

A Study on Speaking Skill Difficulties Encountered by the Eleventh-Grade Students of the Islamic Boarding School of Darul Aman Gombara

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Abstract

This research aims to find the students' speaking skill difficulties, the causes of students' difficulties and to know the teacher strategies for overcoming the speaking difficulties encountered by the eleventh-grade students of the Islamic boarding school of Darul Aman Gombara Makassar. The research design of this research is descriptive qualitative. The data were collected through classroom observation and interviews. The findings indicate that (1) The students' speaking skill difficulties encountered by the Islamic Boarding School Darul Aman Gombara students were classified into two aspects; linguistic and non-linguistic problems. The linguistic problems are divided into three kinds; lack of vocabulary, incorrect pronunciation, and lack of grammatical knowledge. Nonlinguistic Problem is divided into Fear of Making Mistakes, shyness, and anxiety. (2) There are some causes of the students' speaking skill difficulties encountered by the Islamic boarding school of Darul Aman Gombara students. Those problems were caused by several problems such as; insufficient subject knowledge, low motivation, limited practice, and English being difficult to learn. (3) and some strategies used by the teacher in overcoming students' speaking skill difficulties were; Games, Role Play, Storytelling, and Brainstorming.

Keywords: *Students' difficulties, Speaking English, Boarding School.*

INTRODUCTION

Language is a communication tool that enables individuals to engage with one another. Language is made up of sounds, words, and grammar, and it acts as the communication system for individuals in a certain nation or profession. Everyone utilizes language to articulate their feelings, beliefs, attitudes, and Needs. As stated by Brown (2000:5), language may be defined as a collection of arbitrary symbols that have been standardized, regardless of whether they are spoken or written, or gestural, that allow individuals in a community to communicate effectively with each other. People study English for communication purposes. English language learning has played an essential role in educational settings. Since English has become a worldwide

language (Patel and Jain, 2008), Reading, listening, writing, and speaking are the four abilities covered while studying English. All of these skills have an unbreakable connection. As a result, students should have the ability to master four basic skills of learning English. Students sometimes had difficulty in one of the four language abilities, namely speaking ability or speaking skills, since people talk practically continuously. Among these skills, Proficiency in speaking is quite an important ability that students acquire when they learn English.

When it comes to communication, ESL students have the worst time. Students find understanding communication to be among the most challenging aspects, as stated by Pollard (2008). Student proficiency in speaking is challenging to achieve due to their limited exposure to the English language. (an environmental factor), practice English infrequently in their daily lives (they can interact in their mother tongue rather than English), and are too shy and lazy to learn it. Many of the students can't talk well. According to Brown (2004), students experience several challenges while participating in speaking activities, including pronunciation, grammar, vocabulary, fluency, and understanding. This is because speaking English is inconvenient for students. A lot of factors make speaking English particularly difficult.

Students in both ordinary secondary and Islamic boarding schools struggled to speak English. According to the researchers, an Islamic boarding school that teaches English with greater practice faced some issues. The Islamic boarding school encourages language practice in everyday interactions, both within and outside of the classroom. They aim to communicate in English and Arabic daily, no matter where they are. They have to use both languages. Based on the pre-research observation, the boarding school has programs designed to assist students enhance their English-speaking abilities, such as Mufradat (every night memorizing of vocabulary after maghrib prayer), Muhadasah (students have weekly conversations), and Muhadarah (students participate in speech ordering twice a month). Another program is called the English Camp (students that learn English at camp come once a year). However, students at the Islamic Boarding School continued to struggle with speaking English. Given all of this, the researcher wants to conduct a study on students speaking ability. The researcher wants to know about the difficulties students have with speaking skills, the factors that produced them, and how to solve the problems.

The study's issue statements were (1) What are the speaking challenges faced by pupils at Darul Aman Gombara Makassar Islamic Boarding School? (2) What are the factors that influence students linguistic difficulties when speaking English at Darul Aman Gombara Makassar? (3) What strategies do teachers use to help students overcome their speaking difficulties? The outcomes of this research are important for teachers, learners, and future academics interested in learning English, especially speaking.

LITERATURE REVIEW

Teaching speaking helps to express their feelings, convey their requirements, engage with others in a variety of situations, and influence others. Speaking is one of the most essential components of English. One of the most challenging obstacles for any language learner is learning to speak fluently and correctly.

