

**THE INFLUENCE OF STUDENTS' VOCABULARY MASTERY
TOWARDS ENGLISH SPEAKING SKILL AT THE TENTH GRADE
SCIENCE CLASS OF STATE ISLAMIC SENIOR HIGH SCHOOL (MAN)
2 PARIGI**

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ABSTRACT

This research aimed to find out the influence of students' vocabulary mastery towards English speaking skill at the tenth grade science class of MAN 2 Parigi. This research used an explanatory research design. This research was conducted at the tenth grade science class of MAN 2 Parigi. The population in this research was all students at the tenth grade science class of MAN 2 Parigi for the academic year 2021/2022. In determining the sample, the researcher used simple random sampling technique of 30 students. The instrument used in data collection was multiple choice test and speaking test, and the data analysis used simple linier regression. The research question of this research is "Is there any influence between students' vocabulary mastery towards English speaking skill at the tenth grade science class of MAN 2 Parigi?". The result of this research showed that the t-test was 4.310, while the t-table was 1.701. It means that the score of t-test was higher than t-table. It can be concluded that there was an influence between the variable students' vocabulary mastery(X) towards English speaking skill(Y). Therefore, the alternative hypothesis (Ha) was accepted. The result of coefficient of determination test (R²), the value of R square was 0.631 showed that the independent variable was able to explain 63.1% of the influence on dependent variable, while the remaining 36.9% was explained by other independent variables that were not included in this research. Students should make optimal use of study time both at school and at home. Then students must improve their English vocabulary mastery by diligently reading books, and practicing speaking by using English so that their speaking skill also improve.

Keywords: *Influence; vocabulary mastery; speaking skill*

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INTRODUCTION

English is an important means of communication in the world. As an international language, English is one of the foreign languages taught to students in Indonesia. The students must be able to compete in the current global era, where competition is growing tighter. One of the skills required by students is communication in English. Most people in the world use oral communication to convey messages, feelings, etc. So, the four elements of this language skill are everyone's choice to communicate and issue their ideas by listening, speaking, reading and writing (Afifah, 2018: 58). Speaking is one of the important language skills that must be mastered by students and everyone. When someone tries to understand what someone is saying, everyone must master the vocabulary, grammar and pronunciation of words to make it clear and avoid misunderstanding.

Speaking English is related with vocabulary mastery of students to make good conversation by some words that contain accuracy, fluency and other elements of speaking skill. The aspect of accuracy consists of pronunciation, grammar and vocabulary (Fitrah, 2018: 9). Vocabulary is a central part of a language (Baihaqi, 2014: 78). The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstance. The lesson speaking English in school must be more emphasized on increasing vocabulary. Achievement in good vocabulary mastery will make students excel in English skills. By having many stocks of words, students will be able to comprehend the reading materials, catch someone's talk, give a response, speak fluently, and write some kinds of topics (Wilson, 2015: 189). While, with limited vocabulary students will also have a limited understanding in terms of speaking, reading, listening, and writing.

In reality, many students who learn English language are often faced with the problem of vocabulary mastery. Meanwhile, vocabulary is a fundamental thing that students must master to speak English language. In English speaking, sometimes the students do not yet have the ability to precisely explain what is on their mind with the words they are saying. The less ability to adjust between ideas and talks is what makes it difficult when they are given the task of speaking in front of the class. This result makes students are not being able to communicate well when conveying their ideas, opinions or desires in English. The low vocabulary mastery will certainly affect the value in their speaking skill. For this reason, in this study, the researcher intends to know the influence of students' vocabulary mastery towards English speaking skill at the tenth grade science class of MAN 2 Parigi.

LITERATURE REVIEW

Vocabulary is the collection of words that an individual knows. Vocabulary is a main component for a way learners speak, listen, read, and write well (Sari & Aminatun, 2021: 16). Vocabulary mastery includes pronunciation, spelling, grammar and meaning (Cameron, 2001: 78). Another expert said that vocabulary mastery also consists of pronunciation, spelling, grammar and meaning (Suri, 2012: 113). Vocabulary mastery is defined as the power to control, command, decide, and rule the vocabulary as a useful and fundamental tool for communication and acquiring knowledge. Vocabulary mastery is the competence or knowledge of a collection of words that form a language that can be used by everyone to communicate (Olyevia et al., 2021).

The vocabulary ability position is important in English education (Syaf & Dewi, 2021: 390). The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstance. The indicators of students' vocabulary mastery where the students can employ vocabulary, grammar, pronunciation, intonation and organize the contents at the same time in speaking (Ismi et al., 2021).

