

**THESIS**  
**THE IMPLEMENTATION OF VOCABULARY ENRICHMENT THROUGH**  
**SPONTANEOUS SPEECH ACTIVITY OF ENGLISH COURSES OF**  
**ISLAMIC BOARDING SCHOOL IN PASURUAN**

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**DEPARTMENT OF ENGLISH EDUCATION**  
**FACULTY OF TARBIYAH AND TEACHER TRAINING**  
**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM**  
**MALANG**  
**2025**

**COVER PAGE**

**THESIS**

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SPONTANEOUS SPEECH ACTIVITY OF ENGLISH COURSES  
OF ISLAMIC BOARDING SCHOOL IN PASURUAN**

*Submitted to the faculty of Education and Teacher Training in Partial Fulfillment of the  
Requirement of the Degree of English Language Teaching (S. Pd) in the English Education  
Department*



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FACULTY OF TARBIYAH AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
MALANG**

**2025**

**APPROVAL SHEET**  
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SPONTANEOUS SPEECH ACTIVITY OF ENGLISH COURSE OF ISLAMIC  
BOARDING SCHOOL IN PASURUAN**

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**SPONTANEOUS SPEECH ACTIVITY OF ENGLISH COURSES OF**  
**ISLAMIC BOARDING SCHOOL IN PASURUAN**

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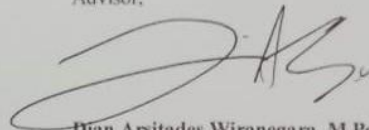
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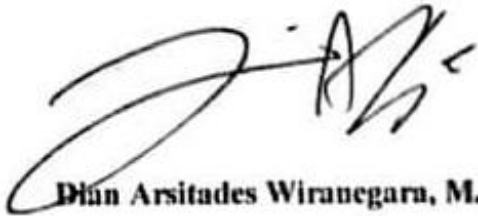
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Malang, March 6, 2025

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## **MOTTO**

“Life is inherently risky. There is only one big risk you should avoid at all costs, and that is the risk of doing nothing.”

Jika kita takut mengambil langkah atau mencoba hal baru karena takut gagal, kita justru berisiko tidak berkembang atau kehilangan peluang yang berharga.



## **THESIS DEDICATION**

First, I would like to express my gratitude to Allah SWT, the most merciful for making it possible for me to complete this thesis and for giving me the strength, knowledge and opportunity to know that there is light to every tunnel.

I dedicate this thesis, especially to my beloved family, my father Zaini, my mother Husniyah, my sister Riyadul Hafidoh, my little brother Husnun Najib and all my family whom I cannot mention one by one who always gives the best prayers, provides encouragement and affection in every step. I also dedicate this thesis to myself who is always spirit and never gives up on finishing this thesis. I also dedicate this thesis to Mr. Dian Arsitades Wiranegara, M. Pd as my supervisor who always helps and provides useful guidance and suggestions so that I can complete my thesis well.

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For the completion of writing this thesis to complete the final assignment of the undergraduate level, the researcher would like to thank many parties who have helped the researcher in the running of this thesis. The researcher believes that without any help and support, the researcher could not complete this thesis quickly. With humility, the researcher would like to express gratitude to:

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6. Prof. Dr. H. Langgeng Budianto, M. Pd as the head of English Education Department.
7. Mr. Dian Arsitades Wiranegara, M.Pd as my advisor, who always patiently guides

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12. All my friends who cannot be mentioned one by one who have always helped and provided sincere support to researchers from the beginning until the completion of writing this thesis. All of the happiness is bestowed on your life.
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For all of the parties, the researcher realizes that there are still many deficiencies in the writing of this thesis that need to be improved. For this reason, researchers need suggestions to make improvements to existing deficiencies. Hopefully, this thesis is useful for researchers and readers.

Malang, March 7, 2025

Researcher,



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## LATIN ARABIC TRANSLITERATION

The transliteration guidelines used in this thesis's writing of Arabic-latin are based on joint directives Number 158 of 1987 and Number 0543b/U/1987 from the Ministers of Education and Culture of the Republic of Indonesia. These directives can be summed up as follows:

### A. Alphabet

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ‘
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

### B. Long Vocal

### C. Diphtong Vocal

Vocal (a) panjang = â	أَوَ = aw
Vocal (i) panjang = î	أَيَ = ay
Vocal (u) panjang = û	أُوَ = û
	أُيَ = î

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## ABSTRACT

Kamila, Nurul. 2025. The Implementation of Vocabulary Enrichment through Spontaneous Speech of English Course of Islamic Boarding School in Pasuruan. Thesis, Department of English Education. Faculty of Tarbiyah and Teacher Training. Islamic State University Maulana Malik Ibrahim of Malang

**Key words:** Spontaneous Speech, Vocabulary Enrichment, English Learning

Vocabulary acquisition plays a crucial role in language learning, and one effective method to enhance vocabulary retention is through spontaneous speech activities. This study investigates the implementation of vocabulary enrichment through spontaneous speech activities in English courses at an Islamic boarding school in Pasuruan. The research aims to analyze how students apply newly learned vocabulary in spontaneous speech, the challenges they face, and the strategies used by teachers to facilitate learning.

This study employs a qualitative descriptive method with triangulation for validation. Data were collected through questionnaire, interviews, and classroom observations. The questionnaire was distributed to 14 students, and interviews were conducted with both students and teachers to gain deeper insights into their experiences. The findings reveal that spontaneous speech activities meaningfully support students' vocabulary retention and fluency. Most students reported that these activities help them become more confident in using new words. However, some challenges were identified, including limited vocabulary recall, difficulty in structuring sentences, and fear of making mistakes. Teachers play a crucial role in supporting students by providing structured vocabulary exercise, interactive activities, and real-life speaking practice.

The study concludes that spontaneous speech serves as a beneficial approach to vocabulary enrichment, but its success depends on students' engagement and the strategies used by teachers. The findings suggest that incorporating more interactive learning methods, structured feedback, and real-world speaking opportunities can further enhance vocabulary acquisition. Future research is recommended to explore the long-term effects of spontaneous speech activities on overall language proficiency.

## ABSTRAK

Kamila, Nurul. 2025. Implementasi Pengayaan Kosakata Melalui Berbicara Spontan dalam Kursus Bahasa Inggris di Pesantren di Pasuruan. Skripsi, Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

**Kata Kunci:** Berbicara Spontan, Pengayaan Kosakata, Pembelajaran Bahasa Inggris

Perolehan kosakata memainkan peran penting dalam pembelajaran Bahasa, dan salah satu metode efektif untuk meningkatkan retensi kosakata adalah melalui kegiatan berbicara spontan. Peneliti ini mengkaji implementasi pengayaan kosakata melalui kegiatan berbicara spontan dalam kursus Bahasa Inggris di salah satu pesantren di Pasuruan. Penelitian ini bertujuan untuk menganalisis bagaimana siswa menerapkan kosakata yang baru dipelajari dalam berbicara spontan, tantangan yang mereka hadapi, serta strategi yang digunakan oleh guru untuk memfasilitasi pembelajaran.

Penelitian ini menggunakan metode deskriptif kualitatif dengan triangulasi untuk validasi data. Data dikumpulkan melalui kuesioner, wawancara, dan observasi kelas. Kuesioner diberikan kepada 14 siswa, serta wawancara dilakukan dengan siswa dan guru untuk mendapatkan pemahaman lebih dalam mengenai pengalaman mereka. Hasil penelitian menunjukkan bahwa kegiatan berbicara spontan secara signifikan mendukung retensi dan kelancaran kosakata siswa. Sebagian besar siswa melaporkan bahwa kegiatan ini membantu mereka lebih percaya diri dalam menggunakan kata-kata baru. Namun, terdapat beberapa tantangan yang ditemukan, seperti kesulitan mengingat kosakata, menyusun kalimat, serta rasa takut membuat kesalahan. Guru berperan penting dalam mendukung siswa dengan memberikan latihan kosakata yang terstruktur, aktivitas interaktif, serta latihan berbicara dalam konteks nyata.

Penelitian ini menyimpulkan bahwa berbicara spontan merupakan pendekatan yang bermanfaat untuk memperkaya kosakata, tetapi keberhasilan bergantung pada keterlibatan siswa dan strategi yang digunakan oleh guru. Hasil penelitian ini menyarankan bahwa penggabungan metode pembelajaran interaktif, umpan balik yang terstruktur, serta kesempatan berbicara dalam situasi nyata dapat lebih meningkatkan perolehan kosakata. Penelitian lebih lanjut direkomendasikan untuk mengeksplorasi dampak jangka Panjang dari kegiatan berbicara spontan terhadap keseluruhan keterampilan berbahasa.

## خلاصة

كاملة، نورول. 2025. تنفيذ إثراء المفردات من خلال التحدث العفوي في دورة اللغة الإنجليزية بالمدسة الداخلية الإسلامية في باسوروان. أطروحة. قسم تعليم اللغة الإنجليزية. كلية التربية والمعلمين. جامعة مولانا إبراهيم مالانج الإسلامية الحكومية.

الكلمات المفتاحية: التحدث العفوي، إثراء المفردات، تعلم اللغة الإنجليزية

تلعب اكتساب المفردات دوراً مهماً في تعلم اللغات، ومن بين الأساليب الفعالة لتعزيز الاحتفاظ بالمفردات استخدام أنشطة التحدث العفوي. تهدف هذه الدراسة إلى بحث تنفيذ إثراء المفردات من خلال أنشطة التحدث العفوي في دورات اللغة الإنجليزية في إحدى المدارس الداخلية الإسلامية في باسوروان. كما تهدف إلى تحليل كيفية تطبيق الطلاب للمفردات المكتسبة حديثاً في التحدث العفوي، والتحديات التي يواجهونها، والاستراتيجيات التي يستخدمها المعلمون لتسهيل عملية التعلم. تستخدم هذه الدراسة المنهج الوصفي النوعي مع التثليث المنهجي لضمان مصداقية البيانات. تم جمع البيانات من خلال الاستبيانات والمقابلات والملاحظات الصفية. وُزعت الاستبيانات على 14 طالباً، كما أجريت المقابلات مع الطلاب والمعلمين للحصول على رؤية أعمق حول تجاربهم. أظهرت النتائج أن أنشطة التحدث التلقائية تدعم بشكل كبير قدرة الطلاب على الاحتفاظ بالمفردات وطلاقة الحديث. وقد أفاد معظم الطلاب بأن هذه الأنشطة تساعدهم على أن يكونوا أكثر ثقة في استخدام الكلمات الجديدة. ومع ذلك، تم تحديد بعض التحديات، مثل صعوبة استرجاع المفردات، وصياغة الجمل، والخوف من ارتكاب الأخطاء. ويلعب المعلمون دوراً رئيسياً في دعم الطلاب من خلال توفير تمارين مفردات منظمة، وأنشطة تفاعلية، وفرص للتحدث في مواقف واقعية. وتخلص هذه الدراسة إلى أن التحدث التلقائي يعد أسلوباً مفيداً لإثراء المفردات، ولكن نجاحه يعتمد على مدى تفاعل الطلاب والاستراتيجيات التي يستخدمها المعلمون. وتوصي النتائج بدمج أساليب التعلم التفاعلي، والتغذية الراجعة المنظمة، وفرص التحدث في بيئات حقيقية لتعزيز اكتساب المفردات. كما يُقترح إجراء مزيد من الأبحاث لدراسة التأثيرات طويلة المدى لأنشطة التحدث العفوي على الكفاءة اللغوية الشاملة.

# **CHAPTER 1**

## **INTRODUCTION**

The purpose of this chapter is to introduce and explain important points of this study. The background of the study, research question, objective of the study, significance of the study, scope and limitations and definition of key terms are all included.

### **1.1 Background of the Study**

Vocabulary is the totality of a language's word. Learning vocabulary is one of the most important aspects of improving one's command of the English language. Students should focus on vocabulary as a first move in learning English. Building a solid vocabulary is an integral part of becoming fluent in English as a second language. Students can be used and understood words and meanings. Interfacing the four features of language acquisition listening, reading, speaking, reading, and writing serves as bridge. Due to a need vocabulary, student cannot even write or read a single sentence or phrase when speaking. As a result, many students have trouble and difficulty speaking and passing on ideas in English since they need the vocabulary to do so.

Vocabulary forms the foundation of language learning, as it represents the totality of words within a language. Learning vocabulary is one of the most essential aspects of mastering a language, particularly for English as a Second Language (ESL) learners. A robust vocabulary enables students to understand and express themselves more effectively in both spoken and written context. Without sufficient vocabulary, students face significant challenges in communication, whether in reading, writing, listening, or speaking. The ability to convey and comprehend ideas hinges largely on the command of vocabulary.

Learning vocabulary to improve skill and become fluent in English is following what Allah has said in the Holy Qur'an Surah An-Nahl verse 78, that humans must be able to develop themselves, from not knowing anything to knowing various kinds of things.

لَا وَاصِرَبُ لَٰ وَ السَّمْعَ لَكِهِمْ جَعَلَ وَ شَيْئًا تَعْلَمُونَ لَٰ أَهْمُهُمْ بِهِمْ بِهَظُونَ مِمَّنْ نُّأَخْرَجُكُم مِّنَ  
وَأَن تَشْكُرُوا لَهُمْ ۚ فَتَدْرِكُوا

*“And Allah brought you out of your mother’s womb while not knowing anything, and He gave you hearing, sight and conscience, so that you may be grateful.”*

This verse underscores the divine encouragement for human development, including the acquisition of knowledge, such as language.

In the context of teaching English, Lessard-Clouston (2021) emphasizes the crucial role that teaching vocabulary plays in enabling students to understand and convey ideas in English. In teaching vocabulary, the teacher must be able to create ways in teaching vocabulary so the student can learn vocabulary effectively considering the facts in the field that many students find difficult to learn English due to the lack of vocabulary. In addition, students’ disinterest in English and their mindset about “English is difficult” also cause the difficulty in mastering English. Many students also have limited exposure to English outside classroom, where their primary languages are Indonesian or regional dialects such as Javanese. These factors make it challenging to gain proficiency in English.

For a high number of students, vocabulary learning requires tedious activities such as studying bilingual word lists that are often not embedded in meaningful context or meaning. To address this, teachers need to employ effective strategies to make

vocabulary learning more engaging and accessible. Enriched with images therefore, students are not expected to think deeply during the process learning process, which results in low brain activity and boredom. Furthermore, during most English lessons, students sit, watch, listen, and write and are not allowed to move. This again leads to poor learning progress with word memorization being particularly affected (Macedonia, 2014a; Macedonia, 2019).

Ibrohim, Septianti, & Sadikin (2018), students are not interested and rarely use English vocabulary in daily life because some of them think that memorizing English vocabulary is difficult. In the school and at home students speak Indonesian or Javanese in communication. Teacher must speak English when teaching English in the classroom every day. So, the students will try to understand what the teacher says and effort to speak English. Students are not afraid with their teacher to communicate using English. The students communicate with their friends using English in the classroom. So, the students are easy to memorize English vocabulary. This immersion strategy encourages students to engage with the language more actively, reducing their fear of making mistakes and helping them develop a stronger vocabulary over time.

Recognizing the importance of addressing these challenges, schools have implemented various strategies to enrich students' vocabulary. One common approach is through the implementation of English courses designed specially target vocabulary development. These course aim to expose student to a wide range of words, enhance their understanding of word meaning and usage, and ultimately, improve their ability to express themselves fluently and accurately in English.

