

# THE STRATEGY OF TEACHING VOCABULARY IN IMPROVING STUDENT'S SPEAKING SKILL THROUGH K-W-L METHOD

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## INTRODUCTION

### A. The Background of study

English is a tool to communicate both orally and in writing. Ministry of National Education, which is preparing standards of competence in Curriculum 2004, provides that ability to be owned by Indonesian students is to understand and express information, thoughts, feelings, and develop science, technology, and culture in the English language. Thus, the English language serves as a tool to communicate in order to access the information other than as a tool to foster interpersonal relationships, exchange information and enjoy the aesthetics of language in British culture. Therefore, the aim of English subjects as follows:

1. Develop the ability to communicate in English, either in the form of oral or written, which includes listening, speaking, reading, and writing skills.
2. Raise awareness of the nature of language and the importance of English as a foreign language to become the main tool of learning.
3. Develop an understanding of the interrelations Inter language and culture and expand cultural horizons for students to have cross-cultural insights and to engage in cultural diversity.

One component of language learning is the understanding of the vocabulary of the English language itself, in addition to other components.

Vocabulary (English: vocabulary) is the set of known word meanings and can be used by someone in a language. Vocabulary is defined as the set of all words that can be understood by such person or all of the words that are likely to be used by that person to make new sentences. One's vocabulary richness is generally considered an illustration of intelligence or education level.

Understanding the vocabulary is generally regarded as an important part of the process of learning a language or develops one's ability in a language that has been mastered. Students often are taught new words as part of a particular subject and there are many adults who consider the formation of the vocabulary as interesting and educative activities.

Mastery of vocabulary is the most basic things that must be controlled by someone in the learning of English which is a foreign language for all students and people of Indonesia. How a person can express a language if he does not understand the vocabulary of the language. Especially if it is learning about foreign languages, the mastery of vocabulary is something that is absolutely owned by the learner's language. If a student has a vocabulary adequate English then automatically will give more support to the achievement of four English language competences earlier. And vice versa without having an adequate vocabulary a student will have difficulty in achieving competence in the language. Therefore the writer is interested to discuss this study because many students are pretending and afraid to practice their capability in speaking though they understand structure of English well. So, to make them braver, the writer will try new strategy for those through word wall then apply KWL method.

In the relation to the background of the study, the problem of the study is

“What strategies does the teacher apply in teaching vocabulary to improve the student's speaking skill?”

Based on the problem of the study, the objective of the study is to convey the author's experience in applying some strategies and some effective Medias in learning English vocabulary, easy to remember and memorized by students in order to be able to speak English fluently. The study is focused on speaking comprehension by applying some strategies and effective Medias in learning English vocabulary for Junior High School students.

The findings of the study are expected to be useful for:



usage strategy is distinct from tactics, which are concerned with the conduct of an engagement, while strategy is concerned with how different engagements are linked.

Strategy is also a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem. Or strategy is the art and science of planning and marshalling resources for their most efficient and effective use. The term is derived from the Greek word for generalship or leading an army.

### Some strategy in Teaching Vocabulary

In accordance with the demands of English language learning goals, namely to communicate both orally and in writing, then the students are required to have an adequate understanding of vocabulary so that they will be able to communicate well in a variety of contexts and themes.

Activity-based learning in basic language and will depend on student understanding with the vocabulary. Students must have access to the meaning of words used by teachers and the surrounding environment. The limited understanding of vocabulary in student achievement will result in inhibition of language competence. However the learning itself depends on the language.

Becker (1997) stated the importance of vocabulary development is to connect how much vocabulary is mastered by the students with language learning academic material. He States that lack of understanding of vocabulary is a major cause of academic failure experienced by students.

