

THE EFFECTS OF TEACHING TECHNIQUE AND VOCABULARY MASTERY TOWARDS STUDENT'S SPEAKING SKILL

ABDUL KODIR AL-BAEKANI

seeqodirthea@yahoo.co.id

DOSEN PRODI PENDIDIKAN BAHASA INGGRIS
FKIP - UNIVERSITAS SINGAPERBANGSA KARAWANG

ABSTRACT

The aim of this research is to know if there are effects of teaching technique and vocabulary mastery towards student's speaking skill at State Senior High Schools in Karawang West Java. The population of this research is all the state senior high school students in Karawang. Meanwhile, the sample of this research is 60 students from two schools taken randomly. This research is quasi experimental design research with two factors; teaching technique using guessing song and conventional technique and vocabulary mastery. The data about *vocabulary mastery* and *speaking skill* are taken through tests. It has tested the validity and reliability test. The data analysis, the researcher used SPSS (*Statistical Product and Service Solution*) Program version 17,00. The result of data descriptive analysis in experimental class (A₁) has mean score 77,83, it is more than in control class (A₂) that has a mean score 68,83. The description shows that the experimental class is successful. Testing of three hypothesis used ANOVA (*analisis on varians*), it has gotten the sig score $sig= 0,00$ in *guessing song* teaching technique and vocabulary mastery. Therefore, the interaction *guessing song* teaching technique and vocabulary mastery got $sig= 0,213$, it means that the first hypothesis; there is significant effect of guessing song teaching technique towards student's speaking skill is accepted. The second hypothesis; there is significant effect of vocabulary mastery towards student's speaking skill is also accepted, while the third hypothesis; there are the effects of teaching technique using guessing song and vocabulary mastery towards student's speaking skill is rejected.

Keyword: Teaching Technique, Vocabulary Mastery, Speaking Skill.

INTRODUCTION

In curriculum 2006, the objective of English teaching at senior high school is the ability to speak English. But in the reality, so many students are not able to speak. Commonly they only have capability in grammar, reading and writing. We can find this problem in almost all English classes.

Speaking, although it is a complicated skill, is definitely a skill that the language teacher must teach to their students. Speaking is very important since it is a process of building and sharing meaning through the usage of verbal and non-verbal symbols (Bailey & Savage, 1994 in Lazaraton, 2001). Moreover, teaching speaking should improve students' communicative skills and learn how to use the language (Arends, 2008). However, speaking in English is still a problem for most

Indonesian students although they have studied English from the elementary school. Only a few of them have good ability in speaking.

Students' good ability to speak in English is one of the main goals, which are stressed on in the teaching of English in Indonesia. Speaking has a great challenge in the teaching and learning activities in high school of which as secondor foreign language (Brown, 1994 in Lazaraton, 2001). Therefore, it can be assumed that the objective of speaking component in language syllabus is to enable the students to speak the target language (Hughes, 2002: 48). Even speaking, in their first language, is an ability the students acquire naturally; but it has to be taught. This means that if the EFL learners are not taught how to speak in the foreign language, their speaking skills will be left behind (Morley, 2005). However, teaching speaking is not considered only teaching how to spell and memorizing dialogue through the text available in the textbook, but the learners should also see the other method used in learning speaking. One of the useful techniques is guessing song (role play).

For the second year students, English is one of difficult lessons to study. It is the most difficult subject for them. They like to study it but they do not know how. Most of them do not have basic knowledge of English. It is not all the teachers' fault. It happens because the time allocation for English lesson is very limited, only four hours a week. In a speaking lesson, certain students will have many difficulties in speaking. Even very often, a student who is assigned to speak, he/she will keep quiet or when he or she makes mistakes in speaking, the other students laugh at him/her.

The meaning of speaking is to negotiate intended meanings and to alter one's speech to produce the preferred effect on listener (Thornbury, 2005). From this perspective, speaking means anticipating the listener's reaction and feasible match between proposed, perceived, and anticipated meanings (Kramsch, 1986 cited in O'Malley & Pierce, 1996: 59). According to Thornbury (2005) speaking is also as a tool for the making of ideas and the consolidation of the linguistic system by using it for communicative objectives in an interactive way. From this perspective, speaking implies the successful transmission of ideas from an addresser to an addressee via an oral text, and this exchange of information is highly correlated with the students' school performance.

Nowadays, many teachers think that students should learn to speak the language by interacting to others. For this case, students should master several speaking components, such as comprehension, pronunciation, grammar, vocabulary, and fluency (Richard & Renandya, 2000). In brief, English teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students speaking skill, give attention to the speaking components, and make the English lesson more exciting.

