

**THE INFLUENCE OF STUDENTS' VOCABULARY MASTERY TOWARDS
ENGLISH SPEAKING SKILL AT THE TENTH GRADE SCIENCE CLASS
OF MAN 2 PARIGI**



A SKRIPSI

*Submitted as Partial Fulfillment of the Requirements for the Attainment of the
Degree of Sarjana Pendidikan (S.Pd) in English Tadris Study Program, Tarbiyah
and Teacher Training Faculty, Datokarama State Islamic University Palu.*

By:

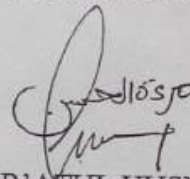
MAR'ATUL HUSNA
ID NUMBER: 18.1.16.000

**ENGLISH TADRIS STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
DATOKARAMA STATE ISLAMIC UNIVERSITY PALU
2022**

STATEMENT OF THE SKRIPSI AUTHENTICITY

I hereby declare that this skripsi entitled: "The Influence of Students' Vocabulary Mastery towards English Speaking Skill at the Tenth Grade Science Class of MAN 2 Parigi" has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this skripsi is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

Palu, August 22nd 2022 M
24 Muharram 1444 H



MAR'ATUL HUSNA
ID Number:18.1.16.0004

APPROVAL PAGE

A skripsi entitled: **“The Influence of Students’ Vocabulary Mastery towards English Speaking Skill at The Tenth Grade Science Class of MAN 2 Parigi”** written by **Mar’atul Husna**, ID Number: 18.1.16.0004, a student of English Tadris Study Program, Tarbiyah and Teacher Training Faculty, Datokarama State Islamic University Palu, after having thorough observation and careful correction, each supervisor decides that the skripsi has met all the requirements needed for examination.

Palu, August 22nd 2022 M
24 Muharram 1444 H

Approved by:

Supervisor I



Prof. H. Nurdin, S.Pd., M.Com., Ph.D
NIP. 19690301 199903 1 005

Supervisor II

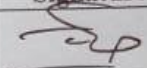
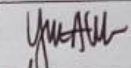





Afifah, S.Pd., M.Pd.
NIP. 1987121 2018012001

LEGALIZATION

A thesis by Mar'atul Husna, NIM. 18.1.16.0004 entitled "The Influence of Students' Vocabulary Mastery towards English Speaking Skill at the Tenth Grade Science Class of MAN 2 Parigi" which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 14th September 2022 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

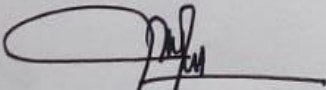
BOARD OF EXAMINERS

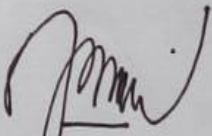
Position	Name	Signature
The Chairman	Hikmatur Rahmah, Lc., M.Ed.	
The Examiner I	Yuni Amelia, S.Pd., M.Pd.	
The Examiner II	Rasmi, S.Pd., M.Pd.	
The Supervisor I	Prof. H. Nurdin, S.Pd., S.Sos., Com, Ph.D	
The Supervisor II	Afifah, S.Pd., M.Pd.	

Approved by:

Faculty of Tarbiyah and Teacher Training
Dean,

English Tadris Study Program
Head,


Dr. H. Askar, M.Pd.
NIP. 19670521199303 1 005


Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196960215199203 1 013

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

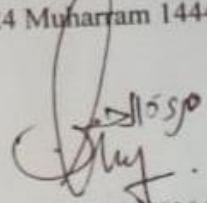
Alhamdulillahirobbil'amin. All praises be to Allah SWT, that the Almighty God for His blessing and help so the researcher could finish her skripsi. In the process of her study, she received support, advice, and assistance from many people. Therefore, the researcher would like to extend her gratitude to the honorable people as follows:

1. The researcher's parents, Muadzin and Supriyanti, for their love, support, prayers, understanding and everything that they have given to the researcher.
2. Prof. Dr. H. Sagaf Pettalongi, M.Pd., as the Rector of Datokarama State Islamic University Palu along with the elements of leadership, who have encouraged and have given policies to the researcher in the various ways.
3. Dr. H. Askar, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training, who has directed the researcher in the lecture process.
4. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D., as the Head of Study Program of English Tadris at UIN Datokarama Palu who has provided input for further skripsi improvement.
5. Prof. H. Nurdin, S.Pd., S.Sos., M.Com., Ph.D., as the first supervisor and Afifah S.Pd., M.Pd as the second supervisor of the researcher who have guided the researcher so that she could complete the writing of this skripsi.
6. Syamsul Bahri, S.Ag., as headmaster of MAN 2 Parigi for facilitating the researcher in collecting data.
7. Irma Harmain, S.Pd as the English teacher of the tenth grade science class for helping the researcher in doing the research.
8. The students of the tenth grade science class of MAN 2 Parigi for the participation during the research.

9. The researcher's beloved friends, Rahmawati, Syahira, Fadia Octaviani, Muh. Yusuf Surya, and Ahmat Wahyudi who always give their suggestions to the researcher for this skripsi improvement.
10. The researcher's friends in English Tadris study program at UIN Datokarama Palu for their friendship, kindness, and support.
11. All the people who helped the researcher finish her study that cannot be mentioned one by one.

Finally, the researcher hopes that Allah SWT give never ending reward to those who have given their help for the completion of this skripsi.

