Vocabulary Mastery and Its Influence on Speaking Skills

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Article Info	Abstract
	his study aims to determine the level of students' vocabulary mastery, to identify their speaking skills, and to find out how significant the influence of vocabulary mastery is on their Indonesian speaking ability. The sampling technique used was random sampling. The research instrument utilized was a questionnaire. Data collection techniques included questionnaires, observation, and documentation. The data analysis techniques used were descriptive and inferential analysis, calculated using simple regression formulas and product-moment correlation. The results of the study show the following: First, the vocabulary mastery variable (X) had a minimum score of 43, a maximum score of 123, and an average score of 83.93, with a standard deviation of 23.081. Second, the Indonesian speaking skill variable (Y) had a minimum score of 7, a maximum score of 21, and an average score of 14.70, with a standard deviation of 4.103. The regression coefficient is positive, indicating that the direction of the influence of variable (X) on variable (Y) is positive and that the relationship between the two variables is very strong.

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1. INTRODUCTION

There are four language skills in learning the Indonesian language: listening, speaking, reading, and writing [1]. Each of these four language skills has its own characteristics. Listening skills are related to the function of the auditory senses and require a high level of concentration to analyze and understand what is being heard. Speaking skills involve the use of the speech organs as well as knowledge of grammar and appropriate speaking etiquette. Reading skills are similar to listening in that they require concentration to analyze and comprehend the text, but the key difference is that reading involves the visual senses. Meanwhile, writing skills are closely tied to vocabulary mastery and creativity. Writing is one of the language skills used to communicate indirectly and without face-to-face interaction with others (Suparno & Yunus, 2007, p. 13). In reality, many students still struggle with language skills, particularly speaking. The first issue is students' low self-confidence; when teachers ask questions, only a few students respond, while the majority remain silent, especially when the topic or material is unfamiliar to them. The second issue concerns students' speaking ability in both linguistic and non-linguistic aspects. The learning process becomes more effective when students are actively involved, including through speaking to express their ideas, thoughts, opinions, and suggestions [2].

Thus, there are certainly many factors that influence speaking skills, one of which is vocabulary mastery. Vocabulary is a crucial element in language proficiency. Tarigan (2015, p. 2) states that the quality of an individual's language skills depends on the quantity and quality of the vocabulary they possess—the richer a person's vocabulary, the more likely they are to be proficient in language, especially in speaking. According to Tarigan (2015, p. 3), basic vocabulary refers to words that are relatively stable and are unlikely to be borrowed from other languages. This basic vocabulary includes: (1) Kinship terms, such as father, mother, child, younger sibling, older sibling, grandmother,

grandfather, uncle, aunt, son-in-law, and in-laws; (2) Body parts, such as head, hair, eyes, ears, nose, mouth, lips, teeth, tongue, cheeks, neck, chin, shoulders, hands, fingers, chest, stomach, waist, thighs, legs, calves, soles, back, blood, and breath; (3) Pronouns and demonstratives, such as I, you, he/she, we (exclusive), we (inclusive), they, this, that, here, there, and over there; (4) Cardinal numbers, such as one, two, three, four, five, six, seven, eight, nine, ten, twenty, eleven, twelve, one hundred, two hundred, one thousand, two thousand, one million, two million; (5) Basic verbs, such as eat, drink, sleep, wake up, speak, see, hear, bite, walk, work, take, catch, run;(6) Basic adjectives or states, such as happy, sad, joyful, miserable, hungry, full, thirsty, sick, healthy, clean, dirty, far, near, fast, slow, big, small, many, few, bright, dark, day, night, diligent, lazy, rich, poor, old, young, alive, dead; (7) Universal objects, such as earth, water, fire, air, sky, moon, stars, sun, animals, and plants.

Various studies have shown that vocabulary mastery has a significant relationship with speaking skills. For example, a study conducted by [3] revealed a positive correlation between vocabulary mastery and the speaking skills of fifth-grade elementary school students, with a correlation coefficient of 0.945, indicating a very strong relationship in the field of education. This finding is consistent with that of [4], who discovered a high correlation between vocabulary mastery and the speaking ability of senior high school students, with an rxy value of 0.799.