Commonly this problem is used by conventional teaching techniques which only use the same way in each section of teaching English. In grammar class, reading class, writing class, and speaking class the teaching learning process only run in one way, from teacher to students. The students just listen what the teacher say. There are no interaction among the teacher and all students in the classroom.

We must solve this problem; we must fine the suitable technique in order to make the students be able to speak using English because being able to speak English is not easy for most foreign language learners. The suitable technique is needed in order to make the students be motivated in speaking English in the classroom and out of classroom.

There are many techniques to make English learning especially learning speaking is fun, interesting, and active. So the students are encouraged to expose themselves to use English. The techniques which can be used in speaking learning English through pair work, group work simulation, mini drama or role-play, talking stick games and song.

In this research I use the guessing technique in the teaching speaking and learning process. The guessing technique is identical with game. In this game, students are asked some question about the title, the singer, the chorus and missing lyric of the song given.

There are some reasons why the guessing song technique is important to the students 1) the students commonly will be interested when we asked them to guess some thing; 2) the students commonly like game; 3) the researcher have an experience when teaching in the class which is the entire student has no interest to speak. But when I tried to use the guessing technique, the students suddenly had an interest to speak.

Based on the reason above I suppose that the guessing song technique about song can be suitable technique in teaching speaking. It also makes the students in the teaching and learning process can be active. If the students are active in the learning process, the learning process will be effective. As we know that one of the characteristic of effective learning is the classis active from the beginning to the end.

The effective teaching-learning process is needed in order to achieve the goal of the teaching-learning process. As we know that the goals of teaching of speaking are that the students have ability in: pronouncing sound in English, using word or phrase, using sentences and using various function of language.

Beside techniques that are used to lead the students are able to speak English, there is vocabulary mastery in order to the students are able to speak English. There are a number of ways how to encourage the student's vocabulary development, the one of them is a listening speaking English. In order to help the students, it is needed to be actively in the student's speaking and use their school lessons to further challenge their vocabulary development. Words are the tools for thought; the more words the student learns, the more tools they will have to achieve a great things. By improving student's vocabulary skill, their speaking will increase as well. This study was undertaken to explore the role of vocabulary in speaking. There is 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.

As a result, there are some factors assumed contributing to the student's achievement in speaking namely guessing song technique and mastery vocabulary mastery. Therefore, this research aims to investigate whether or not there are any

effects of guessing song technique and vocabulary mastery towards student's speaking skill.

THEORITICAL FRAMEWORK AND HYPOTHESIS

Nature of Speaking

Speaking is one of language skill that needs kind of practice, such as how to use the words correctly, what the words mean, and so on. Speaking is pronouncing the words in order to express to the hearer whether the speaker is alert and enthusiastic or not, when the speaker wants to communicate his or her ideas.

The ability to speak a language fluently and to understand it when it is spoken by native speaker is the kind of competence that is most value and designed with reading and writing being important secondary goals. Therefore, it is very difficult for foreign language learners to speak in the target language so it means that learning how native speaker speak the language in the real communications is needed.

Jones (1998:14) state that "speaking is a form of communication so it is important that you say is conveyed in the most way". In the Webster's Ninth New Colligate Dictionary, speaking is defined as: 1) to utter words or articulate sound with the ordinary voice; 2) to express the thought, opinion or feeling orally. Therefore, speaking is one of the ways to send message from our mind to other people orally.

Based on the definition above, the purpose of the speaking is to inform or to communicate what is in our mind to the listener. We have to be careful when we want to utter words or articulate sound with the ordinary voice so our expressions, thought, and feeling can be understandable to the listener. It is important to make the communication is can be run well with other language user.

Speaking is an ability to express articulation voice or word to express and to extend ideas and emotion. If we speak our own language, it can be easier because we are already using it since the first time we can speak a word. Ma'mun (1990:35) state that in speaking our native language, we employ a system of "rules" which we have unconsciously internalized through numerous language experiences with other speaker of the language. But if we want to speak English as the foreign language it can be difficult because we are not familiar with it. So we know that speaking is special ability that must be learned if we want to use a language for communication.

The listener can get the meaning of language spoken by the speaker so the listener interested in the communicative purpose of what is being said. In general, all people listens a language because they want to find out what the speaker is trying to say, in other word what ideas they are conveying, and what effect they wish in communication process.

The speaker can process a variety of language which is easy to understand so the listener may have a good idea of what the speaker is going to say next, in general terms, he or she has to be prepared to process a good variety of grammar and vocabulary to understand exactly what is being said. In the other hand the speakers have to prepare themselves before speak with mastering vocabulary,

grammatical rules, and variety of sentences because if we speak use unstructured sentences the listener will be confuse about what we say.

