

THE EFFECTS OF STUDENT'S SELF CONFIDENCE AND VOCABULARY MASTERY ON SPEAKING SKILLS

Teddy Setiawan ¹,
Muhammad Sulhan ²,
*English Education Program, Postgraduate Faculty
Universitas Indraprasta PGRI, Jakarta*
e-mail: jedidiahsetiawan2000@gmail.com ¹
e-mail: muhammad.sulhan@unindra.ac.id ²

Abstract. This research aims to know the Effects of Self-confidence and Vocabulary Mastery towards Students' Speaking Skill – Survey at State Vocational High Schools, Tangerang City, Banten. The research populations were 600 students, and the samples were 60 students taken from eleventh grade SMKN 7 and SMKN 9 vocational high schools in the second semester of 2019/2020 academic year in Tangerang city. The research instruments were composed of 25 items of vocabulary test questions and 40 items questionnaire of students' self-confidence. This research was designed and calculated using a quantitative calculation. The research's significant findings indicate that the effects of self-confidence and vocabulary mastery towards the students' speaking skill of eleventh grade Tangerang City Vocational High School are of high-level category. The results of the research are as follow. There are no significant effects of self-confidence and vocabulary mastery on students' speaking skills at the State Vocational High Schools in Tangerang City, Banten. The value of Sig proves it is $0.000 < 0.05$, and the value of F_{test} is 45.105. 2) There is a significant effect of self-confidence on students' speaking skills. It is proved by the value of Sig $0.042 < 0.05$ and t_{test} of 2.075. 3) There is no significant effect of vocabulary mastery on students' speaking skills at the State Vocational High Schools in Tangerang City, Banten. The value of Sig proves it is $0.138 > 0.05$ and t_{test} 1.502. Based on the research findings it can be recommended that speaking skill requires a high level of self-confidence and adequate vocabulary mastery. Speaking skills are influenced by vast amount of vocabulary mastery and other influential factors at the state vocational high schools in Tangerang city, such as a high level of self-confidence.

Keywords: Self-confident, Speaking Skill, and Vocabulary Mastery.

Introduction

In recent years, English serves as a global language. There are 335 million people who speak English as their first language and an additional 505 million people worldwide who speak it as a second language (Ethnologies, 2014.) English has a vital role in communication, politics, health, work, international communication. Hence, English is needed to be learned by people in this world. In learning English, there are four aspects of a skill that the students are required to master. They are listening, speaking, reading, and writing. Those four skills can be divided into two groups: receptive skills and the second one is productive skills. Receptive skills consist of listening and reading, while productive skills consist of speaking and writing. Through the British Empire's overall impact, and later the United States, Modern English has been spreading far and wide since the seventeenth century. Through a wide range of printed and electronic media and impelled by the United States' rise as a worldwide superpower, English has turned into the primary language of universal talk and the most widely used language in numerous areas and expert settings, science, route, and law.

English is the most significant language by the number of speakers, and the third most-spoken local language on the planet, after Standard Chinese and Spanish. It is the most generally adopted second language and is either the official language or one of the official dialects in the right around 60 sovereign states. More individuals have learned it as a second language than there are local speakers.

Baugh (2008: 7) stated that: "English is the mother tongue of nations whose combined political influence, economic soundness, commercial activity, social well-being, and scientific and cultural



contributions to civilization give impressive support to its numerical precedence." Thus, English is the master key to unlock the vast treasure of world knowledge. As the lingua franca of the world with vast vocabularies and richness of history, English can contribute and bridge nations and even the world.

Fowler emphasized that English has a different sound in the composition of both word and letter. Hence, the letters 'cook' and 'peace' are different in composition, although the equivalence between sound and letter is not. On the contrary, English is seen as a revolution in the world of linguistic and accepted and acclaimed as the international language in commerce and technology, and business.

Wehmeier (2015: 506) argued that English "is the language, originally of England, now spoken in many other countries and used as a language of international communication throughout the world." Over the past two centuries, we have seen how English has been able to bridge the linguistic differences of many parts of the world. For example, India, with official twenty-two official languages, required one unifying language; However, the Indian constitution envisaged in 1950 to replace English with Hindi and make Hindi the sole official language of the Republic is still met with resistance in some parts of the country.

