

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher would present how is the research conducted. Starting from the pre-observation where the researcher had an interview session with the English Conversation Club (ECC) member of SMA IT Ukhuwah Banjarmasin. Continued the research with observation by holding a questionnaire session with the English Conversation Club (ECC) member of SMA IT Ukhuwah Banjarmasin to find out the main problems of the students lack in English skill. For furthermore research to find out how speech (monologue) enhance the students' vocabulary, the researcher did pre-test and post-test of the speech (monologue) subject on the extracurricular as the main result that would be discussed in this chapter.

A. Findings

On the first session of the pre observation, the researcher aimed to found out what were the main problems of the English Conversation Club (ECC) members of SMA IT Ukhuwah Banjarmasin lacks in English skills. In this session, the researcher only did the interview for the XI grade of the English Conversation Club (ECC) member of SMA IT Ukhuwah Banjarmasin as the regular member of English Conversation Club (ECC) from the first semester. The amount of the students participated in this interview is 6. And this session showed the same answer as the result of their English skill lacks.

1. The Implementation of the Observation

a. The students' problems in English skill

For this session, the researcher prepared few questions for the interview and also for the questionnaire in order to find out their lacks in English.

For question "On what purpose are you learning English?", 3 of them answered, "I learn English in order to fulfill my education purpose" the other 2 answered, "I learn English because I am really interested in learning English so I want to improve more by joining this extracurricular", and only 1 of the participant is answering, "I learn English for professional development since I am preparing myself for the university". This answer same goes for the question "What is your primary reason for learning English" as the researcher included on the questionnaire.

Next question for the students is "As we know, English has Listening, Speaking, Reading, Writing and also Grammar, Pronunciation, and Vocabulary from all of that, which one is your strength in English?" and "Would you like to tell me why is it becomes your strength 4 of them answered "I am quite confident with my pronunciation, Miss" they explained that they are confident with their pronunciation as they moderately use English on the daily basis especially in the extracurricular session when they must use English for the whole session. In this part of the interview, same goes to the answer for the question "How confident are you in your pronunciation of English words?" on the questionnaire where 4

of them answered “moderately confident” next for the other 2 students, they answered with “reading is the most outstanding skill for me, I would say” they chose reading as their strength in English, same goes with their answer on the questionnaire where they answered “not confident” in this question.

For furthermore information of their lacks in English, the researcher prepared other question. In this session, the researcher stated, “From Listening, Speaking, Reading, Writing and also Grammar, Pronunciation, and Vocabulary from all of that, which one is your weakness in English?” all 6 of them answered “Vocabulary” and this answer proved by their answer on the questionnaire the researcher gave them on the question “How would you rate your English vocabulary knowledge?” they answered “Poor” this answer also stated that vocabulary is being their lacks in English. To dig in more into their answer and also to make sure their lacks in vocabulary, the researcher asked them further question “would you like to tell me why is it became your weakness in English?”, all of them has different answers on the interview session. YRP says “as I wanted to make it work for my professional development, I have to look into professional vocabulary. I surely can use the basic vocabulary but since I aimed the professional purpose so I forced myself to dig in more into vocabularies that is more professional. I knew English has several types of vocabularies based on the purposes, that is why even though I have good grades in English and my teacher says my vocabulary mastery is

already good, I always feels like I am lack of vocabulary since I am seeking for the professional types of vocabulary". IR stated, "I feel like I am lack on vocabulary since I see the other friends of mine is talking really fluently and the I realized that the reason I can't talk fluently like them is my lacks of vocabulary, that is why I joined English Conversation Club (ECC) in order to improve my vocabulary". On the other hand, VAR stated, "the reason why I am lack on vocabulary is because I just use basic vocabulary on daily basis and did not explore the vocabulary more. I feel like I am left behind in this extracurricular, looking to the other members that has excellent various types of vocabularies when they writes or speaks". SAP on the interview answered, " I feel like I am the most left behind member of English Conversation Club (ECC) since I see the other members has mastered lots of vocabulary when the extracurricular tutor gave us task to do. And because I realize that I am lacks of vocabulary, I choose to stay on this extracurricular to learn more". Azizah also answered vocabulary as her lacks in English, she stated, "I already realize the lacks of my English is vocabulary since I am having a chit chat with the other member of English Conversation Club (ECC). Sometimes I do not understand what they said because it is a new vocabulary for me, sometimes they told me that the vocabulary that they said is just the antonym or synonym of the words that I already said. I do not realize it since I do not have enough vocabulary list". To close the interview from this question, Yaya stated, " I am learning English for academic purpose,

so I need to learn more about vocabulary types for academic. My vocabulary may seem good based on the other members of English Conversation Club (ECC) but since my goals for learning English is for Academic purposes, I feel like I am still on the basic level of vocabulary, that is why I am not confident with my vocabulary list”.