Palu, August 22nd 2022 M
24 Muharram 1444 H


MAR'ATUL HUSNA
NIM. 18.1.16.0004

LIST OF CONTENT

COVER	i
STATEMENT OF SKRIPSI AUTHENTICITY	ii
APPROVAL PAGE	iii
LEGALIZATION	iv
ACKNOWLEDGEMENT	v
LIST OF CONTENT	vii
LIST OF TABLES	ix
LIST OF APPENDICES	x
ABSTRACT	xi
CHAPTER I INTRODUCTION	
A. Background of the Research.....	1
B. Problem Statement.....	5
C. Objective and Significance of the Research	5
D. Outline of Content	6
CHAPTER II REVIEW OF LITERATURE	
A. Previous Studies.....	8
B. Theory and Concept	10
1. The Students' Vocabulary Mastery	10
a. Definition of Vocabulary.....	10
b. The Importance of Vocabulary.....	16
c. Definition of Vocabulary Mastery.....	17
2. Speaking Skill.....	19
a. Definition of Speaking	19
b. Types of Speaking	21
3. The Correlation between Vocabulary Mastery and Speaking Skill.....	21
C. Theoretical Framework	22

D. Hypothesis.....	23
CHAPTER III RESEARCH METHOD	
A. Research Approach and Design	23
B. Population and Sample.....	24
1. Population	24
2. Sample.....	25
C. Research Variable.....	26
1. Independent Variable.....	26
2. Dependent Variable.....	27
D. Operational Definition	27
E. Research Instruments	28
F. Technique of Data Collection	28
G. Technique of Data Analysis	30
CHAPTER IV FINDING AND DISCUSSION	
A. Finding.....	34
B. Discussion.....	48
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	50
B. Suggestion	50
REFERENCES	52
APPENDICES	

LIST OF TABLES

Table	Page
Table 1 Population	25
Table 2 Rubric for Assessing Speaking Performance	29
Table 3 Profile of MAN 2 Parigi in 2021-2022	34
Table 4 Sample oh research	35
Table 5 Students' Score in Vocabulary Mastery Test	37
Table 6 Students' Score in Speaking Test	38
Table 7 The Result of Validity Test	40
Table 8 Reliability Test	41
Table 9 The Result of Normality Test	43
Table 10 The Result of Linearity Test	45
Table 11 The Result of Regression Test	46
Table 12 Coefficient of Determination Test	47

LIST OF APPENDICES

- Appendix 1. Lembar Pengajuan Judul Skripsi
- Appendix 2. SK Pembimbing
- Appendix 3. Kartu Seminar Proposal
- Appendix 4. Buku Konsultasi Pembimbingan Skripsi
- Appendix 5. Undangan Seminar Proposal
- Appendix 6. Surat Izin Penelitian
- Appendix 7. Test of Vocabulary Mastery and Speaking Skill
- Appendix 8. Surat Keterangan Selesai Meneliti
- Appendix 9. R-table
- Appendix 10. T-table
- Appendix 11. Documentation
- Appendix 12. Curriculum Vitae

ABSTRACT

Name : Mar'atul Husna

NIM : 18.1.16.0004

Title : The Influence of Students' Vocabulary Mastery towards English Speaking Skill at the Tenth Grade Science Class of MAN 2 Parigi

This skripsi 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 linear 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 variables was able to explain 63.1% of the influence on dependent variables, 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 in English so that their speaking skill also improves.

Key words: influence, vocabulary mastery, speaking skill

CHAPTER I

INTRODUCTION

This chapter presents the basic information of this research. It emphasizes things that become the background of this research then this research is carried out. This chapter is divided into some headings such as the background of the research, problem statement, objective and significance of the research, and outline of content.

A. Background of the Research

English is widely used as a language of communication. One of the foreign languages that students in Indonesia learn is English, which is spoken all over the world. The students must be able to compete in today's increasingly competitive global environment. Communication in English is one of the skills that students need to have. It is a lingua franca in a variety of settings, including higher education settings, making it a key to success. Lingua franca is an intermediate language or an association language in a place where there are different language speakers.¹ For everyday communication, English is typically taught or studied as a first foreign language in Indonesian. People communicate primarily with foreigners who speak a different language through English. As a result, students' ability to communicate with foreigners depends on their proficiency in English.

Good English skill can help students speak well. Their communication skill improves, and they can convey ideas and emotions in a better way. Students can also develop the skill to refresh and read materials that are necessary to understand.

¹ Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge: Longman ELT, 2001), 155.

Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. As the students improve their English language skill, they experience social, spiritual, intellectual, emotional, and cultural growth.

International students in institutions of higher education in English-speaking countries make valuable educational and economic contributions. For these benefits to continue, universities must become more knowledgeable about the adjustment issues these students face and implement appropriate support services. This review identifies factors that influence the adjustment and academic achievement of international students. Adjustment challenges are primarily attributable to English language proficiency and culture. Achievement is affected by English proficiency, academic skills and educational background. Understanding international student adjustment issues has global implications for intercultural education. Successful support interventions are reviewed and implications for practice discussed. Students are asked to be able to present the ideas through speaking. However, the common problem is they are afraid to do mistakes, incorrect grammar, not confidence, incorrect pronunciation and so on. The important thing they should have first is vocabulary. If students have a lot of words, it is easier to express something in students' mind.

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. 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 is also a form of spoken language that is used to communicate ideas and feelings. Speaking is a kind of performance by someone and it is done by two people or more. It means that speaking is an oral interaction where the participant needs to negotiate their own ideas and feelings.² In conclusion, speaking is a way to express opinions or arguments about something and explain what happened in this life. Speaking is something that we need to express our need-request, information, services, etc.³

Speaking is communicating with other people, and by speaking, people can get information, and share knowledge with their ideas. Speaking is very important for people to exercise ability and understand ideas and how to spell words well. Therefore, speaking is an oral language that is used to communicate with each other, express opinions, and share experiences. That is why everyone needs to know how to speak correctly, because that can make it easy to communicate with people from other countries. As everybody knows that many foreigners come to Indonesia and that can help Indonesian people communicate with them if we know how to speak well.

Speaking English is related with vocabulary mastery of students to make good conversation by some words that contain appropriacy, fluency and other

² David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 221.

