. **Checking Validity of Findings**

---

[84] Mattew B Miles and Michael Huberman, *Qualitative Data Analysis Third Edition*, (New York: SAGE, 1994), 10.

Data validity is the urgent concept that is renewed from the validities and reliabilities concept.[85] When the qualitative approach is conducted means that the researcher confirms the valid data through checking some components like:

1. The Strenuously Observation

   The strenuous observation means the researcher found the accurate and relevant research elements in choosing the issue.[86]. Conducting these following elements in this study:

   a. Observing the implementation of *Vocabulary Recitation Program* at the bilingual classes of MTs Negeri 2 Ponorogo.

   b. Observing the beneficial of *Vocabulary Recitation Program* organized by MTs Negeri 2 Ponorogo.

   c. Observing the difficulties faced by student and teacher during the implementation of the *Vocabulary Recitation Program*.

   d. Study in-depth until researchers find valid data.

2. Triangulation

   Triangulation is a technique of physical measurement: maritime navigators, military strategists, and surveyors, for example, use several locational markers in their endeavors to pinpoint a single spot or objective. By analogy, triangular techniques in the social sciences attempt to map out or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint and, in so doing, by making use of both quantitative and qualitative data. Triangulation is a powerful way of demonstrating

---

[85] Lexy J. Moleong, loc. cit. 171
[86] Ibid, 171.

concurrent validity.[87] It is a powerful technique that facilitates validation of data through cross verification from two or more sources and it refers to the application and combination of several research methods are the study phenomenon.[88] The term originally comes from the application of trigonometry to navigation and surveying.

As stated by Denzin, triangulation has 4 types, those are data triangulation (involving time, space, persons), investigator triangulation (involving multiple researchers in an investigation), theory triangulation (involving more than one theoretical scheme in the interpretation of the phenomenon), and methodological triangulation (involving the usage of more than one method to gather data such as interview, observation, questionnaires, and documents). On the other hand, the data that is checked using this triangulation will be more detailed and it will be balanced in the situation of this research.

As stated by Sugiyono, if the researcher uses triangulation, the researcher collects data which also tests the credibility of the data, namely checking the credibility of the data with various data collection techniques and various data sources.[89] In this part of checking validity, the researcher applied one of four types of triangulation named methodological triangulation which involves an observation within the implementation of *Vocabulary Recitation Program*, interviewing the person in charge of the program, the English teacher, and students by giving several questions related to benefits of the program and difficultuies faced during the implementation of *Vocabulary Recitation Program* at the bilingual classes of MTs Negeri 2 Ponorogo, and the documents which involve school documents, photos during Vocabulary Recitation program, photos during interviewing the person in charge of

---

[87]Louis Cohen, Lawrence Manion, & Keith Morrison, *Research Method in Education Eight Edition*, (New York: Routledge, 2018), 265.

[88] Johnson Honorence, "Understanding The Role of Triangulation in Research, Scholarly Research" , *Journal for Interdisciplinary Studies*, (2017), 91.

the program, the English teacher, and students, and researcher's field note to be more valid data in this research. Triangulation was first borrowed in the social sciences to convey the idea that to establish a fact you need more than one source of information.[90]

H. Research Procedures

There are several procedures in this study:

1. Planning

   This procedure includes arranging the research plan, choosing the institution such as school and class which is applied the model learning as an object observation, observing the implementation of Vocabulary Recitation program, preparing instruments that support the researcher's valid data, and other procedures that related to research ethic.

2. Data analysis procedure

   Researchers analyzed the data, observed students and teachers in the implementation of Vocabulary Recitation, and analyzed the methods applied during the execution.

3. Research Report

   The researcher's writing is in the form of writing a qualitative descriptive thesis about "The Implementation of *Vocabulary Recitation Program* at Bilingual Classes of MTs Negeri 2 Ponorogo".

---

[89] Sugiyono, loc.cit, 330.

[90] Robert c. Bodgan & Sari Knopp Biklen, *Qualitative Research for Education an Introduction to Theories and Methods Fifth Edition*, (USA: Pearson, 2007), 115.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Chapter 4 consists of the result and discussion. The researcher describes the result and discussion of the data containing the implementation of the Vocabulary Recitation program in bilingual class at MTS Negeri Ponorogo and the much influence this Vocabulary Recitation has in improving the speaking skill of bilingual classes students at MTS Negeri 2 Ponorogo.

A. General Data Description

1. Background of Bilingual Class of MTs Negeri 2 Ponorogo

MTs Negeri 2 Ponorogo is a formal educational institution at the same level as Junior High School and commonly referred to as a junior high school that upholds Islamic values, it can be said that the organization of this school is based on Islamic values, which was founded or organized by the Ministry of Religion.[91]

As one of the schools that prioritize quality and quality, MTs Negeri 2 Ponorogo always provides various facilities and programs that can support the development of its students. In addition, MTs Negeri 2 Ponorogo also provides various types of classes that prospective students can choose from when they enter this school, but of course, with various requirements and selections that have been determined. The various types of classes are regular classes, bilingual classes, ICP classes, and accelerated classes. In this study, the researcher chose the bilingual class as the class to be studied.

The beginning of formation of the bilingual class in 2010 was previously the superior class at MTs Negeri 2 Ponorogo. However, because of the new rules issued, the

---

[91] See appendix: 2/D/9-12/2921 documentation transcript

excellence class was changed to a bilingual class whose existence still exists and is growing to this day.

Because it is one of the leading classes in great demand by prospective students who want to enter MTs Negeri 2 Ponorogo, the school makes several selection stages that must be passed to enter this class. The selection stages are:

a. Administration Selection

At this stage, prospective students are asked to fill out a registration form and are encouraged to fulfill all the files needed in the selection process. These files include SKHU, NISN, scans of parents' ID cards, and scans of family cards.

b. Student Report Selection

At this stage, prospective students are asked to submit report cards from when they were in elementary school. Then their average score is selected according to the school's qualifications and standards to qualify for the following selection.

c. Academic Test

At this stage, prospective students will take a written test of several core subjects: a math test, a science test, an Indonesian test, and an English test. At this stage, there are specific standard scores that prospective students must achieve.

d. Religious Test

At this stage, prospective students will be encouraged to take a general religious test. The test is a reciting and writing test of the Qur'an.

e. IQ Test

At this stage, prospective students will take a series of IQ tests provided by the school. The school also sets a minimum standard of 110. However, suppose students reach a score of 130 or more. In that case, they will have the opportunity to

enter an accelerated class, with the addition of another requirement, namely an average score of at least 85.

After following all the selection series and being declared to have passed each stage, prospective students will become part of the bilingual class and are entitled to participate in every series of programs they organize.

MTs Negeri 2 Ponorogo in the 2021/2022 academic year has 17 classes divided into seven for 7th-grade students, five for 8th-grade, and five for 9th grade. Each class has more complete facilities than the regular class. These facilities include an air-conditioned room, one computer unit, WiFi, LCD, and a projector that can be used to support the learning process so that it can be maximized.[92]

2. Bilingual Class Learning Process

The bilingual learning process is similar to regular and accelerated classes. From the curriculum aspect, they use the same curriculum as the two classes, namely the Merdeka Curriculum for 7th grade. In contrast, 8th-grades and 9th-grade students still use the 2013 Curriculum (K13) because it adapts to the first curriculum they have used since grade 7. The only difference is the language of instruction during the learning process. Because a bilingual class is a class that uses more than one language, the learning process also involves the language, which uses a little English and Arabic, but is still mixed with Bahasa. In addition, during exams for several subjects, about 20% of the questions use English and Arabic. This is done so bilingual class students are accustomed to using those languages.