The course is LPBA, LPBA is Lembaga Pengembangan Bahasa Asing (*Institution of Foreign Language Development*). A supporting institutions under the auspices of the *Miftahul Ulum Al-Yasini* Islamic boarding school where this institution is engaged in the development of foreign languages. Where this institution has a mission to develop communication skills and direct students to intensive study of foreign languages according to their interests and talents. The aim of this institution is to improve student human resources to master foreign language knowledge in accordance with the demands of the times and produce output that is ready to work in all fields.

This institution was established to enhance foreign languages skills among Al-Yasini students (Fitriani, Khodijah. 2023). This Institute uses an Application-Based Curriculum, meaning that English language lessons are taught sequentially or better known as Complete Learning, starting from the most basic lessons continuing at a higher level. Currently there are two languages being developed by the LPBA, they are Arabic and English. Each member can choose what language they want to learn, and each language has levels from the lowest to the highest. The levels at LPBA are first semester, second semester, third semester, and last semester. Members conduct an exam to determine their level every semester or every six months. During the last semester of the LPBA program, especially at female cottage, the members of the class conduct a final exam that consists of several tests to test each student's capability of writing, reading, listening, understanding grammar, and speaking English to other members of the class. By taking students on a course, students will definitely get and learn a lot of vocabulary in the course.

There are several researchers which are similar to this research. The first related study is by (Ghaniyya, Wafda, Rahma. 2024) which is tried to know the implementation of project-based learning in English learning to improve students' vocabulary. The data was taken among the seventh-grade students of a junior school in Getasan. Classroom Action Research (CAR) was used by (Ghaniyya, Wafda, Rahma. 2024) to design the study. The data was collected by involving pre-test and post-test to measure vocabulary mastery before and after the implementation of PjBL. The study found that the PjBL is an effective method for enhancing vocabulary mastery and improving the overall quality of education in English learning contexts. The similarity of my research with (Ghaniyya, Wafda, Rahma. 2024) is both methods encourage reflection on learning experiences. In PjBL, students reflect on their project work, while vocabulary mastery involves reflecting on how well they understand and use new words. Besides, the difference is this study may explore additional or alternative learning outcomes beyond vocabulary mastery, such as grammar, reading comprehension, or overall language proficiency, whereas (Ghaniyya, Wafda, Rahma. 2024) study primarily emphasizes vocabulary improvement.

The second related study is by (Wijaksono, Siddik. 2022) which is tried to know the effectiveness of using crossword puzzle games through students' vocabulary mastery. The data was taken among the second-grade students of Vocational High School 1 Banyuputih, with a total population of 100 students. A pre-experimental was used by (Wijaksono, Siddik. 2022) to assess the impact of crossword puzzle on vocabulary mastery with a one-group pretest-posttest approach. the data was collected by involved administering pre-tests and post-tests to determine students' vocabulary understanding before and after the crossword puzzle treatment. The analysis included validity,



reliability, normality, and homogeneity tests to ensure the data's integrity. The study found that crossword puzzle games significantly improve vocabulary mastery among students, as evidenced by the increase in post-test scores. The similarity of my research with (Wijaksono, Siddik. 2022) is the experimental and control groups in the study aimed to enhance students' vocabulary mastery, highlighting the importance of vocabulary in language learning. Besides, the differences are this study will focus on a boarder educational approach to vocabulary enrichment through English course.

In this study, MAN 2 Pasuruan is selected as the research site to explore how students implement vocabulary enrichment gained through spontaneous speech activities conducted in the English course at the Islamic boarding school. The choice of MAN 2 Pasuruan as the research site is due to its diverse student body and its “A” accreditation, which ensures high educational standards. The diversity of the students’ regional and educational backgrounds provides a rich context to explore how spontaneous speech activities in English courses contribute to their vocabulary acquisition and language proficiency. This reflects the high quality of education offered at the school, making it an ideal setting for studying the implementation of vocabulary enrichment.

Although English courses are widely implemented in schools, their effectiveness in improving students’ vocabulary remains an important area to asses. While English courses are a common feature in many schools, assessing their effectiveness in improving students’ vocabulary, particularly in spontaneous speaking contexts, remains an important area of exploration. By concentrating on spontaneous speech, this study aims to evaluate how well students’ language development is supported by these courses, with a focus on the strategies and resources used to enhance vocabulary. Specifically, this

research will address how English course at MAN 2 Pasuruan influence students' ability to use vocabulary in spontaneous speech, which is significant measure of language proficiency.

By evaluating the outcomes of these course, titled “**The implementation of Vocabulary Enrichment Through Spontaneous Speech Activity of English Courses of Islamic Boarding School in Pasuruan** ”, this research aims to contribute valuable insights into ongoing efforts to enhance vocabulary acquisition among high school students in Islamic boarding schools. It will shed light on how spontaneous speech activities may support students in using vocabulary more confidently and fluently, thereby helping them become more proficient in English as a second language.

## **1.2 Research Question**

Knowing the difficulty of students on vocabulary, by joining English course in LPBA at boarding school would also help students to improve students' vocabulary. However, the teacher from the school can also use various teaching models to enrich students' vocabulary in many ways.

Based on the background research above, the research question is formulated as follows;

1. How is the implementation of vocabulary enrichment of spontaneous speech activity in English courses at Islamic boarding schools in Pasuruan?
2. What are the challenges and obstacles in implementing spontaneous speech?

### **1.3 Objective of the Study**

The current study aims to determine the implementation of English course at MAN 2 Pasuruan, especially for enriching the students' vocabulary in speaking through spontaneity speech.

The objective of the study is to assess how the implementation of spontaneous speech activities facilitates of students' use of vocabulary in speaking tasks. This research aims to identify the strategies, methods and resources employed in the English courses to support vocabulary enrichment in real-time communication.

### **1.4 Significances of the Study**

The finding of this study is expected to contribute significantly to the development and improvement of English language instruction, specifically in vocabulary acquisition and its application in spontaneous speaking activities. By focusing on the use of spontaneity speech, this research offers insights into how vocabulary learned in English course can be effectively utilized in real-time communication.

By aligning English language instruction with research-based practices in speaking fluency, schools can better address the linguistic needs of diverse student population. This study examines the importance of using real-life speaking opportunities not only in enriching students' vocabulary but also in encouraging their ability to apply it spontaneously in speaking contexts.

The results can provide valuable insights into how English language teachers can incorporate spontaneous speech activities as part of their instructional methods. This can encourage more interactive, communicative approaches that help students actively use newly acquired vocabulary, improving their speaking fluency and confidence.

## **1.5 Scope and Limitation**

Enriching students' vocabulary is closely related to the problem that occur in the classroom, particularly in spontaneous speaking situations. One of the common challenges is the students' inability and difficulty in using English to communicate with their friends or teacher due to their lack on vocabulary. This research is focuses on the enrichment of students' vocabulary as it relates to spontaneous speaking, addressing the challenges that students face in classroom communication, particularly in their ability to use English fluently. The research aims to explore how the implementation of vocabulary enrichment in English courses, specifically through spontaneous speech activities, facilitates the development of students' speaking skills at MAN 2 Pasuruan during the Academic Year 2024/2025.

The subjects of this research are students from Class XI IIB MAN 2 Pasuruan, focusing on their experiences in English subjects. The study explores how English courses improves students' vocabulary mastery and investigates whether students can effectively apply their acquired vocabulary in real-time speaking situations, especially during spontaneous speech activities. The research is centered on identifying the teaching and learning processes in the English course that can be applied to help students use vocabulary in real-time speaking situations.

The focus of this study is limited to two primary concerns:

1. Vocabulary Mastery: Whether the English course improves students' vocabulary mastery in terms of their ability to understand and retain new words.

2. Spontaneous Speech: Whether students are able to effectively implement the vocabulary they have learned in spontaneous speaking activities during regular English lessons at school.

This research does not cover other language skills such as writing, reading, or listening in detail, as its primary focus is on speaking skills and vocabulary use in spontaneous speech contexts. The study also does not delve into the technical aspects of language acquisition beyond the practical application of vocabulary in spoken communication.

## **1.6 Definition of the Key Terms**

### **1.6.1. English Course**

An English course is a program design to help students gain a board range of useful vocabulary. This institute help the students' mastering vocabulary by the course. On this course, students will learn more vocabulary. Members conduct an exam to determine their level every semester or every 6 months. Learning English as foreign language requires enough vocabulary mastery in order to play in four language skills. Vocabulary, therefore, plays an essential role in any English teaching program, especially in fostering real-time communication.

### **1.6.2. Vocabulary**

Vocabulary is a list of words that a person knows or uses in a particular language. In this research, vocabulary refers to the set of words students learn to use in spontaneous speaking activities. In the last semester of LPBA at Al-Yasini especially at female cottage, members conduct a final exam that includes several test of each English language ability, including writing, reading, listening,

grammar and speaking. After four semesters of study, the final assessment of students' speaking ability is through a Spontaneity Speech Test, in which members are given several themes one day before the exam and students have the opportunity to prepare material to be delivered during the exam, but during the exam, tutors or the examining teacher determine one random theme for one member and the members are given about 5 minutes to deliver a spontaneous speech. This spontaneity speech generally aims to measure the speaking skills and the vocabulary enrichment of members. Vocabulary encompasses both the meaning and pronunciation of words (Hatch and Brown, 1995: 1). The ability to effectively use vocabulary is crucial for the development of all language skills, including speaking, which is the focus of this study.

### **1.6.3. Spontaneity Speech**

Spontaneity speech refers to unplanned or impromptu speaking that occurs in real-time communication. In this research, spontaneity speech is a key aspect of how students apply the vocabulary they have learned during English courses. Spontaneity speech generally aims to measure the speaking skills of the members, as well as prepare graduates who are brave and confident in applying foreign languages in their daily activities, like in the dormitory or in the school. This spontaneity speech is the final assessment for top-level members, where the tutor certainly has an assessment procedure that has been determined by the institution. So that from the institution's assessment procedure it can determine the member's graduation and the tutor can find out how capable the members to conveying their ideas and opinion. The goal is to encourage students to use vocabulary fluidly and

confidently in unscripted conversations or discussions, thus bridging the gap between vocabulary acquisition and practical language use in spontaneous situations.

## **CHAPTER II**

### **REVIEW OF RELATED REVIEW**

This chapter presents a review of related theories and previous research relevant to the topic of this study. It aims to provide a theoretical foundation for understanding the implementation of vocabulary enrichment through spontaneous speech activities in English course, particularly in the context of Islamic boarding schools.

#### **2.1 Literary Review**

##### **2.1.1. Vocabulary**

###### **a. Definition**

In Hadith and Rosdiana (2021), Natalia and Bhakti asserted that vocabulary is considered one of the most essential elements for comprehending course material, especially in the context of learning a foreign language. Astriyanti and Anwar (2016), as cited in Farida and Kareviati (2021), emphasize that vocabulary is crucial for improving the four key areas of English language proficiency: speaking, reading, writing, and listening. It can be inferred that students who lack vocabulary struggle to understand texts, follow conversations, and express themselves clearly both in writing and speech.

Hiebert and Michael L., as cited in Septian Dwi Anggara (2023), assert that vocabulary knowledge is vital for teaching L2 students any language skills. This highlights the importance of mastering vocabulary for learning a foreign or second language, as it significantly aids in the process of learning English.

Every student must support the English language learning process by possessing a working knowledge of its vocabulary. Indrawaty and Resty (2020),



citing Richard and Renandya, state that vocabulary is a fundamental aspect of language proficiency and forms a significant part of the foundation for students' abilities in reading, writing, speaking, and listening. This suggests that vocabulary encompasses every aspect of the English language. Students with an extensive vocabulary are better equipped to write, speak, listen, and provide feedback during the learning process.

Shanahan (2006) in Widianingsih and Jubaedah (2020) states that the aim of vocabulary learning is to develop an understanding of words. Therefore, it's unsurprising that a comprehensive teaching strategy helps students engage with words more deeply and consider their meanings. Consequently, students with limited vocabulary often struggle to understand the subject matter when learning English. However, students can provide feedback on the topic using the vocabulary that has been taught.

The key message of the text is that vocabulary is vital for understanding course material and improving English language proficiency. Mastering vocabulary is crucial for comprehension, expression, and overall language learning. Students with a robust vocabulary are better prepared to read, write, speak, and listen effectively. An extensive teaching approach centered on vocabulary can help students engage with words and grasp topics more deeply.

#### **b. Types of Vocabulary**

When it comes to vocabulary, experts like Hiebert and Kamil in Rumaisyah, et al. (2023) have delineated it into two main categories:

##### **1) Productive Vocabulary**

This encompasses all the words a person comprehends and can use actively in both writing and speaking. These words are typically familiar, commonly used, and easily produced during communication. It's often referred to as active vocabulary.

## 2) Receptive Vocabulary

This refers to the total number of words a person understands passively, primarily through listening and reading. These words are not as well-known or frequently used, and individuals may struggle to use them spontaneously in communication. It's also known as recognition vocabulary and represents a more passive aspect of one's linguistic knowledge.

Additionally, Beck, McKeown, and Kucan, as referenced in Berger and Woodfin (2015) have categorized vocabulary into three tiers:

### 1) Everyday Words

These are words commonly used in daily communication, such as "friend," "nice," "winter," and "community." For native English speakers, instruction on tier one words is typically unnecessary unless the student is learning English as a second language.

### 2) Academic Vocabulary

This tier consists of words used in academic contexts, like "relative," "vary," "formulate," and "calibrate." They are less likely to be encountered in everyday speech, even among college-educated adults. Academic vocabulary is also known as tier two words.

### 3) Discipline-Specific Vocabulary

These are words specific to particular fields of study, such as "morphology," "acropolis," and "ventricles." They are crucial for understanding concepts within informational passages. Tier three words are often explicitly defined in texts and repeatedly used due to their specialized nature.

### **c. Aspect of Vocabulary**

According to Lado (1995) in Nur Rahmah et al. (2023), there are a number of aspects to take into account when learning vocabulary, including the following:

#### **1) Meaning**

When it comes to studying language, understudies should be taught the importance of meaning.

#### **2) Spelling**

There is a connection between spelling and reading because spelling helps improve the correspondence between letters and sounds. It is evident that some words are pronounced differently than they appear to be written. For example, the letter (I) is not always pronounced as / I /.

#### **3) Pronunciation**

The process of pronouncing words and letters is called pronunciation. Learning pronunciation might be challenging because not all words have spelling requirements.

#### **4) Word Class**

Word class is a crucial component in semantic analysis. Prepositions, verbs, adjectives, nouns, and adverbs are among the word class combinations.

#### **d. Importance of Vocabulary**

Teaching vocabulary is essential to teaching English because without it, students will struggle to communicate their thoughts and comprehend others. According to Wilkins (1972) cited in Agazzi (2022), "Very little can be conveyed without grammar, and nothing can be conveyed without vocabulary." In terms of conveying the idea of understanding the terminology, this work likewise had trouble. Even in instances when a statement is grammatically incorrect, foreigners are nevertheless able to understand the message's context unless the terminology is explicitly stated. Vocabulary acquisition is important for language learners.

In addition to helping students become more proficient speakers, expanding their vocabulary also facilitates communication since it helps them understand what others are saying and express themselves. This makes learning English as a target language easier for students. Wulandari, et al. (2022) cites Mccharty (1990) as saying that students can utilize language in a variety of spoken and written contexts, both formally and informally. In order to support students' talents, vocabulary is important. Students who struggle to learn English in class can benefit from this solution because it demonstrates a sufficient comprehension and mastery of terminology.