The researcher had more questions for the interview and questionnaire for the complement of the research. After all questions above, the researcher continued asking the member of English Conversation Club (ECC), “please tell me the your order of English branch skill (Grammar, Pronunciation, Vocabulary, Listening, Speaking, Reading, Writing) from the one you feel very confident to the one you feel not confident. 4 of the answered, “Reading, Writing, Listening, Grammar, Pronunciation, Speaking, Vocabulary” the other 2 students answered “Grammar, Pronunciation, Speaking, Listening, Reading, Writing, Vocabulary”.

Moreover, for the questionnaire the researcher asked “How would you rate your overall English skill?” 5 of the participants answered with “beginner” and the other 1 participant answered the question with “intermediate”.

The other question is about other English skill, the researcher asked these questions in order to know more about their mastery of the other English skill. For grammar, the researcher asked “How often do you encounter difficulties with English grammar?”, the participants answered “sometimes” for 5 and the other 1 answered with “never”. Followed by the

other English skill, the researcher asked “How would you rate your reading comprehension in English?” 4 of them answered “Good” 1 of them answered “Fair” and the other 1 participant answered “Poor”. Continued by the question “How would you rate your writing skills in English?”, 3 of the participants answered “Fair” 2 of the participants answered “Good” and 1 of the participant answered with “Poor”.

As the 6 participants of the research has answered all of the interview question and also the questionnaire given to them, seeing what is their strength in English followed by the reason, continued by their weakness in English stated from the member of English Conversation Club (ECC) followed by the reason, the researcher conclude vocabulary as their main problem of English skill.

b. The Students’ Preference of Activity to Enhance Vocabulary

The participant of this research is able to choose their own activity to enhance their vocabulary. The activities are based on the needs of the students itself to get them ready for some activities that require English as the language. In this session, the researcher continued to ask them on the interview and the questionnaire given to the participant.

In order to know their interest to be the activity, the researcher asked this question on the interview; “If I gave you 3 activities to overcome your weakness, which one would you choose? It is Roleplay, memorizing word gameplay, or speech?” after hearing the questions, all of the 6 participants answered with “speech”. Not only once, the researcher also

asked the participants another question to make sure about what activity do the participants would choose to be the activity to enhance their ability in vocabulary. The researcher also ask this question on the questionnaire, "What strategies do you find most helpful in overcoming these challenges? Speech (monologue), word memorizing, or roleplay? Please explain your answer clearly". For this question of the questionnaire, all of the participants also replied with "Speech" but with different reason. The participants reasons are; "Speech, because it is fun", "Speech, because I like to learn by speech or monologue", "Speech, because I learn and got new vocab that way", "Speech (monologue), study hard and often listen to conversation in English and try to speak English in front of the mirror"

2. The Description of Cycle 1

a. Planning

After doing the interview and also giving the participants questionnaire, the researcher taking conclusion the main problem of the participants is Vocabulary mastery. The researcher task to enhance the vocabulary of the participants is conducted by giving them speech task in order to see the improvement of their vocabulary. The researcher already got the agreement from the participant as they wanted to enhance their vocabulary by doing speech (monologue) text writing as the media. The researcher plans can be described as follow;

Implementing speech (monologue) as the projects applied on the activity while the extracurricular is held. In this section, the researcher

would give the participants the rules of writing speech (monologue). Starting from the theme and the framework of the speech (monologue).

The participants would be writing their own text of speech (monologue) with the given theme, “Your biggest dream and how you achieve it”. The participants should write their own text of speech (monologue) for minimum 2 paragraphs. After this session held, the researcher would analyze the structure of the participants’ text of speech (monologue).

b. Action and observation in cycle 1

The action were carried out only one time, on the 1st of January 2024. The action is focused on the speech text making on the class. The researcher started the action by giving direction on how the participants should write the text. The direction could be seen on the field note below

Please make speech text based on this topic, ”Your biggest dream and how you achieve it”

Make a speech text consist of two paragraphs. Each paragraph should consist at least 5 lines. The title is based on the topic given.