³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Longman, 2003), 231.

elements of speaking skill. The aspects are pronunciation, fluency, vocabulary and accuracy.⁴ Vocabulary is a central part of a language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstance.⁵ The lesson speaking English in school must be more emphasis on increasing vocabulary. Achievement in good vocabulary mastery will make students excel in English skills. 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.⁶ 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 skills. For this reason, in this study, the researcher wants to know the influence of students' vocabulary mastery towards English speaking skill at the tenth grade science class of MAN 2 Parigi.

⁴ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Fransisco: Longman, 2001), 168.

⁵ Averil Coxhead, *Essentials of Teaching Academic Vocabulary* (Boston: Thomson Heinle, 2006), 21.

⁶ Nurlaila Amalia, "Meningkatkan Penguasaan Vocabulary Siswa Menggunakan Vocabulary Self-Collection Strategy" 2 (2018): 173, accessed May 24, 2022, <https://ejournal.undiksha.ac.id/index.php/JEAR/index>.

B. Problem Statement

Based on the problem above, the researcher needs to formulate the problem statement as follows:

“Is there any influence between students’ vocabulary mastery towards English speaking skill at the tenth grade science class of MAN 2 Parigi?”

C. Objective and Significance of the Research

Based on the research problem above, the objective of this research is to find out the influence of students’ vocabulary mastery towards English speaking skill at the tenth grade science class of MAN 2 Parigi.

The result of this study can give some contributions to the English learning context and may be beneficial for the students, teachers, and researcher.

➤ For students

Students can encourage themselves to express their feeling and thought. There should be regular meetings in which teachers and parents can share and solve any problem appealing to the learning process.

➤ For teacher

Teacher of English needs to make students interact and collaborate with each other. In a collaborative learning process, students’ vocabulary mastery are low, therefore they are expected to be able to cope with their vocabulary since they are trained to make contact with others.

➤ For other researchers

It will provide initial information about the topic that other researchers can follow up with more similar research to explore the influence of students' vocabulary mastery towards English speaking skill in different context.

D. Outline of Content

This skripsi is composed systematically into five chapters as follows:

Chapter I is introduction. This chapter presented the basic information of this research. This chapter consists of background of the research, problem statement, objective and significance of the research and outline of content.

Chapter II is review of literature. In this chapter, the researcher explained about previous studies, theory and concept which consists of the students' vocabulary mastery, definition of vocabulary, the importance of vocabulary, definition of vocabulary mastery, speaking skill, definition of speaking, types of speaking, the correlation between vocabulary mastery and speaking skill. The other topic in this chapter is theoretical framework and hypothesis.

Chapter III is methodology. In this chapter, the researcher discussed about research approach and design, population and sample, research variable which consists of independent variable and dependent variable, operational definition, research instruments, technique of data collection, and technique of data analysis.

Chapter IV is finding and discussion. The researcher discussed the description of research results and discussion of research results. The description of the research results contains a description of the data that has been collected from the field based on the methods and procedures outlined in chapter III. Meanwhile, the

discussion of the research results contains a description of the results of the researcher's analysis.

Chapter V is conclusion. The conclusion chapter contains two sub-chapters, namely the conclusion and suggestion of the research. The conclusion is essentially an answer to the formulation of the problem put forward in chapter I. Suggestions or recommendation sourced from research findings, discussions, and conclusions of research results.

CHAPTER II

REVIEW OF LITERATURE

The theoretical framework in this research is based on the concepts, theories, as well as some of the previous studies, theory and concept, theoretical framework, and hypothesis which will be discussed below.

A. Previous Studies

Previous studies is a literature studies that has a common theme which researchers later use to compare and find areas of research that have not been researched by the previous researchers. Previous studies have attempted to explore the correlation between student's vocabulary mastery and speaking skill. The researcher will present some studies below. The first one is the research conducted by Taslim, Andi Arifan, Yan Chen, Nurdania. The researchers did the research at SMAN 6 Sidrap. Variables of the research were the students' vocabulary mastery as independent variable (x) and speaking skill as dependent variable (y). The population of this research was all of the eleventh grade (XI2) students of IPA class at SMAN 6 Sidrap and the number of the subject was thirty-two students. In collecting the data, the researchers used vocabulary test and interview. In this research, the researchers used cluster sampling technique to choose classes. The researchers analyzed the data by using Pearson Product Moment Correlation and Linear Regression with SPSS 21 program to test the hypothesis. Based on the research findings, it is shown that there is a very significant positive correlation between students' vocabulary mastery and speaking skill of the eleventh grade at

SMAN 6 Sidrap¹. This research has some differences with the previous research above. The first difference is the previous research focused on the correlation between students' vocabulary mastery and speaking skill, while the researcher focuses on the influence of students' vocabulary mastery towards English speaking skill. Then the second difference is the previous research used cluster sampling technique to choose classes, while the researcher used simple random sampling.

Next research comes from Nina Aristi, Atni Prawati, Desri Maria. The objective of this research was to find the correlation between vocabulary mastery and speaking ability in describing people by the second year students of SMPN 12 Bintan. The sample of this research was class VIII 2, which consisted of 30 students. The data were collected by using two kinds of test, vocabulary test and speaking test. The result of this research showed that the second year students of SMPN 12 Bintan got good to excellent level with the average score 83.16 in vocabulary test, while in speaking, the students got good level with average to good score 73.56. The result of this research proved that there is a positive correlation between vocabulary mastery and speaking ability in describing people. The xy distribution of the coefficient correlation is 0.68. It means that the correlation was in moderate level. So, H_a (alternative hypothesis) of this research is accepted, while null hypothesis (H_o) is rejected. There was no much different

¹ Taslim, Andi Arifan, Yan Chen, Nurdania, "The Correlation Between Students' Vocabulary Mastery and Students' Speaking Skill", Proceedings of the 1st Paris Van Java International Seminar on Health, Economics, Social Science and Humanities (PVJ-ISHESSH 2020) 535, no. 2 (2021): 65–76.

between the students' vocabulary score and their speaking score. In other words, it can be concluded that students who are good in vocabulary will also tend to be good in speaking². The difference between this study and the above research is that the object of this study. The researcher studied senior high school students, while the above research studied junior high school students. Another difference is that the above research focused on the correlation between vocabulary mastery and speaking ability in describing people, while the researcher only focused on the influence of students' vocabulary mastery towards English speaking skill.

