

THE USE OF WORDLIST IN IMPROVING STUDENTS' SPEAKING ABILITY

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Abstract

This research was aimed at finding out whether or not the use of wordlist can improve the speaking skill of the eleventh grade students at Pondok Pesantren Modern Al-Istiqamah. Total number of sample was 10 students. The study indicated that the students have positive opinion on the role of bringing wordlist in students' daily activity in using English. This is shown by result of test that 80% students strongly agreed about wordlist effectiveness in their speaking ability. The use of wordlist also opened their mind about learning English was fun and naturally, and had a big expectation towards English for being one of their English learning media legally. The researcher concluded that learning English, particularly in speaking, was very effective, innovative, and facilitating the students to have a new way in learning English. It means that the use of wordlist can significantly improve the students' speaking ability.

Keywords: wordlist; improving; speaking ability.

INTRODUCTION

The language existence is based on vocabulary. People should have many vocabularies stocks to interact to other people. In line with the language, word is an important role in developing language skills. The more vocabulary the learners have, the easier they develop their language skills. Generally, many teachers are aware of the less vocabulary stock of their students that can make the students get many difficulties in learning English, but in fact the teachers still did not know how to teach the student appropriately.

If the students have various vocabularies, it will be easy for them to learn English especially speaking. Speaking is a productive skill that plays an important role in communication. The existence of wordlist is to guide the speaker to get the new vocabularies and directly to pronounce the words in daily communication. Students can speak better than before if the list of words has been written by the students are applied by them in their daily activities. If they use the right words in conversation, the listeners will understand the speaker's aim. Speaking is about delivery a message from speaker to listener. If listeners cannot understand the message from the speaker, it means that

conversation is not successful. In other words, the language must be understandable in order to make a better communication. Widdowson (1978:58) states:

An act of communication through speaking is commonly performed in face to face interaction and occur as a part of dialogue or the forms of verbal exchange. It depends on an understanding. Each side should understand what the other side is talking about or discussing about. Both parties should understand and use the same language to be able to communicate.

Based on the statement above, the communication happens only when the speaker performs his action to interact with others. To convey the message clearly, the speaker needs to use the same language with others. In addition, Elder (1994:3) emphasizes:

There are two parties involved in speaking, the speaker and the listener. Both sides have positive roles to play. The speaker has to encode the message he wishes to convey in appropriate language while the listener has to decode or interpret the message. The message itself, in normal speech, usually contains a good deal of information that is redundant. Usually in speaking both listener and speaker take turns the role.

From the statement above it can be concluded that both speaker and listener will have different portion in conversation; speaker's part is to encode the message and listener's part is to decode the message. This message could be understood well if both of them know the topic of conversation. By using appropriate words arranging when uttered sentence, it will be easy for listener to understand speaker's intention. When they have already known the topic or aim of each other the conversation will be going smoothly and it is understandable.

Speaking is one of the subjects in learning English and vocabulary supports the students' speaking in daily communication, for example, the students of junior high school who are the beginners with limited words, and the fact they cannot speak English as good as expected by the teacher. Therefore, the more vocabulary stock that they have at their speaking; the more persuasive they can present their ideas and expressions. In addition, it is good for students to utter the words fluently.

There are three components of speaking that should be mastered by the students in learning speaking; they are fluency, accuracy and comprehensibility. In this research the researcher's scopes are fluency and comprehensibility. Fluency is one of the supporting factors in speaking skill. It makes the students be able to deliver what they want to express. Fluency is also the ability to express oneself intelligibility, reasonably, accurately, and without under hesitation (otherwise communication may break down because the listener loses or gets impatient). It means that purpose of speaking is also fluency.

The last is comprehensibility. The comprehensibility is talking about the meaning of the message what the speaker encode and what the listener decode. If the speaker cannot comprehend the message it means that the message or the aim will not be comprehensible. In short, the language must be understandable because it is the most indispensable factor in communication. Comprehension ability is very important in order to give correct respond from a conversation. There are 6 levels of comprehension ability in speaking based on Heaton (1974:100):

1. Easy for the listener to understand speaker's intention and general meaning. Very few interruption and clarification required.
2. The speaker's intentions and general meaning are fairly clear. A few interruption by the listener for the sake of clarification are necessary.
3. Most of what the speaker says is easy to follow. His attention always be clear but several interruptions are necessary to help him to convey the message or to seek clarification.
4. The listener can understand a lot what is said, but he must constantly seek clarification. Cannot understand many of the speaker's sentences. More complex or longer sentences.
5. Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker.
6. Hardly anything of what is said can be understood even the listener maes a great effort of interruption, the speaker is unable to clarify anything he seems to have said.