Hornby (2004: 506) stated that English is "originally the language of the British isle, now spoken in many other countries and used as a language of international communication throughout the world." The technological revolution marked by the invention of computers and the Internet further corroborates the use of English at almost every level of human lives starting from childhood online games to international level meetings and competitions. Crystal (2017: 67) stated that "the total of 329 million represents a conservative estimate of those who have learned English as a first language. English is the official language in more than 60 countries and is present in every continent." The statement explains that English is coerced by more than 60 countries as the official language. Language functions to communicate feelings and emotions, though this aspect of language is not well developed. Humans, like other primates, can convey emotions via screams, grunts, sobs, gestures. So they need language only to confirm and elaborate these more primitive signals. We also use language for purely aesthetic reasons.

An active English-speaking atmosphere is an effective way to muster students to speak English in every situation in school. By encouraging and emboldening them, their confidence is a perfect tool to unleash their hidden language potentials. We can do to embolden them to improve their confidence in speaking English and eventually divulge their self-confidence. Other than the language skills, there is vocabulary, one of the essential aspects in supporting communication. In order that, the student's usage of the vocabulary. It is not only to understand the meaning of the vocabulary but also to pronounce it correctly. On the other hand, the lack of vocabulary will cause hindrance to understanding it. Thus, mastering English vocabulary is essential.

Based on the reasons mentioned earlier, the speaking activity can be practiced intensively. The student's awareness of speaking English daily will benefit them. Good speaking skill means we can face the challenges ahead and not be afraid nor looked down by other people because we master a foreign language. Furthermore, we will not be cheated nor befuddle by foreigners since we understand them.

These days, speaking has become the need for many people. It means that speaking is an activity to convey the message to other people. Being able to speak adroitly with aplomb, will in return, gives us many insights to develop ourselves. Different information and entertainment in various media can motivate English speakers and add knowledge and enthusiasm for us to speak English better.

Speaking as one of English's four skills must be mastered by students, although it may not be easy. It is the most challenging skill for language learners because they must generate and organize ideas by constructing words into meaningful sentences; as Pasand and Haghi (2013) state, writing is one of the most critical skills in learning a foreign language. It involves the development of ideas and experiences with subjects.

Speaking is much more than the simple mechanics of getting the words down; it also involves being creative, spelling, grammar, punctuation, choice of the appropriate word, sentence linking, and text construction, and for older children, having an idea about content and the ability to be self-critical and to edit their work (Philips as cited in Azizah 2017:3). Thus, with writing, we can reveal and develop the structure of the sentence and vocabulary in use and the ideas, thinking, and feeling about a meaning.

Bygate (2008: 23) "advocates adopting a definition of speaking based on interactional skills which involve deciding communication." This is considered a top-down view of speaking. Bygate emphasizes that speaking is communication. To say or to convey a particular message through the verbal sense of communication is called speaking. There are innumerable purposes of communication, either verbally or

written. In addition to that, Yule and Nunan (2009: 165) also elaborate; "basically, spoken discourse is a different form of written discourse in three main parameters: planning, contextualization, and formality. Speech is more commonly unplanned, contextualized, and informal than writing. Besides, speech is more reciprocal than is writing." The earlier elaboration concludes that speaking and writing are not as significant as suggested; the difference relates only to daily, casual conversations and not conventional exchanges. In other words, there are wide varieties of speech. Speech is language made by semantic rules. Hence, speech is concerning with making choices. Students must choose how to interact by expressing themselves and forming social relationships through speech acts. As speaking is a two-way process between at least two different people with two different ideas, then backchanneling between the two people involved in the conversation is expected to happen, as one participant is speaking and the other interjects responses the speaker. This process is pretty well known in other languages, such as Chinese. This backchanneling process is known as 相槌 (Siang Chui), literary meaning *to mallet together* or *to strike intermittently*.

According to Nunan (2003: 48), "speaking is a productive aural/oral skill, and it consists of producing systematic verbal utterances to convey meaning." Under the above statement, the writer concludes that communication is a process between two people or more that involves meaningful words, feelings, expressions, and perceptions. Henceforth, Carter and McCarthy (1997: 13) state that "the spoken discourse contains numerous social and contextual factors as well as pragmatic presuppositions." Based on the above explanation, I can speculate that speaking is an activity that requires skillful ability to produce, say, and inform certain words and sounds understandable to others. Speaking English is one of the integral parts of the worldwide English curriculum. Thus, mastering the skill of speaking English is very important in facing global competitiveness.