B. Theory and Concept

1. The Students' Vocabulary Mastery

a) Definition of vocabulary

Some experts state that “Vocabulary is the collection of words that an individual knows”. Vocabulary is the core component language proficiency and provides much of the idea for a way well learners speak, listen, read, and write³. The more vocabulary the students have, the more success they will have in learning English.

Vocabulary is one of the language components that can affect macro skill and micro skill. The macro-skill means the speaker's awareness on the larger elements: accuracy, discourse, style, cohesion, nonverbal communication, and

² Nina Aristi, Atni Prawati, and Desri Maria Sumbayak, “The Correlation Between the Vocabulary Mastery and the Speaking Ability in Describing People By the Second Year Students of SMPN 12 Bintan” (2017): 1–9.

³ Khatereh Khoshnoud and Ali Reza Karbalaei, “The Effect of Computer Assisted Language Learning (CALL) Program on Learning Vocabulary among EFL Left and Right Hemispheric Dominant Learners” 4, no. 4 (2015): 761.

strategic.⁴ Micro-skill consist of grammar, vocabulary, pronunciation, and spelling.⁵

The vocabulary of language always changes and grows. As life become more complex, people devise or borrow new words to describe people's activities. No one knows exact numbers of words in the English vocabulary today. From the interpretation above, the researcher can conclude that vocabulary is the core component of language proficiency that consists of a set of lexeme, including single words, compound words, idioms; provides much of the basis for how well learners speak, read, listen, and written and has similarities with the term lexis and lexicon.

Vocabulary is divided into several classes, such as:⁶

- a) Receptive Vocabulary: Knowing a word involves being able to recognize it when it is heard (What is the sound like?) or when it is seen (What does it look like?) and having an expectation of what grammatical pattern the word will occur. This includes being able to distinguish it from words with a similar form and being able to judge if the word form sounds right or look right.
- b) Productive Vocabulary: Productive means takes the idea that people produce language forms by speaking and writing to convey messages to others.

⁴ Junaidi, "Using Critical Debate Technique To Improve Students' Speaking Ability (A Classroom Action Research In The Eleventh Grader Of Sma Negeri 1 Sakra Lombok Timur)" (Sebelas Maret University, 2011), 18.

⁵ Ibid., 19.

⁶ I.S.P Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), 37.

Productive vocabulary use includes the desire to express meaning through speaking or writing, and the desire to recall and generate corresponding spoken or written forms.

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.⁷ Vocabulary mastery includes pronunciation, spelling, grammar and meaning.⁸

1) Pronunciation

Pronunciation is the act or the way people produce the sound of words. Pronunciation in general terms as the production of significant sound in two senses. Pronunciation also indicates to spellings, particularly in the chapters on vowels and consonants⁹. In discussing the pronunciation of English, people can focus on one or both of two aspects, they are phonetics and phonology¹⁰. Phonetics defines as the concrete characteristic (articulatory, acoustic, auditory) of the sounds used in language while phonology concerns how sounds function in a systemic way in a particular way¹¹.

⁷ Yus Vernandez Uzer "The Correlation between Vocabulary Mastery and English Speaking Skill of the Tenth Grade Students of Senior High School 12 Palembang" (English Education Department, University of PGRI Palembang, 2017) 34-35.

⁸ Lynne Cameron, *Teaching Language To Young Learners* (New York: Cambridge University Press, 2001), 33.

⁹ Alan Cruttenden, *Gimson's Pronunciation of English*, (London: Routledge, 2014), 224.

¹⁰ Charles W. Kreidler, *The Pronunciation of English: A Course Book*, n.p, 2008, 9.

¹¹ Middle English and Early Modern English, *Gimson's Pronunciation of English*, n.d., 4.

There are five elements of pronunciation material that is needed to be mastered. The five are as follows:

- Vowels

A vowel is a sound such as the one represented in writing by the letters a, e, i, o, and u which is pronounced with the mouth open and allowing the air flow through it.

- Consonants

Consonant is one of the speech sounds or letters of the alphabet that is not a vowel. Consonant is pronounced by stopping the air from flowing easily through the mouth, especially by closing the lips or touching the teeth with the tongue.

- Pop sounds

Simply, pop sound is a sound explosion. Pop sound is the sound of the last letter or the last letter spoken but the letter is reflected. The letters of pop sound are b, d, g, p, k, t, dʒ, tʃ.

- Final sounds

Final sound is an ending sound when saying a word. Final sound is related to the pronunciation of the long or short word.

- Syllables and stresses

A syllable is a part of a word that contains a single vowel sound and that is pronounced as a unit. For example, the word of book has one syllable, and the word of reading has two syllables. Furthermore, stress is the way that a word or syllable is pronounced with greater force than other words in the same sentence or other syllables in the same word.

Examples of pronunciation material:

cup /kʌp/ actual /'æktʃuəl/

sit /sɪt/ about /ə'baʊt/

happy /'hæpi/ father /'fɑ:ðə(r)/

2) Spelling

Spelling is an area where most of the available evidence come from studies of brain damage individuals. Spelling is a sign or code with letter sequences to represent specific words that is related between pronunciation and meaning within the mental dictionary.¹² The spelling code is divided into three kinds as phonological code, orthographic code, morphological code.¹³

Example of spelling:

- CAT = si – ei – ti BIRD = bi – ei – a – di
- ANT = ei – en – ti DEER = di – ai – ai – a
- BAT = bi – ei – ti LION = el – ai – ou – en

3) Grammar

Grammar is the study of the classes of words. Learning of grammar means how to apply the words into the sentence and put them based on the different situation. Grammar is the description of the ways in which words can change their

¹² Virginia W. Berninger, “Why Spelling Is Important and How to Teach It Effectively” (University of Washington, Seattle, USA, 2014), 11.

