

The Mastery of Diction, Speaking Interest, and Public Speaking Skill: A Correlational Study at Vocational High School Students

Yeyen Fatmala¹, Supriyono², Joko Sutrisno AB³, Aksendro Maximilian^{4*}

^{1,2,3}STKIP PGRI Bandar Lampung, ⁴PhD scholar, University of Lucknow, India

*aksendro@gmail.com

Abstract: This study aims to describe the relationship between the mastery of diction, speaking interest and public speaking skill in the context of the students of the Vocational High School in Indonesia. The subjects of this study were the students of SMK Swadhipa 2 Natar, South Lampung, Indonesia. Researchers used the correlational method. The instruments used to collect research data were questionnaire and test. The hypothesis testing of this study was conducted using the product-moment correlation and multiple correlation formula. The results of the statistical test analysis showed that there was a significant correlation between the mastery of diction and the public speaking skill. The correlation between the students' speaking interest and public speaking skill was also proven significant. Moreover, this research also found that there was a significant relationship between the mastery of diction, the speaking interest, and the public speaking skill of Vocational High School students.

Keywords: diction, speaking interest, public speaking skill, Vocational High School

INTRODUCTION

One of the language skills that must be mastered by every individual including Vocational High School students is speaking skill. However, studies related to speaking skill, especially public speaking skill and their relationship to the mastery of diction and speaking interest, have not been widely carried out. In addition, the research on public speaking skill in the context of Vocational High Schools in Indonesia has not been widely studied either. In fact, this speaking skill is a very important skill, because it is directly related to a person's ability to communicate in front of people. Considering this evidence, the researchers are interested to investigate the relationship between the mastery of diction, speaking interest, and students' public speaking skill in the

context of teaching and learning the Indonesian language at Vocational High School in Indonesia.

Various skills are taught by Indonesian language teachers at Vocational High Schools, including listening, speaking, reading and writing skills. One of the language skills taught in class XI of SMK Swadhipa 2 Natar, South Lampung is public speaking skill. In general, speaking skill is a means of communication between one person and another. It is a verbal communication tool in the form of oral symbols produced by human speech. Simply, public speaking can be defined as a form for expressing ideas orally to other people or to the general public (Chaer, 2003: 76).

To achieve this public speaking ability, there are two factors that can be considered which are internal factor and external factor. Internal factor is the factor coming from the student itself, while external factor is coming from the outside element of the student. The external factors can be the teacher's ability to manage the class using relevant teaching technique and method, learning materials, situation and condition of learning, and the school facilities. The internal factors can be the ability for doing self-practice, having a high interest in speaking, having good vocabulary mastery, having a willingness to speak, having sensitivity in responding to the phenomena that occurs around the students, and so on.

One of the internal factors that can affect student success in public speaking is a student's speaking interest. Students who have a high interest in speaking, especially in the Indonesian language, will directly or indirectly affect the quality of the language learning process. Students who have a high interest in speaking are certainly having a better process in acquiring language speaking skill than those who do not have good interest in speaking in the Indonesian language subject.

The learning process that has a good quality can be caused by the high students' interest in Indonesian language subject. This high interest will certainly have an impact on the achievement of learning objectives. Classes that have a high interest in speaking the Indonesian language will be helpful to create a conducive learning atmosphere. The steps and learning scenarios prepared by the teacher can be implemented properly. According to Sudarsono (2003: 28), interest in learning is a certain attitude that is very personal to everyone who wants to learn, in this case learning as well as acquiring speaking skill. Barriers to success can be removed by active and fun learning which will increase students' public speaking skill.

Another factor that may affect the students' public speaking skill is the mastery of diction. Diction is the main component that we use in communicating activities (Apriyanti et al, 2018). According to Maximilian (2020: 20), as a part of the aspect of vocabulary, choosing the appropriate

word or diction has to be carefully considered by the language users. It is needed for making the communication effective so the audiences can easily understand the information that the speaker or the writer wants to deliver. According to Parera (2004: 4) diction is a syntactic unity in speech or utterance. Keraf (2007: 24) says that diction is the ability to accurately distinguish the nuances of meaning from the idea to be conveyed and the ability to find a form that is suitable with the situation and sense of values owned by the listener community. The mastery of diction is very important because the word is a useful tool to express and to convey someone's messages through words so that it can be understood by the receivers. Without a good mastery of diction, a person will have difficulty in speaking, including when he wants to speak in front of the public. Therefore, students' mastery of diction must also be considered so that students can express their ideas to others so that the message to be conveyed can be well received by listeners.

