



Exploring Integrated Vocabulary and Speaking Learning in “Spoken English Vocabulary and Corpus” Class

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Abstrak

This article explores the strategy of integrating vocabulary and speaking learning in spoken English classes and investigates how lecturers teach these skills. The integration of vocabulary and speaking is essential as speaking is a productive skill that requires input (vocabulary) and output (spoken English). This study aims to delve into how this integration enhances speaking skills by providing language exposure through contextually relevant vocabulary usage. The lecturer's approach involves situational learning videos, focusing on pronunciation and contextual understanding. Moreover, the incorporation of corpus data, depicting vocabulary usage in various speaking contexts, aids students in practicing vocabulary in appropriate situations. The results showcase a spectrum of student responses, ranging from natural speakers to those reliant on scripted preparation. Assignments, including role-plays and conversational scenarios, foster vocabulary utilization in congruent contexts. Student interviews reflect improved understanding of spoken English through vocabulary exploration strategies, facilitating comprehension and communication. The study concludes that integrating vocabulary and speaking learning enhances spoken English proficiency, guiding educators to develop more effective teaching methodologies. Future research recommendations include expanding participant numbers for richer data insights.

Kata Kunci: context-based learning, corpus-based learning, language teaching strategy, vocabulary integration

Introduction

English has become a second language in this millennial era. Given the increasingly advanced development of science and technology, the demand to

be able to master English as a means of communication is a necessity. The need to speak English is felt by many groups such as students and workers to support their quality. Recognizing the fact that



English is important in forward. Learning English cannot be separated from learning vocabulary, because vocabulary has one of vital role in determining the fluency of communication. According to Soedjito (2011:3) Vocabulary is the object/wealth of words possessed by a language. Therefore, in English, the existence of a vocabulary is one of the requirements to be able to master English. Mastery of English if it is improved by mastering the vocabulary properly then it will affect one's skills in speaking English.

According to Kasihani (2010:43) It is clarified that the English component consists of three, namely grammar (grammar), vocabulary (vocabulary), pronunciation (pronunciation). Vocabulary is one of the components in learning English. so therefore, Having sufficient vocabulary is one of the requirements to master English. As previously said, one of the basic things that is important to master in learning English is vocabulary mastery. The more vocabularies you master, the easier it will be to learn and understand English. Reung, M.K.T (2018) argued that, in general, students who are just starting to learn English really need good and adequate vocabulary knowledge. Then students will be able to understand the meaning of the English language.

The use of vocabulary makes it easier for someone to speak in several situations. Like making it easy to interact with the other person. Conversations or dialogues will come alive because they submit ideas to each other and give each other responses or responses. The

interlocutor responds quickly. Then, ease of conducting English interviews, for example job interviews. With more vocabulary they become confident, and easier to accept jobs. And ease of fluency in expressing ideas. so that listeners quickly understand what is conveyed, for example asking questions by students to teachers, speeches, discussions, debates and telling stories (Afifah, N., & Devana, T. 2020). We can find this in English class situations, competitions or contests. In transactional conversations, listeners respond with actions, such as opening doors, standing, sitting, and so on. This situation occurs in classrooms, hotels, offices, or tourism places where most of English is used in communication.

In this case vocabulary is considered as one of the important factors that have a major influence on communication. Thus, vocabulary is an important aspect of language learning that must be given a lot of attention in TEFL practice so as to improve speaking mastery. the strategy used to learn vocabulary, at first finding the meaning of foreign words, students use the Determination Strategy more than the Social strategy. According to Dewi (2017) in retaining vocabulary into long-term memory, students mostly use Metacognitive strategies, followed by Memory, Cognitive, and Social Strategies as the vocabulary learning strategies that are rarely used (Leong, L. M., & Ahmadi, S. M. 2017).

Fully contextualized vocabulary teaching where the teacher integrates vocabulary learning into lessons such as



reading, listening, writing and speaking is preferable. Through teaching receptive skills such as reading and listening, vocabulary will be acquired incidentally by students (Uchihara, T., & Saito, K. 2019). Vocabulary is more effectively taught using a full combination of contextual and de-contextual vocabulary teaching strategies. Each vocabulary teaching strategy has its own way of targeting, when the focus is vocabulary knowledge, it is better for the teacher to teach vocabulary explicitly, while the skill aspect is being targeted, implicit vocabulary teaching strategies are considered more effective (Dewi, 2017).

In previous studies it was shown that students who learn English use strategies to improve their English speaking by using vocabulary. According to Rizal, Kriesna and Jauharatul (2022) says that using vocabulary building to develop speaking skills in English. However, his research only examined elementary school age children as participants in his research. So the authors will use university students as sample participants in this study (Yansyah, Y., et. Al. 2023). The objectives of this study aim to examine more specifically the use of vocabulary integration for speaking skills in learning spoken English vocabulary and corpus (Aravind, B. R., & Rajasekaran, V. 2021). This study aims to find out whether these students can understand spoken English through exploring vocabulary strategies. The question posed in this research is how do students improve their English speaking skills through strategies of exploring

vocabulary in spoken English vocabulary and corpus classes? And how does the lecturer teach speaking and vocabulary in the spoken class?. Like students who can understand speech when listening and speaking through vocabulary comprehension strategies. It can help lecturers in increasing students understanding when listening and speaking in learning speaking skills. But only a few use university students as subjects in their research.

Method

Research Design

The method used in this research is descriptive qualitative research. By using this method, this study aims to determine student strategies in improving their speaking skills by integrating vocabulary and corpus. Data collection was carried out by observing in class and direct interviews with students and teachers.

