

**THE USE OF “ARISAN VOCAB” BY ZETEF COURSE TO
INCREASE STUDENTS’ SPEAKING SKILLS**

THESIS

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ABSTRACT

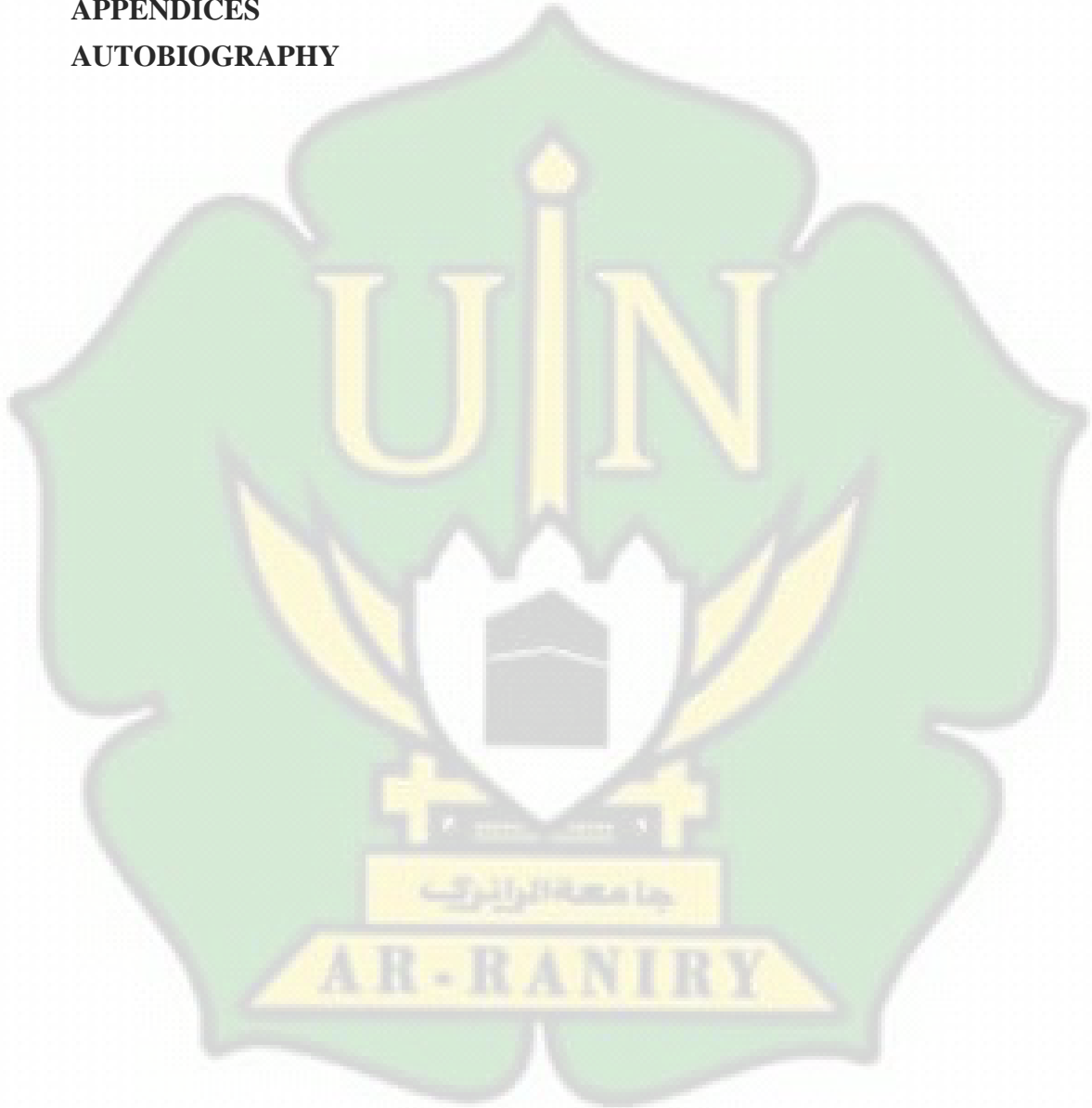
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This study examines the effectiveness of the "*Arisan Vocab*" teaching model implemented by ZetEf Course in increasing students' speaking skills. This innovative method integrates storytelling and discussion within a vocabulary-focused learning environment. Employing a pre-experimental one-group pre-test and post-test design, the study involved 20 tenth-grade students at Methodist Senior High School in Banda Aceh as participants. The data was collected through speaking tests administered before and after the intervention. The results showed significant improvement in students' speaking abilities. The mean pre-test score was 14.00, categorized as Adequate, while the mean post-test score increased to 19.75, categorized as Good. A paired sample t-test revealed a statistically significant difference ($p < 0.05$), confirming the effectiveness of the "*Arisan Vocab*" technique. This study concludes that "*Arisan Vocab*" is an engaging and effective method for increasing students' speaking skills by reducing language anxiety, fostering confidence, and promoting active participation. It highlights the potential of contextual and collaborative techniques in overcoming challenges faced by EFL students in vocabulary acquisition and speaking fluency in increasing their speaking skills.

