

THE EFFECTS OF TEACHING METHOD AND VOCABULARY MASTERY TOWARDS STUDENTS' SPEAKING SKILL AT PRIVATE COLLEGE IN EAST JAKARTA

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ABSTRACT

The purpose of this research is to know whether there are significant effects of Contextual Teaching and Learning Method and vocabulary mastery towards students' English speaking skill, both individually and group as well as simultaneously. The research was conducted at STKIP Kusuma Negara Jakarta Timur with the total sample of 60 students that was randomly taken. The method used in the research was a survey. Vocabulary and speaking data were acquired from the achievement tests. The data was analyzed using two ways Anova. The result of the research concluded that there is no significant interaction of contextual teaching and learning method and vocabulary mastery to student's English speaking skill. This is proven by the value of $F_0 = 0,161$ and $Sig = 0,689 > 0,05$.

Key Words: contextual teaching and learning method, vocabulary mastery, speaking skill

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui ada tidaknya pengaruh metode pembelajaran kontekstual dan penguasaan kosakata terhadap keterampilan berbicara bahasa Inggris siswa, baik secara individu maupun secara kelompok. Penelitian ini dilakukan di STKIP Kusuma Negara Jakarta Timur dengan total sampel 60 siswa yang diambil secara acak. Metode yang digunakan dalam penelitian adalah survei. Data untuk penguasaan kosakata dan keterampilan berbicara diperoleh dari tes pencapaian. Data di analisis menggunakan Anova Dua Arah. Hasil penelitian menyimpulkan bahwa tidak terdapat pengaruh interaksi yang signifikan antara metode pembelajaran kontekstual dan penguasaan kosakata terhadap keterampilan berbicara bahasa Inggris siswa. Hal ini dibuktikan dengan perolehan nilai $F_0 = 0,161$ dan $Sig = 0,689 > 0,05$.

Kata Kunci: metode pembelajaran kontekstual, penguasaan kosakata, keterampilan berbicara

INTRODUCTION

Some people want to study English because they think it offers a chance for advancement in their professional lives. They will get a better job with two languages than if they only know their mother tongue. English has a special position here since it has become the international language of communication.

English students although have been studying English for quite a long time, but there is no guarantee that they have an ability to use English for communication. They probably understand English when other people speak, they must also understand the written English text and they have some ideas but they cannot speak and they can speak but they do not know what must be spoken.

Nowadays, many teachers agree that students should learn to speak the second language by interacting with others. For this case, students should master several speaking components, such as: comprehension, pronunciation, grammar, vocabulary, and fluency. In brief, English teacher should be creative in developing their teaching learning process to create good atmosphere, to improve the students' speaking skill, to give attention to the speaking components and to make the English lesson more exciting.

Contextual Teaching and Learning (CTL) is one of the hot topics in education today. Surprisingly, so far there exists no comprehensive guide to Contextual Teaching and Learning that explains exactly what it is and why it works. It is urgent that many advocates and practitioners of CTL share a universally acceptable definition of it agrees on its characteristics, its origins, and the reasons for its success. Recent discoveries about the brain and about certain fundamental principles that,

according to modern science, sustain all living systems and the entire universe provide the foundation for Contextual Teaching and Learning (Chastain, 2001).

Contextual Teaching and Learning (CTL) method helps teachers in relating material with the real condition of students and supports the student to make a relation between their own knowledge and the implementation in daily activities. The students are expected to understand what the importance of the study, the advantage and the way they reach it. Contextual Teaching and Learning (CTL) can be more fully described by identifying its characteristics. These attributes include its interdisciplinary and contextual nature, approaches that can be used to implement it, factors that address the individual needs of students, and the teacher's role.

Contextual Teaching and Learning (CTL) enables students to connect the content of academic subject with the immediate context of their daily lives to discover meaning. "It enlarges their personal context furthermore, by providing students with fresh experience that stimulates the brain to make new connection and consequently to discover new meaning" (Johnson, 2002:25).

In the contextual class, teachers only help students to achieve the learning target, and it means that teachers create strategies, arrange a team and encourage students to learn each other in order to learn meaningfully and productively. In English learning, the author expects students can understand their structures and skills (listening, speaking, reading and writing) well. In this case, it can encourage students to achieve their learning that it is used and to improve their vocabulary.

Vocabulary is an important part for developing the ability. Basically, to make verbal or non-verbal sentences,

some vocabularies are needed to improve language skill, so that other individuals understand what it meant. In learning vocabulary, student can differentiate the structure of it. They are verb, adjective, noun, adverb, conjunction, and preposition to arrange into a good sentence through learning vocabulary, and also can help students to understand the sentence in spoken or written English.

Language learners need to study the lexis or vocabulary of the language. They need to learn what words mean and how they are used. Clearly some words are more likely to be taught at lower levels than others, and some uses of words may be more sophisticated than others, and there for more appropriate for advanced students.

