



## The Relationship between Vocabulary Mastery and Speaking' Interest on Speech Skills in Class VII Students of SMPN 4 Bandar Lampung

**Herlisa**

STKIP PGRI Bandar Lampung

herlisaherlisa@gmail.com

**Abstract:** This research aimed to identify the understanding of the relationship of speaking interest and vocabulary in speech skill in the VII SMPN 4 Bandar Lampung. To reach the goal above, the writer used the method of correlations it meant the data is collected after all happenings arrived directly. The instruments that used in talking research data is questioner and test. Analyze technique of research data consist of analyze qualification experiment, statistic analyze and experiment technique of research hypothesis. Based on the result of research, can be concluded that: (1) there is positive relationship and significant between speaking interst and speech skill with the correlation coefficient about 0,756 and determination coefficient is  $(R^2) = (0,756)^2 = 0,572$  or 57,2%; (2) there is positive relationship and significant between mastering vocabulary and speech skill with the correlation coefficient about 0,744 and determinations coefficient is  $(R^2) = (0,744)^2 = 0,554$  or 55,4%; (3) there is positive relationship and significant between speaking interst and vocabulary with the speech skill by correlation coefficient is  $0,840 > r_{table} = 0,244$  and determination coefficient is  $(r^2) = 0,840^2$  or 70,5%.

**Keywords:** speaking, speech, vocabulary.

### INTRODUCTION

There are four kinds of language skills, namely listening skills, speaking skills, reading skills, and writing skills. Listening skills and reading skills are both receptive and speaking skills and writing skills are both productive, that is, they are productive. The four skills each have linguistic and literary aspects. Language is a communication tool used to convey messages or information. Messages are conveyed either orally or in writing. Without language, life will have no color, no variety, and no difference (Widharyanto, 2017).

Language is an aspect that plays a very important role in society. Language is a means of communication between one person and another. With language we can interact with other people. the language we use must be

understood by others so that good communication will occur. A person's language reflects his thoughts, the more skilled a person is in speaking, the brighter and clearer his thoughts will be. Thus it is very clear that if someone has a good level of mastery of the language, then he will easily carry out communication activities with other people, and his communication activities can run smoothly (Hidayah, 2015).

A person's vocabulary is defined as all the words that are likely to be used by that person to construct new sentences. The wealth of a person's vocabulary is generally considered to be a reflection of his intelligence or level of education. Mastery of one's vocabulary is generally considered an important part, both of the process of learning a language that has been mastered. Students who have high vocabulary mastery are reflected in how students understand the word and are able to apply it in the context of sentences. Mastery of this word can include vocabulary related to concrete and abstract words, standard and non-standard words, general words and special words, popular words and studies, and original words and absorption vocabulary. By mastering the vocabulary, it is possible for students to be able to use language more effectively (Rahmawati, 2014).

There are two forms of communication, namely direct communication and indirect communication. Direct communication includes discussions, speeches and many others. Indirect communication includes writing letters, composing/writing, and others. All of these communication activities require language as the main and most important medium. Therefore, in order to do all of that, students' language skills must be improved. If students have a high interest in speaking Indonesian, then students' creativity can develop appropriately. Speech learning will be more effective and efficient. Learning will develop and run according to the expectations of teachers and students. In the end, the achievement of learning Indonesian will be better, including the achievement of making speeches in Indonesian (Arisnawati, 2018).

Students in mastering speech skills are still not optimal in understanding vocabulary mastery. Vocabulary mastery is very important because vocabulary is a useful tool for expressing and conveying one's message through words orally to others so that it can be understood as intended or the reader's thoughts. Without good vocabulary mastery, someone will experience difficulties in speaking, including when they want to make a speech. Factors that come from outside the student's self such as the teacher's ability to manage the class using relevant learning methods. Various learning methods that can be used by teachers can be adapted to the remaining situations and conditions. In addition, the learning method used by the teacher should be adjusted to the character of the material. What is important for the teacher to pay attention to is how the teacher is able to carry out learning with

active, creative, effective and fun learning. In addition, innovation is needed in learning that is adapted to the character of the material, situations and learning conditions (Firmadani, 2017).