With the approximate time of 20 minutes.

You can write it down on any media you like. You can write it down on a book, you can write it down on any online web to make it more eye catchy like canva, or whatever you like to write it.

Figure 4.1: Rules for cycle 1

After the participants are given instructions, they rushed to do it quickly. On the text making, the participants are allowed to ask about some vocabulary they don't know in English or some vocabulary they don't know the meaning in Bahasa Indonesia in order to make it easier to translate later on. On this process, the researcher is willing to help the participants in translating but not giving a direct translation in order to give them chance to solve their own problem on field.

On the inquiry phase of developing their work on speech text writing, the students is pursue to look for new vocabulary that suit their concept of speech. In this phase the participants are actively asking about some vocabulary that may and may not suit to their speech to the researcher.

And from this phase, the researcher already have their first pre test for speech text. Here are the speech of the participants as the result of the cycle 1:

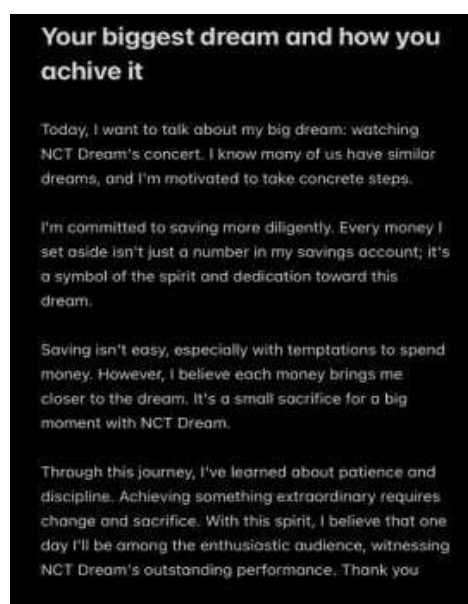


Figure 4.2: Students' speech monologue cycle 1

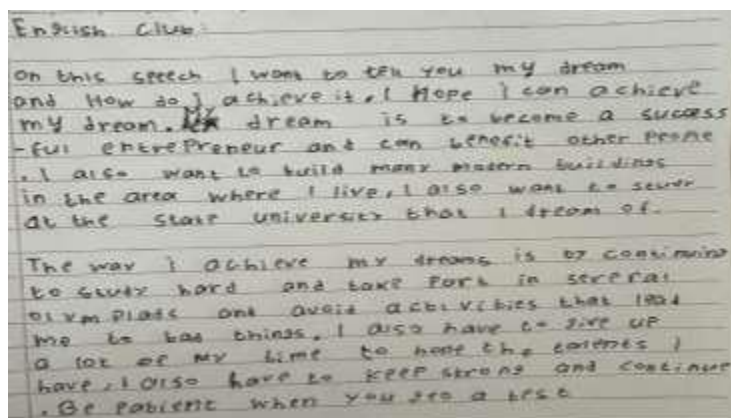


Figure 4.3: Students' speech monologue cycle 1

YOUR BIGGEST DREAM AND HOW YOU ACHIEVE IT

My biggest dream is I want to become a student at Cambridge University and want to go abroad to study other cultures from various countries. But my biggest dream is to visit the city of London. Because London is a city that is a target for several students to study.

How I can get this is by finding out information about scholarships. and study harder so that you can get what you want. because something we want to get, if accompanied by effort then it will not be in vain.