Speaking can be used to measure one's language competence, if someone can speak English fluently and understandable to his/her speaking partners so it can be concluded that he/ she has mastered English although it is not only the one of barometer to measure capability of language. Speaking is a productive skill which requires the learner to retrieve almost instantaneously the precise sounds, grammatical forms, word order arrangement and content vocabulary which will express what he/she wants to say an unanticipated situation.

In order to be master in speaking skill, learner should study hard about the other language part such as, grammatical rules, intonations, sound and so on because as written in the paragraph before it is needed to make our expression and ideas can be accepted. From the reasons written before, we know that mastering of speaking is a must for language learners because without it they can express themselves or other needs which are good communication as a must.

The language learners have to practice their English so often and do corrections on their speaking, it could be done by asking to the speaking partner or the English teacher and ask for constructive advice to make their English better and better day by day. By memorizing and practicing English in daily life the mastering of speaking skill to be possible and easier the difficulty is only at the beginning, Tarigan (1988:25) said, ".....furthermore speaking is human behavior, which use physic, psychological, neurological, semantic extensively, and in general, it can considerate as the most human important tools as a social control."

Everyone born is completed with the articulations parts to communicate in social life and deference caused by level of educations or characteristic and behavior. Weaver (1959:3) sated, speaking is one of human behavior in the same sense hand writing, spelling or table manners are learned behavior, even though skill in speaking may be some more complex. By following the education process someone will be able to upgrade their intellectual capacity and it will be showed by quality of his/her speaking utterance. Mastering speaking skill is essential to connect to your audience.

From the definition above, we can see that speaking actually is a way of which a person expresses what is in his mind orally and the way to speaker can show how far his insight is and speaking is the main communications' tool to the people in order to communicate what he want to express about idea, critics and suggestions tp other people orally.

Some explanations related to the concept of speaking are presented here. Those are speaking as a means of communication and teaching of speaking skill.

Speaking Skill

Basically the purpose of speaking is to inform or to communicate what is in our mind to others, therefore, communication is very fundamental thing to human existence in life. While communication is an exchange of information of thought and ideas, the expression of one's desire, needs, efforts, etc, orally. Speaking as a means of communication influences the way of our individual life (Anderson, 1969: 36). Alwasilah (1993: 8) explains that communication process

will involve (1) a person who is communicating, (2) information which is being communicated, and (3) a means of communication. None of the communication without involving these three aspects and truly a man is difficult to escape from the three aspects.

Speaking is the most priority of productive skill besides listening. It cannot be separated from the listening; it relates to decoding message that call for as active participant. Listening is actually receptive skill but it is involved in understanding the message conveyed, as it is said by Finocchiaro and Bonomo (1973: 106) that listening and speaking are interdependent in general, but it is not automatically improving listening comprehension and speaking ability. However, a speaker may speak with a certain degree of fluency and speed.

Nature of Vocabulary

Speaking of vocabulary mastery, the first thing that should be explained is the definitions of mastery since the primary goal of vocabulary, which is mastery. According to Allen (2000:856), Mastery is skill or knowledge that makes one master of a subject. Hornby (1989:631) also defines that mastery is the skill or knowledge of master. From the definitions stated previously, mastery is someone's skill or knowledge of a subject. Subject in this case is vocabulary in a foreign language, which is learnt by students. In addition, Harmer (2002:13) points out that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Meaning that the assistance of vocabulary cannot be separated by the existence of a language. In other words, no language exists without vocabulary.

Vocabulary in Oxford: Hornby (1995:1331) the definition of vocabulary is : (1) The total number of words in a language, (2) All the words known to a person or used in a particular book, subject, etc, (3) a list of words with their meanings, especially one that accompanies a textbook in a foreign language.

In the Nauth (1995:414) vocabulary is the total number of words in a language, it is also to collection of words and a person knows and uses in speaking or writing. Furthermore, Read (2000:11) say a basic assumption in vocabulary is knowledge of words. A word is a microcosm of consciousness. Vocabulary therefore has an important role to help the students understand the meaning of words.

Referring to the concept of mastery, vocabulary mastery is a someone's proficiency in using words and their meaning appropriately in language. By reading a text, learners will be accustomed to looking the dictionary up, guessing the words, and using the words in the context properly. Good mastery of vocabulary helps the learners express their ideas precisely. By having many stocks of words, learners will be able to comprehend the reading materials, catch someone's talk, give a response, speak fluently, and write some kinds of topics. On the contrary, if the learners are familiar with the meaning of the words by those who address them, they will be unable to participate in conversation, ask for information or express some ideas and thoughts.