¹³ Grammar, “Spelling Alphabet: Alfabet Dalam Bahasa Inggris Lengkap Dengan Cara Pengucapan,” *Grammar.Co.Id*, last modified 2019, accessed January 20, 2022, <https://grammar.co.id/alfabet-bahasa-inggris/>.

forms and can be combined into sentences in the language.¹⁴ It is also can be defined as the study of rules that are claimed to tell the students what they should and should not say in order to speak language of the social educated class.

In the structure of the English language, there are types of words that will string together a perfect sentence. In English, it is called part of speech. There are eight categories of part of speech, such as: noun, verb, adjective, adverb, pronoun, preposition, conjunction and interjection.

In grammar material, it is also taught about tenses, namely the classification of sentence arrangement forms based on the shape of the time. Tenses themselves are divided into 16 forms. However, in everyday life only 6 tenses are often used, namely: simple present tense, present continuous tense, present perfect tense, simple past tense, past continuous tense, simple future tense.

4) Meaning

Meaning is how to explain the meaning of a word in the young learner classroom that is by using an object, a cut-out figure, gesture, and action, photograph, drawing or diagram on the board, and pictures from story books.¹⁵

b) The Importance of Vocabulary

Students use vocabulary in composing sentences to express ideas, opinions, thoughts, feelings, etc. Vocabulary is critical of grammar in communication, especially in the initial stages students would learn the basic

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching*, 3rd ed. (London: Longman, 2001), 89.

¹⁵ Lynne Cameron, *Teaching Language to Young Learners* (Cambridge: Cambridge University Press, 2001), 31.

words they need to get a language.¹⁶ In addition, since the system is 'open', there is always something new to learn when students have 'completed' the final stage in grammar. So, more advanced students are motivated to add their vocabulary stock, to understand the meaning of meaning, to become more proficient in their own choice of words and expressions. A person's vocabulary is related to one's appearance in any language test. In other words, that language skills are mostly a function of vocabulary size.¹⁷

The researcher then concludes that students must be given vocabulary that was closely related to environmental relationships that students must learn early. The task of a teacher is how to increase students' interest in learning vocabulary. The teacher should choose an attractive learning model or learning tools. The goal is for learning to be more interesting and improve students' English learning outcomes. So, they become more proficient in choosing and expressing words.

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

¹⁶ Nation, *Learning Vocabulary in Another language* (Cambridge: Cambridge University Press, 2000), 34.

¹⁷ J. Charles Alderson, *Assesing Reading* (Cambridge University Press, 2000), 21.

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.

c) Definition of Vocabulary Mastery

Mastery is the ownership of comprehensive knowledge or skills in the subject or certain activities carried out. 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. Vocabulary mastery is one component for mastering English as a foreign language from elementary to secondary and advanced. In learning four language skills, vocabulary is one of basic components to be mastered. It makes sense, that four language skills require knowledge of words because they would not be able to do all four skills without vocabulary. The bigger the students master the vocabulary, the better they practice the language. By having more collections of vocabulary in their minds, it can help them communicate in English better and correctly.

There are some indicators of vocabulary mastery; countable nouns, uncountable nouns, collective nouns, abstract nouns, suffixes, roots, synonyms, context clues, and punctuations.¹⁸ In this case, a countable noun has a single and plural form. It can be used with a or an with singular form, and ending in s/es for

¹⁸ Michael McCarthy and Felicity O'dell, *English Vocabulary in Use Upper-Intermediate & Advanced* (Cambridge University Press, 2014), 115.

plural constructions. Meanwhile, an uncountable noun is used for something cannot count using numbers. It is not normally used with a or an, but it is used with articles some and any.

Vocabulary mastery is divided into seven levels based on the number of words, such as ¹⁹:

- Easy starts : 200 words
- Level one beginner : 300 words
- Level two elementary : 600 words
- Level three pre-intermediate : 1.200 words
- Level four intermediate : 1.700 words
- Level five upper intermediate : 2.300 words
- Level six advance : 3.000 words

The seven levels above show that to be categorized advance, at least students must master 3.000 words. Then from all of the explanations about vocabulary, the researcher concludes that vocabulary mastery is the power to control, command, decide and the fundamental tool for communication and acquiring knowledge.

2. Speaking Skill

a) Definition of Speaking Skill

¹⁹ Scott Thornbury, *How to Teach Vocabulary* (Pearson Education ESL, 2002), 59.

There are several definitions of speaking according to experts. Speaking is an important skill among other language skills that students must learn in learning English.²⁰ This is the main criterion to consider that student's competence in English is very good or very lacking.

Speaking skill is a productive skill that involves oral language by producing a system for expressing verbal meanings.²¹ Speaking is not only about making sounds, pressures, and intonations, but making every word or sentence has meaning and purpose. Speaking skill is the ability to say words or sentences to express and convey feelings or ideas to someone. 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, people 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. In addition, students must be aware of appropriate functional expressions, grammar, lexical and features needed to express ideas, sensitivity to changes in the list or the style demanded by the person they are talking to and also the situation in which the conversation takes place. Finally, students must have good skills to

²⁰ Nerfi Istianti, "The Correlation between Students' Motivation in Learning Speaking and Their Their Speaking Ability," *Jakarta Satate Islamic Syarif Hidayatullah University* (2013): 12.

