

Enhancing Students Speaking Proficiency by Developing the Vocabulary Mastery: a Case Study

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Abstract: This study aimed to investigate that vocabulary mastery takes an important place in enhancing the students' speaking proficiency. Due to the importance of vocabulary, Marzano's six steps of vocabulary teaching also put an increased focus on the process of vocabulary acquisition. This research intended to identify how teachers teach vocabulary, strategies teachers use to teach vocabulary and students' perception of vocabulary instruction in enhancing their speaking proficiency. The data were collected through classroom observation in the seventh grade of SMP Al Falah, Jogorogo, and also interviews with both an English teacher and 15 students. The research conducted during September-November 2022. From the data analysis, it was found that vocabulary instruction was influenced by Marzano's six steps of vocabulary teaching. Student interview analysis revealed that students preferred to learn vocabulary through games and engaging activities. The analysis further revealed that difficulty in pronouncing the word was a challenge in understanding words. An interview and classroom observation revealed that vocabulary instruction in the classrooms differs based on instructional procedures in the classroom and is similar in terms of using the same types of activities.

Keywords: speaking proficiency, vocabulary mastery, Marzano's six steps of vocabulary teaching.

Introduction

Language is a means of communicating with each other. Language is the human ability to communicate with others using symbols such as words and actions. Or a tool for interaction and communication in the sense of a tool for conveying thoughts, ideas, concepts or feelings, enabling individuals to express themselves and understand one another. It involves the use of symbols, sounds, gestures or written symbols to convey meaning. Language is not only a means of exchanging information, but also a way to express emotions, opinions, and ideas. Furthermore, language can shape our thoughts and perception of the world, as well as influence social and cultural interactions.

Language is a critical tool for communication and allows us to express our thoughts, feelings, and ideas to others. It enables us to connect with others and understand their perspectives, fostering social interaction and building relationships.

Without language, it would be much more difficult to connect and communicate with those around us. Language is a necessary tool for human interaction and communication. It enables us to connect with others, understand their perspectives, and convey our own thoughts, feelings, and ideas. Without language, it would be difficult to establish and maintain relationships, share knowledge, and cooperate with others. Language is an essential aspect of human life and plays a crucial role in shaping our interactions, experiences, and understanding of the world. For example, When people from different cultures and linguistic backgrounds come into contact, language can act as a barrier to communication and understanding. This can lead to misunderstandings, confusion, and potentially, conflict. On the other hand, when individuals are able to speak a common language, it can facilitate communication and foster more positive relationships. In this sense, language plays

a critical role in shaping our interactions and experiences with others.

Some people may think that learning a language is easy because they are surrounded by it in their daily lives, but in reality, it can be a challenging process. Learning a language requires consistent effort and practice to develop listening, speaking, reading, and writing skills. It also involves acquiring a new cultural understanding and building a new vocabulary, which can be challenging for individuals who are not familiar with the language and culture.

Learning a language goes beyond just being able to communicate in that language, it's also about understanding the cultural and historical significance of the words used, as well as the nuances and subtleties of the language that give it depth and meaning. Words can have different connotations and interpretations based on the context in which they are used, and understanding this can help with effective communication and building deeper relationships with others. So, learning a language involves not just mastering the mechanics of the language but also gaining a deeper appreciation and understanding of the culture and people who use it.

Language is a powerful tool for expressing meaning and conveying ideas, and it can reveal a great deal about a culture and its people. When people learn a new language, they are able to gain a deeper understanding of that culture and its people, and can communicate with them more effectively.

Language is a voice used by every nation to express its meaning. Language is a fundamental tool of communication, and it plays a crucial role in expressing the ideas, thoughts, and values of a nation. Through language, people are able to articulate their experiences, perspectives, and cultural traditions. Each language is unique, reflecting the culture, history, and values of the people who speak it. As such, language is a powerful tool for preserving cultural identity and promoting understanding between different communities and nations. In this sense, language is more than just a means of communication, it is a voice that represents the nation and its people.