---

[92] See the appendix: 14/I/16-11/2022 interview transcript

3. Bilingual Class Excellence Program[93]

    a. Publishing a Vocabulary Pocketbook (Kelas 7)

    b. Vocabulary Recitation Program

    c. Language Competition (Kelas 7,8, dan 9)

    d. English Camp (Kelas 7)

    e. Language Adventure (Kelas 7, dan 8)

    f. Outdoor Learning (Kelas 7, dan 8)

    g. Outbond (Kelas 8)

    h. Ujian Lisan dan Praktik (Oral Test) Semester I (Kelas 7,8, & 9)

    i. Ujian Lisan dan Praktik (Oral Test) Semester II (Kelas 7 & 8)

    j. Ujian Komprehensif Bahasa (Kelas 9)

    k. Qurban Integrity (Kelas 7,8, dan 9)

    l. Usbu'ul Arabiy (Kelas 8)

    m. Pondok UN (Kelas 9)

    n. Arabic and English Training (only for teacher)

B. Specific Data Description

The decrypted data were obtained from observations and interviews. Before the research time, the researcher did preliminary interview on 9 December 2021, and also did preliminary observation on 3 January 2022 with Mr. Sofyan Alfatah who is an English teacher at MTs Negeri 2 Ponorogo and also has a role as the person in charge of the bilingual class. This aims to find out what bilingual class program is the most suitable for research,

---

[93] See the appendix: 13/D/16-11/2022 documentation transcript

and also to find out initial information about the program that was finally chosen to be researched, namely the Vocabulary Recitation program.

Then, the researchers conducted this research in January and February using observation and interview. Observations were carried out during the first three weeks of January, here the researcher besides having a role as an observer, was also allowed to become a recipient of a memorization deposit in the Vocabulary Recitation program, but only for students in grades 7A and 7B. In addition, the researcher also conducted interviews with several related parties, including the person in charge of the Vocabulary Recitation program, English teachers, and several students representing class 7 bilingual MTs Negeri 2 Ponorogo.

This was done to obtain in-depth information about how Vocabulary Recitation program implemented at the bilingual classes of MTS Negeri 2 Ponorogo, the benefits of the Vocabulary Recitation Program on students' speaking skills, the difficulties faced by students and teacher during the implementation of Vocabulary Recitation Program. After conducting those steps that were observation and interview, the data obtained are the following:

1. **The Implementation of *Vocabulary Recitation Program* at Bilingual Classes of MTs Negeri 2 Ponorogo**

   The Vocabulary Recitation Program is the first step in a series of linguistic activities in the bilingual class program. As stated by Pak Sofyan:

   > Vocabulary Recitation is one of the programs at MTs Negeri 2 Ponorogo, initiated by the bilingual class team. It is an excellent program because of its status as an icon of the bilingual program. This program is only implemented for 7th-grade students and, of course, only for bilingual students. Vocabulary Recitation is a starting program or the first step in a series of bilingual class programs at MTs. In addition, the presence of this program has a significant role because it is a mandatory requirement for the written exam for 7th-grade students, which is why all 7th-grade bilingual students are encouraged to

participate in this program as well as possible, and to the maximum extent possible.[94]

This program was established in 2013, and from the beginning, it was devoted explicitly to facilitating bilingual class students. As stated by Pak Sofyan in the following interview:

> It was 2013, approximately one year after the establishment of the bilingual class program. As people already know, bilingual is a class that focuses on using two languages as a daily medium of instruction other than Indonesian. At MTs Negeri 2 Ponorogo, two languages are used: English and Arabic.
>
> Well, at that time, as the administrator of the bilingual class program, Mr. Sofyan felt responsible for making bilingual class students have qualified skills in the field of language. One way to develop students' language skills is vocabulary. Because when students have a good amount of vocabulary, they will do well too. This is where the Vocabulary Recitation program comes in, as a means to facilitate students in developing their language skills.[95]

In its implementation, three stages must be done. These are the preparation, implementation, and closing stages. As stated by Mr. Sofyan, the following:

> Three stages must be run in this program. The first stage is preparation, the second stage is the implementation of the vocabulary recitation, and the third stage is closing.[96]

The following is a further description of the implementation of the drill method in the Vocabulary Recitation program.

The first stage is preparation. In the preparatory stage, the head of the bilingual class program began to inform all students about implementing the "Vocabulary Recitation" program. Besides that, the school also started printing pocketbooks that

---

[94] See the appendix 01/W/14-9/2021 interview transcript
[95] See the appendix 02/W/9-12/2021 interview transcript
[96] See the appendix 02/W/9-12/2021 interview transcript

students would use during the implementation of the program. As stated by Pak Sofyan

in the following interview:

> In the preparation stage, the teacher will provide all students with brief information about this program. In addition, the program team also started the process of printing student pocketbooks, which in its implementation would later be distributed to all bilingual class students.[97]

The following is a pocket book that students use in this program

Figure 4.1 Students' Pocketbook

Then, the second stage is implementation. Based the interview that have been

conducted, at the implementation stage has three steps must be carried out at this stage.

The three steps are opening step, implementation step and also finishing step. As stated

by Mr. Sofyan:

> In the implementation process, namely during the memorizing deposit, three stages must be carried out, the first is opening, the second is the implementation of the deposit, and the third is closing. In the closing session, the teacher will usually provide student evaluation and motivation.[98]

Based on the results of observations, the researcher also found that three steps

were carried out at this stage. The first step is opening step. In this step, the teacher

opens the class by greeting and asking students how they are. After that, the teacher

---

[97] See the appendix 02/W/9-12/2021 interview transcript
[98] See the appendix 02/W/9-12/2021 interview transcript

explained the "Vocabulary Recitation" program and the mechanism for implementing the program. The teacher also ensures that each student has received a pocketbook, "The Daily Vocabulary."[99]

The second step is implementation step. In this step, the program implementation begins. The teacher gives the students about 10-15 minutes to prepare for memorization. After the time for the preparation runs out, students are encouraged to come forward to the teacher and deposit their memorization, not forgetting to bring their pocketbooks. The student's pocketbook is handed over to the teacher when facing the teacher. After the memorization deposit session and the teacher states that the chapter is complete, the teacher will sign the signature column in the chapter. Besides that, the teacher will also mark the particular attendance book. The program indicates that the student has deposited memorization in the chapter.[100]

The third step is finishing. At this step, the teacher evaluates the students regarding their memorization. The form of the evaluation is to tell students how to pronounce the vocabulary correctly, the vocabulary here is what students think is the most difficult to pronounce, and the teacher also finds many students who mispronounce the vocabulary. In addition, the teacher motivates so that students remain enthusiastic about memorizing their vocabulary and also motivates students to remain enthusiastic about learning English. After the class was closed, the teacher said goodbye and advised the students to maintain their health.[101]

The last stage is closing. At this stage, the teacher conducts a vocabulary test for all students. This exam is a mandatory requirement for taking the English written

---

[99] See the appendix: 01/O/4-I/2022 observation transcript
[100] See the appendix: 02/O/10-I/2022 observation transcript

exam (the end-semester exam), for which all students are encouraged to carry out this program as well as possible. As Mr. Sofyan said:

> The last stage is the closing stage. This stage is crucial because students will take a vocabulary test, which will be required for their written exam at the end of the semester.[102]

In addition, teachers also evaluate the implementation of this program for one semester to improve the program's quality in the following year.