²¹ David Nunan, *Practice English Lenguange Teaching* (New York: Mcgraw Hill., 2003), 121.

change the direction of their thinking based on the responses of those around them.

b) Types of Speaking

In English, 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.²²

Dialogue is speaking conducted by two or more speakers.²³ Unlike monologues, in dialogue there can be interruptions when one of the speakers does not understand what the other speaker is saying. Another expert has different statements that speaking is divided into planned (such as lecture and weeding speech) and speaking that is unplanned (such as conversation that takes place spontaneously).²⁴

3. The Correlation between Vocabulary Mastery and Speaking Skill

Vocabulary is one of the most important parts of language, influencing the part of speech such as writing, speaking, reading, or listening. The common words

²² Brown, *Teaching by Principles* (San Francisco: San Francisco State University, 2001), 250.

²³ David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 57.

²⁴ J. Harmer, *The Practice of English Language Teaching* (England: Longman, 2001), 221.

people have to make better in all parts of speech of the language, and everyone who wants to be a successful writer or speaker in his or her collage is determined by their vocabulary.

As far as the researcher understands about the problem at the tenth grade science class of MAN 2 Parigi, the most important problem in speaking English among the other problems found is lack of vocabulary. Vocabulary is one important aspect in learning English. With a limited vocabulary, anyone will also have a limited understanding in terms of English such as speaking. It is true that it might be impossible to learn a language without mastering vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.²⁵ Then it becomes the problems confronted by English language learners because of the limited vocabulary, the learners cannot communicate to others clearly.

C. Theoretical Framework

The purpose of language teaching is to help students develop communication. One of the students' abilities is the ability to express their ideas by speaking. Speaking will be easier if the speaker has a lot of bank of words. Talking about vocabulary mastery, the first thing that should be explained is the definitions of mastery since the primary goal of vocabulary is mastery. Mastery is skill or knowledge that makes one master of a subject.²⁶ It means that the existence of vocabulary cannot be separated by the existence of a language.

²⁵ Scott Thornbury, *How to Teach Vocabulary* (Pearson Education ESL, 2002), 13.

²⁶ R E Allen, *The New Penguin English Dictionary* (London, 2000), 286.

Good mastery of vocabulary helps the learners express their ideas precisely. By having many stocks of words, learners will be able to comprehend the reading materials, catch someone's talk, give a response, speak fluently, and write some kinds of topics. From the quantitative information and theoretical aspects, the researcher concludes that vocabulary mastery has significant effect towards the students' speaking skill.

D. Hypothesis

From all of the theories explained above, the hypothesis are as follows:

1. Ha : There is an influence of students' vocabulary mastery towards English speaking skill at the tenth grade science class of MAN 2 Parigi.
2. H0 : There is no influence of students' vocabulary mastery towards English speaking skill at the tenth grade science class of MAN 2 Parigi.

CHAPTER III

METHODOLOGY

This chapter relates to the research method which presents research approach and design, population and sample, research variable, operational definition, research instruments, technique of data collection, and technique of data analysis.

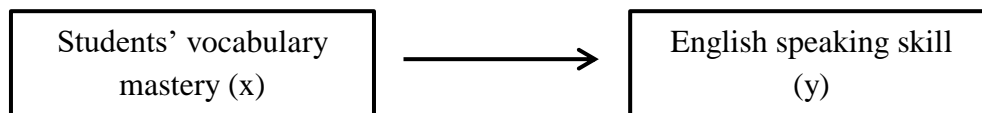
A. Research Approach and Design

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. This research used a quantitative method in order to collect and to evaluate the data. Quantitative research method can be interpreted as collecting numeric data from a large number of people by using instruments with preset questions and responses.¹ 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, since this research aimed to test hypothesis by measuring the number of variables, and it aimed to test the influence of students' vocabulary mastery (X) towards English speaking skill (Y). Explanatory research can also be explained as a cause and effect model,

¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 5th ed. (Nebraska: Pearson, 2015), 13.

investigating and trends in existing data that have not been previously investigated.² Both variables in explanatory are usually causal or cause and effect, namely mutual influence. This research focused on finding the influence of independent variable towards dependent variable. The design of the research can be seen as follows:³



B. Population and Sample

1. Population

Population is the group of individuals who has the same characteristic.⁴ Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by the director to be studied, and then the conclusion was drawn. 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.

² Joachim Blatter and Markus Haverland, *Designing Case Studies Explanatory Approaches in Small-N Research*, 1st ed. (United Kingdom: Palgrave Macmillan, 2012), 27.

³ Suara Terpuji, "Regresi Linear Sederhana," last modified 2008, accessed February 3, 2022, <https://suaraterpuji.wordpress.com/statistik-2/regresi-linear-sederhana/>.

⁴ Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 140.

Table 1
Population

No.	Classes	Students
1.	X IPA 1	25
2.	X IPA 2	24
Total	2	49

2. Sample

The sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁵ Sample should be taken because the researcher has limitations in conducting research both in terms of time, energy, funds and a very large population. So, the researcher must take a truly representative sample (can represent).

In this research, 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.⁶ In this simple random sampling technique, the difference in the characters that may exist in each elements or population elements are not important for the analysis plan. This is

⁵ Ibid., 141.

⁶ Ibid., 142.

considered a fair way to select a sample from a larger population because every member of the population has an equal chance of being selected. 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.

The researcher used list of attendance to determine the names of students who were randomly sampled. The researcher randomly selected student names to be sample. Then, the students who have been selected as samples separate themselves into the sample group and did the test.

C. Research Variable

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.⁷ The variables in this research are;

1) Independent Variable

Independent variable means the variable causes something or the reason why the dependent variable happens. Independent variable is one that likely affects or influences another variable.⁸ In models with mathematical equations, independent variables are always on the x-axis or horizontal axis, while dependent variables are on the y-axis or vertical

⁷ Patricia Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*, 1st ed. (London: The Guilford Press, 2017), 67.