From the previous statements, it can be inferred that vocabulary is collection of words, which is collected through language, conversation and a dictionary used by people in verbal communication. Vocabulary mastery is

someone's proficiency in using words and meaning and English language which frequently come up. Besides, vocabulary is also important in language learning which has to be mastered by students to develop the language skill; especially is speaking that students should have adequate vocabulary as a result they can understand the reading materials.

Vocabulary Mastery

According to Thornbury (2002:3-9), there are some ways of presenting a word meaning namely :

- a) Word classes; the words play different roles in a text. They fall into one of eight different word classes such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiner.
- b) Word families; how words may share the same base or root but take different endings. A word family comprises the base word plus its inflexions and its most common derivatives. (e.g. play + er = player, re + play = replay, play + ful = playful)
- c) Collocations; how words "couple up" to form compounds, and how they "hunt in packs" in the shape of multi-word units. It is seen as part of a continuum of strength of association: a continuum that moves from compound words (*second-hand, record player*), through multi-word units – or lexical chunks – (*bits and pieces*), including idioms (*out of the blue*) and phrasal verbs (*do up*), to collocations of more or less fixedness (*set the record straight, set a new world record*).
- d) Synonyms; Words that share a similar meaning. Thus: *old, ancient, antique, aged, elderly* are all synonyms in that they share the common meaning of not *young/new*. Synonyms are similar, but seldom the same.
- e) Antonyms; words with opposite meaning – like *old* and *new*.

The implication of the aspects just mentioned in presenting a word meaning, learning the vocabulary of a second language presents the following implications for teaching as stated by Thornbury (2002 : 30):

- a) Learners need tasks and strategies to help them organize their mental lexicon by building networks of association – the more the better.
- b) Teachers need to accept that learning of new words involves a period of "initial fuzziness".
- c) Learners need to wean themselves off a reliance on direct translation from their mother tongue.
- d) Words need to be presented in their typical contexts, so that learners can get a feel for their meaning, their register, their collocation, and their syntactic environments.
- e) Teaching should direct attention to the sound of new words, particularly the way they are stressed.
- f) Learners should aim to build a threshold vocabulary as quickly as possible.
- g) Learners need to be actively involved in the learning words.
- h) Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.
- i) Learners need to make multiple decision about words.

- j) Memory of new words can be reinforced if they are used to express personally relevant meanings.
- k) Not all the vocabulary that the learners need can be taught. Learners will need plentiful exposure to talk and text as well as training for self-direct learning.

Nature of Teaching Technique

Teaching technique is the way to get the goal of learning. Teaching speaking is also teaching in order to make the learner has the speaking skill. Speaking skill is regarded by many language learners as the measure of knowing a language. Getting a communicative activity in the process of teaching and learning is very important. The teacher should know and provide also create communicative material in order to make the student feels interested in learning English.

The material is the important thing in teaching and learning activities. The teacher should know the criteria of communicative material and consider the materials which are appropriate for the learners. Richard and Rogers (1986:25) stated in "Approaches and Method in Language Teaching" were specified the role of instructional material within a functional or communicative methodology in term : 1)Material will focus on the communicative abilities of interpretations, expressions, and negotiations; 2) material will focus on understandable, relevant, and interesting exchange information, rather than on the presentation of grammatical form; 3) material will involve different kinds of texts and different media, which the learners can use to develop their competence through a variety different activities and tasks.

Speaking is a natural communications. This activity involves two or more people in whom the participants are both listeners and speakers having to react to what they hear and make their contributions. Therefore, in the teaching process of speaking we must use the material which is interesting to speaker and listener such as the guessing song technique that used by the writer.

The goal of learning speaking in a language class should be encouraging the acquisition of communication skill and to foster real communications in and out classroom. It is important because after teaching-learning process in the class the students should be daring to speak use the English such as his or her friend in the English class, his or her English teacher, and the native of English.

An activity that can help students develop their communicative competence in speaking is by language input. Language input comes in the form of teacher talk, listening activities, reading passages and the language heard, drilling drill using English and read outside of class. It gives learners the material they need to begin producing the sentences they want to use in speaking. Input may be content oriented or form oriented.

Content-oriented input focuses on the information, whether it is a simple report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and example of their use. Student must know the learning strategy want to used so they can set their mind set only focus on the learning process according to the strategy it selves.

Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar;

appropriate things to say in specific contexts; expectations for rate of speech, pause length, turn taking, and other social aspects of language use; and explicit instruction in phrases that use to ask for clarification and to repair the miscommunication.

Speaking Achievement and the Important Things for Students to Improve Their Speaking Achievement in Learning Speaking

Student often think that the speaking achievement is a product of language learning and speaking is a crucial part of the language learning process. For many years, language teaching was seen as helping learners to develop their linguistic competence through learning process.