In addition, if students master high diction mastery in the Indonesian language, students' creativity can develop appropriately. Learning public speaking skill will also be more effective and efficient (Sari et al, 2019). Learning process will develop and run according to the expectations of teachers and students. As a result, the achievement of learning Indonesian language will be better, including the achievement of public speaking using Indonesian language. It is clear that the mastery of diction becomes one of the important factors for students' public speaking skill. Therefore, students' mastery of diction must also be considered so that students are able to express their ideas and ideas to others so that the message to be conveyed can be well received by listeners.

Considering that the public speaking skill is a skill that must be mastered by students, the mastery of diction and speaking interest should get a special attention from the teacher and students. Both the mastery of diction and speaking interest must be owned by students, so that they can speak properly. This is not an exaggeration, because a number of diction or vocabularies that have been obtained will not make a student to be a good public speaker if the student does not have an interest in speaking. Again, the public speaking skill can be obtained if students have good mastery of diction and high speaking interest.

By having good mastery in diction and good speaking interest, it will be helpful for students to have a good public speaking skill. By mastering the diversity of diction, good public speaking will be formed. Therefore, the audience can easily understand the information and the message of the speech. On the other hand, by having a high speaking interest, the students will have a desire to speak naturally. Therefore, the students can have a willingness to perform better in public speaking. It is hoped that students with this good

knowledge in diction mastery and high speaking interest will be able to deliver good public speaking. Therefore, mastery of diction and speaking interest are needed in public speaking skill. Based on the description above, research on the relationship between the mastery of diction and speaking interest with the public speaking skill of Vocational High School students in the Indonesian language teaching and learning process needs to be done.

METHOD

The method used in this study was a survey method with correlational analysis. Correlational research, in this study, investigated the relationship between one variable and another, that was the significant relationship between diction mastery (X_1), and speaking interest (X_2), with public speaking skill (Y). The context of this research was learning Indonesian language for Vocational High School students. The population in this study were the students of class XI SMK Swadhipa 2 Natar, South Lampung in the 2019/2020 academic year consisting 127 students. While the sample in this study was 40 students. The sampling technique used in this research was Stratified Proportional Random Sampling. With this technique, sampling was done randomly by taking into account the proportions of each level or strata.

To obtain the useful data in this study, tests and questionnaires were used as research instruments. To obtain data on the variable of public speaking skill, an instrument in the form of a public speaking test was used. The data of the mastery of diction was obtained from a diction mastery test, while speaking interest data was collected using a speaking interest questionnaire. All research instruments used have been tried out for validity and reliability tests in the pilot study. From the results of the pilot study, it was known that all the research instruments used were proven to be valid and reliable.

In this study, there were three hypotheses that must be proven. The first hypothesis was about the relationship between the mastery of diction (X_1) and public speaking skill (Y). The second hypothesis was about the relationship between speaking interest (X_2) and public speaking skill (Y). Meanwhile, the third hypothesis was the relationship between diction mastery (X_1), speaking interest (X_2), and public speaking skill (Y). To test the first and second hypotheses, the hypothesis test used was the Pearson product-moment correlation test. Meanwhile, to test the third hypothesis, the hypothesis test used was the multiple R correlation coefficient test.

RESULTS AND DISCUSSION

Based on the data of the public speaking skill score collected using the public speaking test, the average score obtained was 59.2; the standard deviation (SD) was 14.1; the median score was 62.5; and the mode was 75. For

the variable of the mastery of diction, based on the data of the mastery of diction score collected using diction test, the average score obtained was 70.5; the standard deviation (SD) was 8.4; the median score was 75; and the mode was 75. On another hand, for the speaking interest, the data obtained by using a speaking interest questionnaire, the average score obtained was 61.4; the standard deviation (SD) was 8.2; the median score was 60; and the mode was 60.

Before testing the hypothesis, it was necessary to test the prerequisite for data analysis. In connection with the prerequisite test, the data of all variables must meet the required prerequisite which was the normality test. After calculating the test, the results of the normality test of the data of all variables indicated that all data had the normal distribution.