Comprehensibility is supported by Underwood (1987:70) who states that vocabulary mastery and comprehend ability are the factors that support the successfulness of learning English. From the statement above, the content of speaking should be well understood by both parties (speaker and listener) before a communication takes place. When this occurs, the purpose of speaking can be achieved because communication without understanding is impossible to happen.

Speaking will be going smoothly if the speaker has sufficient vocabulary stock. One of the ways is to write the vocabulary in a list which is called wordlist because it is very helpful especially for the students. Most of students cannot use English especially for oral communication because they do not have sufficient vocabulary. Hornby (1975: 959) defines "Vocabulary is total numbers of words which make up a language." It means that the communication will not run when a speaker has no necessary words to make sentences. Therefore, students need to add their vocabulary, and it can help them to communicate well.

To help the students speak English well, wordlist is needed. Wordlist is a collection of some words which is written by the students based on their needs. The functions of wordlist are to enrich students' vocabularies and help them to practice their speaking as

good as possible. It is used to facilitate the students to make a conversation with others in boarding school area. The words that are directly written by the students to their wordlist are the new words that they get in daily communication. Whenever they get new vocabulary, they directly practice it to their friends after looking at their wordlist. All of the students there must have their own wordlist. It is an obligation for the students to bring their wordlist wherever they go. In this case, wordlist is one of the boarding school strategies to improve the students' speaking ability which can be categorized into independent dictionary.

The researcher conducted the research focusing on the use of wordlist to the eleventh grade students at Pondok Pesantren Modern Al-Istiqomah because the students stayed at the boarding school for 24 hours and kept talking by using English or Arabic language everyday and they use the wordlist to help them. The activities there are always controlled by the teachers, including the speaking activity. The researcher wanted to observe the use of wordlist in improving students' speaking ability from the younger grade who wants to begin to practice English in their daily conversation by using wordlists as a medium.

The research question of this research is how effective can the wordlist improve the students speaking skill at Pondok Pesanteren Modern Al-istiqamah Sigi Biromaru? Therefore, the objective of the research is to discover the useful of wordlist for the students at Pondok Pesantren Modern Al-Istiqamah with research scopes on the fluency and comprehensibility of speaking.

METHODOLOGY

The research used a descriptive design to know the use of wordlists in improving students' speaking ability. The data were actually collected by using test, and questionnaire to analyze the data and test. The subject of this research was the eleventh grade of students at Pondok Pesanteren Modern Al-istiqamah Sigi Biromaru who live in that boarding school. Total number of sample was 10 students. The researcher used two instruments; they are questionnaire and test. The researcher took the eleventh grade students of Pondok Pesantren Modern Al-istiqomah Palu as the population of his research. The students are divided into 2 classes: XI fb and XI mb.

Table 1: Sample of Research

CLASS XI FEMINIM B		CLASS XI MASKULIN B	
NO	NAME	NO	NAME
1	SKH	1	ARD
2	SIY	2	KHA
3	WUQ	3	MIM
4	NAS	4	MFA
5	IAS	5	WAP

In taking sample of this research, the researcher used random sampling technique to find sample of this research. To determine the sample, the researcher randomly asked five students for each class of the eleventh grade students of Pondok Pesantren Modern Al-istiqomah Palu. The researcher gave a questionnaire to the sample, and for each questionnaire there are ten questions.

The questionnaire consisted of 10 questions and it was analyzed using percentage technique recommended by Sudijono(1989:79) as follow:

$$p = \frac{f}{n} \times 100 \%$$

Where:

p = percentage

f = frequency of students answers

n = the number of students

The data from the test were analyzed statistically by using the formula proposed by Arikunto (2006:308) as follow:

$$\sum = \frac{X}{N} \times 100$$

Where:

\sum = standard score

X = obtained score

N = maximum score

In order to compute mean score of the class on test, the researcher used the following formula proposed by Arikunto (2006:25):

$$M = \frac{\sum x}{N}$$

Where:

M = mean score

$\sum x$ = the sum of students' score
 N = number of students.

FINDINGS

In collecting the data, the researcher used two instruments, those are test and questionnaire. There are 10 kinds of questionnaires that the researcher delivered to the students of Pondok Pesantren Modern Al-istiqomah Palu. The questionnaires can be seen in the following tables.