Generally, learning can be defined as a changing process of behavior cause by individual interaction with environment. The strategy is needed to make the learning process more effective and the material taught can be accepted easier, according to Dick and Carey (in Uno, 2008:1) state that learning strategy is: Bahwa strategi pembelajaran terdiri atas seluruh komponen materi pembelajaran dan prosedur atau tahapan kegiatan belajar yang/atau digunakan oleh guru dalam rangka membantu peserta didik mencapai tujuan pembelajaran tertentu. Strategi pembelajaran bukan hanya terbatas prosedur prosedur atau tahapan kegiatan belajar saja, melainkan termasuk juga pengaturan materi atau paket program pembelajaran yang akan disampaikan kepada peserta didik.

Based on the statement above, the strategy is all of aspect which established and prepared to make learning process is running well, so after the learning process the students' speaking achievement can be better than before and they can be able to speak with other English user in the communication process.

Based on the statement above, the strategy is all of aspect which established and prepared to make learning process is running well, so after the learning process the students' speaking achievement can be better than before and they can be able to speak with other English user in the communication process.

As we know, speaking is one of the four basic languages besides listening, reading, and writing. Learning speaking is not easy especially learning speaking the foreign language because we are not familiar with the foreign language we want to learn. In learning speaking we must give attention in many aspect of language such as grammatical, pronunciations, and vocabulary.

Someone who wants to express their feeling, wishes, and opinion in speaking especially using foreign language must be able in grammatical, pronunciations, and vocabulary so the one who listen can understand what he say. If someone speak whatever the language he/she use, the motion of the lips, jaw or tongue and other part of the mouth, nose, throat and the hallow chest with manner definite must be work well so the movement of the mouth part can produce sound which out through mouth someone to other ear.

Nuraini (2008:13) state that the characteristics of students that have speaking achievement are:1) can pronounce sound in English; 2) can use word or phrase; 3) able in answering a simple question in form Yes or No; 4) able in asking and answering question/discuss about everything; 5) can do a short conversation fluently; 6) can explain about something in English; 7) can express

about their mind, opinion, feeling and attitude; 8) can use various function of language, for example: introduce them, etc.

Student Difficulties in Learning Speaking

Using foreign language is the new thing for student. It is will be difficult to them. They will have problem with their speaking because they never used the foreign. They must learn through formal and non-formal education so they can practice and express anything in English, without being ashamed, afraid and nervous.

In Indonesia, English is learned as the foreign language, so the speech community difficult factor to be fulfilled in learning speaking skill compared with other skill: reading, listening, and writing. A good teacher and an appropriate technique of teaching speaking can help student in the classroom. At least the student can get a good basic of English in general and a good basic of speaking skill in particular after learning English in the classroom.

There are some language varieties that make speaking is difficult as follows: Clustering, redundancy, reduce form, performance variable, colloquial language, rate of delivery, stressing, rhythm, intonation, and interaction. Therefore, the researcher states clustering is fluent speak in phrasal form, not word by word.

The speaker also has an opportunity to make meaning clearer through the redundancy of language. Reduce form of contractions; reduced vowels, etc. are special problems in teaching spoken English because the word spoken will be different with the word written. Another problem is the students who don not learn colloquial contraction can sometimes develop a stilted. Performance variables is one of the advantages of spoken language in the process of thinking as you speak allows manifesting a certain number of performance hesitations, pauses, backtracking, and corrections.

We can actually teach learners how to pause and hesitate. For example, in English our “thinking time” is not silent, but rather we insert certain “fillers” : uh, um, well, you know, I mean, like, etc. one of the most salient differences between native and nonnative speakers of language is in their hesitation phenomena.

Colloquial language is form of words or phrases that unacquainted, so as the teacher you have to make sure your students are reasonably well acquainted with the words and idioms and phrases of colloquial language and those they get practice in producing these form. Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken language is to help learners to achieve an acceptable speech alone with other attributes of fluency.

Stress, Rhythm and Intonation are the most important characteristic of English pronunciation. The stress-timed rhythm of speaking English and its intonation patterns conveys important messages. Interactions as noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking achievement of its reaches components: the creativity of conversational negotiation.

Role-play

Many experts have defined about role-play; first, role-play according to Blatner (1995: 1) is defined, as “a derivative of a socio drama, is a method for

exploring the issues involved in complex social situations. It may be used for the training of professionals or in a classroom for the understanding of literature, history, and even science”.