One of the factors from within the student that influences the success of students in making speeches is vocabulary mastery. Students who have a high vocabulary in speaking, especially in Indonesian, will directly or indirectly influence the quantity and quality of the learning process. Students who have a high interest in speaking are certainly in the process of learning speaking skills better than students who do not have an interest in speaking in the Indonesian language subject.

Various skills are taught by teachers in schools, including listening, speaking, reading and writing skills. The speaking skills taught in class VII SMPN 4 Bandar Lampung include speech skills. Speech skills are a form of expressive skill, namely conveying ideas or ideas to others orally. A quality learning process caused by a high interest in reading Indonesian language readings certainly has an impact on the achievement of learning objectives. Classes that have a high interest in speaking Indonesian reading will help create a conducive learning atmosphere. The steps and learning scenarios prepared by the teacher can be carried out properly. Barriers to success can be removed by active and fun learning. In the end, students' speaking skills will also increase (Muftianti, 2018).

Given that speaking skills are abilities that must be mastered by students, these abilities should receive special attention from the teacher. Vocabulary mastery is one of the factors that influence students' speech skills. Therefore, students' vocabulary mastery must also be considered so that these students are able to express their ideas and ideas to others so that the message to be conveyed can be well received by listeners. The information provided by the VII teacher of SMPN 4 Bandar Lampung shows that class VII students generally have difficulties in learning to make speeches. In general, students have not made good speeches according to the criteria for good speeches.

Students as learning subjects determine the success of learning Indonesian in schools. Students need conducive learning situations and conditions so that they can achieve learning objectives properly. The teacher's learning design that is appropriate to the background and needs of the child greatly determines the quality of the process and learning outcomes. The lack of success in teaching speech at SMPN 4 Bandar Lampung is possible because students do not have sufficient interest in speaking or students' interest in speaking is still low. The lack of success in learning to speak in elementary school is also possible because students have low vocabulary mastery. Students' interest in speaking and vocabulary mastery affect speech skills. In

other words, students' speech skills will be high if their interest in speaking and their vocabulary mastery are also high.

The need for effective and innovative learning really helps students and achieves the learning objectives to be achieved. Effective and innovative learning can be interpreted as a new effort in learning, by using various learning models, facilities, and an atmosphere that supports the creation of learning objectives. Based on the description above, the writer is interested in researching "The Relationship between Vocabulary Mastery and Speaking' Interest on Speech Skills in Class VII Students of SMPN 4 Bandar Lampung.

## **METHOD**

This research uses descriptive quantitative research, namely research that emphasizes theory testing through measuring research variables with numbers and conducting data analysis with statistical procedures. Research that uses a deductive approach that aims to test hypotheses is research that uses quantitative research. This is a correlational method, but there are experts who say it is an ex-post facto method. Sukardi (2009) said that "correlational research aims to determine the relationship of a variable with other variables. So, correlational research is research that aims to determine whether there is an association between variables and make predictions based on the correlation between variables. If the relationship between variables is high enough, the nature of the relationship is likely to be causal. In this type of research, researchers try to connect a variable with other variables to understand a phenomenon by determining the level or degree of relationship between these variables. the level of the relationship is indicated by the value of the correlation coefficient which serves as a tool to compare the variability of measurement results for these variables. knowledge about the level of the relationship is expected to add to the understanding of the factors in the complex characteristics of a phenomenon.

Population is the subject of research. The research in this research was class VII students of SMPN 4 Bandar. The population is 429 students, which are divided into 9 classes. For this study, students were VII students of SMPN 4 Bandar Lampung. In determining the number of samples needed to be guided by the opinion of Arikunto (2006: 134) states that if the subject is less than 100 people. It is better if all subjects are taken so that the research is a population study. If the number of subjects is greater, 10-15%, 20-25% or more of the total population is taken. Because the total population in this study was more than 100 people, the sample size was set at 15%. So the number of samples of class VII students of SMPN 4 Bandar Lampung is  $426 \text{ students} \times 15\% = 64 \text{ people}$ . The sampling system uses random sampling or simple random sampling.