Table 1: Wordlist can Help to Increase Vocabulary

NO	Strongly agree	agree	Neither	Disagree	Strongly Disagree	Total
FR	8	2				10
%	80	20				100

This is the questionnaire that investigating the students' perspective on the use of wordlist in students speaking ability in the eleventh grade students of Pondok Pesantren Modern Al-Istiqamah. Table 1 shows that most of the students (8 samples) strongly agreed that wordlist can increase their vocabulary. There were also some students (2 Samples) who agreed about that.

Table 2: Students Feel Difficult to Bring Wordlist in Their Daily Activity

NO	Strongly agree	Agree	Neither	Disagree	Strongly Disagree	Total
FR			1	5	4	10
%			10	50	40	100

The table shows that most of the students (5 samples) disagreed that bringing the wordlist was difficult in students' daily activity. There were also some students (4 samples) who chose strongly disagree about it and only 1 student chose 'neither'.

Table 3: A Punishment will be given to the Students who does not Bring Wordlist

NO	Strongly agree	Agree	Neither	Disagree	Strongly Disagree	Total
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FR	4	6	10
%	40	60	100

From the table above, it shows that most of students (6 samples) agreed that a punishment should be given to the students who do not bring wordlist. There were also 4 students who agreed punishment should be given to the students who do not bring wordlist. The punishment is not things that can make students feel down when making mistakes but it could be such a kind of motivation for students to become better especially in building up their language skill.

Table 4: Teacher Involved in Increasing Students' Vocabulary

NO	Strongly agree	Agree	Neither	Disagree	Strongly Disagree	Total
FR	6	4				10
%	60	40				100

By seeing the table 4, it can be said that 6 students who strongly agreed that teacher involved in increasing students' vocabulary and there were 4 students that agreed about teacher involved in increasing students' vocabulary.

Table 5: Boarding School Area Helps Students to Speak Through Wordlist.

NO	Strongly agree	Agree	Neither	Disagree	Strongly Disagree	Total
FR	6	2	2			10
%	60	20	20			100

Table 5 shows that 6 students strongly agreed that Boarding school area also help students to speak through wordlist while 2 students chose 'agree' about the statement, and 2 students chose 'neither'.

Table 6: Wordlist makes students easy in learning English.

NO	Strongly agree	Agree	Neither	Disagree	Strongly Disagree	Total

FR	5	4	1	10
%	50	40	10	100

It is clear that 5 students strongly agreed that wordlist can make students easy in learning English. 4 students agreed on that statement and only 1 student chose ‘neither’ which is meant that wordlist cannot make students easy in learning English.

Table 7: Wordlist is Obligated to Bring in Students Daily Activities.

NO	Strongly agree	Agree	Neither	Disagree	Strongly Disagree	Total
FR	4	4	2			10
%	40	40	20			100

Table 7 shows that 4 students are strongly agree that wordlist is obligated to bring wherever and whenever the students have some activities outside the room. There were 4 student agreed, and 2 students neither strongly agree nor strongly disagree.

Table 8: Wordlist helps to communicate in English well

NO	Strongly agree	Agree	Neither	Disagree	Strongly Disagree	Total
FR	2	4		4		10
%	20	40		40		100

In this statement, table 8 shows that 2 students agreed that Wordlist can help to them to communicate in English well, 4 students strongly agreed and 4 students disagree about that statement.

Table 9 Wordlist replace the dictionary.

NO	Strongly agree	Agree	Neither	Disagree	Strongly Disagree	Total
FR		2	2	4	2	10
%		20	20	40	20	100

Table 9 shows that 4 students disagreed about wordlist can replace the dictionary. There were 2 students who agreed about the statement, there were also 2 students strongly disagreed and 2 students neither strongly agree nor strongly disagree.

Table 10: The Rule to bring Wordlist will be erased.

NO	Strongly agree	Agree	Neither	Disagree	Strongly Disagree	Total
FR		1	3	5	1	10
%		10	30	50	10	100

The table 10 above shows that 5 students who disagreed about the rule should be erased, 1 student agreed, 3 students neither strongly agreed nor strongly disagreed, and 1 students feel strongly disagreed about the preceding statement.

