Enhancing English Speaking Proficiency through Vocabulary Acquisition: A Collaborative Approach

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Abstrak

Kemampuan berbicara dalam bahasa Inggris merupakan keterampilan esensial yang membutuhkan penguasaan kosakata yang memadai. Penelitian ini bertujuan untuk mengkaji hubungan antara pemerolehan kosakata dan peningkatan kemampuan berbicara melalui pendekatan pembelajaran kolaboratif. Metode yang digunakan adalah library research dengan menganalisis berbagai literatur ilmiah yang relevan dalam lima tahun terakhir. Hasil kajian menunjukkan bahwa strategi pemerolehan kosakata seperti penggunaan multimedia, teknik visual, serta paparan kontekstual berulang dapat meningkatkan kelancaran berbicara. Sementara itu, pembelajaran kolaboratif terbukti efektif dalam menciptakan lingkungan belajar yang mendukung penggunaan kosakata secara aktif. Integrasi kedua pendekatan ini memberikan efek sinergis dalam meningkatkan kemampuan berbicara bahasa Inggris. Penelitian ini merekomendasikan penerapan model pembelajaran kolaboratif berbasis kosakata untuk mendukung pembelajaran bahasa Inggris yang lebih efektif.

Kata kunci: *Kemampuan Berbicara, Pemerolehan Kosakata, Pembelajaran Kolaboratif, Strategi Pembelajaran*

Abstract

Speaking ability in English is an essential skill that requires sufficient vocabulary mastery. This study aims to examine the relationship between vocabulary acquisition and the improvement of speaking skills through a collaborative learning approach. A library research method was employed by analyzing various recent scholarly sources. The findings reveal that vocabulary acquisition strategies such as multimedia use, visual techniques, and repeated contextual exposure significantly enhance speaking fluency. In addition, collaborative learning effectively fosters an environment that encourages the active use of vocabulary in speaking. The integration of both approaches shows a synergistic effect in improving English speaking proficiency. This study recommends implementing vocabulary-based collaborative learning models to promote more effective English language instruction.

Keywords : *Speaking Skills, Vocabulary Acquisition, Collaborative Learning, Learning Strategies*

INTRODUCTION

Speaking English is one of the most critical productive skills in mastering a foreign language. In the context of learning English as a second language (L2), good speaking skills reflect linguistic proficiency and students' readiness to communicate globally. However, speaking fluency is often hampered by the limitations of the vocabulary possessed by the learner. Vocabulary mastery is the primary foundation in building communicative sentences, so effective vocabulary learning is a prerequisite for improving speaking skills.

Studies have shown a close relationship between vocabulary mastery and speaking fluency. The use of appropriate vocabulary learning strategies, such as the use of multimedia, repetition in varied contexts, as well as visual and memory techniques, can enlarge vocabulary and help students use it actively in verbal communication (Nurhayati & Lolong, 2024; Rahimi & Allahyari, 2019). On the other hand, collaborative learning approaches, such as group discussions,

debates, and role-play, create an interactive environment that allows students to practice new vocabulary naturally (Kusmiyati et al., 2024; Sako & Shinozaki, 2023).

Collaborative learning increases students' active participation, lowers speaking anxiety, and encourages them to give each other feedback. Group interaction also provides a more authentic context for the use of new vocabulary, which speeds up the process of internalization and retention of those words. Therefore, the integration of vocabulary acquisition strategies with collaborative learning approaches is believed to improve students' speaking skills more effectively than traditional individual methods.

Based on this background, this study aims to explore and analyze how integrated vocabulary acquisition in a collaborative learning approach can improve students' English speaking skills. This research is expected to make a theoretical and practical contribution to developing English learning strategies at the formal education level.

METHOD

This research uses a library research approach, which involves examining various literature or written sources relevant to the topic being researched. The aim of this approach is to identify, classify, and synthesize existing scientific findings regarding the relationship between vocabulary acquisition and improvement of English speaking ability through a collaborative learning approach.