Data collection techniques used are questionnaires and tests. In order to get the correct research data, the research uses data collection steps in accordance with the correct procedures. Data collection is carried out using instruments that have been tested for validity and reliability. The data collection step begins with giving a research questionnaire about interest in speaking class VII SMPN 4 Bandar Lampung to obtain data on students' interest in speaking. After obtaining data on students' interest in speaking, data was collected on vocabulary mastery using a multiple-choice test for class VII students of SMPN 4 Bandar Lampung. Furthermore, the data collection step ended by collecting data on speech skills by conducting performance tests for class VII students of SMPN 4 Bandar Lampung. The data that has been collected will be processed using the help of a statistical processing program contained in the Statistical Package for Social System (SPSS) Program. This study used three research instruments, the instrument used was the speaking interest instrument which used a research questionnaire given to all students who were used as research samples. The vocabulary mastery instrument for class VII students of SMPN 4 Bandar Lampung uses multiple choice test questions as an instrument. These multiple choice test questions were given to students by students who had been sampled directly without being represented. To measure speech skills, you must use an oral practice test of speech.

## **RESULT AND DISCUSSION**

### **RESULTS**

The first hypothesis states that there is a significant relationship between mastery of interest in speaking (X2) and speech skills (Y). to determine the level of closeness of the relationship between interest in speaking is a correlation test. The test is used to determine the level of closeness of the relationship between variables so that they complement each other and clarify the findings to be concluded. This correlation analysis was conducted to determine the strength of the relationship between the predictor variable and the response variable. The strength of the relationship between interest in speaking (X1) and speaking skills (Y) is shown by the correlation coefficient  $r = 0.674$ . The significance test of the correlation coefficient is listed in the following table.

**Table 1. Simple Correlation Coefficient Significance Test between X1 and Y**

<b>Correlation</b>	<b>Correlation coefficient</b>	<b>Coefficient Determination</b>	<b>Significance</b>
X1 and Y	0,756	0,572	0,000

The significant correlation coefficient test results show that the null hypothesis is rejected because  $r_{\text{count}} = 0.756 > r_{\text{table}} = 0.244$ . It can be concluded that the correlation coefficient between interest in speaking with speech skills of 0.756 is significant. Thus, there is a positive relationship between interest in speaking (X2) and speech skills (Y). It can be said that the higher the interest in speaking, the higher the students' speech ability. The coefficient of determination is  $(R^2) = (0.756)^2 = 0.572$  or 57.2%. This means that the contribution of interest in speaking (X2) is 57.2% of speech skills (Y). meaning, these speaking skills can be improved through increasing students' interest in speaking because they have a contribution of 57.2%.

After a simple correlation analysis is performed, the next test is regression analysis. The relationship between mastery of interest in speaking with speech skills is shown by the regression equation  $\hat{Y} = 20.499 + 0.749X_1$ . The significance test of the linearity of the regression equation is listed in table 2 below.

**Table 2. Regression Significance Test  $\hat{Y}$  on  $X_2$**

Source of Variation	Dk	JK	RJK
Regression (a)	1	2625,338	2625,338
Remainder	62	1968,099	31,744
Total	63	4593,437	-

By looking at the results obtained, the regression equation  $\hat{Y} = 20.499 + 0.749X_1$  shows that every one increase in the speaking interest score will lead to an increase in the speech skill score of 0.749 at a constant of 20.499. Aspects of interest in speaking that contribute to speech skills include students' attention to speech activities, use of time, feelings, pleasure, encouragement, and suitability of material objects. This shows that to be able to have high speech skills must have aspects of high interest in speaking, namely students' attention to speaking activities, use of time, feelings of pleasure, encouragement, and suitability of material objects.

While aspects of speech skills that can be improved through increasing interest in speaking include speech elements, namely (1) speech words (opening greetings, thanksgiving to God; and thanks), (2) speech content (purpose of the event). ; and talks related to the specified theme), and (3) closing words of speech (hope after the implementation of the event; thanks to all participants). If students' interest in speaking is high, students' speech skills can also increase because students will have more desire, passion, and clear goals in making speeches. In the end, students' speaking skills improve.

### **Relationship between Vocabulary Mastery and Speech Skills**

The second hypothesis states that there is a significant relationship between vocabulary mastery (X1) and speech skills (Y). to determine the level of closeness of the relationship between vocabulary mastery is a correlation test. The test is used to determine the level of closeness of the relationship between variables so that they complement each other and clarify the findings to be concluded.