The teachers should ensure that the students are aware of the vocabulary they need for their level and they can use the words which they want to use. Vocabulary mastery plays a great role in determining the success of foreign language learning. One of the key elements in learning a foreign language is mastering the L2 vocabulary. A foreign language learner will have problems in understanding a language and in expressing his/her ideas without having enough vocabulary.

Besides, students will feel that many of their difficulties in both perceptive and productive language use result from an inadequate vocabulary. If students do not have enough vocabulary, English tasks will be frustrated as they have to look the dictionary up in the most of the time. It is absolutely clear that students especially advanced students master vocabulary.

There is a common sense relationship between vocabulary and comprehension, that is, the messages are composed of ideas and the ideas are expressed in words. There is a number of

ways of how to encourage student's vocabulary development, but the most important and effective are through teaching method and student's achievement in speaking skill. By taking extra steps to help students build their vocabulary while speaking at school, it is important to provide the students with the tools needed for academic and career success. Words are the tools for thought; many words that students learn, the more tools they will have to achieve great things. By improving students' vocabulary skills, there is an assumption where a student's success in grade school, high school, college and later in his or her career is dependent almost entirely on vocabulary.

The student's competence in listening, speaking, reading and writing should be followed by vocabulary understanding. The students must add their vocabulary as many as they can. In other words, it can expand their knowledge in communication. Communication is an act or instance of transmitting through sending a message or the information to another individual by symbols, signs, or behavior. We need a lot of vocabularies to improve our speaking skills.

Wallace (1982:98) stated that speaking as a communication activity has a kind of scope or area that skills can apply. Speaking needs performance, expression, intonation, stressing, pronunciation, grammar and confidence to explore the idea or opinion. In speaking ability, the most effective tool for communication is speaking, because it can be comprehended quickly. The most human beings use speaking to express message from speaker to a listener in all situation and condition such as relaxes situation where speaking is needed.

Speaking is a crucial part of second language learning and teaching.

However, today's world requires that the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language. Speaking is used more often and it is more important to make students or adults orally express their message to show their feeling, ideas, happiness, angry and emotion. Systematic and continued instruction must be developed in order to teach and to reinforce the basic attitude skill and abilities of their expression and implement their use in meaningful communicational situations.

Speaking scope is limited in grammar, vocabulary, and pronunciation accuracy because they are more important in speaking than writing. According to Harmer (1991:14), "In speaking, the students must have many vocabularies. They should master vocabulary to the effect that they can use it fluently and to their feeling of competency in expression". Of course, competent speakers of the language also know the lexis or vocabulary of a language, although its knowledge will vary depending, for example, on their education and occupation. They know what words mean and they also know the subtleties of some of those meanings. Competent speakers of English know what a heart is but they do not get confused by sentences.

The goal of teaching speaking skills is communicative efficiency. Students should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation (Friederick, 1984).

Advanced students are required to use and to communicate English

orally. However, low skill of students' English speaking happens in Teacher College in Jakarta. It is an interesting phenomenon and encouraging researcher to conduct a study. With regards to the fact above, it is necessary to do a kind of research to find out whether there is significant influence or effects between the teaching methods and vocabulary mastery towards students' English speaking skill.

METHOD

Based on the framework and the formulation of hypotheses that have been described previously, this research was conducted by using a correlation survey method. Meanwhile, the analysis used to test the truth of the hypothesis is done by multiple regression analysis. There are three variables studied the independent variable or dependent variable, consisting of two variables namely teaching method and vocabulary mastery, the dependent variable is students' speaking skill.

To make it easier to understand the concept of the research conducted, it is expected that this research design can give a clear picture. The shape design research can be seen in the following figure:

Table 1
Research Design

Teaching Method			
Vocabulary Mastery	Contextual Teaching and Learning (A1)	Conventional (A2)	Σ Rows
High (B1)	A1B1	A2B2	Σ A1
Low (B2)	A2B2	A2B2	Σ A2
Σ Columns	Σ B1	Σ B2	Σ Total

Description:

A : Teaching Method

A1 : Contextual Teaching and Learning

A2 : Conventional

- B : Vocabulary Mastery
- B1 : High
- B2 : Low
- Y : Students' Speaking Skill

RESULTS AND DISCUSSION

Before conducting the hypothesis test, the test was carried out in the advance of requirements analysis that includes testing of its homogeneity and normality.

1. Normality Test

The normality test on the dependent variable or the kovariate variable is needed to determine whether using analysis method with parametric or non-parametric statistics. If the data following the normality test or the distribution test then its analysis can continue with parametric statistics. In this case, this research will continue with the analysis of variance analysis parametric (ANOVA) or use the General analysis of Linear Model (GLM).