The data sources in this study were obtained from various scientific journal articles, books, research reports, and other academic publications that discuss three main focuses: (1) vocabulary acquisition strategies, (2) English speaking proficiency, and (3) collaborative learning approach. The selected literature is published within the last five years to guarantee the actuality of the information. However, some classical references are also included as the primary theoretical foundation.

The data analysis process is carried out qualitatively using content analysis techniques. Each document studied is analyzed based on its themes, theories, key findings, and relevance to the research focus. Then, the data was classified based on its relationship to vocabulary acquisition, speaking skills, and collaboration in language learning. After that, a synthesis was carried out on the findings obtained to draw comprehensive and in-depth conclusions about the contribution of collaborative approaches in improving speaking skills through vocabulary acquisition.

This library research approach allows researchers to gain a comprehensive and theoretical understanding from various expert perspectives and build strong academic arguments based on scientifically tested evidence.

RESULTS AND DISCUSSION

Based on literature reviews from various scientific sources, it was found that there is a powerful relationship between vocabulary acquisition and speaking proficiency, especially when integrated into collaborative learning approaches.

Vocabulary Acquisition as the Foundation of Speaking Ability

Studies have shown that the acquisition of practical vocabulary is an important foundation in forming fluent and precise speaking skills, as a rich and well-developed vocabulary bank enables learners to express ideas with greater clarity, subtlety, and accuracy across various communicative contexts. Strategies such as multimedia, contextual repetition, visualization techniques, and game-based learning applications have been shown to significantly strengthen lexical mastery and accelerate the process of vocabulary retention. These techniques not only make the learning process more engaging and interactive but also enhance long-term memory by linking new words to multisensory experiences and practical usage situations, thereby promoting deeper cognitive processing and better integration of vocabulary into active speech production (Nurhayati & Lolong, 2024; Rahimi & Allahyari, 2019; Tiansoodeenon et al., 2023).

Further, approaches combining explicit and incidental learning, such as extensive reading, natural interaction, and audiovisual exposure, have also been highly effective in expanding vocabulary, ultimately contributing to improved speaking fluency and communicative competence. These blended approaches provide learners with structured instruction and immersive, authentic

input, allowing them to encounter new vocabulary in diverse, meaningful contexts and receive direct guidance on word usage and form. Extensive reading, for instance, exposes learners to a wide range of vocabulary repeatedly and in varied forms. At the same time, natural conversation and audiovisual materials offer real-time, contextualized reinforcement that helps cement understanding and recall. This intentional and incidental exposure integration creates a dynamic learning environment conducive to faster, deeper vocabulary acquisition and active use in fluent speech (Uchihara & Saito, 2016; Zhong, 2024).

Vocabulary acquisition is a fundamental element that cannot be ignored when improving English speaking skills. Vocabulary serves as the primary foundation for forming meaningful and communicative sentences. Therefore, various strategies have been developed to accelerate and strengthen learners' vocabulary acquisition. These strategies involve a multimodal approach, the use of technology, and learning methods tailored to students' context and needs. To clarify the contribution of each strategy in supporting speaking skills, here is a summary of findings from some relevant studies:

Table 1. Vocabulary Acquisition Strategies and Their Impact on English Speaking Ability

Researchers	Vocabulary Acquisition Strategy	Key Findings
Rahimi & Allahyari (2019)	Use of multimedia and visualization	Improves vocabulary retention and aids its use in oral contexts
Nurhayati & Lolong (2024)	Memory techniques and graphic organizers	Makes it easier to understand the meaning of words and their application in oral communication
Tiansoodeenon et al. (2023)	Multimedia and game-based learning	Strengthen learning engagement and accelerate vocabulary acquisition
Uchihara et al. (2019)	Incidental learning through contextual exposure	Frequency of exposure strengthens retention and fluency in oral use
Zhong (2024)	Authentic display through video and text means	Supports natural vocabulary acquisition and improves speaking skills

Collaborative Learning in Improving Speaking Skills

The collaborative learning approach allows interaction between students in a supportive learning environment where they can mutually construct knowledge and practice language in a low-stress, peer-facilitated setting. Activities such as group discussions, role-plays, debates, and speaking simulations create a communicative and reflective learning atmosphere, which helps students actively use vocabulary in real-life contexts. These interactions not only provide opportunities for authentic language use but also expose learners to varied linguistic input and cultural perspectives, which enrich their lexical resources and pragmatic competence in spoken communication (Janfeshan, 2024; Kusmiyati et al., 2024; Sako & Shinozaki, 2023).