After proving that all data were normally distributed, the hypothesis testing could be computed. The first hypothesis that needed to be proven was that “there is a positive relationship between the mastery of diction (X_1) and public speaking skill (Y) of the students of SMK Swadhipa 2 Natar, South Lampung”.

From the calculation of the Product Moment formula (r_{xy}), it was known that the correlation coefficient of the mastery of diction (X_1) and public speaking skill (Y) is 0.88 ($r_{xy} = 0.88$). From the Product Moment critical table at a significant level of 0.05 for $n = 40$, it was known that r_{table} was 0.312 and for a significant level of 0.01 r_{table} was 0.403. Thus, at a significant level of 5% and 1%, it was known that r_{count} is higher than r_{table} , which meant that there was a significant relationship between the students’ mastery of diction and their public speaking skill. The correlation coefficient r_{xy} (0.88) which was positive coefficient ($r_{xy} > 0$) indicated that the direction of the relationship between the mastery of diction and public speaking skill was positive. In other words, if the students have a higher score of the mastery of diction, the students’ public speaking skill will be higher too.

The correlation coefficient r_{xy} (0.88) lied between 0.800 - 1.00 which indicated a very high level of the degree of closeness of relationship. In other words, the level of closeness of the mastery of diction with public speaking skill was very high. This finding indicated that there was a very high positive significant correlation between the students’ mastery of diction and their public speaking skill.

The second hypothesis that needed to be proven was that “there is a positive relationship between the speaking interest (X_2) and public speaking skill (Y) of the students of SMK Swadhipa 2 Natar, South Lampung”. From the calculation of the Product Moment formula (r_{xy}), it was known that the correlation coefficient of the speaking interest (X_2) and public speaking skill (Y) is 0.80 ($r_{xy} = 0,80$). From the Product Moment critical table at a significant

level of 0.05 for $n = 40$, it was known that r_{table} was 0.312 and for a significant level of 0.01 r_{table} was 0.403. Thus, at a significant level of 5% and 1%, it was known that r_{count} is higher than r_{table} , which meant that there was a significant relationship between the speaking interest and their public speaking skill. The correlation coefficient r_{xy} (0.80) which was positive coefficient ($r_{xy} > 0$) indicated that the direction of the relationship between the speaking interest and public speaking skill was positive. In other words, if the students have a higher level of speaking interest, their public speaking skill score will be higher too.

The correlation coefficient r_{xy} (0.80) lied between 0.800 - 1.00 which indicated a very high level of the degree of closeness of relationship. In other words, the level of closeness of the speaking interest and public speaking skill was very high. This finding indicated that there was a very high positive significant correlation between the students' speaking interest and their public speaking skill.

The third hypothesis that needed to be proven was that "there is a positive relationship between the mastery of diction (X_1), speaking interest (X_2) and public speaking skill (Y) of the students of SMK Swadhipa 2 Natar, South Lampung". From the result of calculation, it was known that the multiple correlation coefficient (R) of the mastery of diction (X_1) and speaking interest (X_2) with public speaking skill (Y) was 0.92 and the F value from the calculation was 96.99. F_{table} for $\alpha 0.05$ was 3.24. Therefore, it was known that F_{count} was higher than F_{table} ($F_{count} > F_{table}$) which meant that Y was not independent of X_1 and X_2 . This finding indicated that there was a positive significant correlation between the mastery of diction and speaking interest with public speaking skill.

Discussion

The results show that, firstly, there is a positive relationship with a very high level of closeness between the mastery of diction and public speaking skill of the Vocational High School students.

The mastery of diction is the basic aspect that makes public speaking activities possible. Without maximum mastery of diction, the students will find obstacles in public speaking. The public speaking which is delivered by the student will not be varied and interesting if the student does not have a rich diction of Indonesian language. Therefore, the mastery in using diction through meaning relations such as some knowledge of the meaning changes, expansion of meaning, narrowing of meaning, and meaning of words itself, need more intensive attention from both the teacher and the students.