Nunan in Kayi (2006:1) explains that when a teacher teaches their students to speak English, they are also helping them with the abilities that follow: (1) making native-sounding English

speech sounds; (2) using the second language's word and sentence structures, stress intonation pattern, and rhythm; (3) choosing the right words and sentences for the right context, audience, subject, and social situation; (4) organizing their ideas in a meaningful and logical sequence, and (5) use language as a means of expression. People who want to learn to speak need to understand the many characteristics of speaking English. Speaking is more than just expressing things verbally. However, to develop effective speaking skills, students must first learn basic speech indications. According to (Brown, 2004), these components include grammar, pronunciation, vocabulary, fluency, and understanding.

Speaking difficulties

In a study conducted by Gaiban and Elmenfi (2017) in Sutarsyah, it was found that students encountered significant difficulties when it came to speaking English. While they had comprehension skills in English, they encountered significant challenges when it came to expressing themselves or engaging in English conversation. Students have difficulty in English speaking due to the need for serious study to achieve fluency and a deep understanding of the language. Speaking problems relate to the factors that impact students. The biggest challenge is caused by the deficiency of oral communication abilities. Students' English proficiency is insufficient, sometimes attributed to a lack of motivation to engage in language studies. Through the use of speaking challenges, identify the factors that lead to the student's deficiency in speaking abilities. Juhana (2012) identifies three categories of problems associated with speaking English: linguistic, psychological, and contextual effects.

1. Linguistic Problems

Linguistics is a scientific study that studies language, including grammar, vocabulary, and phonology. According to Spolsky and Hult (2008), linguistics focuses on a detailed investigation of vocabulary, grammar, and pronunciation. Linguistic concerns relate to challenges that students have while communicating. Several linguistic issues may impact an individual's speech, including deficient grammar, limited vocabulary, and inadequate pronunciation.

2. Psychological problems

Psychological problems may seriously affect students' health, including both their physical and emotional well-being, consequently affecting their speaking abilities and overall performance. A significant number of individuals encounter this problem, particularly due to their self-assurance; they lack faith in their capabilities. The elements influencing English language proficiency may be categorized as either internal to the person or related to the emotional experience of students during English-speaking activities.

3. Contextual Problem

This refers to the environmental factors that may affect speaking performance. Walqui (2000) identifies three categories of contextual factors: language, learner, and learning process.

The cause of speaking difficulties

Language makes students face several problems. If teachers want to help students overcome their speaking difficulties, they must first understand the factors that influence their performance.

According to Ur (1996), some of the problems that students experience while speaking include inhibition, a lack of anything to say, limited participation, and the usage of their mother language.

Teachers' Strategies in Teaching Speaking

Teaching strategy refers to the many ways or approaches that teachers use throughout the teaching-learning process. Methods of teaching are important because they influence how well teachers achieve their educational objectives. A strategy, according to Hamruni (2009), is an approach, set of tasks, or plans used to reach certain educational goals. It suggests that a teacher must make preparations before delivering a lesson; it is a teaching technique. So that teachers may fulfill their instructional objectives. There are specific concerns that the teacher must address. According to Ur (1992:119), there are at least four strategies for dealing with speaking difficulties: use group or pair work based on the activity's plain language, provide some guidance or instruction in discussion skills, and encourage students to speak the target language.

METHOD

This study employed a qualitative research method. According to Schrieber (2001), qualitative research examines their natural settings that are used to make sense of or interpret events depending on the meanings people attach to them. According to Sugiyono (2005), the descriptive technique describes or analyses research data without making spreading conclusions. The researcher collected descriptive data by observing and writing about the subject's behavior. In this example, the researcher focuses on the difficulties that eleventh-grade students face at boarding school Darul Aman.

The focus of this study is the eleventh-grade students enrolled at Darul Aman Gombara boarding school during the academic year 2023/2024. There is a total of 264 students, divided into three classes with each class having 88 students. The researcher used a purposive sample strategy in this study. The researcher chose a certain class to serve as the focal point of this investigation. The research participants included 10 students in the eleventh year of senior high school, namely from the XI IPS class. The researcher used observation and interviews as the research instruments in this study.

The researchers used interactive data analyses of qualitative research, as outlined by Miles and Huberman (1992), to analyze the interview data.

FINDINGS AND DISCUSSIONS

Speaking Difficulties of Eleventh-Grade Students at Darul Aman Gombara's Islamic Boarding School

During the research, the researcher noticed that the students had challenges in their speaking skills as a result of linguistic and psychological factors including limited vocabulary, incorrect pronunciation, low grammatical understanding, fears about making mistakes, anxiety, and shyness. Below is the explanation of the findings.