Additionally, collaboration allows students to give each other feedback, build confidence, and reduce speaking anxiety through continuous peer support and shared learning responsibilities. The social dynamics of collaboration help create a psychologically safe environment where learners feel more comfortable taking risks and experimenting with new vocabulary in speech. Collaboration also encourages deeper cognitive engagement with word meaning, strengthening vocabulary mastery in the long term by prompting learners to reflect, negotiate meaning, and use language metacognitively. These outcomes improve immediate language performance and lay the groundwork for sustained language development and fluency over time (Butarbutar et al., 2023; Syaharuddin, 2024).

In addition to vocabulary acquisition strategies, collaborative learning approaches have been shown to play an important role in developing English speaking skills. A collaborative learning environment allows students to actively interact, exchange opinions, and give and receive

feedback in person. This creates a more natural and communicative learning situation, which is crucial in forming fluency and confidence in speaking. Various collaborative activities also encourage students to use the vocabulary they have learned in a real-world context. To illustrate more clearly the positive impact of collaborative learning on speaking skills, here are some relevant research findings:

Table 2. Collaborative Learning and Its Impact on English Speaking Ability

Researchers	Vocabulary Acquisition Strategy	Key Findings
Sako & Shinozaki (2023)	Group discussions and debates	Lowers anxiety, improves fluency and confidence in speaking
Kusmiyati et al. (2024)	Collaborative role-play	Improve vocabulary use and verbal interaction in real-life situations
Janfeshan (2024)	Platform digital (Adobe Connect)	Increase speaking participation through synchronous and asynchronous interactions
Butarbutar et al. (2023)	Collaborative blended learning model	Develop critical skills and fluency
Syaharuddin (2024)	ICT-based collaborative techniques (Buzz-Tapps, Think-Pair-Share)	Improve speaking activity and overall student engagement

Collaborative Learning in Improving Speaking Skills

Synthesis from various studies indicates that integrating vocabulary acquisition with a collaborative approach creates a synergistic effect in developing speaking skills and fostering language competence and interpersonal communication. Activities such as dictogloss, think-pair-share, and using social media (e.g., WhatsApp voice notes) allow students to collaboratively apply new vocabulary in real-life situations, enhancing receptive and productive language skills. These interactive tasks not only reinforce the practical use of target vocabulary but also simulate authentic communicative scenarios that motivate learners to participate actively and meaningfully in spoken exchanges (Ishtiaq Khan et al., 2024; Kawakami, 2018; Sadeghi & Safari, 2012).

This approach increases the amount of vocabulary mastered. It encourages students to use it spontaneously in verbal communication, strengthening the connection between memory and language production, particularly in dynamic, real-world contexts. Through frequent practice and peer feedback, learners build fluency and confidence, supporting long-term retention and natural vocabulary usage in diverse communicative tasks. Technology also strengthens the role of collaboration by providing an interactive and adaptive learning environment, for example, through platforms such as Quizlet or AI-based learning applications, which enable personalized vocabulary practice, gamified interaction, and real-time collaborative tasks that mirror social learning processes (Xu & Ismail, 2024; Фурсенко et al., 2021).