Based on the explanation of the data above, it can be concluded that in carrying out the drill method in the "Vocabulary Recitation" program, there are three stages that must be carried out. The first is the preparation stage. At this stage, the teacher provides information about this program to all students. Besides that, the program team also starts printing student pocketbooks. Next is the implementation stage, the stage of the three steps that must be carried out: opening, implementation, and finishing. The last stage is closing. At this stage, students will carry out a vocabulary test for carrying out the final semester exam for English subjects. Besides that, teachers and the person in charge of the program also evaluate the program's progress for one semester.

2. **The Benefits of *Vocabulary Recitation Program* on Students' Speaking Skill**

Based on observations and interviews with teachers and some students, several benefits of this program on students' speaking skills were found as follows.

a. Increased Students' New Vocabulary

---

[101] See the appendix: 02/O/10-I/2022 observation transcript

The first benefit students feel after implementing the Vocabulary Recitation program is that students have a lot of new vocabulary. The following students stated this:

The first student to express an opinion on this matter was Falisha. She said that by joining this program, she felt she could broaden her vocabulary.

> After joining the program organized by this school, she felt she could broaden her knowledge of English vocabulary.[103]

Other students also felt the same way. Through this program, she learned new vocabulary that she had never known or heard. Okka stated that:

> Attending the Vocabulary Recitation program, there are several benefits that she obtained. One of these benefits is knowing some of the vocabulary she never learned or heard before.[104]

Fanesa also said the same thing. She state that program immensely helped her study vocabulary that she did not know or did not understand. In other words, she also learned many new vocabularies through this program. She said that:

> She felt that the vocabulary recitation program could be said as a beneficial program for learning vocabulary that she might not know or not understand.[105]

Several other students, Anisa[106], Renata[107], Rifaya[108], Nabil[109], and Nysfa[110], also agreed to give the same opinion that this program provides benefits, namely increasing their English vocabulary. They share the same sentiment:

> Through this Vocabulary Recitation program, they get several benefits related to their English skills, one of which is that they can learn a lot of new vocabulary to increase their English vocabulary.

---

[103] See the appendix: 03/W/27-1/2022 interview transcript
[104] See the appendix: 05/W/4-2/2022 interview transcript
[105] See the appendix: 06/W/4-2/2022 interview transcript
[106] See the appendix: 07/W/4-2/2022 interview transcript
[107] See the appendix: 08/W/4-2/2022 interview transcript
[108] See the appendix: 09/W/4-2/2022 interview transcript
[109] See the appendix: 10/W/4-2/2022 interview transcript
[110] See the appendix: 14/W/8-2/2022 interview transcript

The statement of Mrs. Sugihartatik as an English teacher supports the students' statement. She said the same thing:

> As predicted by the programming team and teachers, students will have a lot of new vocabulary after participating in this program. It can be seen from the increasingly varied vocabulary they use when speaking English..[111]

From some of the statements above, it can be concluded that the students experienced an improvement in their English vocabulary. This is also felt by the English teacher who teaches them.

b. Improved English Speaking Skill

The second benefit obtained is the increase in students' English speaking skills. Based on the results of interviews with students who have participated in this program, they admitted that they experienced a rise in their speaking skills. This is confirmed through the following interview results. The first statement stated by Fanesa:

> She admitted that after joining the Vocabulary Recitation program, she felt that this program had affected her ability to speak English. It can be said that her ability to speak English is getting better. [112]

Another student named Anisa also felt the same way. According to her, this program helped her improve her English speaking ability. As she stated:

> This Vocabulary Recitation program helped her to improve her English speaking ability. This can be seen from the frequent use of English in her daily life, especially when learning English.[113]

---

[111] See the appendix: 04/W/4-2/2022 interview transcript
[112] See the appendix: 06/W/4-2/2022 interview transcript
[113] See the appendix: 07/W/4-2/2022 interview transcript

Hifza feels the same way. After participating in this program, he has a deeper understanding of the English language, which makes him better at using English when speaking. As he said:

> After participating in the Vocabulary Recitation program, he has a deeper understanding of English, making him better at using English when speaking.[114]

Several other students also gave the same opinion. They are Renata[115], Rifaya[116], Meysilla[117] and Nysfa[118]. They stated that the Vocabulary Recitation program had a good influence on their speaking skills, and they increasingly realized that this program enabled them to speak better using English. As they said:

> This program has a good impact on their speaking ability. They are getting better and better at speaking in English, especially when learning English in class.

Mrs. Sugihartatik, an English teacher, also gave the same statement. According to her, the amount of vocabulary they have memorized can be used for daily communication, affecting students' ability to communicate or speak in English. As she stated:

> The influence of many vocabularies that have been memorized can be used for daily communication, and it of course has an impact on their ability to communicate in English.[119]

In addition, Mr. Sofyan, the person in charge of the program and the language teacher, said that because this program focuses on vocabulary, it will automatically affect the students' English speaking skills. As he stated:

---

[114] See the appendix: 11/W/4-2/2022 interview transcript
[115] See the appendix: 08/W/4-2/2022 interview transcript
[116] See the appendix: 09/W/4-2/2022 interview transcript
[117] See the appendix: 13/W/8-2/2022 interview transcript
[118] See the appendix: 14/W/8-2/2022 interview transcript
[119] See the appendix: 04/W/4-2/2022 interview transcript

According to him, because this program focuses on increasing vocabulary, it will automatically affect the students' communication or speaking skills.[120]

Based on some of the statements above, it can be concluded that another benefit that students feel after participating in this program is that it can improve their speaking skills. This is supported by observational data, which shows that students are starting to use English more often, although they are still mixed with Bahasa.[121]

c. Increased Students' Confident

In addition to increasing vocabulary and improving speaking skills, based on interviews with students who have participated in this program, they also feel increasingly confident when using or communicating using English. As Falisha said:

> After participating in the Vocabulary Recitation program, she felt that this program made her more confident when speaking or communicating in English.[122]

The other student, named Okka, also said the same thing. She felt more confident when speaking English after participating in this program. She stated:

> After participating in this program, she became more confident speaking English.[123]

Mrs. Sugihartatik as an English teacher, also said the same thing and strengthened the student's statement. She said that students became accustomed to using English in class and became more confident when using that language:

> Students become accustomed to speaking English in class and more confident when speaking the language.[124]

---

[120] See the appendix: 12/W/8-2/2022 interview transcript
[121] See the appendix: 06/O/18-I/2022 observation transcript
[122] See the appendix: 03/W/27-1/2022 interview transcript
[123] See the appendix: 05/W/4-2/2022 interview transcript
[124] See the appendix: 04/W/4-2/2022 interview transcript

In addition, Mr. Sofyan also gave a similar statement. That the most visible

benefit of this program is that students become more confident in speaking English.