Linguistic Problem

1. Lack of Vocabulary

The biggest difficulty faced by students while speaking English is a lack of vocabulary. The most significant challenge that students have while speaking English is the difficulties it presents. It was a continuing issue that occurred anytime students attempted to communicate in English during class. The majority of students in the classroom engagement often had a limited vocabulary.

Extract 1

“ee... kesulitannya itu susah membuatnya dari Bahasa Indonesianya ke Bahasa Inggris, tidak ditahu ki bagaimana bahasa Inggrisnya. Jadi harus lagi liat di kamus.”

“The difficulty is, difficult to make it from Indonesian to English, I don’t know how to do it in English. So, I have a look in the dictionary”.

(Interviewee, Student 2)

Extract 1 above shows that the students' difficulty is a lack of vocabulary. Based on the sentences, the students struggled since they didn't know how to translate an Indonesian term into English. The students had to open dictionaries to find the word because they had a limited vocabulary, so she attempted to open the dictionary to learn the vocabulary. It indicates that the students lack vocabulary.

2. Incorrect Pronunciation

The students' second difficulty with speaking English was pronunciation. Incorrect pronunciation happens when students do not know how to appropriately pronounce the words; even if they do, they do not always trust themselves. Because they don't have enough opportunities for speech practice.

Extract 2

“kalo misalnya ada kata – kata dalam Bahasa Inggris yang baru pertama kali saya lihat susah untuk diucapkan.”

“For example, there are words in English that I have seen for the first time it is difficult to pronounce”.

(Interviewee, Students 5)

Based on extract 2 above, it is clear that the difficulties faced by students were identified based on their states. It was difficult for them to speak English terms they had never seen before, and she still could not understand how to say them. Thus, it may be argued that students have poor pronouncing skills.

3. Lack of grammatical knowledge

The third difficulty Students have difficulties speaking English owing to a lack of grammatical understanding. The students made mistakes or misconceptions in the phrases they were stating. Examples of these issues include word classes, sentence structure, subject-verb

agreement, parts of speech, tenses, and so on. Some extracts from this issue were discovered regularly by students throughout the interview process.

Extract 3

“untuk menyusun kalimatnya juga sulit kayak rumus – rumusnya”.

“To arrange the sentences is also difficult like formulas”.

(Interview, Student 9)

According to extract 3 above, the student found it difficult to assemble the correct phrases in English and did not know the proper grammatical sentences. Thus, it might be stated that students lack grammar.

Psychological Problem

1. Fear of Making Mistakes

People often worry about making mistakes in interactions. Concern among foreign language learners. Students may be fearful because they have had negative experiences such as being laughed at by classmates, receiving harsh criticism from their instructor, or being afraid to seem stupid in front of many people. So, here are some statements extracted from students on their fear of making mistakes.

Extract 4

“Takut salah ketika berbicara Bahasa Inggris”

“Fear of making mistakes when speaking English.”

(Interviewee, Students 3)

Based on extract 4 above, it could be seen that the student stated that she feels terrified of speaking incorrectly. Based on the information provided, it may be inferred that the students' anxiety was the cause of their difficulty speaking English.

2. Shyness

Many students experience shyness at times when they feel pressured to speak in English class. This implies that shyness might be a contributing factor to students' struggles with classroom learning tasks, especially speaking.

Extract 5

“Malu karena tidak di tahu”.

“Embarrassed because I didn't know”.

(Interviewee, Student 9)

Based on extract 5 above, as stated by the student problem in speaking is shyness, she felt shy and did not know how to express herself in English. because she had a limited knowledge of English, she felt shy when she wanted to speak English. In other words, shyness could have a significant effect on students' speaking performance.

3. Anxiety

Some students struggle while learning to talk, particularly when they are anxious. while addressing the whole class in English. Anxiety can arise in various places and situations when individuals Use English to communicate. Certain students experience nervousness and discomfort when they are required to use the English language to communicate with their peers. Anxiety sometimes affected them when students were taking an oral exam.

Extract 6

“Agak susah, biasa belibet kalo bicara karena gugup tidak tau apa mau di bilang di depan”.
“It is a bit difficult, I usually hesitate when I talk, because I'm nervous about not knowing what to say in front of me”.

(Interviewee, Students 5)

Based on extract 6 above, as stated by the student felt anxiety in speaking, because she lacked knowledge about English, and she felt nervous while delivering a speech in English to the whole class.