This correlation analysis was conducted to determine the strength of the relationship between the predictor variable and the response variable. The strength of the relationship between vocabulary mastery (X1) and speech skills (Y) is shown by the correlation coefficient  $r = 0.744$ . The significance test of the correlation coefficient is listed in the following table.

**Table 3. Simple Correlation Coefficient Significance Test between X1 and Y**

Correlation	Correlation coefficient	Coefficient Determination	Significance
X1 and Y	0,744	0,554	0,000

Multiple regression statistical tests were used to determine the overall effect of the independent variables on the dependent variable, and to test the significance of the coefficient of determination as a whole was tested with the F test, while to test the significance of the coefficient of determination of each independent variable by partial t-test. The results of the correlation coefficient significant test indicated that the null hypothesis was rejected because  $r_{count} = 0.744 > r_{table} = 0.244$ . It can be concluded that the correlation coefficient between vocabulary mastery and speech skills of 0.744 is significant. Thus, there is a positive relationship between vocabulary mastery (X1) and speech skills (Y). It can be said that the higher the vocabulary mastery, the higher the students' speech skills.

The coefficient of determination is  $(R^2) = (0.744)^2 = 0.554$  or 55.4%. This means that the contribution of vocabulary mastery (X1) is 55.4% to speech skills (Y). That is, these speech skills can be improved through increased vocabulary mastery in students because it has a contribution of 55.5%. After a simple correlation analysis is performed, the next test is regression analysis. The relationship between vocabulary mastery and speech skills is shown by the regression equation  $\hat{Y} = 34.842 + 0.565X_2$ . The significance test of the linearity of the regression equation is listed in table 4.14 below.

**Table 4. Regression Significance Test Y on X1**

Source of Variation	Dk	JK	RJK
Regression (a)	1	2543,602	2543,602
Remainder	62	2049,836	33,062

Total	63	4593,437	-
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By looking at the results obtained, the regression equation  $\hat{Y} = 34.842 + 0.565X_2$  shows that every one increase in the vocabulary mastery score will lead to an increase in the speech skill score of 0.565 at a constant of 34.842. Aspects of vocabulary mastery that contribute to speech skills include (1) concrete and abstract words, (2) standard and non-standard words, (3) general and special words, (4) popular and study words, and (5) original words and absorption vocabulary. This shows that in order to have high speech skills one must have high vocabulary mastery aspects, namely concrete and abstract word mastery, standard and non-standard word mastery, general and special word mastery, popular and study word mastery, and mastery of native words and borrowed vocabulary.

Aspects of speech skills that can be improved through increasing interest in speaking include the elements of speech, namely (1) the words of the speech (greetings, thanksgiving to God; and thanks), (2) the content of the speech (purpose of the event; and talks related to the specified theme), and (3) closing remarks (hope after the implementation of the event; thanks to all participants). High vocabulary mastery, students' speech skills can also increase because students will easily express ideas smoothly by mastering concrete and abstract words, standard and non-standard words, general and special words, popular and popular words. study, and mastery of native words and borrowed vocabulary. With high vocabulary mastery, the speech will run smoothly which in the end students' speech skills will increase.

### **Relationship between Vocabulary Mastery and Interest in Speaking with Speech Skills**

The third hypothesis states that there is a significant relationship between interest in speaking ( $X_2$ ) and vocabulary mastery ( $X_1$ ) with speech skills ( $Y$ ). to determine the level of closeness of the relationship between interest in speaking and vocabulary mastery is a correlation test. The test is used to determine the level of closeness of the relationship between variables so that they complement each other and clarify the findings to be concluded. This correlation analysis was conducted to determine the strength of the relationship between the predictor variable and the response variable. The strength of the relationship between interest in speaking ( $X_2$ ) and vocabulary mastery ( $X_1$ ) with speech skills ( $Y$ ) is shown by the correlation coefficient  $r = 0.840$ . The significance test of the correlation coefficient is listed in the following table.