Good vocabulary mastery enables students to select words that are contextually appropriate, enhance clarity, and enrich verbal expression. However, in practice, many students still struggle with speaking due to limited vocabulary knowledge. This limitation affects the fluency and accuracy of their communication in both formal and informal situations. Therefore, it is essential to examine the extent to which vocabulary mastery influences students' speaking skills. This study aims to determine the level of students' vocabulary mastery, assess their speaking abilities, and analyze the extent to which vocabulary mastery contributes to the improvement of speaking skills in the Indonesian language. The findings of this research are expected to serve as a reference for educators in designing more effective and contextual language learning strategies.

2. MATERIALS AND METHODS

This study was conducted over a period of approximately two months, from January to February 2025. It employed a quantitative approach, which is used to investigate specific populations or samples. According to Sugiyono (2009, p. 14), quantitative research can be defined as a research method based on positivist philosophy, used to examine specific populations or samples. It involves random sampling techniques, data collection through research instruments, and data analysis that is statistical in nature, aiming to test predetermined hypotheses.

This study is classified as an *ex post facto* research. According to Danuri (2019, p. 246), *ex post facto* research refers to a type of research conducted to examine events that have already occurred, then trace backward to identify the factors that may have caused those events. The objective of *ex post facto* research is to retrace and, if possible, determine the causal factors of a phenomenon.In this study, the population consisted of all ninth-grade students at MTs Islamiyah Muncang. Therefore, the sample included the entire ninth-grade cohort, totaling 30 students.

Data collection can be carried out in various settings, from different sources, and through multiple methods. Several techniques can be used to collect data, either in the form of tests or non-test instruments. Non-test techniques include interviews, questionnaires, observations, and documentation. This study employed non-test techniques such as questionnaires, observation, and documentation. Observation is defined as a systematic examination of phenomena visible in the research object (Amirul & Hariyono, 2005, p. 129). In this study, observation was used to obtain a general overview of the school or madrasah, including its geographical conditions, facilities, and infrastructure. Furthermore, this technique was used to reinforce and verify the data obtained through

questionnaires. Documentation refers to the method of collecting data related to rights or variables in the form of records, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, ledgers, agendas, and so on. It involves written materials such as books, magazines, documents, meeting notes, regulations, diaries, and other relevant sources (Darwyansyah, 2017, p. 48).

The data analysis techniques used in this study include descriptive statistics and inferential statistics. Descriptive statistics are employed to analyze data by describing or presenting the collected data as it is, without the intention of drawing conclusions that apply universally or making generalizations (Sugiyono, 2009, pp. 207–208). Inferential statistics, also referred to as inductive statistics or probability statistics, are used because the data analyzed come from a sample, and the results are intended to be generalized to the population.

This study applies parametric statistical methods; therefore, prerequisite tests are required to ensure the data meet the assumptions necessary for the use of parametric statistics. Furthermore, the use of certain statistical tests requires that the data from two or more groups being analyzed must be homogeneous.

3. RESULTS

The descriptive analysis of respondents' answers aims to provide an overview of the research findings based on the responses collected. The variables used in this study are vocabulary mastery (X) and Indonesian speaking skills (Y). In measuring these variables, the study employs a Likert scale method consisting of five response categories. To determine the scale range for each variable, interval classifications are established to enable interpretation based on favorable and unfavorable categories.

Scale Range	Responses	Abbreviated
1,00 – 1,79	Strongly Disagree / Very Poor	STS/STB
1,80 – 2,59	Disagree / Poor	TS/TB
2,60 – 3,39	Slightly Disagree / Fair	KS/KB
3,40 – 4,19	Agree / Good	S/B
4,19 – 5,00	Strongly Agree / Very Good	SS/SB

Descriptive analysis of vocabulary mastery (X) based on the distribution of questionnaires to 30 respondents from Grade IX students at MTs Islamiyah, with 30 statements, can be presented as shown in the table below.

No	Questionnaire Code	Response Criteria					Total	Quantity	Mean Score	Description
		STS	TS	KS	S	SS				
		1	2	3	4	5				
1	X1	4	9	7	6	4	87	30	2,90	TS
2	X2	9	5	8	5	3	78	30	2,60	STS
3	X3	4	7	10	8	3	95	32	2,97	KS
4	X4	4	8	8	8	2	86	30	2,87	S
5	X5	5	6	10	4	5	88	30	2,93	KS
6	X6	6	6	11	4	3	82	30	2,73	KS
7	X7	4	6	9	7	4	91	30	3,03	KS
8	X8	5	8	9	7	1	81	30	2,70	KS
9	X9	5	5	10	7	3	88	30	2,93	KS