To know what to do about vocabulary, the researcher needs some basic information about the size of the task students face. If the average high school senior knows 8,000 words, as some people have claimed, then the researcher has to do is to teach 20 words a week for 12 years, and the researcher can cover all of them. However, if the average high school senior knows 40,000 words, as other people maintain, the researcher will have to teach 20 words a day to cover them, a much more formidable task. Clearly, if high school seniors know anywhere close to 40,000 words, the researcher can be sure that they do not learn many of them in vocabulary lessons, or by looking them up in the dictionary.

Speaking skill is a productive skill that involves oral language by producing a system for expressing verbal meanings (Nunan, 2003: 121). Speaking skill is the ability to say words or sentences to express and convey feelings or ideas to someone (Jambari et al., 2020, p. 103). The ability to speak confidently and

fluently is something which students will develop during their time at school, and something that will help them throughout their life. To be able to speak in learning languages, students must have sufficient knowledge about the sound, structure, and vocabulary. Students also have to think of the words or sentences they want to express. They must be able to articulate English sounds well by changing the position of the lips, jaw, and tongue.

Speaking is generally divided into two types, namely monologue and dialogue. Monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, news broadcasts, and the listeners have to process the information without interruption and comprehends the speaker means. Dialogue is speaking conducted by two or more speakers.

METHOD

This research applied quantitative method, and the researcher intended to find out whether vocabulary mastery has influence towards English speaking skill. The researcher tried to discover the influence of students' vocabulary mastery towards English speaking skill. Quantitative method is about investigating phenomena by collecting the numerical data analyzed by using mathematical method, especially statistics. Based on the level of explanation and field of research, as well as the variables studied, this research is categorized into explanatory research.

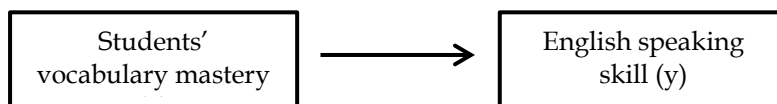


Figure 1. Research Model

The population of this research was the students of tenth grade science class of MAN 2 Parigi. There were 2 classes; X IPA 1 and X IPA 2. The total of population was 49 students. The researcher used 30 students as the sample by randomly choose 15 students from each class in the population. To obtain a sample of 30 students from the population, the researcher used simple random sampling technique. Simple random sampling technique means the researcher selects participants for the sample so that any individual has an equal probability of being selected from the population (Creswell, 2015: 142).

This research has two variables, they are independent variable and dependent variable. Variable means a characteristic that can be different from one element to another or can change over time (Leavy, 2017: 67). The independent variable in this research is students' vocabulary mastery and the dependent variable is English speaking skill. To collect the data, the researcher needs instrument to get better result. There are two kinds of instruments, they are test and non-test instrument (Andriani & Sriwahyuningsih, 2019: 172). For the instruments, the researcher used test, they are multiple choice test as many as 20 number of questions and speaking test. In measuring vocabulary mastery, the researcher used multiple choice test. Then, for speaking test the researcher provided 5 topics and the students chose one topic presented in front of the class. The students' speaking test is focused on speaking practice test (Suryanto et al.: 12).

In this research, the researcher used simple regression analysis to analyze the data to know the result whether there is the influence from independent variable towards dependent variable, and it was analyzed by using SPSS application version 25.

FINDINGS AND DISCUSSIONS

The findings of this research were based on the results of the data analysis. The test consisted of vocabulary mastery test and speaking test. The test was given to students at the tenth grade science class of MAN 2 Parigi. The total sample of this research is 30 students. A study is valid if it measures actually measure what they claim to, and if there are no logical errors in drawing conclusions from the data. A question is said to be valid if the value of r counts $>$ r table, and it is said to be invalid if r counts $<$ r table. From the test results given to 30 students consisting of 20 questions, it is known that all questions are said to be valid because the value of r counts $>$ r table (0.3610).

A data is declared to be normally distributed if the significant level is more than 0.05, while data with a significant level of less than 0.05 is declared not normally distributed. In conducting the normality test, the researcher used SPSS application 25 version through the Shapiro-Wilk technique, because the number of samples in this research was less than 50. The score of vocabulary mastery in Shapiro-Wilk is 0.006, meanwhile the score of speaking skill is 0.024. It means that all the test is distributed normal.

Table 1
 The Result of Regression Test

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	41.387	5.798		7.139	.000
	vocabulary	.319	.074	.631	4.310	.000

a. Dependent Variable: speaking

The table above shows that the score of constant (a) is 41.387, meanwhile, the score of vocabulary mastery (b/ regression coefficient) is 0.319. It means that its regression equation can be written as follows:

$$Y = a + bX$$

$$Y = 41.387 + 0.319X$$

From the explanation above, the researcher can conclude that:

- A constant of 41.387 means that the consistent value of the variable vocabulary mastery is 41.387.
- If there is no change in the vocabulary mastery (the value of X is 0), then the speaking skill (Y) of students at the tenth grade science class of MAN 2 Parigi increased by 41.387 units.
- The regression coefficient X of 0.319 states that every addition of 1% of the speaking value, the vocabulary mastery value increases by 0.319. The regression coefficient is positive, so it can be said that the direction of influence of the variable X on Y is positive.