Second, Cohen and Manion (1994: 252) have defined role-play as an involvement in replicated social situations that are projected to throw light upon the role or rule contexts overriding real life social episode. Third, role-play is the implementation of another person when the students pretend to be a certain occupation (Thornbury, 2005: 98). It means that the students should become other people to do their roles. In doing role-play, the students need to give respond spontaneously in interaction. Fourth, as proposed by Brown (1994: 124) role-play is spontaneous practice of the target language in interaction with another by taking on the role of another and fantasy play.

In role play also make a some methods as follows:

Game

In the webster dictionary game is defined as a contest physical or mental, according to certain rules, for amusement, recreations, or for winning a stake. So the writer try to find the influence of game as a physical or mental contest and as a fun strategy to teaching speaking toward student's speaking achievement. Commonly playing game is the hobby of the human being, especially the children.

The game used in this research is game which make the student are stimulated to speak, because of that the guessing game is choose because when someone guess about something he mush speak. So this game can give a stimulus to students so that they can express their felling when playing a game using English song.

Games as a Stimulus for Student Speaking Skill

Language is an enormous and very complex phenomenon. If one wants to study it, where should one begin ? Especially in learning speaking, how we can begin to speak? Student commonly confused because they do not know how to start the conversation although he or she are already has many vocabulary or not. It needs the stimulus and the game can be suitable stimulus to them in order to make they are dare to speak.

As we we know, for the students it's difficult to speak, we need a stimulus to stimulate them to speak, the stimulus is the game and the responses are the students' courageous to speak so the stimulus is important. We need it especially in teaching speaking English which is the goal of it is making students able to speak English and they can use it in the communication process.

According to W. H. Auden in the dictionary encyclopedia the stimulus is defined as :

1) Something causing or regarded as causing a responses; 2) an agent, action or condition that elicits or accelerates a physiological activity or response; 3) something that incites or rouses to action; an interactive :

“works which were in themselves poor have often proved stimulus to the imagination”.

Based on the definition above, we know that stimulus is a stimulant to do something. So we can use game to stimulate the students to speak when they play a game in learn speaking such a guessing song technique.

The Guessing Song

Choosing the suitable method to teach is very important, in order to make teaching and learning process can be more effective. In this research the guessing game is choose as the method in teaching speaking. In this game the song is used as the object that must be guessed by the student. Orvola stated that : “The song can be effectively used in an intermediate class for the purpose of teaching speaking to prospective EFL teacher”.

When Choosing the song as the object of the guessing game, it is better if the song contains plenty of examples of the target structures and focused mainly on one grammatical point so we are not teaching and increasing the speaking skill but we also teaching and increasing the grammatical role a to the students because we are can not ignoring the grammatical role as the reference that make we are sure that we use the correct sentences in the learning process while we run the guessing about song game in teaching speaking.

This is an interesting game and the students should be like this game, because commonly students like song. Like other games, this game some steps in order to make situation in this game interesting. According to Scharpf (1989:36) there are some steps of game: 1) Warming up; 2) Choosing the participant; 3) Preparing referee or observer; 4) Create the stage or situation; 5) Play the game; 6) Discussion and evaluation the result.

Frame of Thinking

From the review of related literature, we know that learning is an important activity for everyone. Almost all of the person's language achievement, competencies, knowledges, habits, and attitudes are modified, created and developing by learning. It can be said that learning is a process of behaviour changing because of experience and interactionn with the surrounding.

The guessing song technique that combines the guessing game with the song is one technique of learning English that needed as the stimulus to stimulate the students speaking. Teaching English using this technique can make the students interested in learning. This technique is suitable to teach speaking. So hopefully, this technique can increase the students' speaking skill.

Vocabulary is one of the important components in understanding a spoken language. By having adequate vocabulary mastery, learners are able to understand the meaning of the message from the authors. Vocabulary can be increased through many ways, such as reading book, novel, article, newspaper, or magazine) memorizing the words, looking a dictionary up, surfing on the internet, watching western movies or listening to western music.

The explanations show that both guessing song technique and vocabulary mastery are closely related to the students' speaking skill.

Hypothesis Formulation

There are effects of teaching technique and vocabulary mastery towards students' speaking skill.

Speaking is one of language skill that needs kind of practice, such as how to use the words correctly, what the words mean, and so on. Speaking is also pronouncing the words in order to express to the hearer whether the speaker is alert and enthusiastic or not, when the speaker wants to communicate his or her ideas. The researcher also assumes that there are closely effects of teaching technique and vocabulary mastery towards student's speaking skill where one is difficult to speak when he/she is considered lack of both teaching technique and vocabulary mastery, teaching appropriate vocabularies deal with the speaking and improving teaching technique are the best way to help students in speaking skill.

There is effect of teaching technique towards students' speaking skill.