Without realizing it, students frequently understand how crucial vocabulary is to their language development. Agazzi (2022) referenced Schmitt (2010) as saying that "learners carry around dictionaries and not grammar books." Learners who receive vocabulary education are better able to understand and communicate in English. Words cannot express how difficult language is."

Voltaire is said to have said. I think the majority of English language learners would concur, but for other reasons, expanding one's vocabulary also aids in language proficiency.

The main point of the given text is that teaching vocabulary is essential in teaching English because it helps students communicate effectively and understand others, and expanding vocabulary facilitates language learning and proficiency.

### **2.1.2. Strategies of Learning Vocabulary**

Vocabulary learning strategies refer to the techniques or actions that learners consciously take to help them acquire, retain, retrieve, and use vocabulary. These strategies play a crucial role in language learning, particularly in second language acquisition. Various scholars have proposed different classifications of vocabulary learning strategies.

Schmitt (1997) divided vocabulary learning strategies into two main categories: discovery strategies and consolidation strategies.

1. Discovery strategies are used to determine the meaning of new words when learners encounter them for the first time. These include determination strategies (e.g., guessing from context, using a dictionary) and social strategies (e.g., asking teachers peers).
2. Consolidation strategies are used to remember and intergrate the newly learned words. These include memory strategies, cognitive strategies, and metacognitive strategies.

Oxford (1990) also categorized learning strategies into six major groups, four of which are particularly relevant to vocabulary learning:

1. Memory strategies for sorting and retrieving new information.
2. Cognitive strategies for practicing, analyzing, and reasoning (e.g., repeating words, using vocabulary in sentences).
3. Metacognitive strategies for planning, monitoring, and evaluating learning.
4. Social strategies for interacting with others to enhance learning.

### **2.1.3. Spontaneous Speech**

Spontaneous speech is a natural form of verbal communication that occurs without pre-planning or scripting. It involves the ability to express ideas and engage in conversations fluently and in real-time, responding to external stimuli or dialogue partners in an unstructured manner. In the context of second language learning, spontaneous speech is considered a higher-level linguistic skill as it requires learners to access vocabulary quickly and use it appropriately in varying contexts (De Jong, 2016).

Spontaneous speech, which refers to unplanned, unscripted language production during speech, can be seen as a social strategy as well as a cognitive strategy. It encourages learners to actively produce language and use vocabulary in meaningful contexts, which helps in internalizing and retaining new words.

From the social perspective, spontaneous speech allows interaction with peers or teachers, which aligns with Oxford's social strategies. It promotes active engagement and immediate feedback.

From the cognitive perspective, speaking spontaneously requires the speaker to recall vocabulary in real-time, construct sentences, and adapt language use to the communication context. This strengthens the learners' mental processing and vocabulary integration.

One of the key challenges of spontaneous speech is the cognitive load it places on language learners. According to Levelt's (1989) model of speech production, spontaneous speech involves three key stages: conceptualization (deciding what to say), formulation (finding the appropriate words and structures), and articulation (producing the speech sounds). For learners of English as a foreign language, mastering these stages simultaneously can be particularly difficult when they lack sufficient vocabulary (Levelt, 1989).

Studies by Nation (2013) highlight that a rich vocabulary is essential for successful spontaneous communication. He emphasizes that learners must possess not only a wide range of vocabulary but also the ability to retrieve and apply these words accurately in real-time conversations. The relationship between vocabulary size and fluency in spontaneous speech is significant, with vocabulary breadth facilitating faster access to words and improving speech fluency (Nation, 2013).

Moreover, Skehan (1998) argues that fluency in spontaneous speech is heavily reliant on the ability to retrieve language chunks, phrases, and pre-constructed sentences. This suggests that vocabulary teaching should not only focus on individual words but also on phrases and chunks that can be quickly utilized in spontaneous speaking situations. As students improve their ability to

retrieve these lexical units, their spontaneous speech becomes more fluid and coherent.

Further research by Bygate (2001) supports the idea that learners need ample opportunities to engage in spontaneous speaking activities to develop fluency. Bygate emphasizes that practice in spontaneous speech contexts, such as debates, discussions, and impromptu presentations, can help learners become more adept at using vocabulary naturally and efficiently. He notes that this type of practice helps bridge the gap between vocabulary knowledge and active usage, which is critical for speaking proficiency.

Additionally, Kormos (2006) explains that spontaneous speech requires learners to constantly adapt to dynamic communicative situations. This ability to adapt is heavily influenced by their vocabulary depth, which includes not only the number of words they know but also how well they understand and can apply these words in various contexts. Kormos highlights that spontaneous speaking practice provides a valuable context for learners to reinforce their vocabulary knowledge through real-time application.

In conclusion, spontaneous speech plays a crucial role in the development of speaking fluency, particularly for learners of English as a foreign language. A well-designed English course that integrates spontaneous speaking activities, such as role-plays, impromptu dialogues, and discussions, can significantly enhance students' vocabulary usage in real-time communication. By focusing on both the breadth and depth of vocabulary, as well as creating opportunities for learners to practice spontaneous speech, educators can help students become more confident



and proficient speakers. This research seeks to explore how these principles are applied in the context of English courses at MAN 2 Pasuruan.

#### **2.1.4. English Language Teaching**

The significance of the English language as a tool for international communication is undeniable. The era of globalization has further highlighted the need for English as a crucial medium for communication. Consequently, proficiency in English is vital, especially as a medium for instruction in science and modern technology. This underscores the critical role of teachers in English language instruction. It has been observed that EFL (English as a Foreign Language) students often learn English to use it for travel or to communicate with others from different countries who also speak English. In contrast, ESL (English as a Second Language) students typically reside in communities where English is the primary language. Harmer notes that English is taught in a wide range of contexts worldwide. While it is commonly introduced in primary education, many universities in various countries still find that their students lack sufficient competence in English (Devan, et al. 2024).

According to Brown (2007) as cited in Nursa'adah (2016), teaching involves showing or assisting someone in learning how to do something, providing instruction, guiding the study of a subject, imparting knowledge, and facilitating understanding. Teaching encompasses the teacher's role in facilitating and guiding the learning process, motivating students, providing instructions, serving as a role model, and ensuring that students grasp the material. It also involves creating a conducive learning environment. Thus, teaching is not just

about transferring knowledge from the teacher to the students, but also about ensuring the entire process leads to comprehension.

The primary goal of teaching is to help learners understand or acquire the skills they are expected to learn. Achieving this goal depends on various factors, including the teacher's approach, methods, strategies, classroom management, and the students' conditions. In Indonesia, the emphasis on national education reform calls for changes in education policies and strategies (Muzdalifah, 2023).

English is learned and taught in a variety of contexts and classroom settings. According to Harmer (2007:12) cited in Adellia, (2022), there has long been a distinction between individuals who study English as a foreign language and those who learn it as a second or additional language. EFL (English as a Foreign Language) students often learn English for purposes such as traveling or communicating with people from different countries who also speak English. In contrast, ESL (English as a Second Language) students typically reside in communities where English is the primary language.

Harmer notes that English is taught in a wide range of contexts around the globe. In many countries, it is introduced in the primary education curriculum. However, many universities in these and other countries still find that their students lack sufficient English proficiency. This is despite Graddol's observation that strong English skills are often required for higher education in a global market where proficiency in English provides a competitive edge (Devana, et al. 2024).

According to Harmer (2007: 19) cited by Biazar (2015), the field of English teaching is replete with acronyms and abbreviations, which can be quite overwhelming. A key distinction in this field is between EFL (English as a Foreign Language) and ESL (English as a Second Language). EFL pertains to learning English in a non-English-speaking country, where the language is often used for specific purposes, such as travel or communication. In contrast, ESL involves learning English in a country where it is the primary language, with students typically living in an English-speaking community. This distinction is crucial as it addresses the varying contexts and challenges faced by learners, thereby informing tailored approaches to teaching English in different settings.

Although ESL (English as a Second Language) and EFL (English as a Foreign Language) are frequently used interchangeably, they have distinct differences. ESL refers to countries where English is used as the medium of instruction in education and government, even if it is not the native language of the population. Conversely, EFL refers to countries where English is not used as the primary medium of instruction, but is taught as a subject in schools. Consequently, the teaching methods and approaches for English as a second language and as a foreign language can vary significantly (Anggraini, 2023).

In conclusion, English plays a vital role in global communication, particularly in fields like science and technology, making proficiency crucial. Teachers are essential in guiding and supporting students through the complexities of English instruction. The distinction between EFL and ESL highlights the varied contexts in which English is taught: EFL focuses on learners

in non-English-speaking countries, while ESL targets those in English-speaking environments. Despite its broad introduction in primary education, many students still struggle with proficiency at the university level. Effective teaching requires not only the transfer of knowledge but also the ability to motivate and support students, with strategies tailored to their specific learning contexts.

#### **2.1.5. English Course**

According to the Cambridge Dictionary (2009), a course is defined as a series of classes or a study plan on a specific subject, usually culminating in an exam or qualification. Similarly, the Oxford Dictionary (2016) describes a course as a sequence of lectures or lessons in a particular subject, leading to an examination or qualification. Additionally, Surya, as cited by Andhi & Babay Hidrianti, defines a course as an ongoing process of support that helps individuals understand a subject matter, guiding them to act appropriately in accordance with the demands of their environment, including educational institutions, family, society, and life. This guidance involves systematic and planned activities aimed at achieving specific goals (Setiyono, 2016).

A course, in this context, functions as a form of counseling aimed at enhancing the learner's overall development. It provides support to help students improve their attitudes and habits related to learning. The service is tailored to address individual learning speeds and difficulties, ensuring that each learner can engage with the material effectively. Additionally, it focuses on achieving various educational objectives and facilitating diverse learning activities. Essentially, the

course helps learners navigate and optimize their learning experience by offering personalized guidance and addressing their specific needs.

An English course is a strategic approach within the teaching and learning process designed to help students achieve proficiency in the English language. This type of course provides structured instruction and support, focusing on various aspects of language learning such as grammar, vocabulary, reading, writing, speaking, and listening skills. The course is tailored to address different levels of proficiency and learning needs, with the goal of improving students' overall language abilities. By engaging in an English course, students receive targeted practice and feedback, which enhances their chances of achieving success in English, whether for academic purposes, professional development, or personal enrichment (Astika, 2020).

An English course is a strategic element in the teaching and learning process aimed at helping students achieve proficiency in English. Effective planning is crucial for an English course, and both teachers and students play vital roles in this process. There is a reciprocal relationship between them, where each benefit from the other's contributions. Students should not be seen as a burden to teachers; instead, teachers are responsible for assisting students in reaching their learning goals and achieving success (Fernandez, et al. 2022).

In conclusion course serves as a structured framework for learning, providing essential support and guidance to help individuals achieve proficiency in a specific subject, such as the English language. This collaborative process

between teachers and students is vital for fostering effective learning experiences and ensuring that educational objectives are met.

## **2.2 Previous Study**

When conducting research, is it essential to use references as a foundation to ensure the study is grounded in existing knowledge. Researchers often review previous studies to identify relevant issues. In this case, related studies concerning the implementation of vocabulary enrichment through spontaneous speech would be examined:

Firstly, Galih Rayi Pradana, Maman Suryaman (2021) research titled “The Implementation of Learning English Vocabulary Through Asynchronous Class” focuses on qualitative descriptive method by conducting classroom research. The population for this study consisted of 20 seventh grade students in MTs Al Khairiyah. Data were collected through pre-test and post-test scores, questionnaires assessing students' responses to the learning method. The findings indicate that using social media platforms like YouTube and WhatsApp for English vocabulary learning increased student engagement and motivation. Pre-test and post-test scores indicated improvement, with students expressing overall positive responses, despite some technical challenges. The results from the average pre-test score was 51.5, and the post-test average was 80.5, showing an increase in vocabulary learning effectiveness through asynchronous classes. Overall, learning through asynchronous classes using social media platforms can effectively engage students in learning English vocabulary, though continuous teacher guidance is essential for optimal results.

Secondly, Saiya, T. M., Oroh, E. Z., & Sanger, M. (2023) research titled “Enriching Students’ Vocabulary Through Spelling Bee Game”. The purpose of this research is to investigate the effectiveness of the Spelling Bee game in enriching students’ vocabulary. The study’s population consisted of 12 tenth-grade students from the tourism department at SMK Negeri 2 Tondano. Quantitative research using a pre-experimental design with pre-test and post-test on one group was employed. According to the findings, the study revealed that post-test scores (mean of 89.21) were significantly higher than pre-test scores (mean of 58.49), indicating improved vocabulary skills after using the Spelling Bee game. The result of this research showed that the scores of the students in the post-test are higher than the pre-test. It means that using the Spelling Bee game in teaching vocabulary is effective in enriching students’ vocabulary. Students showed notable vocabulary enrichment, with the Spelling Bee game proving effective in increasing student engagement and retention of vocabulary.

Lastly, Sulastri, Sri Anitah W, Soetarno Joyoatmojo, Dewi Rochsantiningsih (2016) researched The Experience Based English Learning Model to Enrich Students Vocabulary through Giving Examples. The study discusses a structured experience-based learning model aimed at vocabulary acquisition through examples. The findings showed that: 1) learning model yielded significantly more effective than the students in the control group in terms of students’ vocabulary, building vocabulary, and vocabulary use; 2) Students responses to the open-ended questionnaires revealed that the learning model was more acceptable, since they regarded that was a challenging way of learning, promoted benefit on vocabulary building; and helped students better in enrichment of student’s vocabulary. The significant result of the model is motivating to be used by other

teachers, especially to make use of experience in stimulating students to learn. This study has shown that the model can be a promising approach to teach vocabulary, as long as teachers are able to utilize students' experiences to activate the vocabulary building to support the enrichment of students' vocabulary.

There are some differences between the previous study and the present research. Previous research focused on the use of YouTube and WhatsApp for vocabulary learning in a general educational setting during the pandemic (Galih Rayi Pradana, Maman Suryaman, 2021), using Spelling Bee game for enriching students' vocabulary where spelling bee is a structured game-based learning approach (Saiya, T. M., Oroh, E. Z., & Sanger, M., 2023) whereas present research may focus more on real-time communication and interaction, and enriches students' vocabulary through practical examples (Sulastri, Sri Anitah W, Soetarno Joyoatmojo, Dewi Rochsantiningsih, 2016). Meanwhile, this new chapter focuses to introduce the concept of spontaneous speech activities as a method for student's vocabulary enrichment. In terms of methodology, previous research used quantitative and qualitative approaches to measure student's vocabulary enrichment, while this research employs a qualitative method to explore the implementation of vocabulary enrichment of spontaneous speech activity through observations, interviews and giving questionnaire.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In order to get good results from a study, a carefully designed method is required. In this chapter, the research design, paying attention to the research setting and context, subject of the research, the research instrument, data collection techniques, and the data analysis are formed. This chapter discusses the things that are built to develop research to achieve the desired results.

#### **3.1 Research Design**

In this study, a descriptive qualitative research design is applied to explore the effectiveness of English courses in enriching vocabulary specifically for spontaneous speaking among senior high school students at MAN 2 Pasururan. Descriptive qualitative research aims to describe natural data and events that take place in the classroom. McLeod (2019) states that qualitative research methods encompass a diverse range of methodologies grounded in various academic disciplines, including anthropology, sociology, philosophy, social psychology, and linguistics. Descriptive qualitative research seeks to understand social phenomena from the participants' viewpoints, allowing their experiences and viewpoints to guide the investigation.