He stated:

> The most visible benefit of Vocabulary Recitation program is that they are more confident in speaking English.[125]
> Based on observations, even in class, some students seem to believe in

using simple English, although sometimes they are still mixed with Bahasa. Then,

from the data above it can be known that students experience increased confidence

when speaking English. They no longer feel doubt or fear when they want to speak

English.

d. Improved English Comprehension

Another benefit of participating in the Vocabulary Recitation program is that

it becomes easier for students to understand English, especially when learning in

class. As stated by Nabil:

> Because of this program, he feels more understood during English lessons in class when the teacher explains the learning material using English.[126]
> Another student named Hifza gave a similar response. After joining the

program, when the teacher explained the lesson using English, he could understand it

better. He said:

> After studying through the Vocabulary Recitation program, he felt a significant benefit to his English language skills. When the teacher explained the material using English, he said he could understand better..[127]

---

[125] See the appendix: 12/W/8-2/2022 interview transcript
[126] See the appendix: 10/W/4-2/2022 interview transcript
[127] See the appendix: 11/W/4-2/2022 interview transcript

Several other students, Falisha[128], Fanesa[129], Meysilla[130], and Nysfa[131], also felt the same way that they could understand English better through the Vocabulary Recitation program. They also felt they were getting more manageable, especially when learning English in class. They stated:

> After participating in the Vocabulary Recitation program, they feel they can understand English better. In addition, they also feel that it is easier for them, especially in class, when learning English.

As an English teacher, Mrs. Sugihartatik supports the statements of several students above. She also feels that students understand better when doing assignments on student worksheets. It can be concluded that this program improves students' reading comprehension and writing skills. As she stated:

> Students become more understanding when doing assignments in student worksheets. It can be concluded that this program also helps students improve their reading comprehension and writing skills.[132]

Mr. Sofyan as an English teacher, also added that explaining English learning materials would be more accessible because of their increased understanding of English. He said:

> After joining this program, he got several conveniences, one of which was that explaining the material in English would be easier because students' understanding of English increased. After joining this program, he got several conveniences, one of which was that explaining the material in English would be easier because students' understanding of English increased.[133]

From the data above, students feel they have an increased understanding of English, especially when the English learning session is in progress. They understand

---

[128] See the appendix: 03/W/27-1/2022 interview transcript
[129] See the appendix: 06/W/4-2/2022 interview transcript
[130] See the appendix: 13/W/8-2/2022 interview transcript
[131] See the appendix: 14/W/8-2/2022 interview transcript
[132] See the appendix: 04/W/4-2/2022 interview transcript
[133] See the appendix: 12/W/8-2/2022 interview transcript

the teacher better when he is explaining the material. The observations support this statement. Based on the observations that have been made, the large number of new vocabulary they get through this program makes them more able to understand English, especially when they are learning English. We can say that students do not look confused when the teacher explains in English.[134]

e. Increased Students' Pronunciation Skills

The last benefit students get after participating in this program is the improvement of their English pronunciation skills. Pronunciation ability seems to increase when students have made a rote deposit several times. They get better at pronunciation because they prepare to memorize as much as possible. In addition, the teacher's evaluation after the memorization session ends also makes their pronunciation better. The following interview results support this statement. The first is a statement from a student named Okka. She said that through the program she had undergone, it became easier for her to pronounce some previously tricky words. She said:

> One of the benefits she feels after participating in this Vocabulary Recitation program is that it becomes easier for her to pronounce some previously tricky vocabulary.[135]

Besides Okka, who feels that her vocabulary pronunciation is improving, another student, Fanesa, also said that she is getting better at pronouncing some new vocabulary.

> Since the program was introduced, she knows better how to pronounce some new vocabulary correctly.[136]

---

[134] See the appendix: 08/O/7-II/2022 observation transcript
[135] See the appendix: 05/W/4-2/2022 interview transcript
[136] See the appendix: 06/W/4-2/2022 interview transcript

Based on the data above, it can be known that the students experienced an increase in the pronunciation of English vocabulary. This statement is also supported by data from observations carried out by researchers in the range of January 10 to January 21. In this observation, it was found that students who had difficulty pronouncing vocabulary slowly decreased in each meeting.[137] They get better at overcoming these difficulties, and in the end, they experience an increase in vocabulary pronunciation.

Based on some of the data described above, it can be concluded that the Vocabulary Recitation program has several benefits for students' speaking skills. Some of these benefits include increasing new vocabulary, improving English speaking skills, improving confidence when using English, improving understanding of English, and increasing pronunciation skills.

3. **The Difficulties Faced by Students and Teacher During the Implementation of** *Vocabulary Recitation Program*

In implementing the Vocabulary Recitation program, students and teachers encountered several difficulties. This is supported by the results of interviews with the concerned subject and the results of observations made by researchers.

a. Difficulties Faced by Students

Based on the research that has been done, the difficulties faced by students are as follows.

---

[137] See the appendix: 06/O/18-I/2022 observation transcript

1. Students Anxious

The first difficulty is that students feel anxious, causing them to forget the vocabulary that has been memorized (blank phase). Due to being under strict supervision by the teacher, students feel quite intense pressure, which affects their memory. Students become anxious and easily forget to memorize vocabulary, especially if they are already under the teacher's supervision. Some students have to return to their seats to re-memorize vocabulary that is almost 60% forgotten when they face the teacher.[138] This is also confirmed through the following interviews. As stated by Okka, she could suddenly forget the vocabulary she had memorized when she submitted the memorized vocabulary to the teacher or researcher. As she stated:

> She revealed the difficulties she faced during the program. The difficulty she faces is that she can suddenly forget the memorized vocabulary when she submits the memorized vocabulary to the teacher or researcher.[139]

Another student named Rifaya also felt the same difficulty. She revealed that she often found it challenging to memorize vocabulary when she encountered unfamiliar or new vocabulary. In addition, the nervousness that is present often makes her forget some vocabulary when she wants to deposit it to the teacher:

> She sometimes finds it challenging to memorize if there is vocabulary that is difficult to read or that she thinks she has just discovered. Also, when she wants to deposit the memorized vocabulary to the teacher, sometimes she forgets it because she is nervous.[140]

One of the students said that he found it difficult because the time given to memorize vocabulary was relatively short, which caused him to easily forget, especially when he was dealing with the teacher to deposit vocabulary. Hifza said:

---

[138] See the appendix: 07/O/21-I/2022 observation transcript
[139] See the appendix: 05/W/4-2/2022 interview transcript

He found it difficult because the time given to memorize was not appropriate. According to him, it is too short, so he easily forgets when memorizing, especially when dealing with a teacher to deposit his memorized vocabulary.[141]

Several other students, namely Fanesa[142], Anisa[143], and Renata[144], gave the same statement. According to them, the difficulties they experienced during the Vocabulary Recitation program were that they often felt nervous and then experienced a blank phase and forgot the vocabulary that had been memorized, especially when dealing with the teacher. They said:

Based on what they have experienced, the most felt difficulty is that they often experience a blank phase due to nervousness when they want to deposit memorized vocabulary to the teacher. As a result, they often forget the vocabulary they have memorized.

Based on the data above, it is known that the cause of students quickly forgetting their memorization is that they feel pressured and anxious when they are in front of the teacher to deposit their memorization.