⁸ Ibid.

axis. Its value is independent of other variables in this research. The independent variable in this research is “students’ vocabulary mastery”.

2) Dependent Variable

The dependent variable means a variable that is affected or influenced by another variable.⁹ Dependent variable is the variable that will be measured or tested in this research. Dependent variables are also called output variables, criteria, or consequence. It is the result or effect of free variables. Its value depends on changes in the dependent value. The dependent variable is “English speaking skill”.

D. Operational Definition

Operational definition is an element of research that tells how to measure a variable. To reduce misunderstanding between the researcher and the readers about the terms, the following operational definitions are defined. They are as follows:

1. Influence

Influence means the power to affect someone or something. It can be concluded that influence is a power or force that can arise from something, a person's character, people, things, beliefs and actions that can affect the environment.

2. Vocabulary Mastery

Vocabulary mastery is the competence or knowledge of a collection of words that form a language that can be used by everyone to communicate. Vocabulary mastery is one component for mastering English as a foreign language from

⁹ Ibid., 68.

elementary to secondary and advanced. In learning four language skills, vocabulary is one of basic components to be mastered.

3. Speaking Skill

Speaking skill is the skill or ability to communicate effectively. This skill allows the speaker to convey the message in a passionate, thoughtful, and convincing way. Speaking skill also helps to assure that one will not be misunderstood by those who are listening.

E. Research Instruments

For the instruments, the researcher used multiple choice test and speaking test.¹⁰ In measuring vocabulary mastery, the researcher used multiple choice test. Multiple choice test is a question with several response options (typically four to five) is provided, and respondents select a single response.¹¹ In this test, there were 20 questions and 4 options in each number of the question. Then, for speaking test the researcher provided 5 topics and the students chose one topic presented in front of the class.

F. Technique of Data Collection

To obtain the data needed, the researcher administered test. The researcher chose this technique to collect the data because this technique was suitable for the

¹⁰ Yasmika Baihaqi, "The Influence of Vocabulary Mastery toward English Speaking Ability of The Fourth Semester Students of English Education Study Program Muhammadiyah University" 3, no. 1 (2014): 79.

¹¹ Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*, 104.

students. In collecting the data, there were two kinds of test. The first one was vocabulary mastery test, and the second was speaking test.

1. Multiple choice test aimed to measure the students' vocabulary mastery. Students did the test in 45 minutes with 20 numbers of questions.
2. For speaking test, the researcher asked the students to speak 3-5 minutes in front of the class about the chosen topic. In speaking skill, there are four criteria to assess speaking skill; fluency, pronunciation, accuracy, clarity and posture and performance skill. The rubric for assessing speaking performance criteria by using indicator as follows:¹²

Table 2
Rubric for assessing speaking performance

Aspects	weight	Criteria				SC
		1	2	3	4	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	
Pronunciation	2	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation	
Accuracy	2	The serious errors present in speech makes the messages difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are so minor so that the message would be easily	
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, no more than one mispronounced	Speaks clearly and distinctly nearly all the time, no more than one mispronounced	Speaks clearly and distinctly all the time, no mispronounced words	

¹² Komang Tri Darma, "Rubrik Penilaian," *Pondok Pembelajaran Speaking*, n.d., accessed November 7, 2022, <https://pondokspeaking.wordpress.com/evaluasi/rubrik-penilaian/>.

			word	word		
Performance skill	2	Speaking in volume which is almost inaudible no facial expression and no communicative	Mumbling, flat facial expression and less communicative	Speaking in soft voice, but can be understood, good facial expression, and communicative enough	Speaking clearly and loudly, good facial expression and communicative	

G. Technique of Data Analysis

Data analysis technique is the procedure of summarizing and organizing data.¹³ 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.

1. Validity Test

Validity is defined as the extent to which a concept is accurately measured in a quantitative study.¹⁴ The instrument validity test is used to determine the level of ability of the research instrument to disclose data according to the problem to be achieved. A question is said to be valid if the value of r counts $>$ r table, and vice versa the question item is declared invalid if the value of r counts $<$ r table.

¹³ Jeasik Cho, *Evaluating Qualitative Research* (New York: Oxford University Press, 2017), 652.

¹⁴ Roberta Heale and Alison Twycross, "Validity and Reliability in Quantitative Studies" 18, no. 3 (2015): 66.

2. Reliability Test

Reliability relates to the consistency of a measure.¹⁵ Reliability testing is used to show whether an instrument can measure something consistently over time or not. A question is declared reliable with the provision that if the Cronbach Alpha value $> r$ table then the question is declared reliable. On the contrary, if the Cronbach Alpha value $< r$ table then the question is declared unreliable.

3. Normality Test

Normality test is testing whether the data normally distributed or not.¹⁶ Normality test aims to determine whether or not distributed data is normal. To detect the normality of data, the researcher used the *Shapiro Wilk* technique. This technique is a normality test that is used generally limited to a sample of less than 50. The data are said to be normally distributed (symmetrical) in the Shapiro Wilk test if the significant value is higher than 0.05.¹⁷

4. Linearity Test

Linearity is a state in which the relationship between dependent variables and independent variables are linear in a certain range of free variables and the sample data are consistent with an assumption of normally distributed.¹⁸ If the value of Deviation from Linearity is significant > 0.05 , then there is a significant linear

¹⁵ Ibid.

¹⁶ Goos Peter and Meintrup David, *Statistics with JMP: Hypothesis Tests, Anova and Regression*, 1st ed. (United Kingdom: Wiley, 2016), 55.

¹⁷ Imam Gunawan, *Pengantar Statistika Inferensial* (Jakarta: PT Raja Grafindo Persada, 2016) 54.