In order to support the result of the test, the researcher conducted speaking test to measure students' speaking performance. The researcher asked 10 questions to all of the students who were the sample of this research. The speaking test was conducted from May 5th until June 7th 2013. The test result was presented below:

Table 11: The Test Result of Students

No	Initial Name	Score Components		Total Score	Max Score	Standard Score
		Fluency	Comprehensibility			
1.	SKH	19	23	42	65	64.61
2.	SIY	18	22	40	65	61.53
3.	WUQ	19	23	42	65	64.61
4.	NAS	20	19	39	65	60
5.	IAS	17	22	39	65	60
6.	ARD	16	21	37	65	56.92
7.	KHA	16	17	33	65	50.76
8.	MIM	16	19	35	65	53.84
9.	MFA	17	20	37	65	56.92
10.	WAP	18	18	36	65	55.38
Total						584.57

By seeing the table 11 above, the researcher calculated the mean score of the test result by using the following formula:

$$M = \frac{\sum x}{N}$$

From the table 11, it was found:

$$M 1 = \frac{584.57}{10} = 58.45$$

DISCUSSION

Since the objective of this research was to discover the effectiveness of wordlist in improving students' speaking ability at the eleventh grade of Pondok Pesantren Al-Istiqamah Sigi Biromaru, the researcher tried to relate the use of wordlist to the internal factors of speaking; fluency and comprehensibility. After doing the procedure of conducting the data of research, giving the questionnaires and speaking test, then the researcher analyzed the data from the students during research, and it needs to explain the research further about the result of the samples (students) in Pondok Pesantren Modern Al-istiqomah Palu

It can be seen that the students' involvement in wordlist provides them with the knowledge and skills in English. Many students responded 'strongly agree' that the wordlist provides a lot of knowledge about English. Specially most of the students (60%) said in the questionnaire that they strongly agreed and from the score of test, it shows there are more 5 students having good comprehensibility and fluency. Those 5 students reached between 39-42 total score. It means that wordlist helps them to increase their vocabulary because there was limited time for students to study English in the class and because of having limited time to study English in the classroom, it made them difficult to enrich the new vocabulary. Then, wordlist answer student's curiosity about the meaning of new vocabulary. Wordlist is very simple thing as a medium for students to bring in their daily activity. They did not need a bag to put wordlist, they only need a pocket. It is not like general dictionary, so wherever they go wordlist is always in their pocket. The size of the wordlist can be made based on their likes. The point is they made the list of words into wordlist and they brought that pocket-dictionary wherever they go.

Some of the students (40%) said that they disagreed that wordlist can help them to communicate each other in English well. Comparing to the test result, it shows that there

were 5 students who got score under 60. The total score of the 5 students was between 33-37. The reason why there were 5 students getting low score because it was difficult for them to motivate themselves to memorize and to practice the vocabulary in conversation to their friends. All of the 5 students were male students (Arrijal). They tended to practice Arabic language than English because there are two foreign languages in Al-istiqamah and both of them should be used in their daily activities. Arabic language was more dominant in male students that are why their score relating to fluency and comprehensibility was lower than female students.

In relation to the previous research Khikimiah (2010) entitled “the impact of English club towards students speaking skill”, It showed that the research attempted to find out the impact of English club for students who joined it toward their speaking skill. The research described the five aspects of speaking (pronunciation, vocabulary, structure, fluency and comprehension), while the current research focused on the internal factors, namely fluency and comprehensibility. The researcher in the current research observed the medium used by the students in order to improve their speaking ability. The medium was wordlist which means the collection of some words that written by the students themselves. The researcher tried to see the relation between speaking and vocabulary in which Napa (1991) asserts that by having more words, we have more ideas so that we can communicate the ideas communicatively.

CONCLUSION AND SUGGESTIONS

The existence of wordlist in boarding school area is very supporting in learning process especially in English learning, where the students can find new vocabulary about English, solving their English problems, improving their English speaking skill, and having new experience in learning English fast, accurately, and independently. While the English teacher has media to update their learning process in order their teaching learning process become alive, not monotonous, exciting naturally.

Based on the conclusion below, the researcher would like to give some suggestions for those who are involved in English teaching and learning process. The suggestions are as follow: The English teacher should apply an effective and interesting method or technique and media of teaching English, particularly in teaching speaking. The English teacher should give plenty time and affair chance for stimulating the students to speak and express the ideas up. For the next researcher who takes the same research, to be more creative to find out some ways to make this research maximally progress in future, and if you want to

prove the result of this research, the researcher suggests you to take the experimental research in your next research.

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