Speaking skills refer to the ability to effectively communicate using spoken language, taking into consideration the needs and understanding of the listener. Effective speaking involves not only using correct grammar and pronunciation, but also being able to convey ideas in a clear, concise, and engaging manner. It requires being able to adapt to the audience and adjust the language, tone, and style to meet their needs and ensure that the message is effectively communicated. Good speaking skills can enhance communication and relationships, both personally and professionally. Speaking skills involve the ability to effectively convey messages through spoken language, taking into consideration the needs of the listener. It involves the process of transforming thoughts and feelings into meaningful speech or language sounds, which can be understood by others. Effective speaking skills require clear pronunciation, vocabulary development, and a strong understanding of grammar rules. Additionally, it involves being able to adjust the tone, volume, and pace of one's speech to suit the context and audience, and to express ideas in a clear and concise manner. Good speaking skills also involve active listening, as speakers must be able to understand what their audience needs and wants in order to effectively convey their message. In short, speaking skills are a critical aspect of effective communication, and individuals must work to develop their speaking skills to become confident and effective communicators.

In foreign language learning, there are four types of skills that students must master, the four skills are: listening, speaking, writing, and reading. Receptive skills refer to the ability to understand and comprehend spoken or written language, such as listening and reading. On the other hand, productive skills involve the ability to actively produce spoken or written language, such as speaking and writing. Both receptive and productive skills are important for effective communication and language learning. By developing both skills, individuals are able to not only understand and comprehend language, but also effectively express their own ideas and thoughts using the language.

As called a productive skill, speaking which plays a very important role, especially in taking information from the speaker and understanding the meaning of his words. Speaking is a key aspect of language learning, and students must strive to develop their speaking skills to become effective communicators. It involves taking information from the speaker, processing it, and constructing an appropriate response. The ability to speak a language effectively is crucial for successful communication, as it enables individuals to convey their ideas, thoughts, and opinions, and to understand the meaning of what is being said to them. Effective speaking skills require clear pronunciation, vocabulary development, and a strong understanding of grammar rules. As learners, it is important for students to practice speaking in a variety of situations and to receive feedback on their speaking abilities in order to improve and become more confident speakers. Additionally, speaking skills are interdependent with listening skills, as understanding what is being said to us is essential for effective speaking.

Speaking skills involve the ability to effectively convey messages through spoken language, taking into consideration the needs of the listener. It involves the process of transforming thoughts and feelings into meaningful speech or language sounds, which can be understood by others. Effective speaking skills require clear pronunciation, vocabulary development, and a strong understanding of grammar rules. Speaking involves being able to adjust the tone, volume, and pace of one's speech to suit the context and audience, and to express ideas in a clear and concise manner. Good speaking skills also involve active listening, as speakers must be able to understand what their audience needs and wants in order to effectively convey their message. In short, speaking skills are a critical aspect of effective communication, and individuals must work to develop their speaking skills to become confident and effective communicators. (Jolly in Rahayu, 2011)

As Barras (2006: 1) states, "Good orators are able to express themselves clearly and persuasively, participate effectively in discussions, prepare conversations or presentations, prepare effective

visual aids, and excel at presentations". This means public speaking involves delivering a speech or presentation to a large audience, and requires strong communication skills to effectively convey information and ideas. To be an excellent public speaker, students must be able to express themselves clearly and effectively, using appropriate tone, pace, and volume to engage their audience. They must also be receptive to feedback, as this can help them to improve their speaking skills over time. Confidence and preparation are crucial for successful public speaking. When students are confident and well-prepared, they are able to present information in a clear and organized manner, engaging the audience and effectively conveying their message. Having a solid understanding of the topic is important for answering questions and responding to any challenges that may arise during the presentation. Or, in other hand, excellent public speaking skills are essential for students to become effective communicators, and students must strive to develop these skills to achieve success in their personal and professional lives.

Top of Form

One of the developments of language is speaking or conversing, which serves to express or express an opinion, a word that we want to express. In a broad sense "speaking" has a fairly wide scope in our lives. Speaking allows individuals to share their experiences, perspectives, and beliefs with others, and to engage in meaningful and productive dialogue. When someone speaks, they produce a sequence of sounds, or vowel sounds, which make up the words and phrases used to express their thoughts and ideas. Speaking is a complex and dynamic process that requires a range of skills, including clear pronunciation, effective vocabulary use, and the ability to convey meaning through tone and pace. Good speaking skills are essential for success in both personal and professional settings, and individuals must work to develop these skills in order to communicate effectively with others.