Table 2
Data of Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Student's Speaking Skill
N		60
Normal Parameters ^{a,b}	Mean	72.70
	Std. Deviation	9.980
	Absolute	.173
Most Extreme Differences	Positive	.173
	Negative	-.124
Kolmogorov-Smirnov Z		1.342
Asymp. Sig. (2-tailed)		.054

a. Test distribution is Normal.
b. Calculated from data.

Based on the table, it showed that the value of the test statistic of Smimov-Kolmogorov $Z = 1.342$ and value Sig. > 0.05 . This means that data above have a normal distribution.

2. Homogeneity Test

Beside the normality test, one of the conditions required in analyzing data using ANOVA test is a variant homogeneity. The purpose of the test is to see whether the variance of the population according to a group designed is homogeneous or not. Data on its homogeneity testing teaching method is processed with Levene's Test at 5% significance level.

Table 3
Data of Homogeneity Test

Levene's Test of Equality of Error Variances^a			
Dependent Variable: Student's Speaking Skill			
F	df1	df2	Sig.
.519	3	56	.671

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept + A + B + A * B

From the table above retrieved data $F_o = 0.519$ and $Sig. = 0.671 > 0.05$. This means that the data comes from a homogeneous sample. Thus the zero hypotheses are accepted. This means the samples come from populations with the same variance (homogeneous). This is true of its homogeneity and normality testing above. It can be concluded that the requirements to be met by the research data that will be processed by ANOVA techniques are already being met.

3. Hypothesis Test

After the normality test and homogeneity test were conducted, and the result showed that the sample of the research comes from a normal distribution population and variance homogeny. Therefore by using ANOVA, the hypothesis testing can be performed.

Data analysis of the students' speaking skills was analyzed by using two-way ANOVA, while the

calculations employ SPSS 20 program. The results of the ANOVA test are followed by the F-test for the significance of knowing the differences between each of the groups significantly (simple effect). In other words, the F-test is used for

the purpose of seeing a group of samples where the higher students' speaking skills review of vocabulary mastery.

Summary of the results of data analysis using ANOVA can be seen in the following table:

Table 4
Test Research Hypotheses

Tests of Between-Subjects Effects						
Dependent Variable: Student's Speaking Skill						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	
Corrected Model	1342.200 ^a	3	447.400	5.525	.002	
Intercept	317117.400	1	317117.400	3916.411	.000	
A	385.067	1	385.067	4.756	.033	
B	944.067	1	944.067	11.659	.001	
A * B	13.067	1	13.067	.161	.689	
Error	4534.400	56	80.971			
Total	322994.000	60				
Corrected Total	5876.600	59				

a. R Squared = .228 (Adjusted R Squared = .187)

Based on the data above, the proposed research hypotheses can be answered. The descriptions are as follows:

1. The first hypothesis: there is significant influence Contextual Teaching and Learning method to students' speaking skills. Based on table 3, Anova results obtained with the value $F_o = 4.756$ and $Sig. = 0.033 < 0.05$, then the zero hypothesis (H_o) was rejected and the alternative hypothesis (H_1) was received. This means that there is a significant influence on the use of Contextual Teaching and Learning method to students' speaking skills, or in other words, there is a difference in students' speaking skills using contextual teaching and learning teaching method with using conventional teaching method.
2. The second hypothesis: there is significant influence vocabulary mastery to students' speaking

skills. Based on table 3, Anova results obtained with the value $F_o = 11.659$ and $Sig. = 0.001 < 0.05$, then the zero hypothesis (H_o) was rejected and the alternative hypothesis (H_1) was received. This means that there is a significant influence on the vocabulary mastery of students' speaking skills. Alternatively in other words, there is a difference in students' speaking skills with high vocabulary mastery and with low vocabulary mastery.

The third hypothesis: there is no significant interaction Contextual Teaching and Learning method and vocabulary mastery to the students' speaking skills. Based on table 3, Anova results obtained with the value $F_o = 0.161$ and $Sig. = 0.689 > 0.05$, so that the hypothesis is $H_o = 0$ was received and alternative hypothesis (H_1) was rejected. This means that there is no significant interaction Contextual Teaching and Learning method and vocabulary mastery to students' speaking skills.

Meanwhile, that value of the Adjusted R Squared of 0.187 has the sense that the students' speaking skills students using Contextual Teaching and Learning method and vocabulary mastery gives influence of 18.7% against an increase in students' speaking skills.

CONCLUSION

There are several conclusions in line with the data analysis as follows:

1. There is a significant effect of Contextual Teaching and Learning method to students' speaking skills. This is proven by the value of $F_0 = 4.756$ and $\text{Sig.} = 0.033 < 0.05$.
2. There is significant effect of vocabulary mastery to students' speaking skills. This is proven by the value of $F_0 = 11.659$ and $\text{Sig.} = 0.001 < 0.05$.

There is no significant interaction of Contextual Teaching and

Learning method and vocabulary mastery to students' speaking skills. This is proven by the value of $F_0 = 0.161$ and $\text{Sig.} = 0.689 > 0.05$.

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