2. Difficulty in Pronunciation

The second difficulty found was difficulty pronouncing vocabulary. Difficulty pronouncing vocabulary is also one of the difficulties faced by many students. Because different writing and pronunciation sometimes make students confused, it is proven when students are depositing their memorization. Based on data from observations that

---

[140] See the appendix: 09/W/4-2/2022 interview transcript
[141] See the appendix: 11/W/4-2/2022 interview transcript
[142] See the appendix: 06/W/4-2/2022 interview transcript
[143] See the appendix: 07/W/4-2/2022 interview transcript
[144] See the appendix: 08/W/4-2/2022 interview transcript

have been made, many students still make mistakes in pronouncing some vocabulary, especially foreign vocabulary or vocabulary they have just received.[145]

Based on the results of interviews with the following students, they complained about the same thing. The first is a statement from Falisha. She stated that she found pronunciation difficult because of the different writing. She said:

> Her difficulty during the program focused on the difference between pronouncing and writing vocabulary. She found it difficult to pronounce because of the different writing.[146]

Another student named Nabil has the same opinion. He often feels confused with the pronunciation in English because of the different writing. As he stated:

He found it difficult to pronounce and felt confused because in English, in one vocabulary, the writing and pronunciation are different.[147]

Two other students, Meysilla[148] and Nysfa[149], supported the above statements. Based on their experiences during the Vocabulary Recitation program, they found it challenging to pronounce vocabulary. They said:

> During the Vocabulary Recitation program, they found it most challenging when they had to deal with the pronunciation of English vocabulary. They think it is not easy because of the different pronunciations and writing.

From the data above, it can be seen that the difficulty often experienced by students is pronouncing vocabulary. Because the writing and pronunciation are different, they often feel confused about it.

---

[145] See the appendix: 03/O/11-I/2022 observation transcript
[146] See the appendix: 03/W/27-1/2022 interview transcript
[147] See the appendix: 10/W/4-2/2022 interview transcript
[148] See the appendix: 13/W/8-2/2022 interview transcript
[149] See the appendix: 14/W/8-2/2022 interview transcript

b. Difficulties Faced by Teacher

The difficulties felt during the program were not only felt by students, but teachers also felt the same way. Some of the difficulties teachers experienced based on the study's results are as follows.

1. Different of Students' Level Discipline

The first is the difference in the level of student discipline. Each student has a different level of discipline. Some diligent students submit their memorization and complete it every week before the deadline. In addition, some students are lazy, tend to be indifferent, and only desire to memorize when they receive a teacher's warning. This is based on the results of interviews with two English teachers who also act as recipients of the following memorization:

Mrs. Sugihartatik said that each student has a different level of discipline. Some students are diligent in depositing their memorized vocabulary, but some are the opposite. This, of course, raises inequality in the development of students' English skills. As she stated:

> If there are difficulties, it is more to the difference in the level of discipline of each student. Some students are very disciplined. Every week they deposit memorization, but some students are less disciplined and rarely deposit their memorization, which causes their skills not to increase. Because of this difference, there is an imbalance in the mastery of English, which makes it quite difficult for teachers to convey learning in English because they have to equalize students' abilities in the class. In some classes, the learning progress is slow because it has to balance with students whose skills are still not much.[150]

A statement from Mrs. Sugihartatik, supported by Mr. Sofyan, added that the most challenging difficulty faced by teachers was when they faced students who were lazy

---

[150] See the appendix: 04/W/4-2/2022 interview transcript

and lacked discipline. Many of the students' vocabulary deposits piled up at the end, and that made the teacher difficult. As he said:

> The most perceived difficulty is dealing with lazy students and a lack of discipline. They rarely deposit vocabulary until they pile up at the end, which makes it difficult for us as teachers.[151]

2. Students' Anxious

The second difficulty experienced by teachers is students who experience anxiety. Because they are under pressure, it makes students feel anxious and makes their memorization easier to remember. This can be seen from the observations that have been made when they start to deposit their memorization, they feel anxious, and in the end, they cannot deposit the vocabulary to the maximum.[152]

Mr. Sofyan supports this statement. He said that another difficulty experienced by teachers is that students often forget to memorize their vocabulary when they want to deposit the memorization. As he stated:

> Another thing that becomes difficult is that students often forget their memorization. Sometimes the teacher has to help provoke their memories so that they can complete their memorization of the chapter.[153]

Based on the data above, it is known that the difficulties experienced by students during the Vocabulary Recitation program were students who were anxious and had difficulty pronouncing vocabulary. While the difficulties experienced by teachers are students who are lazy or lack discipline and students who experience anxiety.

---

[151] See the appendix: 12/W/8-2/2022 interview transcript
[152] See the appendix: 03/O/11-1/2022 observation transcript
[153] See the appendix: 12/W/8-2/2022 interview transcript

C. **Discussion**

1. **The Analysis of *Vocabulary Recitation Program* Implemented at Bilingual Classes of MTs Negeri 2 Ponorogo**

    The drill technique presents lesson material by training students to master the lesson and be skilled. This technique was chosen by the bilingual class program team at MTs Negeri 2 Ponorogo and became the essential foundation for the program they had created namely the Vocabulary Recitation program. This technique was chosen because it is appropriate for first-year junior high school students, especially in developing their English skills. In addition, considering the goals to be achieved makes the organizers more confident to choose this program as the program's foundation.

    Based on the theory put forward by Nana Sudjana, three stages must be carried out in implementing the drill technique: preparation stage, implementation stage, and closing stages.[154] These three stages were adapted and then implemented in the performance of the Vocabulary Recitation program.

    At the preparation stage, two main things are carried out: providing information about the Vocabulary Recitation program to all bilingual class students. Besides that, the bilingual program has also started printing a vocabulary pocketbook, which will become a student handbook during the program.

    Next is the implementation stage. At this stage, three steps must be carried out: the opening, implementation, and finishing. In the opening step, the teacher in charge will provide direction regarding the mechanism for implementing the Vocabulary Recitation program. Besides that, the teacher will also ensure that all

students have received the vocabulary pocketbook. Then, in the implementation step, the teacher begins to carry out the core things of this program. Namely, students are encouraged to deposit the vocabulary they have memorized in the student pocket book to the teacher on duty and write in the attendance book as proof of having deposited the memorization. The last is the finishing step. At this step, the teacher evaluates the errors that students most often face. Besides that, students are also given the motivation to continue to be enthusiastic about learning and practicing English.

The last one is the closing stage. At this stage, the teacher will carry out a vocabulary test, a mandatory requirement that the teacher proposes for all students who will take the English written examination at the end of the semester exam.

Based on the discussion above, the researcher interprets three stages that must be carried out in implementing drill techniques in the Vocabulary Recitation program: the opening, implementation, and closing. At each stage, things must be done optimally to achieve the goals set by the program organizers.

2. **The Analysis of The Benefit of *Vocabulary Recitation Program* on Students' Speaking Skill**

Usefulness should exist in every program formed, predominantly if the program developer has determined the goals. Included in the Vocabulary Recitation program, in its implementation, several benefits were found related to the development of students' speaking skills.

Based on the observations and interviews that have been carried out, the researchers found several benefits related to the development of students' English. These results are under the theory put forward by Syaiful Bahri Djamarah and Aswan

---

[154] Nana Sudjana, *Dasar-Dasar Proses Belajar Mengajar*, (Bandung: Sinar Baru Algesindo, 2013), 86.

Zain in the section on the benefits of using drills. Namely, students will gain mastery and proficiency in doing something under what they have learned; can lead to self-confidence because they already have valuable skills; acquired motor skills such as writing and pronouncing words or sentences and students' understanding knowledge being studied becomes wider.[155]

The first benefit is that students have an increase in new English vocabulary. Based on the results of interviews conducted with several bilingual students in MTs Negeri 2, students agreed that one of the benefits they felt was to increase their English vocabulary. This statement is also supported by the school's English teacher, who stated that after joining this program, students got a lot of new vocabulary, which was seen when they spoke English and used a more varied vocabulary.