Dubin and Olshtain (2006: 100) conclude that "speaking skill needs to be defined in terms of the communicative use the students will be able to make of it." To develop well-speaking skill, one must master certain aspects as stated by Luoma (2004: 2), defines "speaking as an interactive process of constructing meaning that involves producing, receiving and processing information." Hence, speaking skill is acquired by learning and reproducing the identifiable sounds.

Withal, Kingen (2000: 218) combines both the transactional and interpersonal purposes of speaking into an extensive list of categories, one of which is as follows: Explanatory-explaining, clarifying, and supporting ideas and opinions.

To conduct speaking is of an elaborate manner. One who desires to speak a second language must master the grammar and vocabulary of that language and master the sound and ability to backchannel when a person is involved in an inevitable conversation. Hence, producing the utterances and sounds requires an automatic response to be considered "eloquent." Confidence is generally described as a state of being certain either that a hypothesis or prediction is correct or that a chosen course of action is the best or most effective. Self-confidence is having confidence I oneself. Arrogance or pomposity in contrast is having unmerited confidence – believing that something or someone is capable or correct when they are not.

We gain a feeling of self-viability when we see ourselves (as well as other people like ourselves) acing aptitudes and accomplishing objectives that issue in those ability zones. This is the certainty that, in the event that we learn and buckle down in a specific territory, we'll succeed; and it's this kind of certainty that drives individuals to acknowledge troublesome difficulties and endure misfortunes.

Toploftiness or haughtiness is excessive believe in someone or something succeeding, without any regard for failure. Confidence can be a self-fulfilling prophecy as those without it may fail or not try because they lack it and those with it may succeed because they have it rather because of innate ability.

Self-confidence is the crucial part in the speaking skill because it can give enthusiasm, brave and stimulation to the learners, hence because of those factors, the speakers will be able to achieve better performance. High self-confidence can be positively correlated with oral performance. Therefore, students who have higher self-confidence than the other students can communicate better than the ones without.

From the above theories, it can be concluded that confidence is believe in the certainty of something or a belief that an outcome will be favourable in one way or to be exact, serendipitous. According to Brown (2000: 90) the affective domain is the emotional side of human behavior and it involves a variety of personality aspects such as emotion, motivation, self-confidence, anxiety, attitude and personality. Among these, self-confidence is one of the most influential variables that affect learning process. It is one of the major drives in human personality and can yield a pivotal influence on a person's life. Sieler (1998: 66)

stated that self-confidence is an individual characteristic or self-construct which enables a person to have a positive or a realistic view themselves or situations that they are involved in. Hitherto, a person with a high self-confidence has a realistic view of themselves and their capability which makes them consistent in their efforts.

Carvel et.al Al-Hebaish (2012: 60) defined self-confidence as individual's overall evaluation or appraisal of oneself, whether they approve or disprove of themselves, like or dislike themselves. According to Neill (2005: 1) self-confidence is constructed by the combination of self-esteem and self-efficacy. Neill further defined self-esteem as general feeling of self-worth or self-value. Again, from different experts, Clement, Dornyei and Noel (2001: 42) defined that self-confidence is combination between high self-esteem and low anxiety. Self-esteem is one's perception of his or her abilities whereas that of anxiety is a feeling of tension, apprehension and nervousness. Henceforth, students with high self-confidence will view themselves with worth, conviction in one's capability and unyielding to take risks in language acquisition.

In agreement with the above theories, recent discoveries and experiment conducted by John Lane, Andrew Lane and Anna Kyprianou from Middlesex University, United Kingdom, in 2004 released under the title of *Self-Efficacy, Self-Esteem And Their Impact On Academic Performance* concluded the following connection: "In the present study, three dimensions of self-efficacy were assessed, one labeled self-efficacy to maintain motivation in the light of difficulties you might meet, and second, self-efficacy to cope with the intellectual demands of the program, and thirdly, self-efficacy to gain at least a pass in the end-of-semester assessments. It is argued that these self-efficacy measures were directed toward confidence to achieve outcomes and behaviors related to general course matters, rather than to behaviors that were specific to each module. Although it is argued that researchers should seek concordance between self-efficacy measures and the behaviors that underpin success, students at the start of a course will tend to be unclear on the specific behaviors needed (Bandura, 1997; Pajares, 1996)."

This overlaps with the idea of self-esteem, which is a more general sense that we can cope with what's going on in our lives, and that we have a right to be happy. Partly, this comes from a feeling that the people around us approve of us, which we may or may not be able to control. However, it also comes from the sense that we are behaving virtuously, that we're competent at what we do, and that we can compete successfully when we put our minds to it.