The causes of the student's difficulties in speaking English encountered by the students of Darul Aman Gombara Makassar

During the research, the researcher discovered the reasons for the students' difficulty speaking. This section's extensive explanation provided an answer to the study's second research question. Some examples of students' difficulty speaking English were used to explain the causes. There was Insufficient subject Knowledge, limited practice, low motivation, and poor language.

1. Insufficient subject Knowledge

Students struggled to convey their words or phrases while speaking English. It happens when students don't know what to say or share with others. Although students are no longer nervous or apprehensive, they will be instructed to remain quiet participants in class since they have nothing to say (Ur, in Juhana 2012).

Extract 7

“apa mi mau ku bilang ini tidak tahu ka bahasa Inggris”.
“what apa going to say, I don't know the English.”

(Interviewee, Students 7)

Based on extract 7, it can be observed that the students were faced with situations in which they would like to use English but did not know what to say. It's because students lack understanding of what to discuss with others, or they're having trouble speaking anything or expressing themselves.

2. Low of Motivation

Every student has specific features that hamper the acquisition of speaking skills. Motivation is a crucial determinant of success or failure for an individual. Insufficient English proficiency may be attributed to a lack of want to achieve. When students lack enthusiasm to

study a language, they are less motivated to actively participate in language acquisition activities, resulting in gaps in their knowledge.

Extract 8

“Tidak suka. Karena memang tidak ada keinginan dalam diri”.

“Dislike. Because there is no desire in oneself”

(Interviewee, Students 6)

According to extract 8, the students said that she had lower motivation in English due to her lack of enthusiasm to acquire proficiency in the language. The students' lack of motivation in acquiring English language skills comes from the challenging nature of the English classes they get.

3. Limited Practice

Some people state that language is a practice. That statement was agreed upon by the researcher and also by some respondents. Some of the respondents Indicated by the researcher, that the majority of the students showed a lack of motivation to engage in English language practice. Insufficient subject knowledge due to limited practice in a particular subject in speaking English can result in the students not having regular practice involving exposure to a variety of topics, materials, and exercises.

Extract 9

“Mungkin karena kurang belajar, kurang mendalami dan kurang paham bagaimana cara menyusunnya”.

“Maybe it's because of lack of learning, lack of depth, and lack of understanding how to arrange it”

(Interviewee, Student 1)

Based on extract 9 above, as stated by the students to deal with the problems in speaking English is more practiced English. If they never practiced, how are they able to speak English fluently? Again, speaking is an activity. The students needed to practice as much as they could if they wished to speak English correctly. English is difficult to learn.

It cannot be denied that learning English is not easy for most people. learning and speaking using English is very difficult for students, especially if they are not native speakers. What makes it difficult for students to learn, they believe that English is difficult can shape a negative attitude toward learning the language. A negative attitude means the students have put on their minds that English is a difficult language to learn. Students with a negative mindset may approach language tasks with less enthusiasm, hindering their overall engagement and performance

Extract 10

“Tidak suka belajar Bahasa Inggris, karena susah.”

“ I don't like study English, because it is hard”

(Interviewee, Students 6)

Based on extract 10 above, it could be seen in the sentences that she does not like to study English because she thinks English is difficult to learn. We know that English is a secondary language that requires purposeful learning, but it is a difficult task to acquire proficiency in it.

The strategies do the teachers apply in overcoming the students' speaking difficulties

The researcher discovered efficient strategies to address student challenges in oral communication. These strategies include communication games, role play, and storytelling.

1. Games

The first strategy is games. In this strategy, the teacher uses this strategy in teaching speaking classes. This strategy is used to promote positive feelings among students and enhance their engagement in classroom activities. The outcome of the teacher interview revealed that this approach effectively encourages students to engage in verbal communication throughout the teaching and learning process.

Extract 11

“Eee... biasanya untuk strategi yaa... ee... yang pertama saya gunakan pada saat mengajar itu kadang saya kasih games – games, karena saya lihat kebanyakan mereka itu sangat antusias sama pelajaran bahasa inggris ee... pada saat saya memberikan games gitu yaa... seperti itu... terus juga bisa dapat memperkaya kosa katanya mereka.”

“Eee... usually for strategy... ee... the first thing I use when teaching is sometimes, I give games because I see that most of them are very enthusiastic about English lessons ee... when I give games like that... like that... you can also enrich their vocabulary.”