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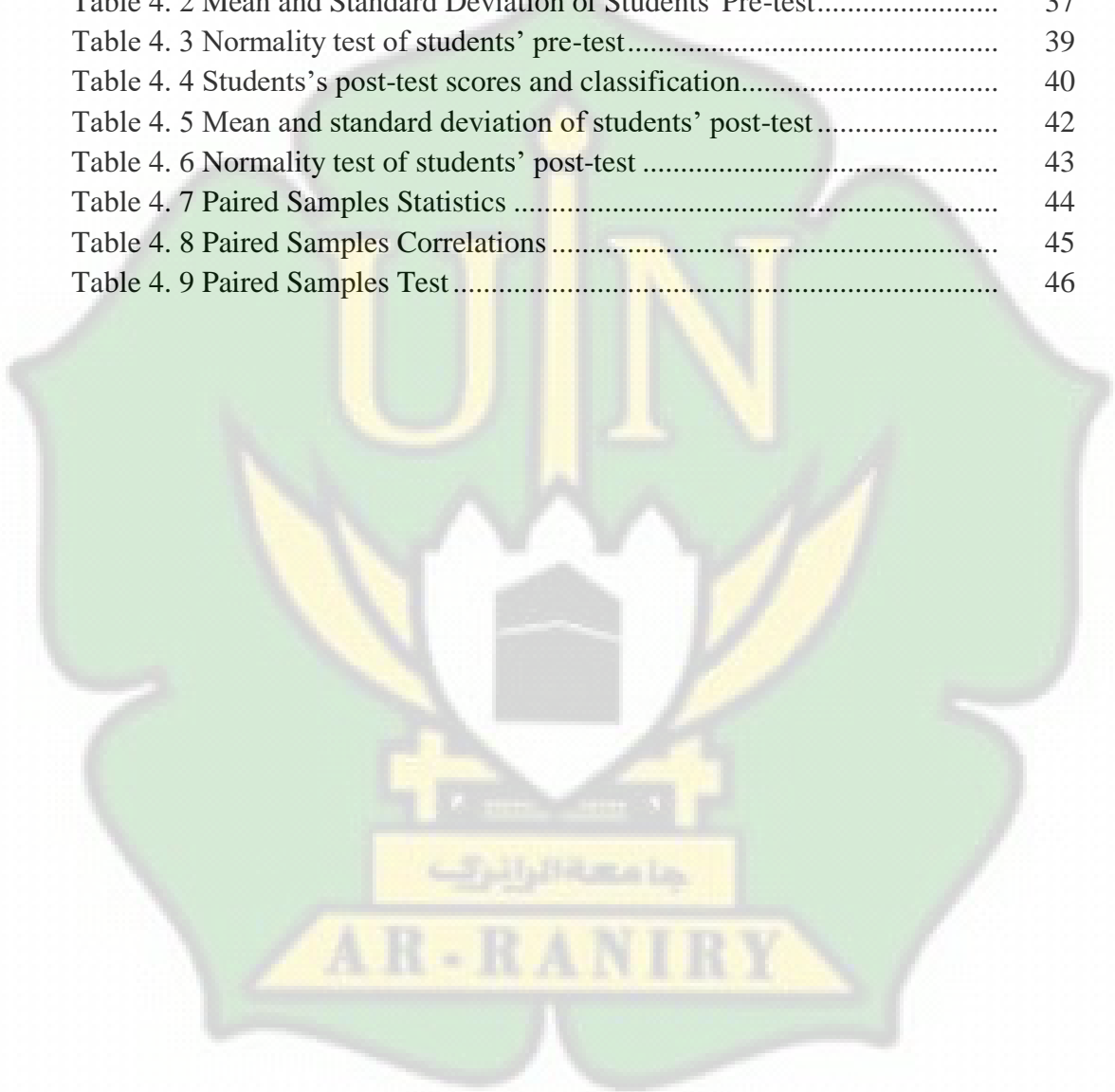
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CHAPTER I

INTRODUCTION

This chapter consists of five sections. It covers the elaboration of the background of this study, followed by the research question, research aim, significance of the study, and terminologies.