Decision making in a simple regression test:

- Based on the value of significance: From the table coefficients, it is obtained that a significance value of $0.00 < 0.05$, so it can be concluded that the vocabulary mastery variable (X) affects the speaking variable (Y).
- Based on the t test: it is known that the calculated t count is $4.310 >$ t table is 1.701, so it can be concluded that the variable vocabulary mastery (X) affects the speaking skill variable (Y).

Table 2
 Coefficient of Determination Test (R^2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.631 ^a	.399	.377	9.747

a. Predictors: (Constant), vocabulary

Based on the table above, the researcher found that the R Square value is 0.631, which means that the influence of the vocabulary mastery (X) towards English speaking skill (Y) is 63.1%. Meanwhile, the remaining 36.9% was explained in other variables that were not used in this research. From the calculation by using SPSS application 25 version, the researcher found out that there is an influence of students' vocabulary mastery towards English speaking skill at the tenth grade science class of MAN 2 Parigi.

The hypothesis testing measured the influence of variable (X) towards variable (Y) by using SPSS application 25 version. The researcher found that there was an influence between vocabulary mastery towards English speaking skill. From the results of this research, it can be said that students' vocabulary mastery greatly affects towards English speaking skill. It was proven by the table 11 above that showed that the value of influence of vocabulary mastery towards English speaking skill is 63.1%. Based on the computation of regression formulation the score of R square is 0.631 or R square is 63.1%. The total influence from all independent variable should be 100%. If 63.1% of them is affected by vocabulary mastery, consequently, 36.9% (the products of 100%-63.1%) of them is resulted from other independent variable that is explained in other variables that were not used in this research.

The alternative hypothesis (H_a) of this research would be accepted if the t-test was higher than t-table. While, if the t-test was smaller than t-table, the null hypothesis (H_0) would be accepted. The result of the data analysis was the t test (4.310) was higher than t table (1.701). Based on the result, the H_a is accepted and H_0 is rejected. In other words, there is an influence of students' vocabulary mastery towards English speaking skill at the tenth grade science class of MAN 2 Parigi.

The result of previous study conducted by Lesnasari Dalimunthe and Rofiq Noorman Haryadi (Dalimunthe & Haryadi, 2022: 2) also shows the same result that students' vocabulary mastery affects English speaking skill. It was found that there is a significant effect of vocabulary mastery on the English speaking ability of class X private vocational high school students in Bogor. Someone with high vocabulary mastery will have high English speaking ability.

The result of this research shows that vocabulary mastery is one of factors of students to present their idea through speaking. There was no much difference between the students' vocabulary mastery score and students' speaking score. In other words, it can be concluded that students who are good in vocabulary will also good in speaking.

There are some factors that influence students' speaking skill. The important thing is from the internal factors include intellectual ability, feelings and self-confidence, motivation, maturity to learn, age, gender, study habits, and ability to remember (I. Sari, 2019: 84). However, there is also external factor that influence students' ability in speaking skill, such as mother tongue and environment (Muamar et al., 2019: 2128). Another factors as the external factor such as psychological, mastery of vocabulary, friends, improper teaching methods of teachers, and the environment (Zulfitri & Nurlaili, 2020: 580).

CONCLUSION

Based on the result conducted by the researcher to the students at the tenth grade science class of MAN 2 Parigi, it was found that the t-test was 4.310, while the t-table was 1.701 using a level of significance 0.05 and the total of sample was 28. It can be interpreted that the score of t-test was higher than t-table. It means there was an influence between the variable of students' vocabulary mastery (X) towards English speaking skill (Y). In the result of coefficient of determination test (R^2), the value of R square was 0.631 showed that the independent variable was able to explain 63.1% of the influence on dependent variable, while the remaining 36.9% was explained by other independent variables that were not included in this research.

The school, especially teachers, should be able to interact well with students so that the students' learning process can run well. In addition, schools also need to provide adequate learning facilities such as language laboratories, complete libraries, and wi-fi to access sites that support the learning process. Teacher of English needs to make students interact and collaborate with each other. In a collaborative learning process, students' vocabulary mastery is low, therefore the students are expected to be able to cope with their vocabulary since they are trained to make contact with others. There are five strategies for teachers to improve students' vocabulary mastery such as: inferring from context, identifying lexical familiarization, unchaining nominal compounds, synonym search, and words analysis (Novianti, 2016: 189). Students should make optimal use of study time both at school and at home. Then students should improve their English vocabulary mastery by diligently reading books, watching movies, practicing speaking by using English, and also learning by using songs can increase students' vocabulary mastery and give motivation to the students in learning English (Gushendra, 2017: 63).

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