Another perceived benefit is the increase in students' English-speaking skills. Students feel that their English speaking skills are improving after participating in this program. The language teacher and the person in charge of the program also feel the same way. According to them, because this program focuses on strengthening and developing vocabulary, it will automatically affect students' speaking or communication skills and make students more accustomed to speaking English in everyday life, especially when they are in the learning process.

In addition to improving English speaking skills, students also experienced increased confidence when using the language. The researcher found this after conducting regular observations and interviews with several students and teachers. Students feel that they have increased self-confidence because they have a better

---

[155] Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: PT Rineka Cipta, 1995), 108-109.

provision of English than before. The teacher also gave the same statement; the students became accustomed to using English and became more confident.

The next benefit is that students experience an increase in their understanding of English. This is evidenced by the results of observations and interviews conducted by researchers. Based on observations, after participating in this program, students seemed to understand the teacher's explanation better even though the teacher explained it in English. This is also supported by the results of interviews with English teachers. According to the teacher, this is seen from work on the student worksheets. Since students understand English better, it becomes easier to work on the worksheets.

The last benefit is the increased ability to pronounce students' vocabulary. Since this program focuses on vocabulary, of the course, students will experience improvement in their pronunciation. This is supported by statements made by students that they feel better about pronouncing vocabulary. In addition, the results of observations also provide the same data that in each meeting to carry out the Vocabulary Recitation program, students' pronunciation is getting better, as seen from students who are having difficulty in pronunciation which is decreasing.

Based on the explanation above, researchers can identify the benefits of the Vocabulary Recitation program on students' English skills. These benefits are increased students' new vocabulary, improved English speaking skills, increased confidence when using English, improved understanding of English, and increased pronunciation skills.

3. **The Analysis of The Difficulties Faced By Students and Teacher During The Implementation of *Vocabulary Recitation Program***

Difficulty is one of the things that becomes an obstacle in the running of a program. However, difficulties can also be a concern because they can be used as evaluation material to improve the program in the next period. Based on the results of observations and interviews, several difficulties were found in the implementation of Vocabulary Recitation, which was found to be experienced by both students and teachers.

a. Difficulties Faced by Students

The first difficulty is experienced by students. During the program, several difficulties were encountered. The feeling of anxiousness that is present when they want to transfer the memorized vocabulary to the teacher is the first difficulty experienced by the students. According to students, they always feel anxious and tense when they are going to submit their memorization to the teacher. As a result of this anxiety, students experience a blank phase, and it becomes easy to forget what they have memorized before. The results of observations support this fact; during implementation, students often forget their memorization, so they have to memorize them again. The teacher also provides a supporting statement on the results of this data. The teacher also often finds students who quickly forget their vocabulary. Based on the results of interviews, students stated that they felt under pressure when facing the teacher, and this was the cause of their anxiety.

The difficulty above, under the theory put forward by Syaiful Bahri Djamarah and Aswan Zain, namely, the heavy pressure students receive during the implementation, will not increase the enthusiasm for learning. On the contrary, it will

cause unfavorable psychological conditions such as feelings of anxiety and also a sense of laziness in learning (strike study/practice).[156]

Another difficulty experienced is that students find it challenging to pronounce vocabulary. Based on the results of interviews conducted with several students, because this is a relatively new thing for some students, they admit that they find it challenging to pronounce vocabulary, especially vocabulary they hear or discover for the first time. They also often feel confused because, in English, the writing and pronunciation are different. This data is supported by the results of observations made by researchers. During the program, it is often found that students often make mistakes in vocabulary pronunciation, so at the end of the session, the teacher often gives an evaluation of this. This is under the theory put forward by Syaiful Bahri Djamarah and Aswan Zain because the exercise aims to strengthen specific skills; students will feel foreign to new things and cause difficulties or feelings of helplessness for students.[157]

b. Difficulties Face by Teacher

The first difficulty is experienced by students. During the program, several difficulties were encountered. The feeling of anxiousness that is present when they want to transfer the memorized vocabulary to the teacher is the first difficulty experienced by the students. According to students, they always feel anxious and tense when they are going to submit their memorization to the teacher. As a result of this anxiety, students experience a blank phase, and it becomes easy to forget what they have memorized

---

[156] *Ibid*, 108-109.

[157] *Ibid*, 108-109.

before. The results of observations support this fact; during implementation, students often forget their memorization, so they have to memorize them again. The teacher also provides a supporting statement on the results of this data. The teacher also often finds students who quickly forget their vocabulary. Based on the results of interviews, students stated that they felt under pressure when facing the teacher, and this was the cause of their anxiety.

The difficulty above, under the theory put forward by Syaiful Bahri Djamarah and Aswan Zain, namely, the heavy pressure students receive during the implementation, will not increase the enthusiasm for learning. On the contrary, it will cause unfavorable psychological conditions such as feelings of anxiety and also a sense of laziness in learning (strike study/practice).[158]

The next difficulty is the difference in the level of discipline students have. Quite a lot of students are diligent and enthusiastic about running this program, but not a few are lazy and undisciplined in joining the program. These students become teachers' problems because their abilities will develop more slowly than other students. In addition, the deposit of vocabulary that accumulates at the end is caused by students delaying memorizing, which is also a difficulty that the teacher always tries to solve.

Based on the data described above, it can be identified that the difficulties experienced by both teachers and students are anxiety during the program, different levels of student discipline, and difficulty pronouncing vocabulary.

---

[158] *Ibid*, 108-109.

CHAPTER V

CLOSING

According to the previous chapter, here are two points namely conclusion and suggestion. The conclusion is used to sum up the research. Then, the suggestion relates to advices for people who read this research.

A. **Conclusions**

Referring to the research findings and discussion in the previous chapter, it can be concluded that:

1. Three stages must be carried out in implementing the Vocabulary Recitation Program. The three stages are preparation, implementation, and closing.

2. The Vocabulary Recitation Program has five benefits related to students' speaking skills. The five benefits are increased students' new vocabulary, improved English speaking skills, increased confidence when using English, improved understanding of English, and increased pronunciation skills.

3. During the Vocabulary Recitation program, there were two difficulties faced by students and teachers, respectively. Two difficulties faced by students are students feeling anxious and having difficulty pronouncing vocabulary. Meanwhile, the two difficulties experienced by the teacher are different student discipline levels and students feeling anxious.

B. Suggestions

After getting the result of the study in this research, the researcher would like to give some suggestion as follow:

1. For the Program Developers

   Researchers suggest that in the future, this program can be implemented on time and under the timeline that has been made. In addition, supervision of the program's running is also needed to ensure that all classes of the bilingual program carry out the program according to procedures.

2. For the EFL Teachers

   Researchers suggest that teachers choose a more appropriate approach to students at the implementation stage, this is done to reduce students' anxiety, and this activity can run more smoothly.

3. For the EFL Students

   Researchers suggest that students are always enthusiastic about learning English through the facilities provided in the form of any program related to improving English skills.

4. For the Readers

   Researchers hope that the results of this study are useful and provide in-depth information about one of the programs implemented by MTS Negeri 2 Ponorogo, the Vocabulary Recitation Program. In addition, through this research, the researcher hopes that the reader will know the benefits and difficulties students and teachers face during the implementation process.