Figure 4.4: Students' speech monologue cycle 1



Figure 4.5: Students' speech monologue cycle 1

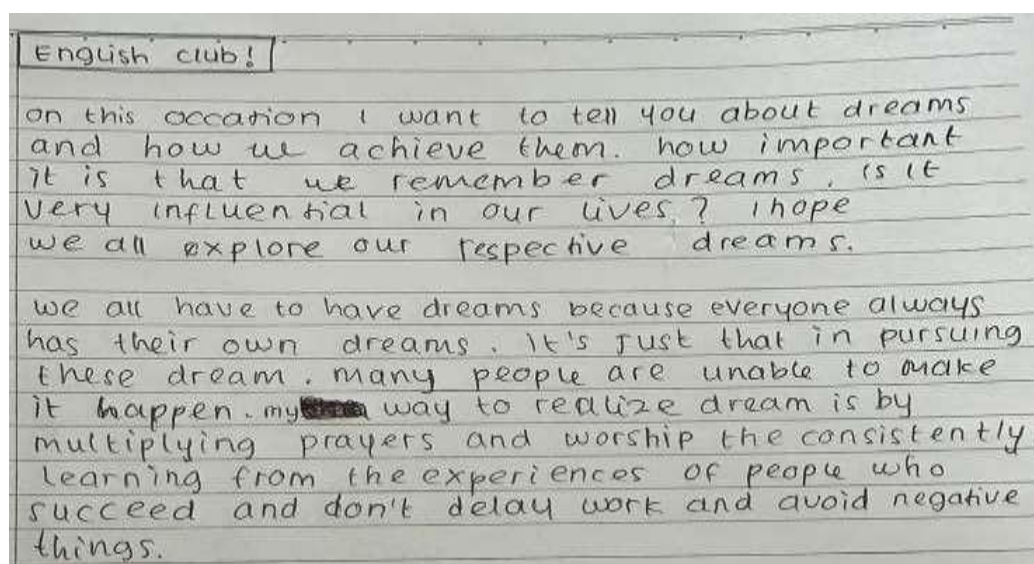


Figure 4.6: Students' speech monologue cycle 1

Name : Yurellia Rischa Putri

Theme : Dream

I want to Study in England

I really want to go to England for study. The schools there are very good and famous. I think I can learn a lot from the teachers and meet students from many countries.

I also want to see the old buildings like Big Ben and the Tower of London. I want to try English tea and learn about their culture. It will be so fun!

Studying in England will help me speak better English and get a good job in the future. I can't wait to make new friends and see new things. I know it will be a great experience for me.

Figure 4.7: Students' speech monologue cycle 1

As all of the participants has done writing their own speech text, the researcher told the participants to read it in front of the class as the part of the observation. After all of the action and observation in this session, the researcher moved on to the reflection.

c. Reflection

After the action and implementing on the cycle 1, the researcher supposed to give all of the participant reflection. The reflection is based on the participants vocabulary. Including the participants choice of words and

the suitability of the word regarding the context of the text they already wrote and the word they can expand more into more lots word choice in order to make the speech text to be more engage to the theme and more fascinating to read.

On the first cycle of the research, the researcher found out the participants are only writes the words by the meaning and the suitable word due to the topics, the researcher expect the participants to me more creative into their words choice used on the speech text.

As for further reflection, the researcher giving the participants to be more creative in using words on their text as the researcher and the participants are doing not just a regular speech but also monologue where in this session, the participants can explore more into their text in order to be more engage to the speech and to show off their identity in writing based on the style and their choice of words.

Based on the action and observation of cycle 1, the researcher found out the participants still using basic word to write their text. As written on their text such as, “I want to be a successful entrepreneur who adheres to his responsibilities” the word “his” on the text written by Salma Aulia Putri is not right due to the context that she is a female. Another one is, “ in my current youth, I should hone my skills even more” this sentence can be explored into another sentence and word by describing what is the skills or the compatible word to make it more fascinating to read as her describing his strength. Another sentence that could be develop is, “

Therefore, I have to be serious about achieving my dream” this sentence could be expanded by adding more vocabulary of action verbs and also could be added about her starting point of action to achieve her dream.

Another sentence coming from Isnaini Raihanun who wrote about her dream about meeting her idol is already good but the sentence could be added more vocabulary into it to make it more fascinated to read. The sentence, “ saving isn’t easy especially with the temptations to spend money” instead, to make the audience feeling of the hard task of saving, she should be added more action verbs into it. More action verbs could make it good since the audience can feel the sacrifice of her in saving money. More sentence needs to be explored is, “dedication” and “sacrifice” in this case the researcher suggest the participants to explain and elaborate the action of her sacrifice and dedication in order to make the speech text more engage to the writer on behalf the meaning of the word and the action the participant did.

More reflection on the word choices and sentence to be explored more coming from Violyn as she wrote, “I hope I can achieve my dream” this sentence is too basic to be written for a speech text, the word needs to be more realistic onto the action of the writer on how the writer achieve the dream. Another sentence is, “ can benefit other people” for this sentence, the writer should be more detailed on what benefit the writer can give to other people, what is the action and how it done.