In this approach, participants are engaged through interviews and observations, which provide valuable data, insights, and perceptions. The research focuses on how students apply the vocabulary they learn during English courses to spontaneous speaking activities. This aligns with the study's focus on vocabulary enrichment through real-time, unscripted communication. Qualitative data is typically gathered through strategies such as participant observation and in-depth interviews, allowing for a rich understanding of the natural learning environment.

According to Nassaji (2015), descriptive research is a method that aims to systematically describe a phenomenon, characteristic, or distribution of variables, focusing on detailing rather than manipulating them. In this study, no experimental procedures are employed; rather, the qualitative descriptive design is used to explore how English courses enhance students' vocabulary usage in spontaneous speech. By observing and analyzing the natural learning environment, the study seeks to provide insights into how students apply the vocabulary they acquire during spontaneous speaking exercises, offering a deeper understanding of their language acquisition process.

### **3.2 Research Setting and Context**

This research will be conducted during the 2024/2025 academic year, specifically in November and December, at MAN 2 Pasuruan Senior High School. The school operates under the auspices of an Islamic boarding school, which offer both English and Arabic courses. This location was chosen because it has a structured English language course program that has been running for several years. This study focuses on the implementation of enrich students' vocabulary designed at English course, particularly in speaking through spontaneity speech. It is expected that the results of the research will be beneficial for the schools' progress and enhance students' language abilities, particularly in using English vocabulary in spontaneous speaking situations.

Learning enrichment, especially in language, is a breakthrough in several schools and is expected to help students better understand subject matter beyond the traditional classroom environment. At MAN 2 Pasuruan, students are encouraged to maximize the learning opportunities provided in the boarding school to deepen their language knowledge. This courses program is designed to build students' vocabulary through

integrated skills in grammar, reading, listening, and speaking. A key component of the course is to equip students with vocabulary that is commonly used in daily life, allowing them to apply it in real-world situations, particularly during spontaneous speaking activities.

A meeting will be conducted with the school principal to discuss the research objectives and ensure full cooperation. Once permission is granted, and with the participants' willingness, the study will be carried out by observing the implementation of the English course and assessing how it contributes to students' vocabulary enrichment for spontaneous speech. The research focuses on how students apply what they learn from the course within their school environment, particularly in spontaneous communication situations in the Islamic boarding house.

### **3.3 Subject of Study**

The subject of this study are the eleventh-grade students of MAN 2 Pasuruan during the 2024/2025 academic year. The school consists of eight classes: three classes of XI MIA (science), two classes of XI IIS (social), two classes of XI IIK (religion), and one class of XI IIB (language). For this research, only one class ,XI IIB, was selected as the focus of the study.

The reason for selecting this class is its concentration on language studies, which aligns closely with the objectives of this research—exploring vocabulary enrichment in the context of spontaneous speech. Given the language-focused curriculum, the students in XI IIB are expected to have frequent exposure to speaking and language use, making it a suitable setting for investigating how well they can apply newly acquired vocabulary during spontaneous speaking activities. Furthermore, the students' varied levels of

language proficiency offer a rich context for exploring how vocabulary enhancement strategies implemented in their English courses. In addition, the English teachers who taught the course and the principal were also the subjects of the study. The participants were selected based on criterion-based selection, ensuring that they have sufficient experience and understanding related to the implementation of the English course. This study aims to observe and analyze how students in this language-focused class apply the vocabulary they learn in their English courses to spontaneous speech.

### **3.4 Research Instruments**

The research instruments used in this study will include observation checklists, interviews, questionnaire, document analysis and field notes. These instruments will be utilized to gather relevant data to answer the research questions and explore how students enrich their vocabulary through spontaneous speech in English learning contexts.

#### **3.4.1. Observation**

The observation checklist will be used to record how students implement the vocabulary learned in English courses within the school environment, including during classroom activities and spontaneous speaking. This includes daily interactions in the Islamic boarding house, where spontaneous language use is expected. Observations were conducted to see directly how the English course was implemented in class and also the implementation of the speaking test with spontaneous speech. The researcher observed the teaching process, the methods used by the teacher, the interaction between the teacher and students, and the use of new vocabulary in learning activities. These observations were

conducted during three different course sessions and when the speaking test was implemented. This observation allows for the systematic collection of data on students' real-time behavior, focusing on their ability to use newly learned vocabulary in spontaneous speech. As Creswell (2013) states, observation is one of the most common qualitative research methods for collecting rich, in-depth data from natural settings.

#### **3.4.2. Interview**

Semi-structured interviews will be conducted with both students and teachers. These interviews will explore participants' perceptions of the English courses and assess whether students feel confident in applying the vocabulary they have learned to spontaneous speech in real-world contexts, teachers' perspective on how the course enriching vocabulary also principles' views on the role of the course in improving students' English language skills in schools. The flexibility of semi-structured interviews allows for probing specific areas of interest while maintaining an open-ended format to gather in-depth insights. According to Kvale (2007), semi-structured interviews are valuable for exploring complex experiences and perspectives, offering participants freedom to express themselves while staying focused on the research questions.

#### **3.4.3. Questionnaire**

A questionnaire will be distributed to 14 students involved in the English course. It contained both Likert-scale and open-ended items. The questionnaire will assess students' self-reported use of vocabulary learned

from the course, particularly in spontaneous speaking situations. The aim was to gather students' self-assessments regarding their vocabulary development, confidence in speaking, and their engagement with spontaneous speech activities. Questionnaires are an efficient method for gathering large amounts of data in a relatively short period, providing insights into learners' attitudes and behaviors (Dörnyei, 2010).

#### **3.4.4. Document Analysis**

Documents analysis will include reviewing relevant materials such as lesson plans, students' assignments, and notes from the English courses to understand how vocabulary is being taught and how this aligns with students' spontaneous speaking experiences. These documents were analyzed to understand the structure, materials, and methods used in the English courses. Document analysis provides an unobtrusive method to enrich qualitative research by offering background context to the teaching methods and content being studied (Bowen, 2009).

#### **3.4.5. Field Notes**

Field notes were taken during classroom observations and informal interactions with students. These notes documented spontaneous behaviors, conversations, and contextual details that enriched the data obtained from other instruments. The use of field notes helped provide a holistic understanding of how students engaged with vocabulary in real-life speaking situations. According to Spradley (1980), field notes serve as a continuous record of the researcher's observations and reflections,

helping to provide a fuller understanding of the spontaneous use of vocabulary in real-time interactions.

### **3.5 Data Collection**

In this research, qualitative data will be collected through various methods to gain an in-depth understanding of the implementation of enrichment vocabulary through spontaneous speaking of English course among senior high school at MAN 2 Pasuruan. The data collection process for this study will involve multiple techniques to ensure a comprehensive understanding of how students implement vocabulary learned from English courses, especially in the context of spontaneous speech in their school and Islamic boarding house environments. The primary data collection methods are:

#### **3.5.1. Interviews**

Semi-structured interviews will be conducted with selected English teachers and students to explore their perspectives on how the English courses are designed and delivered, with a specific focus on promoting spontaneous speech using enriched vocabulary. The interviews will be recorded and transcribed to ensure the accuracy of the data. These interviews will investigate the challenges faced by students in applying vocabulary spontaneously and the outcomes observed by the teachers. Interviews will be recorded and transcribed for accuracy. The flexibility of this interview method allows participants to discuss their experiences with spontaneous speech and how applicable they find the vocabulary learned in real-life speaking contexts, such as classroom discussions and daily boarding house interactions. This method is effective for exploring

complex personal experiences while still allowing the interviewer to guide the conversation toward key areas related to spontaneous speech (Kvale, 2007).

### **3.5.2. Observation**

Students will be observed during both classroom activities and daily interactions in the boarding house, focusing on students' use of vocabulary in spontaneous speaking contexts. Classroom observations will be carried out to examine the teaching and learning processes during the English courses, with an emphasis on how vocabulary is introduced and encouraged for spontaneous use. This allows for a naturalistic and real-time assessment of their vocabulary usage. An observation checklist will be used to focus on key aspects such as teaching strategies, student engagement, and classroom interaction. Observations are crucial in qualitative research as they provide direct insight into behavior and practices within the participants' natural environment (Creswell, 2013). An observation checklist will be used to systematically capture these behaviors. Notes will be taken during the lessons and boarding house interactions to capture significant events or behaviors related to spontaneous speech.

### **3.5.3. Questionnaires**

A questionnaire will be distributed to all student participants, focusing on their experiences with vocabulary enrichment through spontaneous speech. The questionnaire will combine both closed and open-ended



questions to gather data on students' attitudes, challenges, and self-reported use of new vocabulary in spontaneous speaking situations, such as during conversations with peers and teachers. The questionnaire will also assess students' motivation to use vocabulary learned in spontaneous ways. As Dörnyei (2010) notes, questionnaires are a fast and effective way to gather large amounts of data that can provide insights into participants' learning behaviors and perceptions, especially in language learning contexts.

#### **3.5.4. Document Analysis**

Document analysis will involve examining lesson plans, course materials, and student assignments, particularly focusing on how vocabulary instruction is designed to encourage spontaneous speaking. This will help provide a fuller picture of how English courses are implemented in the school. This unobtrusive method is valuable in providing a clearer picture of how spontaneous speech is integrated into the vocabulary learning process (Bowen, 2009).

#### **3.5.5. Field Notes**

Throughout the observation period, field notes will be maintained to capture informal interactions, contextual observations, and reflective insights. These notes will capture instances of spontaneous speech during informal conversations and social interactions in the Islamic boarding house, contributing to a deeper understanding of how students naturally apply the vocabulary learned from the courses. Field

notes provide an ongoing record of the researcher's observations and personal insights, adding valuable context and depth to the study's findings (Spradley, 1980).

### **3.6 Data Analysis**

In analyzing the data collected from the instruments used, data analysis in descriptive research refers to the established procedure. The data collected will be analyzed using qualitative descriptive analysis, focusing on how vocabulary enrichment is applied in spontaneous speech contexts. The process involves several steps;

#### **3.6.1. Data Organization**

The first is data organization, which involves focusing on how vocabulary enrichment is applied in spontaneous speech contexts. Interview transcripts will be coded based on recurring themes, such as how students apply newly learned vocabulary during spontaneous speech situations. Observation notes and field notes will be categorized according to spontaneous speech usage in different contexts (classroom and boarding house interactions). This organization is critical for maintaining clarity and consistency throughout the analysis process (Creswell, 2013), ensuring that spontaneous speech data is distinguished from other forms of language use.

#### **3.6.2. Thematic Analysis**

Thematic analysis will be employed to identify patterns and themes that emerge from the data, especially concerning the spontaneous use of vocabulary. allows for the identification, analysis, and reporting of

patterns related to the use of newly acquired vocabulary in unscripted, spontaneous speaking situations. Thematic analysis allows for a flexible and detailed exploration of participants' experiences and perceptions (Braun and Clarke, 2006). Codes will be generated from the data, focusing on spontaneous speech, student confidence in using new vocabulary, and the effectiveness of the English courses in fostering this spontaneous usage. These codes will then be grouped into broader themes, such as teaching strategies promoting spontaneous speech, challenges students face in applying vocabulary in real-time conversations, and the role of the boarding house environment in reinforcing or limiting vocabulary usage.

### **3.6.3. Data Interpretation**

Once the themes are identified, the data will be interpreted by relating the findings to the research objectives. This involves relating the findings to the research objectives-how the English courses facilitate vocabulary enrichment and how this vocabulary is implemented in spontaneous speech settings. Presenting data in narrative form that describes the findings clearly and in a structured manner. The analysis will focus on identifying whether students can confidently and effectively use their enriched vocabulary in unrehearsed speaking situations both inside and outside the classroom. The data from different sources (e.g., interviews, observations, questionnaires) will be compared to identify consistencies or discrepancies in the application of vocabulary to spontaneous speech. This interpretation process helps to explain how the findings contribute to

understanding the effectiveness of the English courses in this specific context (Miles, Huberman, & Saldaña, 2014). The conclusions drawn from this interpretation will be supported by data validation procedures, including triangulation, to ensure the trustworthiness of the findings.

#### **3.6.4. Data Validity and Trustworthiness**

To ensure the validity and trustworthiness of the findings in this qualitative study, triangulation was applied. Triangulation involves comparing and cross-checking data from multiple sources, including interviews, observations, questionnaires, and document analysis. By doing so, the researcher ensures the consistency and credibility of the data regarding students' use of vocabulary in spontaneous speech contexts.

This method allows the researcher to validate the findings through data convergence, strengthening the reliability of the interpretations. Triangulation in this study focuses on how students implement vocabulary learned from English course in spontaneous situations, observed through multiple data collection techniques in both classroom and boarding school environments.

This approach will allow a detailed and accurate picture of the implementation of enrichment vocabulary through spontaneity speech of English courses at the senior high school in Pasuruan to be captured. This strategy enhances the depth and accuracy of the analysis, ensuring that the study provides a comprehensive understanding of vocabulary enrichment through spontaneous speech activities. This approach ensures that the

study captures not only the breadth of students' vocabulary learning experiences but also the depth of their ability to apply this vocabulary in spontaneous, real-world speaking situations.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this chapter, the researcher would like to analyze the classified data concerning the problem statement in Chapter 1. This chapter presents the research findings regarding the implementation of vocabulary enrichment through spontaneous speech activities in the English course at MAN 2 Pasuruan. Therefore, the report is divided into two parts. They are research findings and discussion. Research finding reports how the implementation of vocabulary enrichment through spontaneous speech is and discussion represented from the expert compared with the fact in the field. The data collected from observation, questionnaire, interviews, and documentation are analyzed qualitatively.

#### **4.1 Research Finding**

The researcher is going to explain the data that resulted from the questionnaire and interview given from to senior high school students of English course. The researcher would like to ask how the enrich vocabulary through spontaneous speech.

The first technique of collecting data used by the researcher is a questionnaire. The questionnaire refers to a list of question for senior high school of English course. In this research, the subject consists of 14 students who represent the senior high school students of English course. There were 10 likert scale and open-ended questions.

The second technique of collecting data used by the researcher is an interview. The researcher interviewed to determine the vocabulary enrichment through spontaneous speech activity in English course and the responses of the students toward the enriching vocabulary through spontaneous speech activity. Interview refers to a dialogue that had

been done by the researcher to get information from the respondents. The researcher did it by asking five students based on their answers from the questionnaire.

The researcher showed the data for the study. To make it easier to analyze the knowledge in others the researcher will explain it. By conducting questionnaires and interviews, the following section represented the results of investigation in order to reinforce the consistency of the report, followed by finding and discussions.

#### **4.1.1. Implementation of Vocabulary Enrichment through Spontaneous Speech**

The implementation of vocabulary enrichment through spontaneous speech activities in English course at Islamic Boarding schools in Pasuruan aims to facilitate students in acquiring and applying new vocabulary effectively. In this research, the focus is on how spontaneous speech activities contribute to students' vocabulary development. To collect data, the researcher distributed questionnaires and conducted interviews both students and teacher. The questionnaire was given to 14 students via paper-based forms, consisting of open-ended questions that provided structured yet flexible answer choices. Additionally, interviews were conducted with selected students and teachers to gain deeper insights into their experiences and challenges. After presenting the results of the questionnaire, the researcher analyzed how vocabulary was taught and practiced in the classroom.