A. Background of Study

Speaking skills are a core goal in language learning for students. Speaking entails the communication of an individual to others, enabling the expression of oneself, sharing ideas and feelings, or engaging in information exchange. According to Li and Teng (2022), speaking is an interactive process that involves constructing meaning through the production, reception, and processing of information. Similarly, Tanveer (2021) highlights that speaking involves expressing opinions or ideas that one believes to be true. Furthermore, Park and Lee (2023) emphasize that at the functional level, speaking is about making oneself understood effectively.

There are two types of students in speaking and learning English: the first one is an English as a second language (ESL) student, and the second one is an English as a foreign language (EFL) student. In Indonesia itself, English is a foreign language for the student; therefore, it is called EFL students. Learning English as a foreign language is not simple (oybekovna, 2020). In addition, according to Sarani & Shirzaei (2016), better communication among EFL students

depends on how much vocabulary they have. This shows that vocabulary mastery is essential to bridge the use of English to form either sentences or discussions (Ivone, 2005).

One of the most substantial parts of speaking or communicating—especially in the English language—is vocabulary. It is impossible to sound a sentence without vocabulary's arrangement or composition. Williams (2013) stated that “little can be taught without grammar, but nothing can be taught without vocabulary.” According to Clouston (2013), vocabulary is a core to English language teaching, exactly on increasing students speaking skills. Without enough vocabulary, students will not understand what others are saying and cannot convey their ideas. Therefore, students—especially EFL students—should master vocabulary for increasing their speaking skills.

The researcher, based on her teaching experience in various educational institutions at the junior and senior high school levels in Aceh, assumes that one obstacle in speaking is mastering vocabulary. The researcher's assumption is further supported by Fhonna et al. (2023), who conducted a study on students' challenges in speaking English and found that vocabulary difficulties contributed to 43% of the overall speaking problems. Most of the time, students find it difficult to memorize vocabulary because they feel disconnected to the language and found it forgettable. In fact, as stated on Eun & Lim (2009) that language learning should occur in a relevant context, such as students' experiences.

Based on the assumption and the research, it can be concluded that students' difficulty in increasing their speaking skill, especially in Aceh, is influenced by vocabulary mastery issues. The analysis suggests that the process of mastering vocabulary to increase students' speaking skills needs to incorporate novelty. This is essential to establish a context for English as a Foreign Language (EFL), to prevent boredom and stagnant achievement, and also to overcome difficulties in memorizing vocabulary such as being overwhelmed and under pressure that affect language anxiety.

In 2022, ZetEf Course –an English course that the researcher joined in—discovered an innovative collaboration between discussion and storytelling to increase students' speaking skills. It is named *Arisan Vocab*. From the outset of this innovation's emergence, the researcher was highly interested and enthusiastic to determine whether the teaching model would increase students' speaking skills. When the teaching model was launched, its advantages were observed by the researcher. One of the most intriguing aspects was how the teaching model could subconsciously control students' minds and their language anxiety, which is a positive sign for increasing their speaking skill. This motivates the researcher to further investigate and validate its effectiveness.

One specific example occurred during an outdoor discussion where a student, who typically showed anxiety through stuttering and hesitation, began speaking more comfortably. The teaching model created an environment where the student felt truly listened to, without any pressure to perform or adhere to rigid

instructions. There were no mandatory lessons or forced speaking tasks, but instead, conversations flowed naturally based on the context. As a result, the student, who had previously avoided participating, gradually began speaking up and contributing to the discussion with more confidence and fluency. This highlights how the technique, by fostering a supportive and pressure-free environment, helped reduce the student's anxiety and increase their speaking ability.

"*Arisan Vocab*," also known as "Word Association" or "Arisan Kata" in Bahasa, is an innovative teaching model that blends storytelling with discussion. These methods have been proven to increase students' speaking skills (Kayi, 2006). While *Arisan Vocab* has frequently been used to increase speaking abilities in Indonesia, as explored by Syauqi (2014), Rizqia (2024), and Astiantih (2024), it remains largely unstudied by experts. Consequently, most of its understanding comes from practical experience. Purba (2023), in DETaK USK, echoes the description provided by the CEO of ZetEF Course that *Arisan Vocab* is a teaching model for expanding vocabulary through collaborative participation in a new setting. Participants regularly contribute and learn new words in interactive discussions during these sessions.