Moreover for Azizah's speech text, the sentence, "I want to become a student of Cambridge university" in this sentence, the writer did not explaining about the reason of the writer dream. This sentence could be explored into more variative word to dexcribe the reason od her dream mentioned.

Next reflection about Yaya's speech is coming from the sentence,"how important it is that we remember dreams? Is it very influential in our lives?" having the question mark "?" on the sentence means that the writer herself need to answer the question since the writer is the one who knows the answer based on her perspective. The researcher suggested the writer to put the answer on the speech text.

Last speech from Yurellia Rischa Putri is quite basic. She wrote," I really want to go to England for study. The schools there are very good and famous" in this sentence, the writer can elaborate more into the schools she aimed to be her destination. The researcher suggest the writer to be more creative and explore more words to build an interesting sentence for speech (monologue).

3. The Description of Cycle 2

a. Planning

The planning on cycle 2 was not really different with the planning on the first cycle. The participants are also given the same task and rules to write the speech text. To make it more perfect to the participants to dig in more related vocabulary and to expand the sentence from the first cycle of

speech text, the researcher gave them 10 minutes more to write the text.

b. Action and observation

Cycle 2 of the research were conducted on march 7th 2024. The post test would be observed to check if the speech text is having improvement on the vocabulary or not. The improvement of the vocabulary on the text is not only scored by the individual word but it could be scored for their rhythm to explain one word into a sentence that elaborate the same things as the previous word with more passion to make the audience more engage to the speech text. The rules given to the participants on the cycle 2 could be seen below:

Please make speech text based on this topic, "Your biggest dream and how you achieve it"

Make a speech text consist of two paragraphs. Each paragraph should consist at least 5 lines. The title is based on the topic given. With the approximate time of 30 minutes.

You can write it down on any media you like. You can write it down on a book, you can write it down on any online web to make it more eye catchy like canva, or whatever you like to write it.

Figure 4.8: Rules for cycle 2

After giving the rules for the speech text, the researcher still looking for every participants who seems having a hard time expanding the wrote they wrote before. But the activity still goes on smoothly since the

researcher and the participants are working on it passionately and lean on each other to make the best speech text. After 30 minutes passes by, the researcher started to collect the result of the participants speech text. As followed below.

Name : Isnaini Raihanun

Theme : Dream

Hi everyone,

My name is Hanun, and I want to tell you something exciting today. I really, really want to go to an NCT concert! Their songs are so fun, and I imagine how amazing it would be to see them sing live. But it's

hard for me to save money because I love to buy snacks and sometimes I spend money on things I don't really need.

Saving money is tricky for me because of this. I'm learning that it takes patience and trying not to buy too many snacks every day. I want to save money to make my dream come true.

To help me save, I'm doing extra chores at home to earn some money. I'm also trying to think before I spend on things that aren't really necessary. It's not easy, but I'm trying my best.

I think if I keep working hard and saving my money, I can go to an NCT concert one day. It would be so awesome to see them sing and dance live! It's not just about going to a concert; it's about working towards something I really want.

Thank you for listening to me. Let's all work hard and try our best to make our

Figure 4.9: Students' speech monologue cycle 2

Name : Violyn Azwazylla R Theme : Dream

Hello everyone,

My name is Violyn, and I am here today to share my dream with all of you.

I hope I can achieve my dream one day. My dream is to become a successful entrepreneur who owns many rental properties and is diligent in donating to those in need.

Being an entrepreneur excites me greatly. I dream of having my own business and renting out many properties. I also dream of being someone who is diligent in giving back to the community through donations to help those who are less fortunate.

I know that achieving this dream will require a lot of hard work and dedication. I am ready to learn and do my best. I want to study hard and attend a good school to learn about business. My dream is to study at my dream university, where I can gain the knowledge and skills to become a successful entrepreneur. I want to understand how to manage money wisely and make smart decisions.

Additionally, I look forward to traveling and meeting people from different places. I believe that learning from others will help me grow and become a better entrepreneur.

Figure 4.9: Students' speech monologue cycle 2

Name : Azizah

Theme : Dream

My Dreams

My name is Azizah. My biggest dream is to become a student at Cambridge University. I want to go abroad and study other cultures from many countries.