5. For the Future Researchers

   The researcher hopes that the results of this study can be helpful and be used as a reference for other future researchers in the future in conducting similar research. In addition, the researcher suggests that future researchers better understand and ensure that the techniques or methods used by the school are in accordance with their implementation.
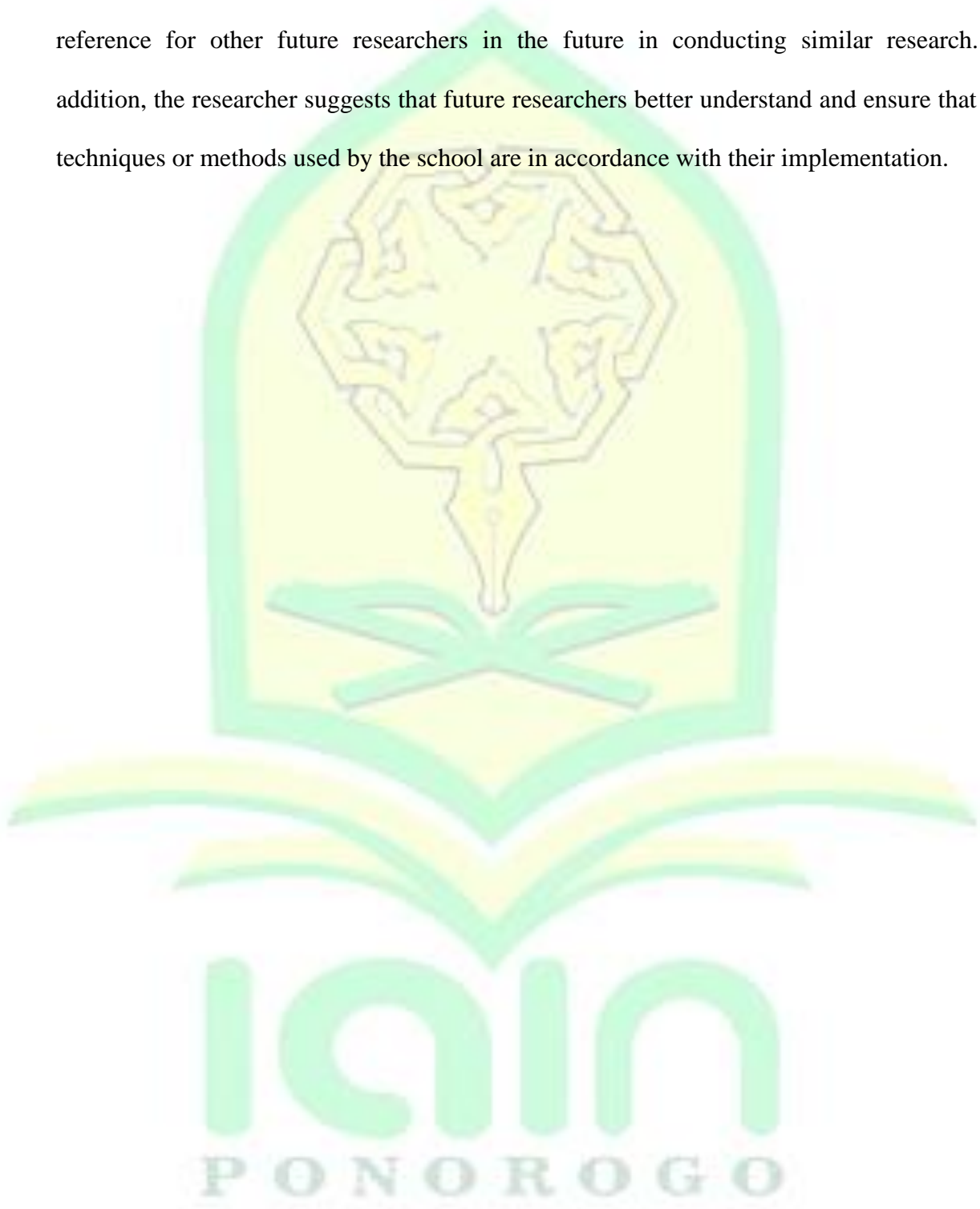
BIBLIOGRAPHY

Aini, Nurul., Khoyimah, Nurul., & Santoso, Iman. "Improving Students Speaking Ability Through Repetition Drill". *PROJECT*. 3 (January, 2020).

Al Haramain asy Syarifain, Khadim. Al-Qur'an dan terjemahannya, (Medinah Munawarrah: Mujamma' Al-Malik Farid Li Thiba'at Al Mush-haf Asy-Syarif)

Alqahtani, Mofareh., "The Importance of Vocabulary in Language Learning and How To Be Taught. *International Journal of Teaching and Education*. 3(2015).

Artini, Luh Putu. "Persepsi Guru dan Siswa Terhadap Penggunaan Bahasa Inggris di Kelas Bilingual di Sekolah Menengah Atas Berstatus RSBI di Bali". *Jurnal Ilmu Pendidikan*, Jilid 17 (Februari, 2011).

Ary, Donald et all.. Introduction to Research in Education. USA: Thomson Learning. 2010.

Baihaqi, Yasmika. "The Influence of Vocabulary Mastery Towards English Speaking Ability of the Fourth Semester Students of English Education Study Program Muhammadiyah University". Muhammadiyah University of Metro. 2014.

Bailey, Kathleen., & Nunan, David. *Practical English Language Teaching First Edition*. New York: MC Graw-Hill, 2003. https://www.asian-efl-journal.com/practical-english-language-teaching-speaking/

Baker, Colin. *Key Issue in Bilingualism and Bilingual Education,* 1988.

Bodgan, Robert c., & KnoppBiklen, Sari. *Qualitative Research for Education an Introduction to Theories and Methods Fifth Edition*. USA: Pearson, 2007.

Broughton, Geoffrey. et.al. *Teaching English as a Foreign Language*. New York: Rougledge Ltd, 1980.

Brown, H Douglas. *Language Assessment: Principles and Classroom Practices*. United States of America: Pearson Education Inc., 2004.

Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman, 2001.

Cahyani, Rahma Nur. *The Influence Using Chain Drill Technique Towards Students' Speaking Ability at The First Semester of The Eight Grade of SMPN 4 Natar in The Academic Year of 2017/2018*. Skripsi. UIN RadenIntan, Lampung, 2017.

Chaney and Burk. *Teaching Oral Communication in Grades K-8* . Boston: Allyn and Bacon. 1998.

Chaney, A.L. *Teaching Oral Communication*. Boston: Allyn and Bacon, 1998.

Cohen, Louis., Manion, Lawrence., & Morrison, Keith. *Research Method in Education Eight Edition*. New York: Routledge, 2018.

Corbin, Juliet & Aslem Strauss. *Basic of Qualitative Research*. USA: Sage Publication. 2008.

Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. USA: Pearson, 2012.

Damayanti, Luh Putu. "Metode Drill: Langkah-Langkah Penggunaan Metode Drill," *Journal Academia Edu*.

Dewi, Dahlia Puspita. *The Use of Drill Technique to Improve The Students' Vocabulary Mastery at The Third Grade of SDIT WahdatulUmmah Metro*. Skripsi. IAIN Metro, Lampung, 2017.

Djamarah, Syaiful Bahri, and Aswan Zain, *Strategi Belajar Mengajar* Jakarta: PT Rineka Cipta, 1995.

Duong, et. Al. "Memorization and EFL Students' Strategies at University Level in Vietnam". *TESL-EJ*, 10(2). (September, 2006).

Emzir. *Metodologi Penelitian Kualitatif: Analisis Data*. Jakarta: PT Raja Grafindo Perkasa. 2011.

Ernawati, Yuli. "ManajemenKurikulumKelas Bilingual". *ManajemenPendidikan*, 23(September, 2012).