Through speaking activities, we can interact with the world at large. In speaking we seem to be doing translations that indirectly make our brains work twice. By first thinking of a sentence in the

native language (Indonesian) and then translating it into English, the students are actively engaging both languages and exercising the language skills. This can be a useful approach for language learners as it helps build confidence and understanding of both languages. The process of translation requires the brain to work twice, as the students are not only thinking of the content of the sentence but also the structure and grammar. It can also help in developing a deeper understanding of the differences between the two languages. However, it's important to remember that while this approach can be helpful, it's also important to practice thinking and communicating directly in the target language (English) to build fluency and become more comfortable using it.

Vocabulary refers to the set of words used by a person in a language to communicate with others. It's an essential component of language, as without a sufficient vocabulary, effective communication becomes difficult. The size and scope of an individual's vocabulary can have a significant impact on their ability to express themselves and understand others. Building a strong vocabulary is an ongoing process, as new words are continually added to the language and old words become obsolete. It requires regular reading, writing, and speaking in the target language, as well as studying vocabulary lists and practicing using new words in context. Having a strong vocabulary is important for effective communication and language proficiency.

Vocabulary is a very important tool in helping people communicate well, because generally speaking, a person's ability to communicate well depends on their vocabulary. The size and quality of a person's vocabulary can have a significant impact on their speaking ability. A larger vocabulary allows individuals to express their thoughts and ideas more effectively and to understand complex topics. Good vocabulary can also enhance the quality of speaking by allowing for a greater range of expression and the ability to convey meaning more accurately and precisely. In this case, the way a person speaks is a measure of the quality and quantity of their speech. Nurhadi (1995: 330) notes that good speakers are those who

possess a sufficient vocabulary to communicate with speakers of other languages.

Schmidt (2010: 629) pointed out that vocabulary is a kind of word rule, including single words, word combinations, and phrases. Subana and Sunarti (2012:252) then argue that vocabulary is a treasure trove of words, or words that are heavily used. Soenardi (2009:126) takes the same view, stating that words are words. Soedjito (in Tarigan, 2012:12) proposes that vocabulary is: (1) all the words contained in a language; (2) the vocabulary a person possesses when speaking; (3) words used in the field of science; (4) like a dictionary Permuted word lists with short and useful explanations. A permuted word list is a list of words that have been rearranged or scrambled, and short and useful explanations provide definitions or descriptions of those words. Essentially, it would be a type of word list or dictionary that provides definitions and explanations of permuted or jumbled words.

Vocabulary is indeed at the heart of any language program, and it is a critical component of effective communication. A strong vocabulary is essential for understanding and being understood in any language, and it enables individuals to express themselves effectively, to understand others, and to participate in conversations, discussions, and other forms of communication. (Soejono in Subyantoro, 2012, p. 712). Without a robust vocabulary, communication becomes more challenging, and individuals may struggle to convey their ideas and thoughts effectively, leading to misunderstandings and ineffective communication. This is why vocabulary is often given a high priority in language programs and why students are encouraged to spend time building their vocabulary through reading, listening, and speaking activities.

The direction of vocabulary learning is to cultivate students' interest in words. Continuous efforts must be made to enrich the vocabulary and cover aspects or areas appropriate to the age, development, and experience of the students (Ministry of Education and Culture cited by Subyantoro 2012: 710).

As stated by Sakila (2017: 199) Improving the quality of education is a crucial step in developing

the quality of the Indonesian people as a whole. This can be achieved by fostering the development of key skills and abilities, including cognitive and critical thinking, cultural and aesthetic appreciation, and physical and athletic abilities. By developing these skills and abilities, individuals are better equipped to face global challenges and compete in an increasingly complex and interconnected world. By providing a well-rounded education that emphasizes both academic and non-academic skills, the quality of the Indonesian people as a whole can be improved, leading to greater success and competitiveness on a global stage.

The learning process that takes place in the classroom is a fundamental base in the world of education. The teaching and learning activities in the classroom play a crucial role in determining the language acquisition of students. The quality of instruction and the methods used by the teacher, as well as the opportunities for students to practice and apply what they have learned, can greatly impact their language development. Effective language instruction should focus on developing all aspects of language, including listening, speaking, reading, and writing, as well as vocabulary and grammar. It should also provide opportunities for students to use the language in meaningful and authentic contexts, such as conversations, debates, and discussions. In addition, a positive and supportive classroom environment can help students feel comfortable using the language and encourage their language development. Overall, teaching and learning activities in the classroom are critical for successful language acquisition (Hestiyana, 2017).