Some people believe that self-confidence can be built with affirmations and positive thinking. A lot of people believe that there's some truth in this, but that it's just as important to build self-confidence by setting and achieving goals – thereby building competence. Without this underlying competence, we don't have self-confidence: we have shallow over-confidence, with all of the issues, upset and failure that this brings. So how do you build this sense of balanced self-confidence, founded on a firm appreciation of reality? The bad news is that there's no quick fix, or five-minute solution.

The good news is that becoming more confident is readily achievable, just as long as we have the focus and determination to carry things through. And what's even better is that the things we'll do to build our self-confidence will also build success – after all, our confidence will come from real, solid achievement. No-one can take this away from us!

So here are our three steps to self-confidence, for which we'll use the metaphor of a journey: preparing for our journey; setting out; and accelerating towards success.

1. Prepare for our journey.
2. Set out on our journey.
3. Accelerate towards success.

Goal setting is probably the most important activity that we can learn in order to improve our self-confidence.

Self-confidence is a character possessed by someone who views him or herself as valuable and the belief that he or she is able to accomplish the given tasks. Rubio in Al-Hebaish (2012: 61) noted that foreign language learners who possess general self-confidence perform well and most likely believe themselves to be capable. Furthermore, Brown (2000: 94) elaborate that self-confidence are derived from several factors. The most important factors are as follow:

1. Personal experiences: successful experiences increase the development of high self-confidence, while those of opposite experiences have negative effects.
 2. Social acceptance acquired from the surrounding society. Communities, family, school and peer acceptance are adamant for the growth of self-confidence.
-

In tune with Brown, Ignoffo (1999:8) also elucidate that a person with high self-esteem has the following traits:

- a. Has positive view of oneself.
- b. Believe in one's competence.
- c. Do something to what one thinks.
- d. Has positive view towards one's life.
- e. Make decision independently.
- f. Has potentials and skills.

Therefore, based on the above theories, I may infer that people with high self-confidence is resilient, agile, and strong-minded. They are more likely to bounce back faster after having some setbacks. These traits are important to bolster in everyone especially foreign language learners.

Method

The conducted research was using correlational analysis. It is an analysis to determine the level of relationship or association between independent variable with dependent variable. The approach is to adjudicate the effects of one independent variable of a bound variable (bivariate) or more than two variables' effects of a bound variable (multivariate) based on a simple regression analysis and multiple regression. The variables examined consisted of two independent variables and one dependent variable, that are; self-confidence (X_1) and vocabulary mastery (x_2) are the independent variables whereas the speaking skill (Y) is the dependent variable. The chosen method is in line with the purpose of the research as I am interested to discover the effects of self-confidence and vocabulary towards students' speaking skill.

Results and Discussion

The result of the research shows that; 1) The Effects of Self-confidence (X_1) and Vocabulary Mastery (X_2) Jointly towards Speaking Skill (Y) From the above obtained data we can conclude based on the value of correlation coefficient of 0.741 and the coefficient determination of 69.3 %. After employing the SPSS calculation, it was proven that the correlation coefficient was significant. Indicating that there are significant effects of independent variables X_1 (self-confidence) and X_2 (vocabulary mastery) towards dependent variable Y (speaking skill) jointly. Whereas from the result of the regression line $Y = 5.205 + 0.638 X_1 + 0.696 X_2$. The constant score = 5.205 signifies that with the lowest self-confident and low vocabulary mastery, it was difficult for students to obtain good speaking skill score, while the score of coefficient regression of 0.638 and 0.696 shows there is a positive effect of independent variable X_1 (self-confidence) and X_2 (vocabulary mastery) towards dependent variable Y (speaking skill). The score of coefficient regression also indicates that in everyone increasing unit of self-confidence will be followed by 0.638 increasing unit of speaking skill, ceteris paribus or as long as the vocabulary variable unit does not change, and in everyone increasing unit of vocabulary mastery will be followed by 0.696 increasing unit in speaking skill, ceteris paribus or as long as the self-confidence variable unit does not change. Based on the result obtained from the linearity test, it was understood that the regression line is linear, the regression coefficient is also significant, in which we can conclude that there are significant, if not positive, effects of self-confidence (X_1) and vocabulary mastery (X_2) towards speaking skill (Y). In accordance with theoretical reviews in chapter II, self-confidence is an individual's trait or self-construct which enables a person to have a positive outlook upon oneself or a certain situation. It points unto a person's level of expectation and self-esteem unto his or her ability to convey his or her thoughts, opinions and feelings in a certain situation and a very crucial element in the success of a good communication.