Fauzia Nur, "The Use of Drill, Vocabulous (Vocabulary and Various), and Computer Assisted Language Learning (CALL) in Learning Vocabulary", *Journal of English Teaching Adi Buana*, 01, (April 2018)

Finochiaro, *Vocabulary, Description, Acquisition and Pedagogy* (2011). http://www.phon.ucl.ac.uk/home/johnm/ptlc2005/pdf/ptlcp28.pdf

Fulcher, Glenn. *Testing Second Language Speaking*. NewYork: Routledge, 2014.

Gower, et al. Teaching Practice Handbook. Oxford: Heinemann. 1995.

Gunawan, Imam. *Metode Penelitian Kualitatif: Teori & Praktik*. Jakarta: PT Bumi Aksara. 2015.

Hatch, Evelyn and Brown, Cheryl. *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press, 1995.

Hidayati, Erni. "Improving English Vocabulary Ability Through Chain Word Games in Eighth Grade Students of SMP Negeri 1 Karangkobar". *KOLANO: Journal of Multi-Disciplinary Sciences*. 1(1), (Agustus, 2020).

Honorence, Johnson. "Understanding The Role of Triangulation in Research, Scholarly Research".,*Journal for Interdisciplinary Studies*. (2017)

Hox, Joop J. & Boeije, Hennie R. "Data Collection, Primary vs Secondary", *Encyclopedia of Social Measurement*. 1(2005).

Hughes, Arthur, *Testing for Languange Teacher,* Cambridge:Cambridge University Press, 2003
.

J, Harmer. *Practice of English Language Teaching*. Edinburgh Gate: Longman, 2001.

J.C., Richards J.C., & Schmidt, R. *Longman Dictionary of Language Teaching and Applied Linguistics*. (Great Britain: Pearson Education Limited, 2010.

Khotimah, Dhian Khusnul. "Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa Kelas VII SMP Dengan Media Pembelajaran *Flash Card*". *JurnalPionir LPPM UniversitasAsahan*, 7(3), (2020),

Kikas, E., "The Development of Word Definitions in Children", *Journal of Russian and East European Psychology*, 31, 1993.

Kothari, C.R. *Research Methodology*,. New Delhi: New Age International (P) Limited Publisher, 2004.

Krashen, Stephen D., & Terrel, Tracy D. *The Natural Approach*. San Fransisco: Alemany Press, 1983.

Krippendorff, Klaus. *Analisis Isi: PengantarTeoridanMetodenya,* Depok: RajawaliPers, 1991.

L.S..,Vygotsky. *Thought and Language*. Cambridge. MA: MIT Press. 1962.

Lawtie, Fiona. "Teaching Speaking Skill: 2- Overcoming Classroom Problem", Teaching speaking skills 2 - overcoming classroom problems | TeachingEnglish | British Council | BBC, Retrieved August 31,2021, at 5.49 am

M., Grenfella & Harris, V. Memorization Strategies and the Adolescent Learner of Mandarin Chinese as a Foreign Language. *Linguistics and Education*. 2015.

Manser, Martin H. *Oxford Learner's Pocket Dictionary*, New York: Oxford University Press, 1995.

Mark, Joyce & Walter. *Applying Educational Research*. USA: Pearson, 2015.

Miles Mattew B and Huberman, Michael. *Qualitative Data Analysis Third Edition*. New York: SAGE, 1994.

Miraj, Asek Amin. et al, "The Role of Vocabulary in English Language Teaching and Learning in Higher Secondary Education Level", *Journal of Science and Technology*, 1, (January 2015).

Moleong, Lexy J. *Metodologi Penelitian Kualitatif*. Bandung: PT RemajaRosdakarya, 2018.

Nasution, S. *Metode Penelitian Naturalistik-Kualitatif*. Bandung: Tarsito 1998.

Online dictionary

Oxford. *Language Learning Strategies: What Every Teacher should Know*. Boston. MA: Heinle & Heinle Publishers. 1990.

Puntadewi , Enggar Dyah & Engliana. "The Role of Vocabulary Mastery and Learning Interest in Speaking Proficiency of Indonesian EFL Learners". *INFERENCE: Journal of English Language Teaching*, 1(3). (November, 2017)

Raba, "The Influence of Think-Pair-Share (TPS) on Improving Students' Oral Communication Skills in EFL Classrooms", *Scientific Research Publishing : Creative Education*, 8, (Januari, 2017)

Richards and Rogers. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press, 1986.

Roestiyah, *Strategi Belajar Mengajar*, Jakarta: PT. RinekaCipta, 2008.

Rohmah, Zuliati. "English as a Global Language: Its Historical Past and Its Future." *Bahasa dan Seni*, 33(Februari, 2005)

Sardiman. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: PT. Raja Gravindo Persada, 2006.

Scott &Ytreberg, *Teaching English to Children*. London: Longman, 2000.

Seiyadi, Bambang Ag. *Teaching English as Foreign Language*. Yogyakarta: GrahaIlmu. 2006.

Setyo H, Saptian Dwi & Agus Widyantoro. "The Influence of Vocabulary and Grammar Mastery on the Students' Writing Skill at Yogyakarta State University". *Bahasa, Sastra dan Terjemahan*, 1(1), (Mei, 2015).

Stovall, Bukart, Grace. *Spoken Language: What It Is and How to Teach It*. Washington DC: Center For International Education (ED), 1998. https://files.eric.ed.gov/fulltext/ED433722.pdf

Sudjana, Nana. *Dasar-Dasar Proses Belajar Mengajar*, Bandung: Sinar Baru Algesindo, 2013.

Sugiyono. *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif, dan R&D)*. Bandung: Alfabeta,2016.

Suprapti, Desti Yuni, Nasirun, M., & Wembrayarli. "Implementasi Kemampuan Vocabulary Bahasa Inggris Melalui Metode Drill Berbasis Lingkungan", *JurnalPotensi PG-PAUD FKIP UNIB*, 12(2017).

Suyanto, Slamet. *Pengembangan SBI Melalui Organisasi Belajar, Seminar Bulanan Asosiasi Psikolog Sekolah Indonesia (APSI,)*. HIMPSI 2007.

Syafrizal, Haerudin. "The Implementation of Vocabulary Building Strategy in Teaching English Vocabulary to Young Learners", *Journal of English Language Teaching*, 1 (Juni 2018).

Syakur. *Language Testing and Evaluation*. Surakarta: Sebelas Maret University Press, 1987.

Syamsyuddin and Damayanti, Vismaia. *Metode Penelitian Pendidikan Bahasa*. Bandung: Remaja Rosdakarya, 2012.

Tanzeh, Ahmad. *Metodologi Penelitian Praktis*. Jakarta Pusat: PT Bina Ilmu, 2004.

Thornburry, Scott. *How to Teach Speaking*. England: Longman, 2005.

Tilaar, H.A.R. *Beberapa Agenda Reformasi Pendidikan Nasional Dalam Perspektif Abad 21*. Jakarta: Indonesia,1999.

Tim Penyusun. *Sebagai Dasar dan Pedoman Pelaksanaan Kelas Bilingual*. (Program Unggulan Kelas Bilingual, 2006.

W. A., Renandya & Richards, J.C.. *Methodology in Language Teaching*. New York: Cambridge University Press. 2002.

Wallace, *Vocabulary, Semantics, and Language Education*. United Kingdom: Cambridge University Press, 2007.

Walliman, Nicholas. *Researc Method: The Basic*. London: Routledge. 2011.