Basic vocabulary is words that are not unstable or that have little chance of being adopted from other languages. The basic vocabulary consists of: (1) kinship terms. example: Father, mother, children, sisters, brothers, grandmothers, grandfathers, uncles, aunts, sons-in-law, parents-in-law. (2) names of body parts, such as head, hair, eyes, ears, nose, mouth, lips, etc. (3) pronouns, such as me, y u, him, us, us, them, this, that; (4) the main number of the word; example:1, 2, 3, 4, 5, etc. (5) main verbs, such as: Eat, drink, sleep, wake up, talk, look, etc. (6) The word Critical Circumstances.

for example: Joy, sorrow, pleasure, toil, hunger, thirst, sickness, health, etc. (7) Universal Objects. For example Eart, Water, Fire, Air, Sky, Moon, Stars, Sun, Animals, and Vegetation (Tarigan, 2012:13). Kinship terms, body parts, pronouns, numbers, main verbs, and words related to critical circumstances are important building blocks for effective communication. Understanding and using these words correctly can help individuals navigate everyday conversations and situations. Additionally, vocabulary related to universal objects can help people describe their surroundings and the world around them. By mastering this basic vocabulary, learners can lay the foundation for further language development and proficiency.

Vocabulary refers to the set of words that a person knows and uses in communication. It includes individual words, phrases, and expressions, and helps individuals convey their thoughts, ideas, and feelings in a clear and effective manner. Having a rich vocabulary allows individuals to communicate more effectively and to better understand what others are saying. Building and expanding one's vocabulary is an ongoing process in language learning and is essential for mastering a language.

Vocabulary functions described by Tarigan (2015):10), including: (1) instrumental functions that serve environmental management and cause-specific events. (2) language regulation functions for monitoring and controlling events; (3) Expressive Functions i.e. Use of language to make statements, convey words or knowledge, explain or report. (4) interaction functions to ensure and enhance the resilience and continuity of social communication, i.e. communication; (5) personal functions in which the speaker expresses his feelings, emotions, personality, and deep reactions about the character of a person; Characterized by the use of personal language functions in communication. (6) Heuristics that use language to acquire knowledge and learn details of the environment. It is conveyed in the form of a statement that requires a response. (7) Imaginative functions that aid in the creation of imaginative systems or ideas.

Vocabulary plays a crucial role in communication and is an important aspect of

language learning. The age factor is indeed one of the factors that can impact the acquisition and development of vocabulary. Younger learners tend to have a limited vocabulary and their vocabulary expands as they grow and gain more exposure to the language. In the classroom, vocabulary building is a key component of language instruction and teachers use a variety of techniques and activities to help students expand their vocabulary, regardless of their age. Additionally, exposure to a wide range of materials and texts in the target language, along with practice using vocabulary in speaking and writing, can also greatly enhance students' vocabulary acquisition. This is as Roberts (2014: 23–24) points out that students' vocabulary mastery will be tiered according to their level of development.

Furthermore, in the context of junior high school students, the study found that lack of vocabulary understanding had a serious impact on learners' lack of speaking ability. New breakthroughs in teaching vocabulary to students must be improved so that the ability to speak in English is also increasing. In other words, this study seeks to find ways which in useful methods that have been discovered by educators can be put to good use by learners.

But unfortunately, speaking skills are often neglected in language education, and this is due to a variety of factors, such as lack of time, lack of resources, and a focus on other skills like reading and writing, this statement corresponds to Baker & Westrup (2003: 8). "Speaking is a critical language skill that is often neglected in many language classes. While students may have a good understanding of grammar and a broad vocabulary, the ability to express ideas orally is a separate and complex skill that requires practice and development. Speaking involves not only grammar and vocabulary but also pronunciation, intonation, pacing, and the ability to interact with others and respond to their speech in real-time". This means without adequate speaking practice, students may struggle to apply their knowledge of grammar and vocabulary in real-life situations, resulting in difficulties in expressing themselves effectively. That's why it's important for language classes to provide opportunities for students to

engage in speaking activities, such as role-plays, debates, and discussions, in order to develop their speaking skills. These activities can help build students' confidence, fluency, and overall communicative ability, making them more effective speakers

A dissenting opinion is put forward by Loraine (2008: 1), "vocabulary is the basis for learning a language". Educational research shows that vocabulary is strongly linked to reading comprehension, intelligence, and general ability".