Whereas vocabulary mastery is a person's proficiency and fluency in choosing and providing correct and precise words in a right place and time. Well mastered vocabulary will greatly enhance a person to express their ideas and thoughts with great precision. By mastering large chunks of vocabulary, a person will be able to understand various reading materials, convey ideas orally, response precisely and speak fluently. On the contrary, lack of vocabulary mastery will be a great hindrance for a person amidst this great inter-connected, inter-nationals and inter-dependence society. Henceforth, we can conclude that the two factors of self-confidence and vocabulary mastery have great advantages and significant effects towards students' speaking skill. 2) The Effect of Self-confidence (X_1) towards Speaking Skill (Y). Based



on the results of calculation in table 4.7, with the score of $T_0 = 2.075$ and $Sig = 0.042 < 0.05$. We can conclude that there is significant effect of self-confidence towards students' speaking skill. Based on the theories and findings and relevant research, we can also conclude that the higher a person's self-confidence the better speaking skill he or she will acquire. From the quantitative data and theoretical aspects explained above, we can assume that a student's high self-confidence will always be followed by excellent speaking skill. 3) The Effect of Vocabulary Mastery (X_2) towards Speaking Skill (Y) Based on the results of calculation in table 4.7, the score of T_0 is $= 1.502$ and the value of $Sig = 0.138 > 0.05$. In which, H_0 is accepted and H_1 is rejected, meaning that there is no significant effect of vocabulary mastery towards speaking. From the qualitative data and theoretical aspects explained above, we may assume that great volume of mastered vocabulary does not always provide the person with excellent speaking ability. Hence, we can conclude that vocabulary mastery has no significant effect towards students' speaking skill.

Table 1 Multiple Regression Test of the Significance of F. The Effects of the Two Independent Variables X_1 and X_2 Collectively Upon Dependent Variable Y

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2404.973	2	1202.487	47.110	,000 ^b
	Residual	1519.610	57	26.660		
	Total	3924.583	59			

a. Dependent Variable: Speaking Skill

b. Predictors: (Constant), Self-confident, Vocabulary Mastery

Table 2 Multiple Regression Test of Beta Coefficient, Partially

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.205	14.683		,355	,724
	Self confident	,638	,307	,462	2,078	,044
	Vocabulary Mastery	,696	,463	,335	1,603	,142

a. Dependent Variable: Speaking skill

Conclusions

There are any significant effects of self-confidence and vocabulary mastery jointly towards students' speaking skill at the State Vocational High Schools in Tangerang City, Banten. It is proved by the value of Sig is $0.000 < 0.05$ and the value of F_0 is 45.105. Henceforth, based on the above data we can conclude that the better self-confidence and vocabulary mastery the students have the better the speaking skill. There is a significant effect of self-confidence towards students' speaking skill at the State Vocational High Schools in Tangerang City, Banten. It is proved by the value of Sig is $0.042 < 0.05$ and t_0 2.075. It shows that the value is significant. Henceforth, in the likeness of symbiotic relation between the two aspects of language, students with high level of self-confidence will undoubtedly have better speaking skill for greater competition in the broader sense, vice versa; students with less self-esteem and low confidence will have low speaking skill to face the coming competition. There is no significant effect of vocabulary mastery towards students' speaking skill at the State Vocational High Schools in Tangerang City, Banten. It is proved by the value of Sig $0.138 > 0.05$ and t_0 1.502.



Thus, based on the above findings, we can conclude that speaking skill is not only affected by vocabulary mastery, but also by other influential factors. It shows that vast acquisition of vocabularies is not always followed by improvement in the students' speaking skill. Upon the following findings, the researcher would also like to offer certain suggestions:

Speaking habit must be developed at early stage, beginning with the family as the core unit of a person educational environment. Parent's role is of tremendous significance not only to encourage but also to motivate the students' willingness and habit in using English language on a daily conversational activity.

Teachers should also invest greater amount of time and energy to create better class environment thus building more chances for the students to upgrade their self-confidence and self-esteem especially towards English as the medium of interaction either to ask questions related to lessons or to simply ask for permissions.