Zamna Fauzan, as the CEO of ZetEf Course, also mentioned during the interview with the researcher on June 2024, that "*Arisan Vocab*" is also a teaching model in language learning where a group of people regularly gather to share and practice their ideas. During the activity, *Arisan Vocab* participants will use a

vocabulary list provided by the instructor, based on a specific discussion theme. Simultaneously, they will need to incorporate additional vocabulary to fully express their ideas. This encourages students to actively use existing vocabulary to convey their thoughts effectively. The technique's goal is to give participants the opportunity to practice new vocabulary in relevant contexts. Through consistent practice and repetition, participants are expected to naturally remember and understand how to use the words without relying on rote memorization.

The teaching model is often implemented in small groups or language classes. In a group, students will have their respective turn to be listened to. That means students will build each other's confidence subconsciously. According to Brown (2019), confidence is a key component of effective speaking because it allows individuals to express their thoughts clearly and manage anxiety, making communication more fluent and persuasive. Without any pressure in a group, and the student feels listened to, it's expected they will be able to control their language anxiety. It is also possible for students to utilize vocabulary in the context of language. It means they will learn a language by the context as aligned as on Eun & Lim (2009). It is beneficially will avoid students feeling bored, finding the vocabulary is forgettable, or overwhelmed by memorizing vocabulary.

Thus, this research is crucial, as many students in Aceh face significant challenges in speaking English, primarily due to issues with vocabulary mastery and language anxiety as on Ulfa (2021) and Sriyanda (2021). By employing the "*Arisan Vocab*" teaching model, this study aims to address these challenges

through a contextual and interactive approach. This teaching model not only improves vocabulary retention but also creates a supportive environment that fosters confidence and alleviates anxiety. Ultimately, the study seeks to explore the effectiveness of this teaching model in increasing students' speaking skills, which is vital for their success in the EFL context. By highlighting the importance of innovative teaching model like "*Arisan Vocab*," this research hopes to contribute to more effective language learning strategies that increase students' ability to communicate more freely and effectively.

B. Research Question

In this study the research question is “Does *Arisan Vocab* by ZetEf course increase students speaking skill?”

C. The Aim of Study

In this research, the aim is to determine whether *Arisan Vocab* by ZetEf Course improves students' speaking skill.

D. Hypotheses

A hypothesis is a testable prediction about the relationship between variables. Creswell (2018) defines it as a statement that guides research by offering a focused proposition to be tested through data collection and analysis. In this study, the hypotheses are as follows:

- Null Hypothesis (Ho): The *Arisan Vocab* teaching model from ZetEf Course does not increase students' speaking skill.

- Alternative Hypothesis (Ha): The *Arisan Vocab* teaching model from ZetEf Course does increase students' speaking skill.

E. Significance of the Study

After conducting the research, the researcher expects this study to be useful for:

1. Students

This research is expected to become a novelty for students in the way it assists them in increasing their speaking skills. The teaching model was launched to solve students' difficulties in memorizing vocabulary, or if it even found forgettable. It is also able to control and reduce students' anxiety—language and non-language. Other than that, this group outdoor learning teaching model will be the way of students stress relief and build a fun English learning atmosphere.

2. Teacher

The researcher expected that *Arisan Vocab*, an outdoor group learning technique, would support and assist the formal class learning process. This teaching model can help teachers by providing an alternative way that can be adjust and apply in formal classes to increase students' speaking skills. Additionally, it creates a more enjoyable image of English learning, which can be beneficial for teachers in maintaining student engagement.

F. Research Terminologies

To avoid misinterpretation, I would like to clarify some terms that require further explanation. Those are as follows:

1. Speaking Skill

According to Richards (2016), speaking is a fundamental skill in language learning, used to communicate thoughts, ideas, and information. In this study, speaking refers to the active use of language, requiring confidence and interaction, with the goal of helping students effectively convey their ideas and opinions in both formal and informal settings. It is a productive skill that plays a key role in fostering communication competence in the classroom.

2. Students

According to the Oxford Learner's Dictionary (2020), a student is someone who is formally engaged in learning, typically at a school, college, or university. In this research, students refer to learners in a formal education setting who are the subjects of the *Arisan Vocab* teaching model trial, aimed at increasing their speaking skills.

3. *Arisan Vocab*

Arisan Vocab is an engaging outdoor teaching model created in 2022 by ZetEf Course, a startup English course based in Banda Aceh. This teaching model aims to support formal classes by providing a fun and interactive way for students to increase their speaking skills through vocabulary association in discussion. While *Arisan Vocab* may not always fit formal classroom settings due to time constraints, it offers a relaxed learning environment where students can practice speaking without feeling pressured. This teaching model is particularly helpful in reducing the barriers students often face when developing speaking skills in a foreign language.