**Table 5. Significance Test of Multiple Correlation Coefficients Between  $X_1$ ,  $X_2$  and  $Y$**



Correlation	Correlation Coefficient	Determination Coefficient	Significance
X <sub>1</sub> , X <sub>2</sub> and Y	0,840	0,705	0,000

The results of the data processing test in the table above show that the regression Fcount is 0.804 which is greater than the Ftable value of 0.244. The results obtained show that the null hypothesis is rejected. Thus the regression equation model  $Y = X_1 0,804 + X_2 0,244$  is statistically significant (significant) because  $F_{count} > F_{table}$ . The coefficient of determination is  $(R^2) = (0.804)^2 = 0.705$  or 70.5%. This means that the contribution of interest in speaking and vocabulary mastery is 70.5% of speech skills (Y). This shows that other factors affecting the speech skills (Y) of class VII students of SMP Negeri 4 Bandar Lampung are 29.5%.

After the multiple correlation analysis is done, the next test is regression analysis. The relationship between interest in speaking and vocabulary mastery with speech skills is shown by the regression equation  $\hat{Y} = 15.490 + 0.480X_1 + 0.345X_2$ . The significance test of the linearity of the regression equation is listed in table 4.15 below.

**Table 6. Regression Significance Test  $\hat{Y}$  for X<sub>1</sub> and X<sub>2</sub>**

Source of Variation	Dk	JK	RJK	Source of Variation
Regression (a)	2	3238,025	1619,012	-
Remainder	61	3355,413	22,220	0,000
Total	63	4593,437	-	

By looking at the results obtained, the regression equation  $\hat{Y} = 15.490 + 0.480X_1 + 0.345X_2$  shows that every one increase in the score of speaking interest and vocabulary mastery will lead to an increase in the speech skill score of 0.825 at a constant of 15.490. The results of this study indicated that students' speaking skills would increase their interest in speaking and their vocabulary mastery would be high. The elements of interest in speaking include students' attention to speaking activities, use of time, feelings of pleasure, encouragement, and suitability of material objects.

Aspects of vocabulary mastery that contribute to speech skills include (1) concrete and abstract words, (2) standard and non-standard words, (3) general and special words, (4) popular and study words, and (5) original words and absorption vocabulary. This shows that in order to have high speech skills one must have high vocabulary mastery aspects, namely concrete and abstract word mastery, standard and non-standard word mastery, general and special word mastery, popular and study word mastery, and mastery of native words and borrowed vocabulary.

This shows that in order to have high speech skills one must have aspects of interest in speaking and high vocabulary mastery. If students have

low interest in speaking and low vocabulary mastery, students' speech skills will also be low. Factors that play a very important role are the psychological elements of students and vocabulary mastery as linguistic elements. While aspects of speech skills that can be improved through increasing interest in speaking include speech elements, namely (1) speech words (opening greetings, thanksgiving to God; and thanks), (2) speech content (purpose of the event). ; and talks related to the specified theme), and (3) closing words of speech (hope after the implementation of the event; thanks to all participants). If interest in speaking and vocabulary mastery is high, students' speech skills can also improve because students will easily express ideas fluently in speech and have mastered mastery of concrete and abstract words, mastery of standard and non-standard words, mastery of common words and specifically, mastery of popular words and studies, and mastery of original words and borrowed vocabulary. With interest in speaking and high vocabulary mastery, speeches will run smoothly which in the end students' speech skills will improve.

## **DISCUSSION**

Based on the research results show that all the hypotheses in the research are proven. The data in the research support the statement on the research hypothesis. The first hypothesis states that there is a significant relationship between vocabulary mastery and the speech skills of class VII students of SMP Negeri 4 Bandar Lampung. The second hypothesis states that there is a significant relationship between interest in speaking and the speech skills of class VII students of SMP Negeri 4 Bandar Lampung, while the third hypothesis states that there is a significant relationship between interest in speaking and vocabulary mastery with the speech skills of class VII students of junior high school. Negeri 4 Bandar Lampung.

Based on the calculation results of hypothesis testing, the first, second, and third hypotheses were all significant. This means that this research has succeeded in showing the relationship between interest in speaking (X2) and speech skills (Y), vocabulary mastery (X1) and speech skills (Y). In addition, this study has also proven that interest in speaking (X2) and vocabulary mastery (X1) have a very positive relationship with speech skills (Y). the clarity of the relationship between the independent variable and the dependent variable can be briefly described as follows.