This statement is reinforced by Nation cited by Alqahtani (2015), " Vocabulary learning plays a crucial role in the study of English as a second language (ESL) and English as a foreign language (EFL). A strong vocabulary is essential for effective communication in any language, and this is especially true for English, which has a large and diverse vocabulary. Vocabulary development is key to improving all language skills, including listening, speaking, reading, and writing. Having a rich vocabulary allows students to express their thoughts and ideas more effectively, understand complex texts, and participate in a wider range of social and cultural activities." Effective vocabulary instruction should focus on both the acquisition of new words and the development of students' ability to use them in context. This can involve activities such as vocabulary lists, word association games, and reading and writing assignments that help students learn new words in context. It's also important for students to practice using new vocabulary in speaking and listening activities, as well as to receive regular feedback on their usage. By focusing on vocabulary development as an integral part of language learning, students can make significant progress in their overall language proficiency.

Speaking skills are an important component of language proficiency, as they enable individuals to express themselves effectively and participate in conversations with others. Speaking requires not only the knowledge of grammar and vocabulary but also the ability to use these elements in real-time to convey thoughts and ideas. Effective speaking involves the ability to articulate words clearly, use appropriate intonation, pace, and

volume, and respond to the speech of others in real-time.

Developing speaking skills takes time and practice, and it's important for language learners to have opportunities to engage in speaking activities, such as role-plays, debates, and discussions, in order to build their confidence and fluency. Additionally, regular feedback and corrective input from a teacher or native speaker can help students identify areas for improvement and make progress in their speaking abilities. Overall, speaking skills are a critical component of language proficiency, as they allow individuals to communicate effectively and participate in a wide range of social and cultural activities.

Therefore, It is important for educators to prioritize speaking skills in the language classroom and provide opportunities for students to practice and develop their speaking abilities. Speaking is a complex and dynamic skill that requires ongoing practice and development, and it's essential for language learners to have regular opportunities to engage in speaking activities in order to improve their fluency, confidence, and overall communicative ability. Creating a supportive and encouraging learning environment, where students feel comfortable speaking and making mistakes, can also be beneficial for developing speaking skills.

Providing regular feedback and corrective input can help students identify areas for improvement and make progress in their speaking abilities. Additionally, are relevant, engaging, and aligned with students' interests can also help foster motivation and enthusiasm for speaking. In other hand speaking skills are a vital part of language proficiency, and it is important for educators to prioritize this skill in the language classroom by providing opportunities for students to practice and develop their speaking abilities, creating a supportive and encouraging learning environment, and incorporating speaking activities that are relevant and engaging.

By doing so, students can make significant progress in their speaking skills and become more confident and effective communicators in the target language.

The study entitled Correlation of Vocabulary Mastery with Speaking Skill, conducted by Anova et al (2013: 7) found that there was a relationship between vocabulary mastery and speaking skills which were calculated using product-moment correlation and the result was 0.559. The results showed a moderate correlation between students' vocabulary mastery and their speaking skills. Furthermore, research conducted by Sari et al (2013: 12) with the title: The Relationship Between Students' Ability to Listen to English Songs with Vocabulary Mastery, found a positive relationship between vocabulary mastery and speaking skills which were calculated using a product-moment correlation with a result of 0.269 meaning that there was no relationship between vocabulary mastery and listening skills.

Yuwinda (2015: VI) with the title correlation between vocabulary mastery and speaking ability in class XI Man Model Palangkaraya students calculated with product moment correlation obtained a result of 0.948. This means that there is a very significant correlation between students' vocabulary mastery and their speaking ability.