Research Participants

The participants in this study were first semester English education students at the Muhammadiyah University of Banjarmasin. The number of students who will be studied is five students and a lecturer who teaches the Spoken English Vocabulary and Corpus course.

Research Setting

This research was conducted at the English Language Education study program, Faculty of Teacher Training and Education, Muhammadiyah



University of Banjarmasin. With a focus on Spoken English Vocabulary and Corpus classes.

Result and Discussion

Strategy of integrating vocabulary and speaking learning in spoken English class. how does the lecturer teach speaking and vocabulary in the spoken class?. Speaking is a productive skill, which has input (vocabulary) and output, namely speaking English. That is the reason for integrating vocabulary and speaking because they must have language exposure to fulfill the input, namely vocabulary is not just one or two words, but can also be expressed and given the context. In speaking there are many variations of speaking. Such as formal and informal as well as British and American. So the lecturer's strategy to integrate vocabulary or language exposure is used in conditions or situations determined by the lecturer. Usually the lecturer uses a persituation learning video determined by the lecturer, apart from conveying the material there is also listening for the correct pronunciation aspect through the video so that it makes it easier for students to understand and recognize the words to practice.

In spoken English vocabulary and speaking learning and corpus classes, they are also taught with a corpus. Corpus is the data of people who use vocabulary in the context of speaking. Such as data vocabulary and its use for certain contexts or situations. So at the time of practice students already know what vocabulary or language exposure is

used in what context. For student results, there are some who naturally speak English, and there are also some who make scripts beforehand to practice speaking.

And usually at the time of assignment the lecturer gives a kind of q-card which contains instructions and the context of the situation that students get, which in the end the students will practice in the form of a conversation. And sometimes there are those who are natural and there are also those who still need help such as making scripts beforehand, but when moving forward they are still spontaneous without taking notes. Students are also asked by lecturers to export with themes such as congratulating. So they export vocabulary according to the given conditions and context. they also look for new vocabulary themselves that they haven't learned in class, what sentences or vocabulary are included in the context of congratulating. Even in assignments, the lecturer uses role play, such as imagining a situation. For example, there are those who become shopkeepers and customers. Almost all of the responsive form assessment role plays are used by lecturers because they are still basic.

In previous studies it was shown that students who study English use strategies to improve their English speaking skills by using vocabulary. So the writer will use students as a sample of participants in this study. The purpose of this research is to examine more specifically the use of vocabulary integration for speaking skills in learning vocabulary and corpus of spoken



English. This was justified by the lecturer as follows:

Speaking is a productive skill, in which there is input (vocabulary) and the output is speaking English. That is the reason why the integration of vocabulary and speaking is necessary in this lesson, because they must have language exposure to fulfill the input, namely the vocabulary is not just one or two words, but can also be expressed and given the context.

In the spoken class, students learn to integrate vocabulary according to the context needed through the corpus. In class students get new vocabulary, ways of pronunciation, grammar tense. Apart from that, they also learn daily conversations in English, for example self-introduction or buying and selling transactions. Of course, students are also taught not to be ashamed of speaking English. An example is how to say congratulations for someone. And it can also be seen from situations such as for example there is a fire, students are asked to think about how to ask for help and express sympathy in English.

The learning process of the lecturer usually provides material via video about an overview of the material to be taught. then students are asked to record important parts or vocabulary that is not yet known students are asked to look it up themselves to find out the meaning of the word. After that the students practice by dividing into several groups or individuals. After the lecturer feels that the students have understood, the lecturer usually gives games such as q-cards which contain material and is

distributed randomly to the group and they also don't know they will get the material so that later they will directly practice making conversations related to the material.

Even in learning, lecturers often insert assignments with games. for example students are asked to make a dialogue determined by the theme the lecturer wants. Then students must be able to express what we feel according to the theme in English. For example, someone is having a birthday, so students are asked to make a dialogue by including sentences such as "happy birthday" or "wish you all the best". Apart from that, in games sometimes the lecturer provides paper and then the theme is written on the paper. An example of a restaurant theme, then we have to describe the situation in the restaurant. As an illustration of the dialogue, it looks like someone is wilters and wilters accidentally spills the drink on the customer's shirt, then how does the customer react to that in English

In their assignments students are given q-cards that contain a picture of the situation, then students look for appropriate vocabulary and make conversations according to the situation. This is a form of integrating vocabulary and speaking in learning. Does this activity help students improve their speaking skills? Obviously the students answered "yes with the learning process it helps me to speak English because it's easier to remember the vocabulary if per the situation". This was also conveyed by the lecturer in the spoken class.



This study aims to find out whether these students can understand spoken English through the vocabulary exploration strategy with the corpus. Therefore according to the results of interviews with students as follows:

With the learning that I got, it helped me to speak English because it was easier to remember the vocabulary if the situation matched the context. Little by little I understand.

Like students who can understand speech when listening and speaking through vocabulary comprehension strategies. This can help lecturers improve students' understanding of listening and speaking in learning speaking skills.

Conclusion

The conclusion of this study found several conclusions regarding how students improve their speaking skills with integrated vocabulary in speaking learning. In the spoken class, students learn to integrate vocabulary according to the context needed through the corpus. In class students get new vocabulary, ways of pronunciation, grammar tense. Besides that, they also learn daily conversation in English. Of course, students are also taught not to be ashamed of speaking English. students who can understand speech when listening and speaking through vocabulary comprehension strategies. This can help lecturers improve students' understanding of listening and speaking in learning speaking skills. For this reason, the authors provide recommendations for further research that can take many student participants. So that the more data you have, the

easier it is to get the information you need

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