Although vocabulary acquisition and individual collaborative learning have shown effectiveness in improving speaking skills, some studies highlight that combining the two approaches results in a more optimal impact. Integrating systematic vocabulary mastery and active involvement in collaborative activities provides space for students to internalize and apply vocabulary in honest verbal communication. This approach strengthens lexical memory and enriches the learning experience through meaningful social interactions. The following are some studies that show the synergy between vocabulary acquisition strategies and collaborative learning in the context of improving English speaking skills:

Table 3. Synergy of Vocabulary Acquisition and Collaborative Learning in Improving Speaking Skills

Researchers	Integrated Methods	Synergistic Impact on Speaking Ability
Sadeghi & Safari (2012)	Collaborative tasks for vocabulary acquisition	Improve the mastery and use of vocabulary interactively in conversation
Kawakami (2018)	*Paired dictogloss* activity	Encourage deeper lexical processing and the application of words in speech
Kusmiyati et al. (2024)	Role-play with a focus on contextual vocabulary	Strengthens retention and increases spontaneity of verbal communication
Khan et al. (2024)	WhatsApp for collaborative vocabulary tasks	Improve collaboration and vocabulary transfer into speaking practice
Фурсенко et al. (2021)	Interactive quizlets in a collaborative classroom	Improve lexical accuracy and speaking speed through digital practice

Learning Implications

The implications of this study suggest that English teachers must design learning activities that combine vocabulary exploration with active use through collaboration, ensuring that language learning is both meaningful and functional. Thus, students know the meaning of words and are trained to use them in everyday interactions, enabling them to communicate more naturally and confidently. This is in line with a communicative approach to language learning that places the use of language in a real context as a top priority, emphasizing authentic use over rote memorization and encouraging learners to become active participants in real-life conversations and problem-solving tasks.

Based on the results of synthesis from various previous studies, it can be concluded that integrating vocabulary acquisition strategies and collaborative learning approaches significantly improves English speaking skills by promoting lexical retention and fluency. However, the effectiveness of this approach is greatly influenced by how these strategies are applied concretely in learning activities, including the choice of tasks, the role of peer interaction, and the integration of technology. Therefore, it is important to formulate recommendations that are applicable and relevant to educators so that they can design learning that is not only engaging but also has a direct impact on improving students' verbal competence through structured, goal-oriented, and contextually appropriate instruction.

The results of studies from various literature sources show that integrating vocabulary acquisition strategies and collaborative learning has a significant positive impact on developing English speaking skills. To optimize the application of these findings in learning practice, educators need concrete guidelines to be used as a reference in designing relevant and applicable learning activities. Therefore, several strategic recommendations were developed that reflect best practices based on empirical evidence to help teachers create a more communicative, collaborative, and conversation-oriented learning environment. The recommendations are summarized in the following table:

Table 4. Recommended Learning Strategies to Improve Speaking Skills Through Collaborative Vocabulary Acquisition

Aspects	Practical Recommendations	Expected Goals
Vocabulary Strategy	Use visual media, games, and digital apps like Quizlet	Improve memory and word comprehension in a fun and contextual way
Integration in Speaking	Implement role-play, discussion,	Encourage active and natural use of vocabulary in the context of real

Activities	and *dictogloss* that uses new vocabulary	speaking
Digital Collaboration	Take advantage of collaborative platforms like WhatsApp, Adobe Connect, or Google Docs	Increase engagement and feedback between students synchronously and asynchronously
Learning Model	Use a blended learning approach with group reflection sessions	Cultivate the habit of collaboration and strengthen vocabulary concepts in oral practice
Teacher Training	Provide training for teachers on the integration of vocabulary into task-based learning	Improve the effectiveness of planning and implementation of collaboration-based speaking learning

CONCLUSION

This literature research shows that vocabulary acquisition is crucial in forming practical English-speaking skills. When vocabulary acquisition strategies are combined with collaborative learning approaches, the results obtained are more significant than each individual's application. Collaborative learning, such as group discussions, role-plays, and interactive digital activities, creates a context that supports the active and meaningful use of vocabulary in oral communication. Therefore, integrating lexical development and learning collaboration can strategically improve students' overall speaking skills.

Based on these findings, it is recommended that English educators adopt a collaborative-based learning model that explicitly integrates vocabulary exercises into speaking activities. Educators must also use technology to create a dynamic and interactive learning environment. In addition, professional training for teachers needs to be organized to strengthen their understanding and skills in implementing this integrated strategy in the classroom. This advice is mainly aimed at English teachers at the secondary and secondary education levels to improve the quality of students' speaking skills more systematically and effectively.

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