Teaching vocabulary is an important aspect of language learning. Effective vocabulary instruction not only increases students' word knowledge, but also helps improve their overall communication skills. By incorporating different methods and techniques, teachers can provide students with opportunities to practice and apply their vocabulary in meaningful contexts, which will help them become more confident and proficient speakers. The findings of experts in teaching vocabulary are summarized in Marzano's six steps of vocabulary teaching, which is a method of teaching vocabulary consisting of six steps classified as follows: 1) Explain--Provide a student-friendly description, explanation, or example of the new term; 2) Restate--Ask students to restate the description, explanation, or example in their own words.; 3) Show--Ask students to construct a picture, symbol, or graphic representation of the term; 4) Discuss--Engage students periodically in structured vocabulary discussions that help them add to their knowledge of the terms in their vocabulary notebooks; 5) Refine and Reflect--Periodically ask students to return to their

notebooks to discuss and refine entries, and, 6) Application through Learning Games—Involve students periodically in games that allow them to play with terms. The six steps are expected to make it easier for students to learn vocabulary and also to keep the vocabulary in mind long after these words are rarely used in daily interactions. (Marzano, 2004).

In addition, according to Sweeney and Mason (2005) children who learn English will have the same level as native speakers if given the right method. Of the many methods offered, the method created by Marzano meets the criteria the most. This research focuses on vocabulary mastery to develop fluency in speaking English.

In this study, vocabulary understanding (size, depth, and speed) will be simplified into vocabulary mastery to measure the amount of vocabulary mastered and understood by students. In this study of speaking research took speaking fluency specifically as a dependent variable of this study, regarding the author's curiosity towards vocabulary mastery and speaking fluency of grade VII students of Al Falah Jogorogo Junior High School. In short, this study focuses on non-specific and specific things of language that are mastery of vocabulary in general and fluency in speaking which is a specific term of speaking activity.

Material and Methods

Research Design

Qualitative research methods aim to explore and understand people's experiences, perspectives, beliefs, and behaviors by studying them in their natural settings and using methods such as in-depth interviews, focus groups, and observation.

Qualitative research focuses on understanding and interpreting human experiences and behaviors by collecting rich, descriptive data through methods such as interviews, observations, and focus groups. It aims to provide a deeper understanding of complex phenomena and often results in a more nuanced understanding compared to quantitative research, which relies on numerical data and statistical analysis (Anggito, 2018)

Research and Population Sampling

The population in this study was grade VII students of Al Falah Jogorogo Junior High School. Population is a generalized area consisting of objects/subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then drawn conclusions (Sugiyono, 2016: 119). Purwanto (2016: 100) states that the population in research refers to the entire group of individuals or objects that have certain characteristics and are relevant to the research question being studied.

The results of a study conducted on a population can be generalized to the larger group, allowing researchers to draw conclusions and make predictions about the population as a whole. In research, a population refers to the entire group of individuals or objects that have certain characteristics or traits in common and are relevant to the research being conducted. The researcher is often interested in studying a particular aspect of the population and generalizing the findings to the larger group. In this study, the population was all grade VII students of Al Falah Jogorogo Junior High School, which consist of fifteen students.

Sugiyono (2016: 120) states that samples are part of the number and characteristics possessed by the population. The same opinion is expressed by Purwanto (2016: 100) In research, a sample is a portion of the population that is selected to represent the population as a whole. The information gathered from the sample can be used to make inferences and generalizations about the larger population. The choice of sample is crucial in determining the representativeness and accuracy of the results of a study.

Data and data resource

The main data sources are interviews with teachers and students who are used as research objects, the rest as additions such as documents and others. The data obtained are in the form of words from interviews, observations, and documentation where the data contains learning English vocabulary using the Marzano six step of vocabulary teaching .

This study used instruments as a tool to obtain data. Sugiyono (2016: 148) states that a research

instrument is a tool used to measure observed natural and social phenomena. Specifically all these phenomena are called research variables. In this case, the instruments used in data collection include: (1) storytelling questions sheets, (2) observation guidelines, and (3) documentation. In this study, storytelling question sheets were used to determine mastery of English vocabulary, by providing an oral test in the form of introductory sentences. The introduction sentence was chosen because it is to find out the extent of students' knowledge of simple introductory sentences and daily activities, as well as to find out the students literacy capability. After that, students mention 5 verbs, nouns, and adjectives. Then, observation guidelines are used to determine the ability to speak in the way students recite introductory sentences and daily activities. After finishing reading the story, students retell the content of the story with assessment aspects including: (1) pronunciation, (2) articulation, (3) intonation, (4) word selection. Furthermore, documentation was carried out to find out the list of names of grade VII students of Al Falah Jogorogo Junior High School.