10	X10	8	4	13	3	2	77	30	2,57	KS
11	X11	2	5	11	7	5	98	30	3,27	KS
12	X12	3	7	12	5	3	88	30	2,93	KS
13	X13	6	7	11	3	3	80	30	2,67	KS
14	X14	7	6	7	6	4	84	30	2,80	KS
15	X15	7	6	7	6	4	84	30	2,80	KS
16	X16	9	8	3	7	3	77	30	2,57	STS
17	X17	5	8	9	3	5	85	30	2,83	KS
18	X18	6	4	12	4	4	86	30	2,87	KS
19	X19	8	5	9	6	2	79	30	2,63	KS
20	X20	7	6	8	4	5	84	30	2,80	KS
21	X21	7	5	10	5	3	82	30	2,73	KS
22	X22	4	6	11	7	2	87	30	2,90	KS
23	X23	6	7	7	8	2	83	30	2,77	S
24	X24	10	5	7	8		73	30	2,43	STS
25	X25	10	6	6	5	3	75	30	2,50	STS
26	X26	7	3	13	4	3	83	30	2,77	KS
27	X27	5	8	9	4	4	84	30	2,80	KS
28	X28	4	5	9	7	5	94	30	3,13	KS
29	X29	8	3	9	7	3	84	30	2,80	KS
30	X30	7	7	7	4	5	83	30	2,77	KS
SUM		182	362	816	676	490	2526	902	Rata"	KS
Persentase %		7%	14%	32%	27%	19%	100%	Rata"	2,80	

Based on the table above, the respondents in the vocabulary mastery (X) variable obtained the following values: "Strongly Disagree" with 182 responses or 7%, "Disagree" with 362 responses or 14%, "Slightly Agree" with 816 responses or 32%, "Agree" with 676 responses or 27%, and "Strongly Agree" with 490 responses or 19%. The lowest value was found in question item "X25," which had a mean score of 2.50.

This research was conducted through a field study by distributing questionnaires to 30 ninth-grade students at MTs Islamiyah, with a total of 30 questionnaires. The results indicated that the level of vocabulary mastery (X) among the students was relatively good. This conclusion was drawn from the results presented in the descriptive distribution table. Similarly, the level of Indonesian speaking skills (Y) among the ninth-grade students at MTs Islamiyah was also found to be fairly good, based on responses from 30 students who were given five questionnaire items, which yielded an average score in the "fairly good" category, as shown in the frequency distribution table. This discussion aims to analyze the effect of vocabulary mastery on Indonesian speaking skills. Based on the test results, it can be concluded that the vocabulary mastery variable (X) obtained a minimum score of 43, a maximum score of 123, and a mean score of 83.93, with a standard deviation of 23.081. Meanwhile, the Indonesian speaking skills variable (Y) obtained a minimum score of 7, a maximum score of 21, and a mean score of 14.70, with a standard deviation of 4.103.

The following are the results of the hypothesis testing (t-test) conducted using SPSS version 26, examining the effect of the vocabulary mastery variable (X) on the Indonesian speaking skills variable (Y):

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,181	1,590		1,372	,181
	Penguasaan Kosakata	,149	,018	,839	8,158	,000

a. Dependent Variable: Kemampuan Berbicara

The simple linear regression analysis for the variable of vocabulary mastery resulted in the regression equation: $Y = 2.181 + 0.149X$ This equation can be interpreted as follows: the constant value of 2.181 indicates that the baseline level of Indonesian speaking skills is 2.181 when the vocabulary mastery variable is zero. The regression coefficient of X is 0.149, meaning that for every one-unit increase in vocabulary mastery, the Indonesian speaking skill score increases by 0.149 units. Since the regression coefficient is positive, it can be concluded that the influence of variable X (vocabulary mastery) on variable Y (Indonesian speaking skills) is positive and indicates a strong relationship.

4. CONCLUSION

The regression coefficient of X is 0.149, which indicates that any change in the vocabulary mastery variable will affect the Indonesian speaking skill score by 0.149. Thus, the regression coefficient is positive. The hypothesis testing of vocabulary mastery on Indonesian speaking skills can be concluded to have a positive and significant effect. This conclusion is based on the results of the statistical analysis, which showed that vocabulary mastery has a significant and positive influence on the Indonesian speaking abilities of ninth-grade students at MTs Islamiyah.

5. ACKNOWLEDGEMENTS

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