I think Cambridge University is very good and has smart teachers. I want to learn a lot and make new friends from different places.

I also want to travel and see how people live in other countries. It will be very fun and exciting. I hope my dream come true one day.

Figure 4.10: Students' speech monologue cycle 2

Name : Salma Aulia Putri Theme : Dream

My Dream

Hi, my name is Aul. I really want to be a successful person in the future. My biggest dream is to be a successful entrepreneur. I want to have my own business and make a lot of money.

I want to be a successful entrepreneur who adheres to her own responsibilities. I think being an entrepreneur is very cool. I want to make new things and help other people with my ideas. Maybe I can create something that makes life easier or more fun. I also want to make my family proud of me.

I love thinking about new ideas and how to make them real. I know it will be hard work, but I am ready to learn and try my best. I want to study a lot and maybe go to a good university one day. I want to learn how to run a business and make good decisions.

Also, I think it would be fun to meet many people from different places and learn from them. I hope my dream come true one day and I can be a succesful entrepreneur. I will keep working hard and never give up on my dream.

Figure 4.11: Students' speech monologue cycle 2

Name : Yaya

Theme : Dream

Hello everyone,

Peace be upon you all. My name is Yaya, and today I want to talk about why having a dream is very important.

Having a dream is important because it gives us something to work for and makes life exciting. Each of us has dreams that Allah has put in our hearts. These dreams can be big or small, but they are important because they help us know what we want to do in life.

For me, reaching my dream is not just about what I want; it is also about faith. I believe in praying and learning to make my dream come true. Praying helps me stay strong and ask for Allah's help.

Learning helps me get the knowledge and skills I need to reach my dream.

I know that with Allah's blessings and my hard work, my dreams can come true. I promise to keep working hard and never give up.

Thank you for listening to me. Let us all trust in Allah, believe in our dreams, and work hard to make them happen.

Figure 4.12: Students' speech monologue cycle 2

WHISPERS OF THE FUTURE: A GLIMPSE INTO MY DREAM

Yurellia Racha Putri

WHAT'S MY FUTURE DREAM?

Good morning everyone. Today, I want to share with you a glimpse into my dream, a vision whispered to me by the currents of the future. It's a dream painted in vibrant hues of academic exploration and personal growth. In this dream, I find myself standing on the precipice of a new adventure, embarking on a journey across continents and cultures. An unfamiliar yet captivating landscape welcomes me, a canvas upon which I will paint the strokes of my future. Here, in the heart of a foreign university, I delve into the depths of knowledge, immersing myself in diverse perspectives and academic disciplines. My name is Yurellia Racha Putri and here's my story.

D

reaming of studying abroad in uk

The UK, with its rich history, vibrant culture, and world-renowned academic institutions, beckoned me. I envisioned myself walking the same halls as towering figures of literature, science, and innovation. I imagined myself immersed in diverse communities, learning from and interacting with people from all walks of life. Above all, I dreamt of returning home, armed with new knowledge and perspectives, ready to inspire and empower others.



Today, as I stand on the cusp of this incredible opportunity, I want to be a beacon of inspiration for anyone harboring similar dreams. Don't let fear or self-doubt extinguish the flame within you. Remember, the journey of a thousand miles begins with a single step. Start by researching, connecting with others who have walked this path, and most importantly, believe in yourself. Embrace challenges as opportunities for growth, persevere through setbacks, and never lose sight of your goals.



END OF DISCUSSION

So, my fellow dreamers, embrace your ambitions, fuel your passions, and remember, with hard work, dedication, and a touch of courage, anything is possible. Thank you.

In addition to the dream of studying abroad, I also dream of becoming one of the speakers at the United Nations, a dream that has always been my priority to be granted in the future, being one of the speakers there can make me proud and feel that so far I can achieve this dream.

Figure 4.13: Students' speech monologue cycle 2

After 30 minutes writing their own text of speech, the researcher told the participants to read their own text in front of the class. After reading the text one by one, the participants get back to their seat to hear the

reflection of their speech text from the researcher.

c. Reflection

On the cycle 2, the changes was huge, the participant finally knows how to use the right word for each context and the participants finally can elaborate and expand more about the vocabulary they use into something impressive but still has the same meaning as the word the use before on the cycle 1.