In the previous discussion, Teaching Technique come it needs to be built. Some teachers lead the speaking class with the monotones technique. The teacher should know the criteria of communicative material and consider the materials which are appropriate for the learners. Choosing the suitable method to teach is very important, in order to make teaching and learning process can be more effective. To build it, the guessing game is choosing as the method in teaching speaking.

There is effect of vocabulary mastery towards students' speaking skill.

Vocabulary mastery is the student's ability in finding out the words meaning in sentence or paragraph, in the content, functional words, idioms, and also phrasal word in hearing from the speakers. The vocabulary mastery can be enriched by giving a test to the students about words implementation, labeling a word to a picture, describing someone or something, finding the synonyms in hearing from the speakers. The researcher assumes that there is closely an effect of vocabulary mastery towards student's speaking skill.

DATA ANALYSIS

1. The First Hypothesis Test:

There is significant effect of using guessing song teaching technique towards student's speaking skill.

The hypothesis is tested with significance coefficient value. If sig score > 0,05; so H₀ is accepted and H₁ is rejected. On the contrary, if sig score < 0,05 ; so H₀ is rejected and H₁ is accepted.

From the test above using SPSS 17 program obtained sig for the ability to speak English 0.000 < 0.05, therefore we can conclude that there is a significant effect of using guessing song teaching technique towards speaking skill. And it can also be seen or proven in mean difference ability to speak English is taught using guessing song and teaching techniques students taught using TPR teaching techniques are significantly different. Students who are taught by guessing song teaching technique (\bar{X} A1=77,83) have the ability to speak English (Speaking

Skill) is higher than students taught with conventional (TPR) teaching technique ($\bar{X} A2 = 68.83$)

2. The Second Hypothesis Test:

There is a significant effect on the ability of vocabulary mastery towards speaking skill.

According to the table ANOVA (SPSS output) shows that the value of $F_0 = 46.796$ and $sig = 0.000 < 0.05$, then H_0 is rejected and H_1 is accepted, thus it can be concluded there is the effect of the vocabulary mastery towards student's speaking skill.

And it can also be seen or proven in mean difference ability to speak English for students who have English language vocabulary skills with students who have high English vocabulary skills differ significantly lower. Student's high vocabulary mastery ($\bar{X} B1 = 79.67$) has the ability to speak English is higher than student's low vocabulary mastery ($\bar{X} B2 = 67.00$)

3. Third Hypothesis Test:

There are effects of using guessing song teaching technique and vocabulary mastery towards student's speaking skill.

According to the table ANOVA (SPSS output) shows that the value of $F_0 = 1.588$ and $sig = 0.213 > 0.05$, then H_0 is accepted and H_1 is rejected. This suggests that the interaction of teaching techniques (guessing song) and vocabulary mastery towards student's speaking skill is not significant. Adjusted R. equal to 0.539, it means that squared variability spoken English which can be explained by the variable guessing song teaching techniques, vocabulary mastery and interaction between guessingsong techniques and vocabulary mastery by 53.9%.

Based on the ANOVA results, it appears that the interaction between song guessing teaching technique and vocabulary mastery are no significant interactions. In the absence of interaction, then no further analysis to see the simple effect between subgroups such interaction the factors that build

CONCLUSION

Based on data description and data analysis can be concluded as follows :

1. This experimental research two factors are teaching technique factor and vocabulary mastery factor. Each factor consists of two levels that is experimental level using guessing song teaching technique in SMAN 1 Tempuran and control level using conventional (TPR) teaching technique in SMAN 1 Pangkalan, while vocabulary mastery factor consists of high vocabulary mastery level and low vocabulary mastery level. The data description showed mean score of experimental group (speaking skill) is higher than control group mean score. The score of experimental group is 77,88, while the score of control group is 68,83.
2. The research hypothesis test using ANOVA 2 direction on three hypothesis showed that the first and the second hypothesis have same sig score that is 0,000. With the value of $0,000 < 0,05$, so H_0 is rejected and H_1 is accepted. It means that there is significant effect of using guessing song teaching technique

towards speaking skill and there is significant effect of vocabulary mastery towards speaking skill is accepted.

3. Meanwhile, the third result of statistic hypothesis showed the sig value is 0,213. With the value of $0,213 > 0,05$, so H_0 is accepted and H_1 is rejected. It means that the statement of there are effects of using guessing song teaching technique and vocabulary mastery towards student's speaking skill is rejected. Based on the ANOVA results, it appears that the interaction between song guessing teaching technique and vocabulary mastery are no significant interactions. In the absence of interaction, then no further analysis to see the *simple effect* between subgroups such interaction the factors that build.