The study examines the implementation of vocabulary enrichment through spontaneous speech activities, which involves structured

vocabulary introduction, practice, media utilization, real-life application, and evaluation. The findings indicate that students generally find spontaneous speech activities engaging and effective in enhancing their vocabulary retention. However, challenges such as limited vocabulary recall, difficulty in sentences structuring, and lack of confidence were also identified. Teachers play a crucial role in facilitating vocabulary learning by introducing words through various methods, such as writing words on the boards, using alphabet-based vocabulary recall, and assigning structured speaking activities.

There were five steps in Implementing Vocabulary Enrichment through Spontaneous Speech;

a. Introducing of New Vocabulary

The teacher introduces new words through direct translation and recall exercise. At the beginning of each session, students are introduced to new vocabulary relevant to their daily communication and academic needs. Students are encouraged to translate words from their native language into English and recall previously learned vocabulary.

b. Practicing vocabulary through spontaneous speech

Students engage in unscripted speaking activities where they use newly learned vocabulary in live conversation but are given several themes beforehand and then progress to being given a random theme to do spontaneous speech. This activity helps improve fluency and confidence.

c. Using media and resource



Students use dictionaries, teacher provided explanations, and previous lessons to reinforce their vocabulary learning. Some students rely on external sources like language development programs (LPBA) in their boarding school.

d. Applying vocabulary in real-life situations

Students attempt to use English outside the classroom, mixing it with their native language. However, confidence varies, with some students feeling hesitant due to peer pressure.

e. Evaluating and reflecting on vocabulary learning

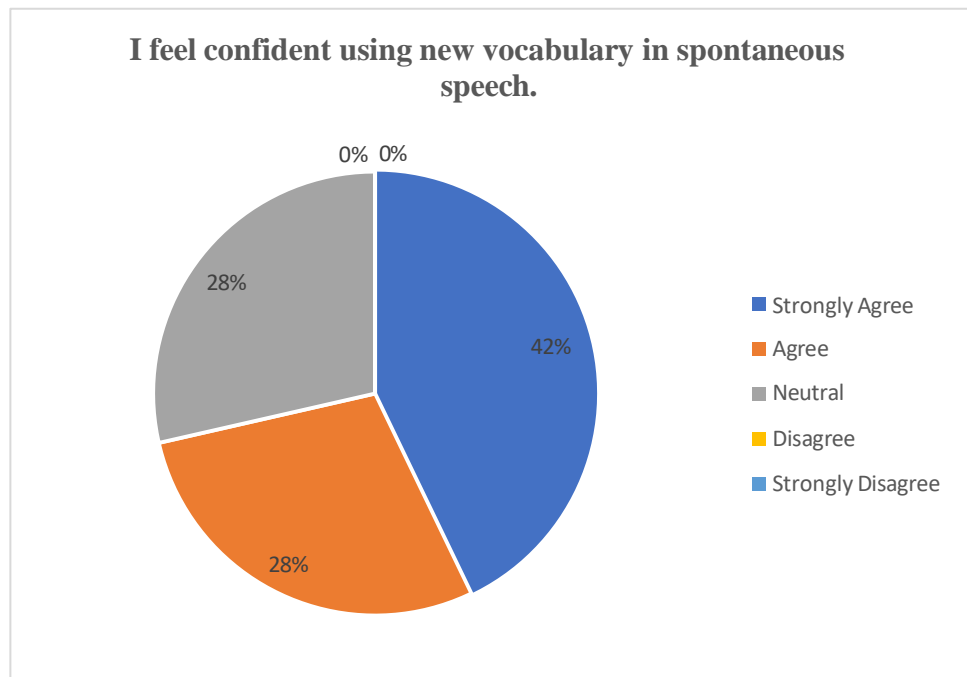
Teachers assess students' vocabulary retention through spontaneous speech tasks. They also observe student participation and interest in learning new words.

#### **4.1.2. Questionnaire Result**

To further analyze students' experiences, a questionnaire was distributed. The researcher distributed questionnaires to 14 students, consisting of both Likert scale questions and open-ended questions to explore their experiences with vocabulary enrichment through spontaneous speech activities. The results from the questionnaire are presented in the form of pie charts, followed by supporting data from interviews to reinforce the accuracy of the findings. The combination of these approaches highlights the effectiveness of spontaneous speech activities in improving students' vocabulary acquisition at Islamic boarding school in Pasuruan.

### a. Likert Scale Responses

The results were presented in pie charts, showing students' confidence in using new vocabulary, the effectiveness of teacher explanations, the frequency of vocabulary use outside class, and their perceived improvements in speaking skills.



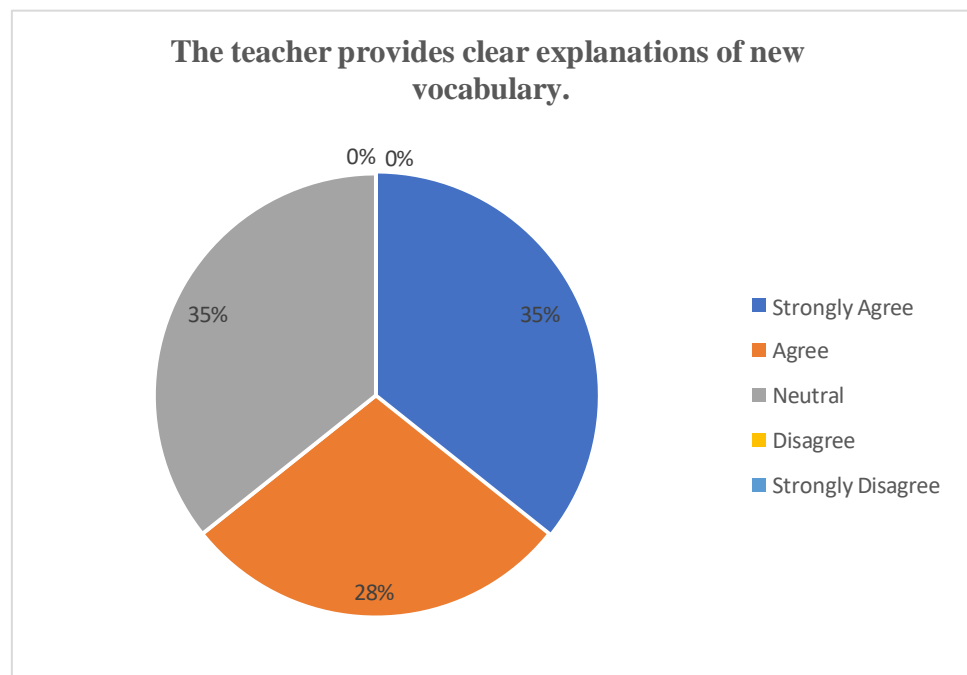
**Chart 4.1 Confidence in Using New Vocabulary**

The first statement was “I feel confident using new vocabulary in spontaneous speech”. Based on the responses to the statement, the majority of students (6 out of 14) strongly agree, while 4 students agree, and 4 students remain neutral. This indicates that most students feel confident in using new vocabulary during spontaneous speech activities. However, a portion of students still feel uncertain, as reflected in the

neutral responses. This suggest that while the method is generally effective in building confidence, additional support or practice may be needed to help all students feel fully assured in their vocabulary usage.

Below is a sample of responses from students:

AML : *I felt nervous when speaking in front of the class, but after a few tries, I became more confident.*



**Chart 4.2 Clarity of Teacher’s Explanation of Vocabulary**

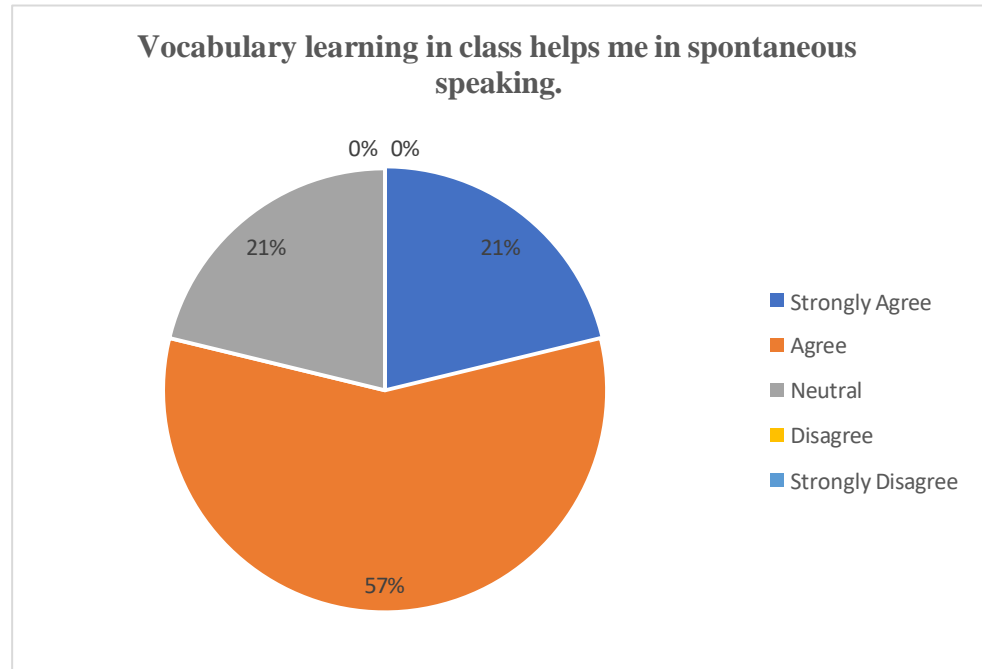
Based on the responses to the second statement “The teacher provides clear explanations of new vocabulary,” the majority of students responded positively, with 5 out of 14 students strongly agreeing and 4 students agreeing. Meanwhile, 5 students remained neutral, indicating that while many students find the teacher’s explanations clear, some may feel

that further clarification or reinforcement is needed. This suggest that the teachers' explanation methods are generally effective, but additional strategies, such as interactive discussions or contextual examples, could further enhance students' understanding of new vocabulary.

The answer was supported with statements from students in the interview.

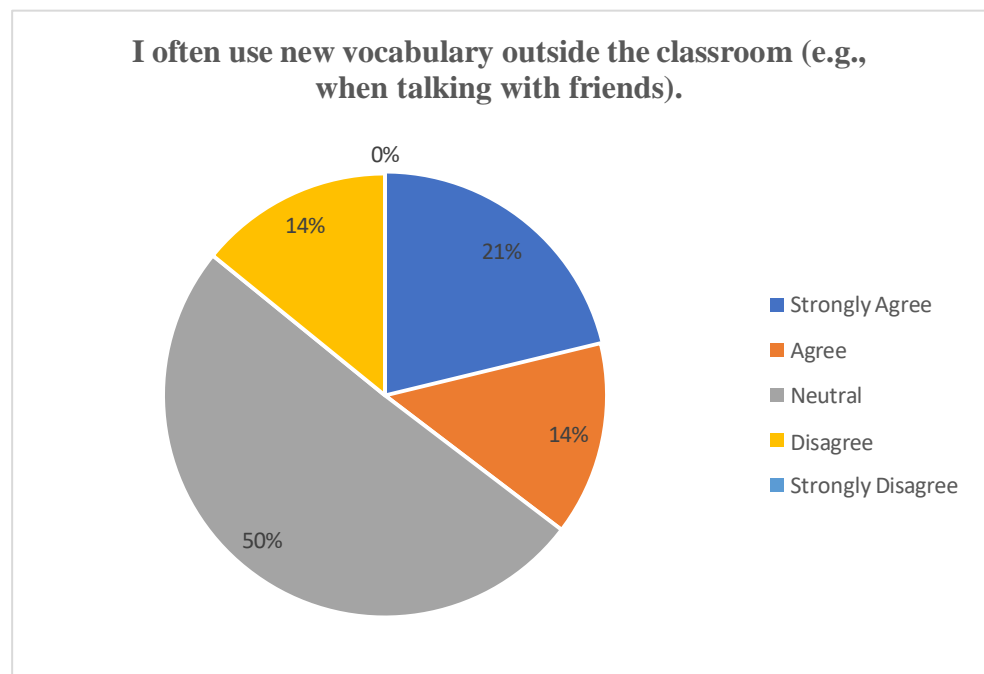
DR : *It is difficult to remember new vocabulary, but the methods taught by the teacher, such as writing vocab on the board, are very helpful.*

AML : *I prefer learning vocabulary through games because it makes lessons fun and easy to understand, especially in remembering and understanding new vocabulary.*



**Chart 4.3 Effectiveness of Vocabulary Learning for Spontaneous Speaking**

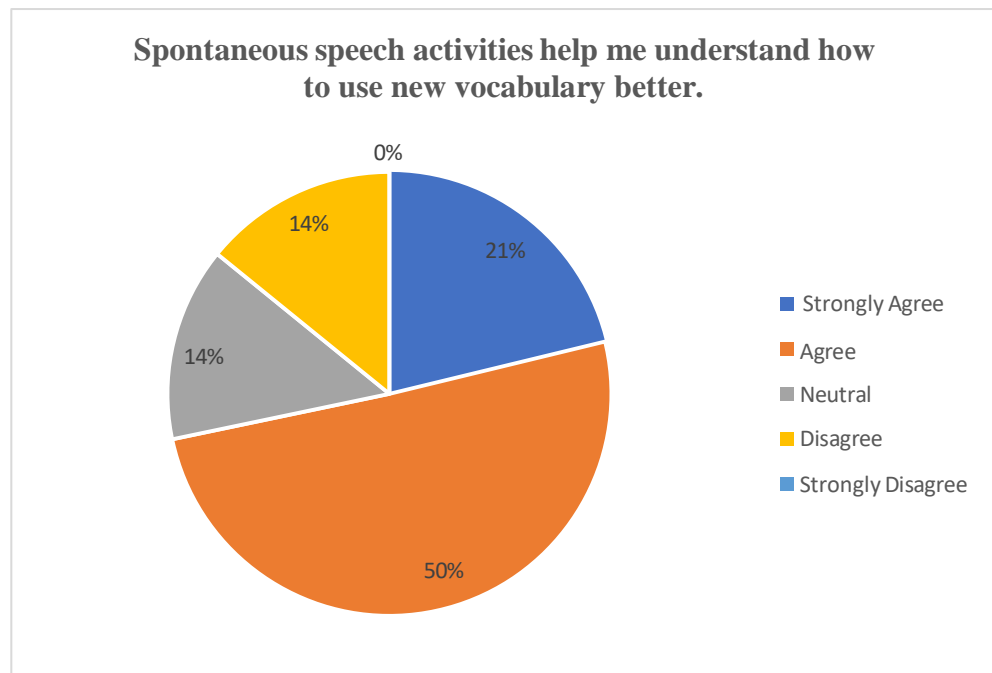
The third statement was “Vocabulary learning in class helps me in spontaneous speech”. The majority of students responded positively, with 8 out of 14 students agreeing and 3 students strongly agreeing. Meanwhile, 3 students remained neutral, indicating that while most students find vocabulary learning in class beneficial for their spontaneous speech, some may not feel a significant impact. This suggests that incorporating more interactive vocabulary activities or real-life speaking practice could further enhance students’ ability to use new vocabulary effectively in spontaneous speech.