(interviewee, Teacher)

The data described above shows that the teacher chose games as the strategies that are used by the teacher because the students were enthusiastic and enjoyable, and the material was easily understandable, and this approach proved beneficial for the students. When individuals feel enthusiastic comfortable and relaxed, they can effectively absorb information without becoming concerned about how they feel. or having difficulty learning. This helped the teacher get students talking. The teacher develops a simple game to encourage students to speak up and participate in class.

2. Role Play

The second strategy is role play. This strategy Teachers use role-play as a means to enhance students' speaking abilities. The strategy involves the teacher giving information to the learners, including details about their identity, thoughts, or visual representations. This method is effective for increasing students' engagement in the process of learning and speaking English.

Extract 12

“banyak sih seperti kayak role play, karena mudah yaa... untuk di implementasikan di kelas menurut saya bagus untuk melatih speakingnya mereka, kemudian show gitu saya sering, kebanyakan saya contoh – contoh di acara – acara di TV, kayak kadang saya juga adakan seperti meniru acara Idola Cilik, Acara hafiz.”

“a lot of it is like role play, because it's easy... to implement in class, I think it's good to practice their speaking, then I often show things like that, mostly I do examples on TV shows like sometimes I also do things like imitating shows. Little Idol, Hafiz Event.”

(Interviewee, Teacher)

From the data extract 12 descriptions above show that the strategy used by the teacher is role play. As stated by the teacher it can be easy to use this strategy for practicing their speaking. Role play may strengthen learners' speaking abilities in every situation and help them take part.

3. Storytelling

The third strategy is storytelling. This strategy is used by the teacher in speaking teaching approaches that teachers frequently use to assist students in developing their speaking skills by learning material that has been determined by the teacher, such as narrative text, where the teacher will ask students to tell a story with their version according to the theme that has been given by the teacher.

Extract 13

“ee... biasa juga saya berikan mereka itu semacam ee... storytelling gitu... biasa bisa 2 sampai 3 pertemuan. Eee... pertemuan pertama itu saya ceritakan ee... kisah – kisah legenda, atau hewan storytelling gitu. Eee... setelah itu saya bagi mereka berkelompok begitu 3 sampai 4 orang untuk bekerja sama eee... untuk menceritakan kembali di depan kelas secara individu di pertemuan selanjutnya.”

“ee... usually I also give them a kind of ee... storytelling like that... usually it can take 2 until 3 meetings. Eee... at the first meeting I told them ee... about legendary stories, or animal stories like that. Ee.e.. after that I divided them into groups of 3 to 4 people to work together eee... to retell the story in front of the class individually at the next meeting.”

(Interviewee, Teacher)

Based on the description of extract 13 above, the teacher also used the story-telling approach throughout the teaching-learning process. Storytelling allows Students may develop their listening and speaking abilities in a pleasant and interactive setting. Shy or slow learners are required to participate actively to demonstrate their abilities and acquire confidence in talking using English.

4. Brainstorming

The last strategy that teachers use in teaching the learning process of speaking is brainstorming. Brainstorming is described as the use of the brain for active problem-solving and developing creative solutions to difficulties (Jarwan, 2005). The writer picked this strategy because it allows students to develop fresh, helpful ideas, promotes creative thinking, and demonstrates their proficiency in speaking English. This technique was developed based on observations made during two class sessions. According to the researcher's findings, instructors at the Islamic Boarding School of Darul Aman Gombara also adopted this brainstorming approach. The teacher saw material regarding the activity of objects, as well as descriptive

literature about renowned individuals. The researcher enrolled in eleventh grade and took notes as the teacher taught in class.

CONCLUSIONS

Based on the findings of the study, it is possible to infer that the researcher discovered the difficulties students encountered in speaking English at The Islamic Boarding School of Darul Aman Gombara Makassar, which included linguistic and psychological issues. There are various aspects to linguistic issues, including a lack of vocabulary, incorrect pronunciation, and grammatical knowledge. Similarly, students' psychological concerns comprise four aspects: fear of making mistakes, anxiety, and shyness. Factors cause difficulties in speaking English, and the teacher strategies used to overcome the difficulties in learning to speak English.

Factors that cause students to have difficulties with developing oral communication abilities the study results indicate that many factors cause students' problems, including difficulty expressing words or sentences, low motivation, limited practice, and English difficulty learning.

The researcher identified the most commonly employed strategies used by teachers to teach speaking in the Islamic Boarding school of Darul Aman Gombara Makassar. These strategies include games, roleplay, storytelling, and brainstorming.

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