REFERENCES

- Allen, D. (2000). *Microteaching*. Massachusetts: Addison-Wesley Publishing Company
- Alwasilah, A. C. (1993). *Linguistik Suatu Pengantar*. Bandung: Angkasa.
- Anderson, J. (1969). *Public Policy Making*. New York: Holt, Rinehart and Wiston
- Arends, R.I. (2008). *Learning to Teach. Terjemahan*. Yogyakarta: Pustaka Pelajar
- Arikunto, S. (2006). *Prosedur Penelitian Sebagai suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Blatner, A. (1995). *Role Playing in Education*. [online]. Tersedia: <http://www.blatner.com/adam/pdntbk/rlplayedu.html>. *Jurnal Internasional* (9 Mei 2012)
- Brown, H.D. (1994). *Teaching by Principles : An interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents.
- Cohen, L., and Manion Lawrence. (1994). *Research Methods in Education*. London and New York: Routledge
- David, H. (1979). *Testing Speaking as a Second Language*. New York: Hill Book Company.
- Dimas, I. (2003). *Pintar Percakapan Bahasa Inggris*. Surabaya: Amanah.
- Finocchiaro, M., and Michael Bonomo. (1973). *The Foreign Language Learner: A Guide for Teacher*. Regents Publishing Company, Inc.
- Fritz, W. S. (1989). *Epistemic Logic and the Theory of Games and decisions*. New York: Kluwer Academic Publisher.
- Fraenkel, J. R and Norman. (2003). *How to Design and Evaluate Research in Education*. Mc Graw-Hill.
- Gerard, V. (1985). *Games Real Actor Play*. New York: Kluwer Academic Publisher.
- Harmer, J. (2002). *How to Teach Vocabulary*. Englan: Longman.
- Hornby, A.S. (1989). *Oxford Advanced Learner's Dictionary of Current English. Fourth Edition*. New York: Oxford University Press.
- _____ (1995). *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press.
- Hughes, B. (2002). *Software Project Management. Edisi ke-3*. London: McGraw - Hill
- Kurikulum Tingkat Satuan Pendidikan. 2006. Jakarta: Depdiknas.

- Katherine, H, and Pyton Geoffrey. (1989). *Heinemann English Dictionary*. New Edition. Oxford: Heineman Educational.
- Jones, G. R. (1998). *Understanding and Managing Organizational Behaviour*. Fifth Edition. Upper Saddle River: Pearson Prentice Hal
- Lado, R. (1964). *Language Teaching: A Scientific Approach*. USA: Mc Gram-Hill, Inc.
- Lazaraton, A. (2001). "Teaching Oral Skills". In M. Celse-Murcia (Ed). *Teaching English as a second foreign language*. Boston: Heinle an Heinle
- Ma'mun, I. (1990). *An Ontology of TEFL*. Jakarta: Bumi Aksara
- Morley, J. (2005). *Pragmatis in EFL Clasroom*. Bologna: Modern English Publication Ltd
- Nauth, W. H. (1995). *The World Book Encyclopedia*. Chicago: World Book
- Notion, P. (1990). *Teaching and Learning Vocaburay*. Boston: Heinle & Heince Publisher.
- Nuraini, D.H. (2008).
- Nurgiantoro, dkk. (2009). *Statistika Terapan untuk Penelitian Ilmu-Ilmu Sosial*. Yogyakarta: Gadjah Mada University Press.
- O'Malley, J.M. & Pierce, L.V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. New York: Addison Wesley Longman, Inc.
- Scharpf, F.W. (1989). *Games Real Actors Play. Actors_Centered Institutionalism in Policy Research*. Boulder and Oxford: Westview Press.
- Read, J. (2000). *Vocabulary Assessment*. Cambridge: Cambridge University Press.
- Rhori, J. (1989). *Speaking & Listening*. London: John Murry Published Ltd.
- Richard, Jack C. and Willy A. Renandya. (2000). *Methodology in Language Teaching*. Cambridge : Cambridge University Press
- Richards, J. C, and Theodore S. Rodgers. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University.
- Swan, M. (1995). *Practical English Usage*. Hongkong: Trade Spool Ltd.
- Tarigan, H. G. (1993). *Prinsip-Prinsip Dasar Sastra*. Bandung: Angkasa
- Thornbury, S. (2002). *How to Teach Vocabulary*. Harlow: Longman.
- (2005). *How to teach speaking*. Harlow, England: Longman.
- Uno, H. B. (2008). *Model Pembelajaran*. Jakarta: Bumi Aksara.
- Weaver, A.T. (1959). *The Teaching of Speech*. New Jersey: Prentice Hall Regents.