Data Analysis

The data analysis technique in this case uses qualitative data analysis following the concept given by Miles & Huberman, where qualitative data analysis is carried out interactively and takes place continuously at each stage of the research until it is complete so that the data is saturated. Activities in data analysis include:

1. Data Reduction

Data reduction is a process in qualitative research that involves simplifying and summarizing the collected data in order to identify patterns, themes, and relationships. The aim of data reduction is to make sense of the large amount of data collected, by removing irrelevant information and highlighting the essential information. This process helps researchers to focus on the most important aspects of the data and to develop meaningful interpretations and conclusions.

2. Data display

In qualitative research, the data presentation is often done in a narrative format, which is the

written description of the results of the research in the form of a story. The presentation of data can also be in the form of matrices, networks, and charts that help to visualize the relationships and patterns found in the data. Regardless of the form of presentation, the goal is to make the results of the research clear, understandable, and meaningful to the intended audience

3. Conclusion Drawing

It is important to note that the conclusion of a research should be based on the data collected and analyzed, and should be supported by the evidence gathered throughout the research process. The conclusion should answer the research questions and provide insights into the subject being studied. It is also important to note that the conclusion should be valid, reliable, and credible, and should not be based on personal opinions or biases, so that the final conclusions can be drawn and verified in the research on learning English vocabulary using Marzano's six-step vocabulary teaching method.

Results and Findings

The vocabulary understanding of grade VII students of SMP al Falah using the Marzano's six steps of vocabulary teaching. This research was carried out in junior high schools located in rural areas where access to more advanced educational facilities is very limited. In the teaching and learning process, teaching and learning activities for English lessons in junior high schools according to the latest curriculum are four hours each week and are divided into two face-to-face meetings. Some of the students come from suburban elementary schools where English lessons have not been taught, and the students only got to know them for the first time in junior high school. This is very influential in their knowledge and mastery of English vocabulary. In English teaching and learning activities, teachers choose to teach using Marzano's Six Step Vocabulary teaching because it is considered that this method is the most appropriate method to teach vocabulary to novice students. This method is considered the easiest to

implement. This study lasted for six weeks in September-November 2022. Here are the stages of Marzano's six steps of vocabulary teaching.

1) Explain

In the first stage of Marzano's six steps of vocabulary teaching, the teacher begins his learning activities by teaching new vocabulary contained in the theme discussed that day. This vocabulary is taught to stimulate curiosity and the desire to remember the vocabulary that is being taught so that students are willing and able to practice all or part of the vocabulary they have learned in speaking activities later. In the application of this first step, learners are not allowed to open their dictionary. In this first stage the learners are taught to translate vocabulary based on their respective estimates based on what they capture from the explanations given by the teacher in front of the class.

In this study, as the results of observations on the process of teaching and learning activities in the classroom and also based on the results of interviews with teachers and students. All students experience developments in the process of obtaining their vocabulary. Whether for students who are considered smart or not.

2) Re-state

In this stage learners use the vocabulary they have received in the previous stage to create sentences in their own words. In this case the students begin to appear more confident and courageous in the practice of speaking even though it is still broken and mixed with the Mother tongue in practice. Some are still timid and hesitant for fear of mispronouncing.

3) Show

To facilitate their teaching and learning activities, teachers use word trees so that the vocabulary taught is more directed. This makes the students more enthusiastic in learning vocabulary.

4) Discuss

In this stage, students have begun to be able to converse using simple introductory sentences even though they are still looking at the small notes they make. Self-confidence has begun to increase as his intonation, pronunciation, and

articulation improve. Based on the vocabulary they have memorized, teachers ask students to complete the sentences in their worksheets.

5) Refine—and reflect

In this stage, students again decrease their performance. This is seen from them repeatedly changing the answers and sometimes modifying the answers that they feel are inaccurate.

6) Apply in learning games

In stage 6, students perform games to practice the vocabulary they have learned. Master gives crossword games and also guessing pictures. In this game the teacher requires the students to communicate in English. Throughout the researcher's observations, the mistakes made by the learners were minimal. Furthermore, the teacher gives an oral test regarding the daily activities of the students.

Conclusion

The results of this study show that Marzano's Six Step Vocabulary teaching improves students' vocabulary understanding. Where this also has a positive impact on improving students' English speaking fluency. The use of Marzano's Six Step Vocabulary teaching makes vocabulary teaching more enjoyable and makes students more flexible in expressing themselves.

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