4. The Result of Pre Test and Post Test

a. The Final Score

Table 4.1 The Final Score of Pre Test Cycle 1

No.	Name of the Students	Score	Level of Ability
1.	IR	60	Good
2.	VAR	55	Average
3.	A	65	Good
4.	SAP	70	Good
5.	Y	55	Average
6.	YRP	60	Good

After analyzing the results of cycle 1, it was found that three students demonstrated strong vocabulary skills, whereas the remaining students exhibited average proficiency in vocabulary.

Table 4.2 The Final Score of Post Test Cycle 1

No.	Name of the Students	Score	Level of Ability
1.	IR	80	Excellent
2.	VAR	75	Good
3.	A	80	Excellent
4.	SAP	90	Excellent
5.	Y	70	Good
6.	YRP	85	Excellent

Following the post-test, students demonstrated improvement in their vocabulary skills. Four students achieved an excellent level of vocabulary, while the remaining students, who were previously at an average level, progressed to a good level.

Table 4.3 The Final Score of Pre Test Cycle 2

No.	Name of the Students	Score	Level of Ability
1.	IR	75	Good
2.	VAR	60	Good
3.	A	70	Good
4.	SAP	70	Good
5.	Y	65	Good
6.	YRP	75	Good

During the second cycle, every student demonstrated a good proficiency in vocabulary skills.

Table 4.4 The Final Score of Post Test Cycle 2

No.	Name of the Students	Score	Level of Ability
1.	IR	90	Excellent
2.	VAR	85	Excellent
3.	A	85	Excellent
4.	SAP	90	Excellent
5.	Y	80	Excellent
6.	YRP	90	Excellent

During the second cycle, every student demonstrated a significant enhancement in their vocabulary proficiency, as evidenced by their test results.

b. The Average Score

No.	Test	Total Score	Total of the Students	Mean
1.	Pre Test	365	6	60,8
2.	Post Test	480	6	80

No.	Test	Total Score	Total of the Students	Mean
1.	Pre Test	415	6	69,2
2.	Post Test	520	6	86,6

The mean score showed improvement between cycle 1 and 2. Initially, the score increased from 60.8 to 80 in cycle 1, and further improved from 69.2 to 86.6 in cycle 2.

B. Discussion

This research aimed to examine two research question: 1) What is the main problem of the students' lack of vocabulary? 2) How does speech (monologue) enhance the students vocabulary.

For the first research question, after conducting the research through pre observation by interview and the observation by questionnaire, the researcher found out that all of the participants of this research applied Vocabulary as their lacks on English Skill. 6 (six) participants from English Conversation Club (ECC) Member of SMA IT Ukhuwah implied they all have the same issue with vocabulary. Eventhough the participants has different point of learning English such as for professional purpose or only by their interest in English, the interview and their questionnaire proof vocabulary as their main problem of English skill.

After knowing vocabulary as the main problem, they come to an

agreement by choosing Speech (Monologue) as their media in order to enhance their vocabulary.

The process of the researcher implementing Speech (monologue) to the participants of the research conducted by 2 cycle. On cycle 1, the participant was given 20 minutes to write their own speech text based on the theme given before. In this cycle the participants only showing their basic vocabulary to write the speech text. After conducting the action and observation for cycle 1, the researcher gave them reflection on what should they do for the next cycle.

On cycle 2, the researcher found out the participants was totally enhance their vocabulary through sentence managing, and also the use of each vocabulary for each context for the speech to make the vocabulary suit the content of speech text the participants has written. According to (Darancik, 2018) Speaking is rated as the most pleasurable skill for the students to learn. But it can also become the most difficult one. Thus, the researcher decide to speech (monologue) as the main method of enhancing the students' vocabulary in a specific role of speech (monologue) another statement comes from (Albar,2016) examined the relationship between students' speaking proficiency, concern about learning foreign languages, and vocabulary size. In a speaking test, students were asked to present a speech about a descriptive text by selecting one of three themes describing their home, describing a close friend, or describing the most stunning location they had ever been as part of the data collection process.

For the second research questions, the researcher used documentary such as pre test and post test. By looking at their score, the students enhance their

vocabulary ability from average to good to excellent. According to Dawson (2016) & Harris (1969), who also define the in gauging the effectiveness of a scoring rubric, the ability level in scores there are poor, average, good, and excellent.