### **Relationship between Interest in Speaking and Speech Skills**

The research data shows that there is a close relationship between interest in speaking and speech skills,  $r$  count = 0.756 at the level of  $\alpha = 0.05$   $r$  table = 0.244. This answers the first hypothesis, namely that there is a

significant relationship between interest in speaking and the speech skills of class VII students of SMP Negeri 4 Bandar Lampung. This statement is based on the results of calculations that  $r$  count is greater than  $r$  table. This also means that interest in speaking makes a real contribution to the speech skills of class VII students of SMP Negeri 4 Bandar Lampung. The value of the correlation coefficient obtained at 0.756 is very significant. The data shows the strength of a positive relationship between interest in speaking ( $X_2$ ) and speech skills ( $Y$ ). It can be said that the higher the interest in speaking, the higher the students' speech skills.

The coefficient of determination is  $(R^2) = (0.756)^2 = 0.572$  or 57.2%. This finding proves the contribution of interest in speaking to vocabulary mastery of 57.2%. It can also be explained through the regression equation  $\tilde{Y} = 20.499 + 0.749X_1$ . Thus, the regression equation model  $\tilde{Y} = 20.499 + 0.749X_1$  is statistically significant (significant). By looking at the results obtained, the regression equation  $\tilde{Y} = 20.499 + 0.749X_1$  shows that every one increase in the interest in speaking score will lead to an increase in the speech skill score of 0.749 at a constant of 20.499. Based on this, the null hypothesis ( $H_0$ ) is rejected and it is accepted ( $H_1$ ), which means that there is a positive and significant relationship between interest in speaking and speech skills. Reject the null hypothesis ( $H_0$ ) if  $r$  count  $> 0$  ( $r$  table), meaning that there is no relationship between interest in speaking and speech skills. Conversely, accept hypothesis 1 ( $H_1$ ) if  $r$  count  $> 0$  ( $r$  table), meaning that there is a relationship between interest in speaking and speech skills.

Thus, the higher the students' interest in speaking, the tendency for their speech skills to increase. This is also in line with interview data with several students and several teachers regarding the causes of students' lack of enthusiasm in learning to make speeches; The reason is that students lack the interest and habit of speaking in public. The causes of these authors can conclude as follows. (1) The interest and interest of students in carrying out speaking activities is still lacking so that students' awareness of carrying out these speaking activities needs to be developed again. This can be seen from their activities when given assignments or homework to hone their speaking skills. Generally, students pay less attention to the teacher's assignment. (2) Teachers still give less praise to students who excel and are more likely to give punishment. (3) The spirit of competition or competition among students is still lacking. (4) The teacher lacks or does not give points (scores) on the assignments given to students so that they do not provide stimulation to do better learning.

The data above indicate that interest will grow and develop in a person if using methods or forms in the form of giving numbers for each activity carried out by students. In addition, the gift giving factor is also needed. By

being given a gift, a child will be more enthusiastic in learning. The gift can be in the form of praise or in the form of material. The competition factor needs to be grown within the class or between classes and even between schools at the regional, regional, national and international levels.

These data indicate that this research is in line with the opinion of Sudarsono (2013: 28) stating that interest is an attitude of interest or fully involved with an activity because it realizes the importance and value of this activity. that attitude grows and develops as happens in other mental and emotional behavior patterns. Attitudes affect an individual's experience and originate from an urge or impulse in the heart. Thus, the conclusion that can be drawn from the results of this study is that interest in speaking is an important variable that needs attention in order to improve the speech skills of class VII students of SMP Negeri 4 Bandar. Speech skills will be able to increase if students have a high interest in speaking.

### **Relationship between Vocabulary Mastery and Speech Skills**

The research data shows that there is a close relationship between vocabulary mastery and speech skills,  $r_{\text{count}} = 0.744$  at the level of  $\alpha = 0.05$   $r_{\text{table}} = 0.244$ . This answers the second hypothesis, namely that there is a significant relationship between vocabulary mastery and the speech skills of class VII students of SMP Negeri 4 Bandar Lampung. This statement is based on the results of calculations that  $r_{\text{count}}$  is greater than  $r_{\text{table}}$ . This also means that vocabulary mastery makes a real contribution to the speech skills of class VII students of SMP Negeri 4 Bandar Lampung.