**Chart 4.4 Frequency of Using New Vocabulary Outside Classroom**

Based on the responses to the fourth statement “I often use new vocabulary outside the classroom (e.g., when talking with friends),” the

majority of students remained neutral (7 out of 14 students), while 3 students strongly agreed and 2 students agreed. However, 2 students disagreed, indicating that many students are not consistently using new vocabulary outside the classroom. This suggests that while some students actively apply their vocabulary in daily conversations, others may lack the confidence or motivation to do so. Encouraging more interactive and engaging speaking activities outside of class could help students feel more comfortable using new vocabulary in real-life situations.



**Chart 4.5 Helpfulness of Spontaneous Speech Activities in Understanding Vocabulary**

Based on the responses to the fifth statement “Spontaneous speech activities help me understand how to use new vocabulary better,” the majority of students responded positively, with 3 students strongly

agreeing and 7 students agreeing. Meanwhile, 2 students remained neutral, and 2 students disagreed.

Then, this answer was supported with statements from students in the interview.

AMN : *Spontaneous speech is fun and helps in mastering vocabulary.*

SNM : *This activity is good because it provides experience and develops speaking skills.*

DR : *I really enjoy it, especially if I do it with friends, because it helps my understanding of English.*

AML : *I still have difficulty with spontaneous speech due to lack of vocabulary.*

NNA : *Spontaneous speech in class is not very active and is rarely practiced directly.*

From this data, indicating that while most students find spontaneous speech activities helpful for understanding and applying new vocabulary, a small portion may still struggle with fully grasping the usage of new words. This suggests that while spontaneous speech is an effective method for vocabulary enrichment, additional guidance, such as structured feedback or targeted vocabulary exercises, could further support students in mastering new words.

## **b. Open-Ended Responses**

Students' responses were categorized into themes, including their experiences in spontaneous speech, difficulties they faced, and suggestions for improving vocabulary learning.

The results indicate that most students found spontaneous speech activities beneficial in enhancing vocabulary learning, though some faced challenges in applying it outside the classroom.

To gain deeper insight into students' experiences, open-ended questions were analyzed qualitatively. Several key themes emerged from the responses:

### **1. Perception of Spontaneous Speech Activities**

Most students viewed spontaneous speech activities as a beneficial for improving fluency and vocabulary retention. Some mentioned that the activities helped them become more confident in using new words in conversation. However, a few students felt nervous when speaking without preparation.

### **2. Vocabulary Learned and Used**

Students reported learning and applying a variety of vocabulary words during spontaneous speech activities. The words mentioned include daily vocabulary (e.g., “day,” “see,” “talk”), academic vocabulary (e.g., “author,” “reason,” “relationship”), and expressions for spontaneous speaking (e.g., “don’t worry,” “never



give up,” “oh my god”). Many students noted that exposure to new vocabulary in real-life speaking situations helped them retain the words more effectively. Some students highlighted that they remembered words when they were applied in real conversations.

### 3. Challenges Faced

The main difficulties identified were limited vocabulary recall, difficulty in structuring sentences, and fear of making mistakes in front of peers. Some students also expressed concern about their pronunciation.

### 4. Suggestion for Improvement

Several students suggested more interactive speaking exercise, longer discussion sessions, and teacher-guided vocabulary drills. Others recommended group discussion to make spontaneous speech practice more engaging.

### 5. Experience Using New Vocabulary

Students shared various experiences in applying new vocabulary outside the classroom. Some found it engaging as it provided them with new experiences in spontaneous speech, and they hoped to continue improving. Others felt excited because they could speak in English even at a basic level. Some students preferred learning through songs, while others admitted they rarely practiced spontaneous speaking outside the classroom. Several students mentioned that using new vocabulary outside class helped

them improve their speaking skills. A few students enjoyed learning pronunciation, although they still found grammar and exam-related tasks challenging. One student noted that they accustomed to speaking English in dormitory, which helped them get used to using the language. Another students shared their experience of participating in a storytelling competition, where they encountered and learned many new words.

#### **4.1.3. Interview Result**

To understand the perspectives of both teachers and students regarding vocabulary learning through spontaneous speech, interviews were conducted. The key findings from these interviews are summarized below:

##### **1. Students' Experiences in Learning New Vocabulary**

Students expressed that they enjoyed learning new vocabulary through singing and games because these methods made the learning process more engaging and helped them grasp new words more quickly. They also mentioned that when new vocabulary was introduced in class, they sometimes already knew the words because they had previously learned them in the Language Development Institute (LPBA) at their Islamic boarding school.

One student stated, “I often find words that I already know in class because I have learned them in LPBA, so it is easier for me to understand.”

## 2. Difficulties in Spontaneous Speech

Students shared that they often had ideas and structured sentences in mind, but they struggled to express them in English due to a limited vocabulary and difficulty in constructing proper sentences. They found it challenging to translate their thoughts into English fluently.

A student shared, “I know what I want to say, but sometimes I forget the English words and feel stuck.”

## 3. Experiences in Speaking Spontaneously in Class

Many students admitted that they felt nervous when speaking spontaneously in class. Although they had prepared what they wanted to say, they often went blank once they stood in front of the class, forgetting their words due to anxiety.

## 4. The Role of Vocabulary Provided by Teachers/Tutors

Students found that the vocabulary taught by their teachers and tutors significantly helped them in spontaneous speech activities. Having a solid foundation of vocabulary made it easier for them to construct sentences and communicate their ideas more effectively.

## 5. Using English Outside the Classroom

Outside the classroom, students also practiced speaking English. Some students stated that they tried using English outside the classroom but with varying confidence levels; some felt comfortable mixing English with Javanese, while others hesitated due to peer pressure. Some students mentioned that their friends sometimes mocked them for "acting like native speakers" when speaking English, which affected their confidence.

One student expressed, "when I use English, sometimes my friends tease me, saying that I am trying too hard, which makes me feel shy to continue speaking."

The interview results with the teacher in English:

1. Teacher's Approach to Teaching New Vocabulary

The teacher explained that they usually introduce new vocabulary by writing words on the board and asking students to translate them. Another method involves giving students a letter of the alphabet and having them list words they know that begin with that letter.

The teacher stated, "I like to start with simple words and build up to more complex vocabulary by associating them with daily conversations."

2. Methods Used to Prepare Students for Spontaneous Speech

To help students prepare for spontaneous speech, the teacher assigns a specific topic and encourages them to construct

their own sentences before speaking in front of the class. This approach allows students to practice organizing their thoughts and improves their confidence in speaking English.

### 3. Challenges and Evaluation of Vocabulary Usage Among Students

One of the main challenges faced by the teacher is that students often do not bring their dictionaries to class, even when instructed to do so. Even when they do bring them, they tend to see it as merely fulfilling a requirement rather than a tool for learning. Additionally, students show a lack of reading interest and curiosity, making them less motivated to look up words in the dictionary. Many students still struggle with translating words and have little enthusiasm for doing so.

However, the teacher observed that spontaneous speech activities, particularly speaking in front of the class, have proven to be an effective way to enhance students' vocabulary mastery. By regularly practicing speaking, students become more engaged in learning new words and improving their communication skills.

### 4. Strategies Used by Teachers to Support Students

Teachers implemented various strategies to assist students, including: providing contextual examples of vocabulary usage, encouraging the use of games and songs to reinforce vocabulary, and allowing students to practice in smaller groups before speaking in front of the class.

## 5. Teachers' Perspective on Spontaneous Speech in Vocabulary Learning

Teachers acknowledge that spontaneous speech activities helped students more confidence in using new vocabulary. They observed that students who participated actively showed significant improvement in fluency. However, they also noted challenges, such as students struggling with sentence structure and spontaneous word recall.

### 4.2 Discussion

This section discusses the findings of the study in relation to the research questions, relevant theories, and previous studies. The discussion is organized around two main issues: the implementation of vocabulary enrichment through spontaneous speech activities and the challenges faced in its implementation at the English course of the Islamic boarding school in Pasuruan.

The implementation of vocabulary enrichment through spontaneous speech activities, as observed in the English course at the Islamic boarding school, reflects several essential characteristics of effective language learning strategies. The process involved structured vocabulary input from the teacher, followed by opportunities for students to use the vocabulary in real-time speaking tasks. This aligns with Schmitt's (1997) framework of vocabulary learning strategies, particularly the consolidation stage, where learners reinforce their knowledge through active use. Spontaneous speech also corresponds to both cognitive and social strategies as described by Oxford (1990), where learners apply vocabulary through peer interaction and unstructured speaking activities.

The students in this study were given vocabulary input through exercises such as translation, board writing, and alphabet-based recall, and later practiced spontaneous speech in speaking tests or daily conversations.

The questionnaire results revealed that while many students felt confident using new vocabulary in spontaneous speech, some remain neutral or uncertain. The interview findings further explain this by showing that some students hesitate to speak in English due to limited vocabulary or fear of making mistakes. Furthermore, some students experience anxiety when speaking in front of the class, causing them to forget what they had planned to say.

The qualitative data from questionnaires and interviews indicated that most students perceived spontaneous speech activities as beneficial to their vocabulary development and speaking fluency. Many reported feeling more confident when using newly learned words. This is consistent with Nation's (2013) theory, which emphasizes the importance of vocabulary breadth and depth in promoting spontaneous communication. Students' engagement with spontaneous speaking also reflects Bygate's (2001) and Kormos' (2006) assertion that real-time speaking opportunities help learners retrieve lexical chunks and apply vocabulary more naturally. The role of authentic, unscripted practice is crucial in transforming passive knowledge into active language use.

However, the study also identified several challenges in implementing spontaneous speech. Some students, despite exposure to vocabulary, struggled with sentence construction and quick word recall. The fear of making mistakes and anxiety about speaking in front of others emerged as common obstacles, which aligns with the cognitive load described in Levelt's (1989) speech production model. Learners often

became overwhelmed when required to conceptualize, formulate, and articulate their thoughts simultaneously. In addition, a lack of consistent practice outside the classroom limited students' ability to internalize vocabulary. This echoes the finding of Ibrohim et al. (2018) who highlighted that students' low exposure to English in daily life hinders vocabulary application.

The teacher plays a crucial role in introducing and reinforcing vocabulary learning. According to the interviews results, vocabulary was often introduced through board writing, translation exercise, and alphabet-based recall activities. The questionnaire responses also indicate that most students believe the teacher provides clear explanations, though some students remained neutral. This suggest that while the teaching method is effective, additional strategies such as using more contextual examples or interactive discussion could further improve vocabulary comprehension.

One challenge highlighted by the teacher interviews was the lack of motivation among students to use dictionaries. Some students brought dictionaries to class only because it was required, but they showed little interest in using them. This demonstrates the need for alternative vocabulary-learning strategies that encourage active student participation, such as project-based learning or digital vocabulary tools.

Teacher interviews revealed that while the use of conventional methods such as writing and repetition were helpful, students responded better to interactive learning approaches like songs and games. This supports Macedonia's (2019) claim that engaging methods increase brain activity and reduce boredom in vocabulary learning. Yet, teachers also reported that students were often reluctant to use dictionaries, viewing them as a requirement rather than a learning tool. This highlights the need for alternative strategies,



such as project-based learning or the integration of digital tools, to promote autonomy and motivation in vocabulary acquisition.

The findings of this study align with previous research on vocabulary enrichment through various learning methods. According to Galih Rayi Pradana & Maman Suryaman (2021), the implementation of asynchronous classes using YouTube and WhatsApp helped motivate students in learning vocabulary. However, some students faced technical issues such as difficulties downloading learning materials. While this study focused on digital learning platforms, the current research highlights the importance of direct interaction in spontaneous speech activities, while provide students with immediate vocabulary practice in a natural setting.

Similarly, Andi Farid Bahrudin, Sahril Nur, & Adi Isma (2022) explored vocabulary learning through literature. Their study emphasizes that English literary works can enhance students' vocabulary retention when combined with effective teaching strategies. While literature-based learning helps in recognizing and understanding new words, the current study demonstrates that spontaneous speech enables students to apply new vocabulary in real-time conversations, improving their fluency and confidence.

Another study by Saiya, Oroh, & Sanger (2023) focused on using the Spelling Bee Game to enrich vocabulary learning. Their findings showed a significant improvement methods are effective. This supports the current study's findings, which also highlight that students enjoy learning vocabulary through engaging activities like songs and games. While games offer structured repetition, spontaneous speech in this study added the dimension of contextual fluency and communicative competence.

Additionally, Sulastris et al. (2016) proposed an experience-based English learning model, where students built their vocabulary through real-life examples. The study found that experience-based learning was more engaging and effective than traditional methods. This is closely related to the findings of the current study, which emphasize that spontaneous speech activities allow students to develop vocabulary in practical, real-world scenarios.

Lastly, Hidayati et al. (2022) investigated the use of the Spelling Bee game for geography students. Their study found that interactive games increased vocabulary retention and made learning more enjoyable. This aligns with the findings of this research, where students reported that spontaneous speech activities helped them recall vocabulary better and improved their confidence in speaking.

In addressing the second research question regarding challenges, the findings reinforce that psychological barriers such as fear of errors and limited practice opportunities are significant obstacles. Despite classroom engagement, students require more structured support, such as guided feedback and safe speaking environments, to fully benefit from spontaneous speech activities. Creating English-only zones or conversation clubs could provide students with more frequent and meaningful language use outside the classroom. Moreover, integrating reflective practices, as suggested in Schmitt's theory, would help learners monitor their vocabulary usage and progress.

In summary, this study affirms that spontaneous speech activities, when supported by appropriate teaching strategies and engaging methods, contribute meaningfully to students' vocabulary enrichment and speaking development. However, for these benefits to be maximized, teachers must address students' psychological challenges and provide

continuous practice in authentic contexts. Compared to previous studies, this research highlights a unique contribution by focusing on spontaneous speech as a dynamic and interactive tool for language acquisition, rooted in the realities of daily communication within the boarding school environment.

#### **4.2.1. Implementation of Vocabulary Enrichment in English Courses**

Based on classroom observations and interviews with teachers, vocabulary enrichment was systematically integrated into English course activities through various interactive and contextual methods. Teachers used methods such as word mapping, storytelling, and role-playing to introduce new vocabulary. Students were encouraged to practice using the words in context during class discussion. “I always include vocabulary activities at the beginning of the class. This helps students familiarize themselves with the words before practicing them in speaking tasks”.

Students were also encouraged to use the new vocabulary actively during class discussions and spontaneous speaking tasks. The lesson plans and syllabus analysis revealed that vocabulary instruction was embedded in every session, often followed by weekly assessments to monitor retention and application. These findings align with Nation’s (2001) theory that effective vocabulary learning involves multiple encounters with words in various contexts and active usage.

This implementation also supports the idea proposed by Sulastri et al. (2016) that experience-based and contextual vocabulary learning helps students better retain and use new words. The observed methods reflect

the principles of communicative language teaching, which emphasize meaningful use of language in real-life-like scenarios, making the learning more relevant and memorable.

#### **4.2.2. Students' Application of Vocabulary in Spontaneous Speech**

The data from the spontaneous speech exam show varying levels of vocabulary application among students. Based on observation, out of 14 students, 9 effectively used newly learned vocabulary in their speech. The remaining 5 students struggled to recall the vocabulary and relied on simpler, more familiar words. "I feel nervous during spontaneous speech exams, so sometimes I forget the new words I've learned."

The questionnaire results also support this finding. In response to the question "*Do you feel confident using new vocabulary in spontaneous speech?*", 50% of students responded "Yes," while 50% expressed hesitation due to fear of making mistakes. Furthermore, in response to "*How often do you practice speaking outside the classroom?*", 70% of students reported practicing less than once a week, which may contribute to limited fluency.