A research states that an understanding of a text also depends on the size of the vocabulary that is owned by someone. According to Graves (1986) ideal vocabulary that must be owned by novice learners was between 2500 to 5000 words to support language learning. But this is not owned by the learners of English in our country, let alone English as a foreign language so that language use is only on a few things and places. And to improve that the teachers have to master some strategies and effective media in learning English vocabulary, as follows:

#### Improving students vocabulary by world wall media

The writer tries to use the strategy and vocabulary learning media that called word wall in order to learn vocabulary in the class room for the students more enjoyable.

Word wall is a collection vocabulary systematically organized the show with large letters and pasted on the walls of a classroom. Word wall is an instructional media should be used not only displayed or viewed. This media can be designed to enhance learning and group activities can also involve students in the making and the activities of the user. By using word wall student is expected to increase understanding of vocabulary in English without having to always depend on the use of dictionary or also the meaning of words given by the teacher.

There are several ways to make word wall efficient, practical and easy to remember. Word wall is interactive media in classrooms to support the learning of listening, speaking, reading and writing.

As for some of these ways are:

- a. Make your favorite words on a particular theme to be easy to remember.
- b. Use your favorite words frequently in various listening activities, speaking, reading or writing.
- c. Make your favorite words clearly in suitable place.

In making this media writer makes key words in certain themes in accordance with the curriculum and write it with the big letters on a piece of cardboard the size as well as it can be seen clearly by all students in the class. These key words can be Adjectives, nouns, verb, or adverb, adjusted for the theme that will be studied. The author provides between 5 up to 10 words in each week. It is the authors emphasize is in terms of quality of those words will always be easily remembered by students and not by the number of vocabulary words for students but easily forgotten.

For the next phase, so the writer can collaborate with students in making this word wall. Students were told to make a piece of cardboard on the vocabulary associated with a specific learning theme. After it is collected and selected which words are most appropriate to the theme that will be taught. All student work is collected as a portfolio of student writers and given a value.

### Strategy use word wall

The use of media is intended to seek the meaning of certain words through the learning process interactive and communicative. There are a few examples of what writers do in finding the meaning of the word.

Example 1:

Theme: Animal

Word wall: bat, Camel, Giraffe, wild, wildlife reserve

Strategy: Guess the word

It is on the wall  
It rhymes with paint  
It is an animal  
It likes to see for food at night  
What animal is it?  
What is the equivalent meaning in Indonesian?

After that the students guess what they mean and what that meaning in Indonesian. For further strategies teachers can develop it using other strategies.

Example 2:

Themes: Natural Disaster

Wordwalls: Flood, landslides, destroy, Earthquake, shake

Strategy: Quick Definitions

Give a definition of a word

Students write and choose words according to the definition given by the teacher

Loop back while providing encouragement to students

Check students' answers

Example 3:

Theme: Parts of body

Wordwalls: Nose, shoulder, eyebrow, smell

Strategy: Guess the word

Follow-up: Simon Says games.

This game begins with the phrase "Simon says ... .. touch your ... .."

If teachers do not start sentences with "simon says ...." So the students are not allowed to touch anything, aka silent. For example the teacher just says "touch your ear" (not preceded by the phrase "Simon Says ... .." so if there are students who do something he will be punished to sing a song.

That vocabulary learning examples that use wordwall that with this strategy of learning to be interesting, fun and not boring to the students. To integrate with other language learning materials such as listening, speaking, reading, writing, so teachers can develop their own learning strategies and techniques and this will be easier because the students already understand the key words from the theme of learning that we provide.

Using KWL strategy in teaching vocabulary Speaking skills are the ability to express opinions or thoughts and feelings to a person or group verbally, either face or by distance. Moris in Novia (2002) stated that talk is a natural means of communication between members of the public to express their thoughts and as a form of social behavior. Meanwhile, Wilkin in Maul (2001) stated that the purpose of teaching the English language today is to speak. Furthermore Wilkin in Oktarina (2002) stated that talk is the ability to develop skills sentences because communication occurs through the sentences to show the differences in behavior that varies from different communities. One thing that can improve students' ability to speak spontaneously that is by exploring



students' knowledge about the theme being taught. KWL technique can be used for such purposes. KWL stands for Know (the unknown), What to Know (who want to know), and Learned (which was obtained). Ogle (1989) states that the KWL format is a great way to help students participate actively in talking about what they are studying within the scope of the theme. Every teaching, teachers share the paper with KWL format or write on the board, as Table 1.