The value of the correlation coefficient obtained at 0.744 is very significant. The data shows the strength of a positive relationship between vocabulary mastery (X1) and speech skills (Y). It can be said that the higher the vocabulary mastery, the higher the students' speech skills. The coefficient of determination is  $(R^2) = (0.744)^2 = 0.554$  or 55.4%. This finding proves that the contribution of vocabulary mastery to speech skills is 55.4%. It can also be explained through the regression equation  $\hat{Y} = 5.513 + 0.565X_2$ . Thus, the regression equation model  $\hat{Y} = 5.513 + 0.565X_2$  is statistically significant (significant).

By looking at the results obtained, the regression equation  $\hat{Y} = 34.842 + 0.565X_2$  shows that every one increase in the vocabulary mastery score will lead to an increase in the speech skill score of 0.565 at a constant of 34.842. Based on this, reject the null hypothesis ( $H_0$ ) and accept ( $H_1$ ), which means that there is a positive and significant relationship between vocabulary mastery and speech skills. Reject the null hypothesis ( $H_0$ ) if  $r_{\text{count}} = 0$  ( $r_{\text{table}}$ ), meaning that there is no relationship between interest in speaking and speech skills. Conversely, accept hypothesis 1 ( $H_1$ ) if  $r_{\text{count}} > 0$  ( $r_{\text{table}}$ ), it

means that there is a relationship between vocabulary mastery and speech skills.

Thus, the higher the students' vocabulary mastery, the tendency for their speaking skills to increase. This is also in line with interview data with several students and several teachers regarding the causes of students' lack of enthusiasm in learning to make speeches; The reason is that students lack vocabulary mastery. The causes of these authors can conclude as follows. (1) students' speech skills are lacking because students' vocabulary mastery is also lacking; (2) students lack practice in speaking because they are not used to using vocabulary; (3) in the implementation of learning, the teacher pays little attention to individual differences. Learning success must also pay attention to individual differences. It is natural that the students faced by teachers have differences in terms of thinking maturity, language skills, and level of intelligence.

The data above indicate that interest will grow and develop in a person if using methods or forms in the form of giving numbers for each activity carried out by students. In addition, the gift giving factor is also needed. By being given a gift, a child will be more enthusiastic in learning. The gift can be in the form of praise or in the form of material. The competition factor needs to be grown within the class or between classes and even between schools at the regional, regional, national and international levels. In addition, students also need to grow their self-awareness to understand vocabulary mastery and speech by being given educational advice, both from teachers and from parents. Teachers also need to provide opportunities or opportunities for all students to be able to achieve better. Not only high achieving students are considered, but also less achieving students. This thorough and integral attention will have an impact on a more active and responsive learning process.

These data indicate that this research is in line with the opinion of Soedjito (2003) which states that students who have mastery of vocabulary will be able to apply it in speaking and other writings. With high vocabulary mastery, students are able to make speeches well. Speech results will be higher if students have good vocabulary mastery. This shows that speech skills will be better if students master vocabulary well. In other words, if vocabulary mastery is high, students' speech skills will be better.

Thus, the conclusion that can be drawn from the results of this study is that vocabulary mastery is an important variable that needs attention in order to improve the speech skills of class VII students of SMP Negeri 4 Bandar Lampung.

### Relationship between Interest in Speaking and Vocabulary Mastery with Speech Skills

The research data shows that between interest in speaking and vocabulary mastery with speech skills there is a close relationship,  $r_{count} = 0.804$  at the level of  $\alpha = 0.05$   $r_{table} = 0.244$ . This answers the third hypothesis, namely that there is a significant relationship between interest in speaking and vocabulary mastery with the speech skills of class VII students of SMP Negeri 4 Bandar Lampung. This statement is based on the results of calculations that  $r_{count}$  is greater than  $r_{table}$ . This also means that interest in speaking and mastery of vocabulary make a real contribution to the speech skills of class VII students of SMP Negeri 4 Bandar Lampung.