The findings suggest that the methods used in the English course align with Nation's (2013) theory of vocabulary acquisition, which emphasizes the importance of context and active usage. Activities like role-playing and storytelling provide students with opportunities to apply vocabulary in meaningful scenarios, thereby strengthening retention.

However, some students mentioned that they needed more practice outside the classroom. This supports Bygate's (2001) argument that frequent exposure and practice are crucial for developing fluency and confidence in speaking. Students' ability to apply vocabulary varied significantly, influenced by factors such as confidence and preparation time. Those who practiced regularly outside the classroom demonstrated better fluency, aligning with Kormos's (2006) finding that frequent practice reduces cognitive load during spontaneous speaking.

Conversely, students with limited practice struggled to recall words, especially in high-pressure situations like exams. This highlights the importance of creating a supportive environment for practice, as suggested by Skehan (1998).

The findings reveal that while the English course effectively enriches students' vocabulary through interactive methods, the application of this vocabulary during spontaneous speech varies depending on individual confidence and practice frequency. To maximize the benefits of vocabulary enrichment, additional support and opportunities for real-life practice are needed.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, presents the conclusion of the study and give suggestion to the study and gives suggestion to the problem statements of the implementation of vocabulary enrichment through spontaneous speech activity of English course of Islamic boarding school in Pasuruan.

#### **5.1. Conclusion**

In this research, the researcher conducted a descriptive qualitative method to analyze the implementation of vocabulary enrichment through spontaneous speech activity in English courses at the Islamic boarding school in Pasuruan.

Based on the data collected from questionnaires and interviews, it could be concluded that spontaneous speech activity was used as a method to enhance students' vocabulary acquisition. The process of learning English through this activity was structured through vocabulary introduction, practice, media utilization, real-life application, and evaluation.

In MAN 2 Pasuruan, the implementation of vocabulary enrichment through spontaneous speech activities followed several stages. Vocabulary was introduced through teacher-led explanations, direct translation methods, and recall exercises designed to familiarize students with new words. During the practice phase, students actively participated in spontaneous speech sessions, where they were encouraged to construct sentences and speak in front of the class without prior preparation. As for media, the primary sources were teacher explanations and the use of dictionaries; however, additional support was provided through LPBA (Language Development

Institute), which played a significant role in reinforcing vocabulary learning within the Islamic boarding school environment. In terms of application, students attempted to incorporate newly learned vocabulary into real-life communication. Nevertheless, some still mixed English with their native language due to limited confidence or lack of vocabulary mastery. Finally, vocabulary acquisition was evaluated by the teacher through continuous observation and spontaneous speech tasks. This evaluation revealed several challenges, including students' limited ability to recall vocabulary, difficulties in sentence construction, and issues with pronunciation. These findings offer a comprehensive view of how vocabulary enrichment through spontaneous speech is implemented and evaluated in the English course at MAN 2 Pasuruan.

In conclusion, spontaneous speech indicated positive impacts on vocabulary enrichment, particularly in supporting students' fluency, confidence, and retention of new vocabulary. The findings suggest that such activities provide meaningful opportunities for students to practice and internalize vocabulary in a natural speaking context. However, some challenges remain, such as limited vocabulary recall and lack of confidence in real-life communication. To further enhance vocabulary learning, it is recommended that teachers implement more structured speaking activities, incorporate interactive and student-centered learning methods, and provide feedback to support students in overcoming these challenges.

## **5.2. Suggestions**

Based on the findings of the research stated above, the researcher draws some suggestion. The researcher hopes that suggestion will be useful, especially for the

students, for teacher or tutor, for English course and the other researcher. The following suggestions are proposed:

1. For Students

Actively participate in spontaneous speech activities to improve confidence and fluency in using new vocabulary. Practice using new vocabulary outside the classroom by engaging in conversations with peers or through self-study methods such as journaling or storytelling

2. For English Teachers or Tutors

Provide more interactive and engaging activities, such as role-playing, debates, or storytelling, to help students apply new vocabulary naturally. Encourage students to use English outside the classroom by assigning real-life speaking task. Offer structured feedback and personalized guidance to help students overcome challenges in vocabulary recall and sentences structuring.

3. For English Course

Integrate more spontaneous speech activities into the curriculum to ensure continuous vocabulary development. Utilize multimedia resources, such as songs, and game, to make vocabulary learning more enjoyable and effective. Encourage a supportive learning environment where students feel comfortable practicing English without fear making mistakes.

4. For Further Research

Conduct further studies on the long-term impact of spontaneous speech activities on students' recall language proficiency. Explore different teaching methods that can complement spontaneous speech, such as blended learning or technology-



assisted vocabulary learning. Investigate students' motivation and psychological factors affecting their confidence in using vocabulary.

These suggestions aim to enhance vocabulary enrichment and improve the effectiveness of spontaneous speech activities in English language learning. By incorporating these suggestions, educators and learners can further enhance vocabulary acquisitions and communication skills in English corners.

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# APPENDICES

## Appendix I Survey Permit



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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
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http://fitk.uin-malang.ac.id email : fitk@uin\_malang.ac.id

18 November 2024

Nomor : 3925/Un.03.1/TL.00.1/11/2024  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

Kepada

Yth. Kepala MAN 2 Al-Yasini Pasuruan  
di  
Pasuruan

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Nurul Kamila  
NIM : 200107110041  
Jurusan : Tadris Bahasa Inggris (TBI)  
Semester - Tahun Akademik : Ganjil - 2024/2025  
Judul Skripsi : The Implementation of Vocabulary Enrichment Through Spontaneous Speech Activity of English Course of Islamic Boarding School in Pasuruan


Lama Penelitian : November 2024 sampai dengan Januari 2025 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**

An. Dekan,  
Wakil Dekan Bidang Akademik

  
Dr. Muhammad Walid, MA  
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip



## Appendix II Research Permission Later



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN PASURUAN  
MADRASAH ALIYAH NEGERI 2**

Jalan Ponpes Al-Yasini Areng-areng Sambisrah Wonorejo Pasuruan 67173  
Telepon (0343) 4505223; Faksimile (0343) 4505223  
Website: [www.man2pasuruan.sch.id](http://www.man2pasuruan.sch.id); E-mail: [man2pasuruan@gmail.com](mailto:man2pasuruan@gmail.com)

**SURAT KETERANGAN**

Nomor : B-999/Ma.13.09.02/KP.01.2/12/2024

Yang bertanda tangan di bawah ini :

Nama : **Dr. MOH. IRHAM ZUHDI, S.Pd., M.Pd.**  
NIP : 196707112006041001  
Pangkat/Golongan : Pembina / IV a  
Jabatan : Kepala MAN 2 Pasuruan

Menerangkan bahwa :

Nama : **Nurul Kamila**  
Jabatan : Mahasiswa Jurusan Tadris Bahasa Inggris (TBI) Fakultas  
Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri  
Maulana Malik Ibrahim Malang  
NIM : 200107110041  
Judul Proposal Skripsi : The Implementation of Vocabulary Enrichment through  
Spontaneous Speech Activity of English Course of  
Islamic Boarding School in Pasuruan

Nama tersebut diatas telah diijinkan untuk melakukan penelitian di MAN 2 Pasuruan mulai  
Bulan Desember 2024

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.



Pasuruan, 02 Desember 2024

Kepala

Dr. Moh. Irham Zuhdi

## **Appendix III Research Instrument**

### **RESEARCH INSTRUMENT**

#### **A. Observation Checklist**

##### **a. Vocabulary Use**

1. Does the student use vocabulary learned from previous classes?
2. Does the students use new or difficult words they have recently learned?

##### **b. Fluency**

1. How smoothly does the student deliver their speech?
2. Are there frequent pauses or hesitations, especially when trying to recall vocabulary?

##### **c. Spontaneity and Preparation**

1. Does the student demonstrate preparedness with the given topic but adapt fluently to spontaneous speaking?
2. How naturally does the student shift between planned and spontaneous responses?

#### **B. Interview Questions for Students**

##### **a. Experience with Vocabulary Learning**

1. How do you feel about using new vocabulary in spontaneous speaking?
2. What challenges do you face when using vocabulary without preparation?

##### **b. Confidence and Application**

1. How confident do you feel using vocabulary learned in class in spontaneous situations?
2. Can you share examples of how learning vocabulary has helped in real-world conversations?

#### **C. Questionnaire for Students**

##### **a. Self-Assessment (Likert Scale):**

1. Rate your confidence in delivering a spontaneous speech.
2. Rate how often you use newly learned vocabulary in everyday conversations.

##### **b. Challenges and Self-Reflection:**

1. What do you find most difficult when using new vocabulary in spontaneous speech?
2. How often do you practice using vocabulary learned in class outside of assignments?

#### **D. Evaluation Rubric for Tutors**

##### **a. Vocabulary Usage**

1. Does the student apply vocabulary accurately and contextually?

##### **b. Adaptability**

1. How well does the student manage to integrate vocabulary when faced with unexpected topics?

##### **c. Fluency and Delivery**

1. Rate the student's ability to deliver speech fluently while incorporating vocabulary naturally.

## Appendix IV Validation Sheet

### VALIDATION SHEET

#### “The Implementation of Vocabulary Enrichment through Spontaneous Speech Activity of English Course of Islamic Boarding School in Pasuruan”

Validator : Farid Munfaati, M.Pd

NIP : 198604202023212049

Expertise : English Literature

Validation Date : 19 November 2024

#### A. Introduction

This validation sheet is used to obtain an assessment from the validator on the research instrument that will be used in this research. Every feedback is essential to improve the quality of the research instrument. The researcher owes a lot for the willingness of validator in filling out this validation sheet.

#### B. Guidance

Please give a score on each item of the statement using the sign (√) in the scale as follows 1 = Very Poor, 2 = Poor, 3 = Average, 4 = Good, 5 = Very Good.

#### C. Assessment Rubric

No	Indicators	Score					Feedback / Suggestions
		1	2	3	4	5	
1.	The research instrument is well constructed						
2.	The research instrument is reliable with the research question						
3.	The research instrument uses a good and proper Question						
4.	The research instrument can be used for enriching vocabulary through spontaneous speech activity						
5.	The research instrument is easy to understand						

6.	The research instrument can help the researcher find out students' abilities in spontaneous speech activity								
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#### D. Suggestion

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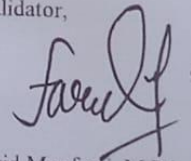
#### E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

*Please give a strikethrough (example) on the answer that does not match your conclusion.*


1. Appropriate to be used to collect data without revision.
2. Appropriate to be used to collect data within the revision.
3. Not appropriate to be used to collect data.

Malang, 19 November 2024  
Validator,



Farid Munfaati, M.Pd  
NIP. 198604202023212049

## Appendix V Letter of Completion of Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN PASURUAN**  
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Telepon (0343) 4505223; Faksimile (0343) 4505223  
Website: www.man2pasuruan.sch.id; E-mail: man2pasuruan@gmail.com

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**SURAT KETERANGAN**

Nomor : B-153/Ma.13.09.02/KP.01.2/02/2025

Yang bertanda tangan di bawah ini :

Nama : **Dr. MOH. IRHAM ZUHDI, S.Pd., M.Pd.**  
NIP : 196707112006041001  
Pangkat/Golongan : Pembina / IV a  
Jabatan : Kepala MAN 2 Pasuruan

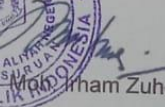
Menerangkan bahwa :


Nama : **Nurul Kamila**  
Jabatan : Mahasiswa Tadris Bahasa Inggris UIN Maulana Malik Ibrahim Malang  
NIM : 200107110041  
Judul Penelitian : Implementation Of Vocabulary Enrichment Throgh Spontaneos Speech

Nama tersebut diatas telah melaksanakan penelitian di MAN 2 Pasuruan mulai Bulan 13 Januari s.d 17 Februari 2025

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Pasuruan, 17 Februari 2025

Kepala  
  
**Dr. Irham Zuhdi**



## Appendix VI Questionnaire

### Questionnaire on Vocabulary Implementation in Spontaneous Speech

This questionnaire aims to collect data regarding your experiences and perceptions in applying vocabulary learned from the English Course, particularly in spontaneous speech activities in class. The information you provide will be used for academic research purposes as part of a thesis and will be kept confidential. Please answer the questions honestly based on your personal experiences. Thank you for your participation.

#### Part A: Scale

- E. Strongly Agree (*Sangat Setuju*)
- F. Agree (*Setuju*)
- G. Neutral (*Netral*)
- H. Disagree (*Tidak Setuju*)
- I. Strongly Disagree (*Sangat Tidak Setuju*)

#### Instructions:

Please read each statement carefully and choose the answer that best represents your opinion by ticking (✓) the appropriate box.

(Petunjuk: Bacalah setiap pernyataan dengan saksama dan pilih jawaban yang paling sesuai dengan pendapat Anda dengan memberi tanda (✓) pada kotak yang sesuai.)

No	Statement (Pernyataan)	Strongly Agree (Sangat Setuju)	Agree (Setuju)	Neutral (Netral)	Disagree (Tidak Setuju)	Strongly Disagree (Sangat Tidak Setuju)
1	I feel confident using new vocabulary in spontaneous speech. ( <i>Saya merasa percaya diri menggunakan kosakata baru saat berbicara spontan.</i> )					
2	The teacher provides clear explanations of new vocabulary. ( <i>Guru memberikan penjelasan yang jelas tentang kosakata baru.</i> )					

3	Vocabulary learning in class helps me in spontaneous speaking. (Pembelajaran kosakata di kelas membantu saya dalam berbicara spontan.)					
4	I often use new vocabulary outside the classroom (e.g., when talking with friends). (Saya sering menggunakan kosakata baru di luar kelas, misalnya saat berbicara dengan teman.)					
5	Spontaneous speech activities help me understand how to use new vocabulary better. (Kegiatan berbicara spontan membuat saya lebih memahami cara menggunakan kosakata baru.)					

## Part B: Open-Ended Questions

### Instructions:

Please answer the following questions based on your personal experiences. Write your answers clearly and honestly.

(Petunjuk: Silakan jawab pertanyaan berikut berdasarkan pengalaman pribadi Anda. Tuliskan jawaban Anda dengan jelas dan jujur.)

1. What do you think about spontaneous speech activities in class?

(Apa pendapatmu tentang kegiatan berbicara spontan di kelas?)

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2. Mention three new vocabulary words you have learned and used during spontaneous speaking.

*(Sebutkan tiga kosakata baru yang kamu pelajari dan gunakan saat berbicara spontan.)*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3. What is the main difficulty you face when doing spontaneous speech?

*(Apa kesulitan utama yang kamu alami saat berbicara spontan?)*

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4. In your opinion, how can vocabulary learning in class be improved?

*(Bagaimana menurutmu cara pembelajaran kosakata di kelas bisa lebih baik?)*

---

---

5. Describe your experience using new vocabulary outside of classroom activities.

*(Ceritakan pengalamanmu menggunakan kosakata baru di luar kegiatan pembelajaran.)*

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## **Appendix VII Interview Transcripts**

### **Interview with Students**

#### **1. Bagaimana pengalamanmu belajar kosakata baru di kelas?**

AMN: Saya lebih suka belajar kosakata baru lewat lagu miss, karna dengan bernyanyi membuat aku lebih cepat menangkap kosakata baru dan bisa mudah untuk di mengerti.