TABLE

K (Know)	W (What to know)	L (Learning)

In the process of learning, the teacher gives a topic, and then asked orally to the students what they know about a given topic. All answers are written in column K. The next question is what they want to learn about the topic and all answers are written in column W. Then students are asked to read material that is intended for the day. Then dig teacher about what they have learned and write it in column L.

Wright and Backy (1984) says that language games can help and motivate students and involve them in speaking and working. Language game is believed to lead to a situation where the language is useful and meaningful. Language games that can be used here include word guessing, chaid words, and others.

Based on the description above, the hypothesis of this research action is as follows: Learning English using KWL technique and language games can increase the ability to speak.

#### RESEARCH METHODOLOGY

This study involves Qualitative data, and then it obtained from diary notes, observation sheet and interview sheet. Observation sheet were used to identify all the condition teaching learning process, questionnaire sheet were used to know the feeling, the problem and other condition of students, while diary notes was used to write important roles in ail meeting.

The writer collects the data and gets the source by reading it from the internet and other references which are relevant to this topic. Then analyze the data based on elaboration and convey to involve the problem.

#### DISCUSSION

In fact understanding of vocabulary far from ideal circumstances were or are still under the understanding should have at least student. This fact caused quite difficult to achieve a basic competency as contained in the curriculum.

There are several factors that affect these situations are:

1. Vocabulary learning methods and techniques used by teachers is not quite right or do not attract the attention of students.
2. The unavailability of an effective medium of learning vocabulary and interesting for students.
3. Some students lack the great interest to learn English because they feel difficult.

With this situation the writer tries with the existing ability to try out some way to understanding the vocabulary the students to rise at once to use the vocabulary in a variety of

Meaning. In this study, the writer observed the situation of teaching learning process; give them some vocabulary from world wall and ask them to practice their English. The writer want to know their opinion about the word wall through speaking activity and identify the student's problem in speaking process from the conclusion of interview. The writer was flexible and welcome to the situation of class. The teaching was dynamic, needed immediately decision what is done and completely simple evaluation. In the observation the writer has some meeting, yet remaining ask the student to keep practicing speaking skill through world wall while applying KWL method. The writer directs the student's attention to the K and had them shared everything that they thought they know about the topic. Next the writer directs them toward W and had they phrased question that describe what they wanted to know. After the students had finish practice speaking, the writer had them to make a contribution to the L to show what they learned. The writer observes the whole process of action involves teaching technique, physical presence, voice rejection and quality, body language, management procedure and so on. For student included the way of students work, cooperation, response, task, behavior, and so on.

## CONCLUSION AND SUGGESTION

### Conclusion

By using this world wall media vocabulary learning in the classroom so that the writer held with communicative teaching and fun so that students will understand English vocabulary has increased since continued to exist in their memory and also easy to see. For that in using this instructional media

1. Give students approximately 5 to 10 words each week
2. Make these words in a variety of forms that will be more attractive to students.
3. Use words that are most appropriate from a learning theme.
4. Perform a variety of strategies for student use of the fun.
5. Evaluate student understanding of vocabulary in a variety of tests.
6. Make word wall portfolios of student work as students and provide assessment and award

KWL technique and language games can increase student participation in class when the teacher provides opportunities and guidance to all students.

### Suggestion

By vocabulary learning strategies have been tried fairly communicative, this study suggests at fellow English teacher to try to find and use other learning strategies that are considered to enhance students' understanding of vocabulary, which are basic and the achievement of language competence.

KWL technique approach and game language can be used in teaching and learning as an alternative to increasing the participation of talk and make learning more effective and attractive. And English subject teachers must be creative and innovative in preparing for learning so much improved learning outcomes.

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