The value of the correlation coefficient obtained at 0.804 is very significant. The data shows the strength of the positive relationship between interest in speaking (X2) and between vocabulary mastery (X1) and speech skills (Y). It can be said that the higher the interest in speaking and vocabulary mastery, the higher the students' speech skills. The coefficient of determination is  $(R^2) = (0.804)^2 = 0.705$  or 70.5%. This finding proves that the contribution of interest in speaking and vocabulary mastery to speech skills is 70.5%. It can also be explained through the regression equation  $\hat{Y} = 15.490 + 0.480X_1 + 0.345X_2$ . Thus, the regression equation model  $\hat{Y} = 15.490 + 0.480X_1 + 0.345X_2$  is statistically significant (significant).

By looking at the results obtained, the regression equation  $\hat{Y} = 15.490 + 0.480X_1 + 0.345X_2$ , shows that every one increase in the score of interest in speaking and vocabulary mastery will lead to an increase in the speech skill score of 0.825 at a constant of 15.490. Based on the results of the research data analysis, it turns out that the interrelationships of the research elements have different levels of closeness as reflected in the following table.

**Table 7. Order of Closeness of Research Variable Relationships**

No	Highest Correlation	Keeratan Terbaik Kedua	Keeratan Terendah
1	X1, X2 and Y	X1 and Y	X2 and Y
2	Correlation is 0,840	Correlation is 0,756	Correlation is 0,744
3	Contributin is 70,5%	Contributin is 57,2%	Contributin is 55,4%

From table 7 it shows that the simple correlation test between interest in speaking and vocabulary mastery with speech skills has the highest closeness relationship, namely  $r = 0.840$  or 70.5%. The closeness of the relationship that occupies the second position, namely the relationship between interest in speaking and speech skills is 0.756 or 57.2%. The relationship between vocabulary mastery and speaking skills is in the third position with a closeness of 0.744 or 55.4%.

The conclusion that can be drawn from the results of this study is that interest in speaking and vocabulary mastery are important variables that need

attention in order to improve the speech skills of class VII students of SMP Negeri 4 Bandar Lampung specifically and junior high school students in general. If they have an interest in speaking, students will try to practice speaking so that students will have good speech skills.

Interest in speaking and mastery of vocabulary is an important part that must be owned and mastered by students in order to improve students' speech skills. Students' speech skills will be able to improve if students have an interest in speaking and have a high vocabulary mastery as well.

## **CONCLUSION**

Based on the research objectives, research results, and the discussion that has been described in the results and discussion, several things can be found as follows. There is a positive and significant relationship between vocabulary mastery and speech skills. This shows that if the interest in speaking is increased then the speaking skills will also increase. The results of the correlation coefficient significant test indicated that the research hypothesis was accepted because  $r_{\text{count}} = 0.756 > r_{\text{table}} = 0.244$ . The coefficient of determination is  $(r^2) = (0.756)^2 = 0.572$  or 57.2%.

Furthermore, there is a positive and significant relationship between speaking interest and speech skills. This shows that if the mastery of vocabulary is increased then the speaking skills will also increase. The results of the correlation coefficient significant test indicated that the research hypothesis was accepted because  $r_{\text{count}} = 0.744 > r_{\text{table}} = 0.244$ . The correlation coefficient between vocabulary mastery and speech skills is 0.744 which is significant. The coefficient of determination is  $(r^2) = (0.744)^2 = 0.554$  or 55.4%. This means that the contribution of vocabulary mastery ( $X_2$ ) is 55.4% to speech skills ( $Y$ ). This means that this speech skill can be improved through increasing vocabulary mastery in students because it has a contribution of 55.4%. Finally, there is a positive and significant relationship between interest in speaking and vocabulary mastery with speech skills. This shows that if interest in speaking and vocabulary mastery are increased then speech skills will also increase. The results of the correlation coefficient significant test indicated that the research hypothesis was accepted because  $R_{\text{count}} = 0.804 > R_{\text{table}} = 0.244$ . The correlation coefficient between interest in speaking and vocabulary mastery with speech skills is 0.804 which is significant.

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