The mastery of diction is about someone's vocabulary repertoire. The benefit of having this mastery can be used in language activities, such as

listening, reading, writing, and speaking skills. Good diction mastery also determines the quality of communication that the students have. In relation to public speaking skill, of course, the adequate diction will be very helpful for the students to have public speaking skill. It is in line with the statement of Sumantri (2002: 43) stating that the ability to decide the use of a certain word in a speech could be an added value for the public speaker. Therefore, it is necessary to make efforts to improve the students' mastery of diction in order to improve their skills in public speaking. It must be stressed that the mastery of diction is one of the determinants of students' success in public speaking skill.

Secondly, the results show that there is a positive relationship with a very high level of closeness between the speaking interest and public speaking skill of the Vocational High School students.

Speaking interest is proven to be the basic aspect in public speaking activities. Without having speaking interest, the students will find some difficulties in doing public speaking. Not only public speaking skill, the speaking interest can be useful for improving other language skills and performance too such as general speaking, listening, reading or writing skills. Having a good level of speaking interest also determines the quality of communication that individuals can have. As a metacognitive aspect, the interest in acquiring a language is very necessary for the students to build their skill in using a language. In relation to public speaking skills, having high interest in speaking will help the students to always have a willingness to practise public speaking activities for sure.

Therefore, it is necessary to make efforts to improve the students' speaking interest by providing the students a good experience in the language learning process. It is needed in order to improve the students' skills in speaking both for general and for public speaking. It must be stressed that the speaking interest is one of the determinants of students' success in public speaking skill.

Thirdly, it is proven that there is a significant correlation between the mastery of diction, speaking interest and public speaking skill. Based on the results of the study, it shows that there is a positive relationship with a very high level of closeness in the mastery of diction and speaking interest with public speaking skill. The results also show that the multiple contribution of the mastery of diction and speaking interest is greater than the single contribution.

Based on the data from the research, it is known that students still need high effort or motivation from the teacher, in order to have better mastery of diction and speaking interest. The findings also show that it is necessary to make serious efforts from both the teacher and student sides to improve the

students' public speaking skill. These efforts can be made through increasing the mastery of diction and improving the level of speaking interest of the students. To conclude, it must be stressed again that the mastery of diction and speaking interest become the determinants of students' success in having good public speaking skill.

CONCLUSIONS

Based on the results of the data analysis that has been discussed previously, it can be concluded that the students' public speaking skill is positively related to the mastery of diction and speaking interest of Vocational High School students. The results of the first analysis test prove that there is a significant positive relationship between the mastery of diction and public speaking skill. The result of the second analysis test is that there is a significant relationship between speaking interest and public speaking skill. Moreover, the result of the third analysis test is that there is a significant relationship between mastery of diction and speaking interest with the public speaking skill of the Vocational High School students. This illustrates that these variables have a positive relationship with each other. In other words, if students' mastery of diction is high, then students' public speaking skills are also high, and if students' interest in speaking is high, then students' public speaking skills are also high. In addition, if students have a high mastery of diction as well as a high speaking interest, then the students' public speaking skills could also be high.

REFERENCES

- Apriyanti, E. ., Sutiyono, A. ., Rohana, R., & Wiratno, P. . (2018). The Corelation of Reading Interest and Diction Mastering with Quick Reading Skills . *IJLHE: International Journal of Language, Humanities, and Education*, 1(1), 67–78.
- Chaer, Abdul. (2003). *Tata Bahasa Praktis Bahasa Indonesia*. Jakarta: Rineka Cipta.
- Keraf, Gorys. (2007). *Diksi dan Gaya*. Jakarta: PT. Gramedia.
- Maximilian, Aksendro. (2020). Translation Ability, Reading Habit, and Reading Skill in Vocational School Students in Indonesia: A Correlation. *JETA: Journal of English Teaching and Applied Linguistic*. Vol. 1, No. 1, 19-27.
- Parera, J. Daniel. (2004). *Diksi dan Pengajaran Bahasa Indonesia dan Sastra Indonesia*. Jakarta: Erlangga.
- Sari, M. ., Jaya, W. S. ., Supriyono, S., & Angraini, N. . (2019). The Correlation between Diction Mastery and Carefulness with Students' Writing Ability. *IJLHE: International Journal of Language, Humanities, and Education*, 2(2), 17–24.
- Sudarsono. (2003). *Tentang Sistem Pendidikan Nasional*. Jakarta: Rineka Cipta.
- Sumantri, Maman. (2002). *Teknik Penyusunan Pidato atau Sambutan*. Surabaya: Usaha Nasional.