Teachers should also motivate and encourage the students to be braver in speaking and expressing their ideas by using English while also giving them understanding concerning the importance of speaking habit so as it can enrich the students with new vocabularies.

Students must not also be easily satisfied with their current amount of vocabulary already mastered but they must always increase the volume of vocabulary till the point they are able to express their thoughts eloquently by using English as the medium. Academic suggestion, results of this research must be further evaluated and developed. A further research should be taken into consideration. In addition, the result of this research can be used as reference for another research.

References

- Arikunto, S. (2013). *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Ary, D. (2012). *Introduction To Research In Education*. New York: Longman.
- Ary, D. J. (2012). *Introduction To Research In Education*. New York: Holt, Rinehart & Winston Inc.
- Blanchard, K. L., & Root, C. B. (1994). *Ready to write: A first composition text*. Longman.
- Bromley, Karen. (2007). *Nine things every teacher should know about words and vocabulary and words instruction*. *International Reading Association* vol. 10 no.2, March 2007 page 50, available at <http://englishreadingforum.com>. Accessed on October 11, 2019
- Burke, J. (2010). *What's the big idea?: Question-driven units to motivate reading, writing, and thinking*. Portsmouth, NH: Heinemann.
- Dietsch, B. M. (2003). *Reasoning & Writing English Well*.
- Eidswick, J. (2010). *Interest and prior knowledge in second language reading comprehension*. *JALT journal*, 32(2), 149-168.
- Gower, Roger et al. (1995). *Teaching Practice a Handbook for Teacher in Training*. Thailand: Macmillan
- Grami, G. M. A. (2010). *The effects of integrating peer feedback into university-level ESL writing curriculum: A comparative study in a Saudi context* (Doctoral dissertation, Newcastle University).
- Hall, W. S. (1989). Reading comprehension. *American Psychologist*, 44(2), 157.
- Harmer, J. (2004). *How to Teach Writing*. Essex: Pearson Education Limited
- Harmer, J. (2007). *The practice of English language teaching*. Harlow: Pearson Longman,
- Hayes, D. P., Wolfer, L. T., & Wolfe, M. F. (1996). Schoolbook simplification and its relation to the decline in SAT-verbal scores. *American Educational Research Journal*, 33(2), 489-508.
- Hiebert, E. H., and Kamil, M. L. (2005). *Teaching and Learning vocabulary*. New Jersey: Lawrence Erlbaum Associate, Inc.
- Hornby, A S. (1995). *Oxford Advanced Learner's Dictionary of Current English*. New York: Oxford Press University
- Jordan, M. P. (1999). "Unattached" Clauses in Technical Writing. *Journal of technical writing and communication*, 29(1), 65-93.
- Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. UNSW Press.
- Linse, C. T. (2013). *Practical English Language Teaching: Young Learners*. Singapore: McGraw Hill.

- Magner, U. I., Schwonke, R., Aleven, V., Popescu, O., & Renkl, A. (2014). *Triggering situational interest by decorative illustrations both fosters and hinders learning in computer-based learning environments. Learning and instruction, 29*, 141-152.
- Mellon, C. A. (1990). *Leisure Reading Choices of Rural Teens. School Library Media Quarterly, 18*(4), 223-28.
- Myles, J. (2002). *Second language writing and research: The writing process and error analysis in student texts. Tesl-Ej, 6*(2), 1-20.
- Oshima, A., & Hogue, A. (2007). *Introduction to academic writing* (p. 3). Pearson/Longman.
- Pasand, P. G., & Haghi, E. B. (2013). *Process-product approach to writing: The effect of model essays on EFL learners' writing accuracy. International Journal of Applied Linguistics and English Literature, 2*(1), 75-79.
- Ploeger, K. (1999). *Simplified paragraph skills*. NTC Publishing Group.
- Richards, J. C & Renandya, W.A. (2002). *Methodology in Language Teaching: an anthology of current practice*. New York: Cambridge
- Schmitt, N. (2008). *Instructed second language vocabulary learning. Language teaching research, 12*(3), 329-363.
- Wilkins, D. A. (1972). *Linguistics in language teaching*. E. Arnold, 1973.
- Schraw, G., Flowerday, T., & Lehman, S. (2001). Increasing situational interest in the classroom. *Educational Psychology Review, 13*(3), 211-224.
- Thornbury, S. (2007). *How to Teach Vocabulary*. Essex: Pearson Education Limited
- Ur, Penny. (1998). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press