SNM: Saya juga lebih suka belajar kosakata baru melalui lagu dan juga game miss, karna kegiatan itu menyenangkan jadi saya bisa lebih mudah untuk memahami kosakata baru.

DR: Terkadang kosakata baru yang diajarkan dikelas saya sudah tahu terlebih dulu miss, karena sudah dijelaskan dan di pelajari di LPBA di pondok.

AML: Iya miss, saya juga terkadang sudah tahu kosakata baru yang diajarkan di kelas karena sudah mendapatkan kosakata kosakata baru itu di LPBA

NNA : Belajar kosakata baru menyenangkan, tetapi kadang sulit mengingatnya dalam waktu lama jika jarang digunakan.

#### **2. Apa yang paling sulit saat menggunakan kosakata baru dalam berbicara spontan?**

AMN : Saya sudah menyusun kata-kata di kepala saya miss, tapi ketika harus berbicara, terkadang saya jadi lupa beberpa kosakata yang ingin saya gunakan,

SNM : Saya sulit Menyusun kalimat yang benar miss karena terkadang saya masih bingung dengan grammar.

DR : Saya merasa kurang akan vocab miss, jadi terkadang saya tidak tahu bagaimana mengungkapkan apa yang ingin saya katakana dalam Bahasa Inggris.

AML : Kadang saya tahu artinya dalam Bahasa Indonesia, tapi saya kesulitan mencari padanan katanya dalam Bahasa Inggris.

NNA : Saya kesulitan mengucapkan kata-kata dengan benar, pronunciation saya masih suka bingung dan salah miss, terutama jika kata tersebut panjang atau tidak biasa saya dengar.

### **3. Bagaimana perasaanmu saat berbicara spontan di depan kelas?**

AMN : Awalnya saya gugup, tetapi setelah beberapa kali mencoba, saya mulai lebih percaya diri.

SNM : Saya sering merasa deg-degan karena takut salah, apalagi kalau teman-teman melihat saya.

DR : Saya kadang nge-blank dan lupa apa yang ingin saya katakan, terutama ketika sudah maju ke depan kelas.

AML : Saya sebenarnya suka berbicara spontan, tetapi saya lebih nyaman jika diberikan waktu lebih banyak untuk berpikir dulu.

NNA : Saya merasa berbicara spontan itu tantangan yang menyenangkan, meskipun masih sulit bagi saya

### **4. Apakah pembelajaran kosakata yang diberikan guru membantu saat berbicara spontan? Mengapa?**

AMN : Spontaneous speech itu menyenangkan dan membantu dalam menguasai vocab.

SNM : Kegiatan ini bagus karena memberikan pengalaman dan mengembangkan speaking skill.

DR : Saya sangat enjoy dalam melakukan spontaneous speech, terutama jika dilakukan bersama teman-teman, karna membantu pemahaman dalam Bahasa Inggris.

AML : Saya masih kesulitan spontaneous speech karna kurangnya vocabulary.

NNA : Spontaneous speech di kelas tidak terlalu aktif dan jarang dipraktikkan secara langsung.

**5. Apakah kamu merasa percaya diri menggunakan kosakata baru di kelas?**

**Jelaskan!**

AMN : Saya merasa percaya diri jika berbicara dengan teman yang juga belajar Bahasa Inggris, tetapi kalau dengan orang lain saya masih ragu.

SNM : Kadang-kadang percaya diri, tapi kalau saya salah berbicara, saya takut teman-teman akan menertawakan saya.

DR : Saya sering mencoba menggunakan Bahasa Inggris di luar kelas, meskipun saya masih mencampurnya dengan Bahasa Jawa.

AML : Saya merasa percaya diri jika situasinya mendukung, misalnya saat berbicara dengan teman yang juga ingin belajar Bahasa Inggris.

NNA : Saya ingin lebih sering menggunakan Bahasa Inggris di luar kelas, tetapi saya masih malu karena tidak terbiasa.

**Interview with Teacher**

**1. Bagaimana cara Mam mengajarkan kosakata kepada siswa?**

Biasanya saya menuliskan kata-kata baru di papan tulis, lalu meminta siswa untuk menerjemahkannya. Selain itu, saya juga memberikan satu huruf sebagai petunjuk, kemudian meminta siswa menyebutkan kata-kata yang mereka ketahui

yang diawali dengan huruf tersebut. Dengan cara ini, siswa bisa mengingat lebih banyak kosakata secara aktif.

**2. Metode apa yang Mam gunakan untuk mempersiapkan siswa berbicara secara spontan?**

Saya memberikan tema tertentu kepada siswa, kemudian mereka diminta untuk menyusun kata-kata sendiri dan berbicara di depan kelas. Dengan cara ini, mereka belajar menyusun kalimat berdasarkan kosakata yang telah mereka pelajari. Selain itu, saya juga memberi waktu kepada mereka untuk mempersiapkan ide sebelum berbicara agar mereka lebih percaya diri.

**3. Bagaimana Mam mengevaluasi penggunaan kosakata kepada siswa?**

Saya mengevaluasi penggunaan kosakata siswa dengan cara mengamati saat mereka berbicara spontan di kelas. Saya melihat apakah mereka menggunakan kosakata yang telah diajarkan dengan tepat dan bagaimana mereka menyusunnya dalam kalimat. Selain itu, saya sering memberikan pertanyaan secara langsung untuk mengetahui sejauh mana pemahaman mereka terhadap kosakata yang dipelajari.

**4. Apa tantangan yang Mam hadapi dalam mengajarkan kosakata kepada siswa?**

Salah satu tantangan utama adalah banyak siswa yang tidak membawa kamus meskipun sudah diminta. Bahkan jika mereka membawa kamus, mereka sering kali hanya membawanya untuk memenuhi perintah tanpa benar-benar menggunakannya. Selain itu, minat membaca dan rasa ingin tahu siswa terhadap

kosakata baru masih rendah. Mereka kurang termotivasi untuk membuka kamus atau mencari tahu arti kata-kata yang tidak mereka mengerti.

**5. Menurut Mam, apakah kegiatan spontaneous speech efektif dalam meningkatkan penguasaan kosakata siswa?**

Ya, menurut saya kegiatan berbicara spontan sangat efektif dalam meningkatkan penguasaan kosakata siswa. Dengan berbicara langsung di depan kelas, mereka terdorong untuk mengingat dan menggunakan kosakata yang telah dipelajari.

Selain itu, kegiatan ini juga membantu meningkatkan kepercayaan diri mereka dalam berbicara bahasa Inggris. Saya melihat bahwa siswa yang aktif dalam kegiatan ini mengalami peningkatan yang signifikan dalam kemampuan berbicara mereka.

## Appendix VIII Student Answer Sheet

Name: Sih fahmatuz Zahra  
Class: XI H (Bilingual)\_Raiwer

### Questionnaire on Vocabulary Implementation in Spontaneous Speech

This questionnaire aims to collect data regarding your experiences and perceptions in applying vocabulary learned from the English Course, particularly in spontaneous speech activities in class. The information you provide will be used for academic research purposes as part of a thesis and will be kept confidential. Please answer the questions honestly based on your personal experiences. Thank you for your participation.

#### Part A: Scale

- A. Strongly Agree (*Sangat Setuju*)
- B. Agree (*Setuju*)
- C. Neutral (*Netral*)
- D. Disagree (*Tidak Setuju*)
- E. Strongly Disagree (*Sangat Tidak Setuju*)

#### Instructions:

Please read each statement carefully and choose the answer that best represents your opinion by ticking (✓) the appropriate box.

(Petunjuk: Bacalah setiap pernyataan dengan saksama dan pilih jawaban yang paling sesuai dengan pendapat Anda dengan memberi tanda (✓) pada kotak yang sesuai.)

No	Statement (Pernyataan)	Strongly Agree (Sangat Setuju)	Agree (Setuju)	Neutral (Netral)	Disagree (Tidak Setuju)	Strongly Disagree (Sangat Tidak Setuju)
1	I feel confident using new vocabulary in spontaneous speech. (Saya merasa percaya diri menggunakan kosakata baru saat berbicara spontan.)	✓				
2	The teacher provides clear explanations of new vocabulary. (Guru memberikan penjelasan yang jelas tentang kosakata baru.)		✓			
3	Vocabulary learning in class helps me in					

	spontaneous speaking. (Pembelajaran kosakata di kelas membantu saya dalam berbicara spontan.)	✓				
4	I often use new vocabulary outside the classroom (e.g., when talking with friends). (Saya sering menggunakan kosakata baru di luar kelas, misalnya saat berbicara dengan teman.)		✓			
5	Spontaneous speech activities help me understand how to use new vocabulary better. (Kegiatan berbicara spontan membuat saya lebih memahami cara menggunakan kosakata baru.)	✓				

#### Part B: Open-Ended Questions

##### Instructions:

Please answer the following questions based on your personal experiences. Write your answers clearly and honestly.

(Petunjuk: Silakan jawab pertanyaan berikut berdasarkan pengalaman pribadi Anda. Tuliskan jawaban Anda dengan jelas dan jujur.)

1. What do you think about spontaneous speech activities in class?

(Apa pendapatmu tentang kegiatan berbicara spontan di kelas?)

Kurang aktif dan kurang dipraktikkan oleh anak-anak di kelas.



2. Mention three new vocabulary words you have learned and used during spontaneous speaking.

(Sebutkan tiga kosakata baru yang kamu pelajari dan gunakan saat berbicara spontan.)

1. ~~Once on~~ Moreover

2. Relationship

3. spoiled

3. What is the main difficulty you face when doing spontaneous speech?

(Apa kesulitan utama yang kamu alami saat berbicara spontan?)

Kesulitan utama yang dialami adalah cara membaca / berbicara ~~kurang~~ karena tulisan dan cara membacanya ~~itu~~ berbeda itu yang membuat saya kesulitan dalam berbicara spontan.

4. In your opinion, how can vocabulary learning in class be improved?

(Bagaimana menurutmu cara pembelajaran kosakata di kelas bisa lebih baik?)

dengan cara menyanyi / game itu membuat pembelajaran lebih baik dan mudah cepat u/k menghafal

5. Describe your experience using new vocabulary outside of classroom activities.

(Ceritakan pengalamanmu menggunakan kosakata baru di luar kegiatan pembelajaran.)

once upon a time I am go to school with walk

Name: SAFIRA RURI MAULIDIA 22

Class: XI-H BAHALA

### Questionnaire on Vocabulary Implementation in Spontaneous Speech

This questionnaire aims to collect data regarding your experiences and perceptions in applying vocabulary learned from the English Course, particularly in spontaneous speech activities in class. The information you provide will be used for academic research purposes as part of a thesis and will be kept confidential. Please answer the questions honestly based on your personal experiences. Thank you for your participation.

#### Part A: Scale

- A. Strongly Agree (*Sangat Setuju*)
- B. Agree (*Setuju*)
- C. Neutral (*Netral*)
- D. Disagree (*Tidak Setuju*)
- E. Strongly Disagree (*Sangat Tidak Setuju*)

#### Instructions:

Please read each statement carefully and choose the answer that best represents your opinion by ticking (✓) the appropriate box.

(Petunjuk: Bacalah setiap pernyataan dengan saksama dan pilih jawaban yang paling sesuai dengan pendapat Anda dengan memberi tanda (✓) pada kotak yang sesuai.)

No	Statement (Pernyataan)	Strongly Agree (Sangat Setuju)	Agree (Setuju)	Neutral (Netral)	Disagree (Tidak Setuju)	Strongly Disagree (Sangat Tidak Setuju)
1	I feel confident using new vocabulary in spontaneous speech. (Saya merasa percaya diri menggunakan kosakata baru saat berbicara spontan.)	✓				
2	The teacher provides clear explanations of new vocabulary. (Guru memberikan penjelasan yang jelas tentang kosakata baru.)		✓			
3	Vocabulary learning in class helps me in					

	spontaneous speaking. (Pembelajaran kosakata di kelas membantu saya dalam berbicara spontan.)	✓				
4	I often use new vocabulary outside the classroom (e.g., when talking with friends). (Saya sering menggunakan kosakata baru di luar kelas, misalnya saat berbicara dengan teman.)	✓				
5	Spontaneous speech activities help me understand how to use new vocabulary better. (Kegiatan berbicara spontan membuat saya lebih memahami cara menggunakan kosakata baru.)		✓			

#### Part B: Open-Ended Questions

##### Instructions:

Please answer the following questions based on your personal experiences. Write your answers clearly and honestly.

(Petunjuk: Silakan jawab pertanyaan berikut berdasarkan pengalaman pribadi Anda. Tuliskan jawaban Anda dengan jelas dan jujur.)

1. What do you think about spontaneous speech activities in class?

(Apa pendapatmu tentang kegiatan berbicara spontan di kelas?)

banyak saya berbicara spontan di kelas telah jadi

berbicara teman dan membantu dalam pembelajaran b. Inggris.

2. Mention three new vocabulary words you have learned and used during spontaneous speaking.

(Sebutkan tiga kosakata baru yang kamu pelajari dan gunakan saat berbicara spontan.)

1. Spoiler

2. teaser

3. passion

3. What is the main difficulty you face when doing spontaneous speech?

(Apa kesulitan utama yang kamu alami saat berbicara spontan?)

terkadang meskipun kita berbicara spontan kita masih kaku dalam cara pengucapannya terlebih b Inggris.

4. In your opinion, how can vocabulary learning in class be improved?

(Bagaimana menurutmu cara pembelajaran kosakata di kelas bisa lebih baik?)

menghafalkan & belajar cara pengucapannya dg lebih baik lagi.

5. Describe your experience using new vocabulary outside of classroom activities.

(Ceritakan pengalamanmu menggunakan kosakata baru di luar kegiatan pembelajaran.)

i after watching ' new teaser MV treasure. member of treasure give some spoiler to treasure maker my passion is MV treasure now Very Spectacular in the Year. (this my story in the cottage with my friend) and i ~~is~~ Very happy if i talking about experience with my friend in here.



## Appendix IX Documentation



## Appendix X Evidence of Guidance Consultation



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FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
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### BUKTI KONSULTASI SKRIPSI

#### JURUSAN TADRIS BAHASA INGGRIS

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NIM : 200107110041  
Judul : The Implementation of Vocabulary Enrichment Through Spontaneous Speech Activity of English Course of Islamic Boarding School in Pasuruan  
Dosen Pembimbing : Dian Arsitades Wiranegara, M.Pd

No	Tanggal/Bulan/Tahun	Materi Bimbingan	Tanda Tangan Pembimbing
1.	14/01/2025	Konsultasi sample penelitian	
2.	04/03/2025	Konsultasi bab IV dan V	
3.	07/03/2025	Penyerahan final Bab IV dan V	

Malang, 07 Maret 2025

Menyetujui,

Dosen Pembimbing

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Mengetahui,

Ketua Jurusan Tadris Bahasa Inggris

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## Appendix XI Curriculum Vitae

### Curriculum Vitae

Nama Lengkap : Nurul Kamila  
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### Riwayat Pendidikan

- |              |                                  |
|--------------|----------------------------------|
| 1. 2009-2015 | SDN Kebotohan Pasuruan           |
| 2. 2015-2017 | SMPN 2 Kraton Pasuruan           |
| 3. 2017-2020 | MAN 2 Pasuruan                   |
| 4. 2020-2025 | UIN Maulana Malik Ibrahim Malang |