¹⁸ Robert L Mason, Richard F Gunst, and James L Hess, *Statistical Design and Analysis of Experiments* (Canada: John Wiley & Sons, 2003), 630.

relationship between the independent and dependent variables. If the deviation from Linearity value is significant < 0.05 , then there is no significant linear relationship between the independent variable and the dependent variable.

5. Hypothesis Test

Hypothesis test means temporary statements in a research about probability or sampling allocation.¹⁹ Hypothesis testing means a procedure that will lead to a decision whether accept or reject. Hypothesis is an important part of a study, because with a hypothesis, research becomes purposeful. Therefore, the hypothesis must be tested through statistical test. The hypothesis to be tested in this study is the presence or absence of a positive and significant influence of students' vocabulary mastery as independent variable towards English speaking skill as dependent variable.

a. Simple Linear Regression

To find out how the two variables influence, the researcher used a simple linear regression analysis technique. Linear regression analysis is a model with a single regressor X that has a relationship with a response Y that is a straight line.²⁰ Using simple linear regression analysis can be used to determine changes in the influence that existed in previous time periods. To find out the extent of the expected influence among students' vocabulary mastery towards English speaking skills, the researcher used a simple linear regression by using SPSS application version 25.

¹⁹ Ibid., 52.

²⁰ Douglas C Montgomery, Elizabeth A. Peck, and G. Geoffrey Vining, *Introduction to Linear Regression Analysis*, 5th ed. (Canada: Wiley, 2012), 38.

b. T Test

The T test is used to determine the effect of each independent variable on a dependent variable.²¹ The T test is known as the partial test, which is to test how the effect of each independent variable individually on the dependent variable. This test can be done by juxtaposing T count with T table or by looking at the significance column on each T count.

The T test is used to be able to tell whether an independent variable has a partial effect (individually) on the dependent variable, taking into account the significance level of 0.05. If the significance value < 0.05 , it can be concluded that the independent variable partially affects the dependent variable. If T count $>$ T table, then H_0 is rejected and H_a is accepted, as well as possible.

The hypothesis to be proved is as follows:

1. H_a : If the significance value (2-tailed) < 0.05 , the alternative hypothesis (H_a) is accepted and (H_0) is rejected. It means that there is influence between students' vocabulary mastery towards English speaking skill at the tenth grade science class of MAN 2 Parigi.
2. H_0 : If the significance value (2-tailed) > 0.05 , the null hypothesis (H_0) is accepted and (H_a) is rejected. It means that there is no influence of students' vocabulary mastery towards English speaking skill at the tenth grade science class of MAN 2 Parigi.

²¹Agus Widarjono, *Analisis Multivariat Terapan*, I. (Yogyakarta: UPP STIM YKPN, 2010).

CHAPTER IV
FINDING AND DISCUSSION

A. Description of Research Location

Madrasah Aliyah Negeri 2 Parigi is located on Jalan Nusantara Number 119 Sumber Agung, Mepanga District, Parigi Moutong Regency, Central Sulawesi Province. The existence of Madrasah Aliyah Negeri 2 Parigi is an effort by the government to implement the National education program with various considerations behind and supporting factors for its establishment. Madrasah Aliyah Negeri 2 Parigi first of all is the needs of the community and the number of graduates from the first level of secondary school (SLTP) or (SMP).

Table 3
Profile of MAN 2 Parigi in 2021-2022

1.	Name of Madrasah	:	Madrasah Aliyah Negeri 2 Parigi
2.	Place	:	Sumberagung, Mepanga District.
3.	Province	:	Sulawesi Tengah
4.	City	:	Parigi Moutong
5.	Address	:	Jalan Nusantara Nomor 119 Sumberagung
6.	E-mail	:	mantomini007@gmail.com
7.	Public/Private Madrasah		
	a. Name of the Organizer	:	Kementerian Agama
	b. Decree	:	SK Menag No. 515 A Tanggal 25 Nopember 1995
	c. Statistical Number	:	131172080009
8.	Madrasah Building	:	Permanent
9.	Asrama Building	:	Permanent
10.	Held on time	:	Morning
11.	Head of Madrasah	:	Syamsul Bahri, S.Ag
	NIP.	:	19701205 200012 1 001

B. Findings

The findings of this research 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.

1. Description of the Sample

The total sample of this research is 30 students. Here are the names of the students who were sampled:

Table 4
Sample of Research

No.	Initial Name	Class
1.	AC	X IPA 1
2.	IP	X IPA 1
3.	WPS	X IPA 1
4.	AFA	X IPA 1
5.	R	X IPA 1
6.	HM	X IPA 1
7.	NR	X IPA 1
8.	NAPY	X IPA 1
9.	MRA	X IPA 1
10.	APW	X IPA 1
11.	DVY	X IPA 1
12.	PI	X IPA 1

13.	HM	X IPA 1
14.	MA	X IPA 1
15.	TI	X IPA 1
16.	OJJ	X IPA 2
17.	AN	X IPA 2
18.	MR	X IPA 2
19.	HD	X IPA 2
20.	SQA	X IPA 2
21.	LA	X IPA 2
22.	RVPI	X IPA 2
23.	NAD	X IPA 2
24.	YR	X IPA 2
25.	DK	X IPA 2
26.	WN	X IPA 2
27.	AS	X IPA 2
28.	SI	X IPA 2
29.	MI	X IPA 2
30.	Z	X IPA 2

2. The Result of Vocabulary Mastery Test

Table 5
Students' Score in Vocabulary Mastery Test

No.	Initial Name	Score
1.	AC	100
2.	IP	60
3.	WPS	95
4.	AFA	60
5.	R	90
6.	HM	85
7.	NR	50
8.	NAPY	95
9.	MRA	100
10.	APW	100
11.	DVY	100
12.	PI	100
13.	HM	100
14.	MA	100
15.	TI	95
16.	OJJ	25
17.	AN	45
18.	MR	45
19.	HD	15

20.	SQA	75
21.	LA	90
22.	RVPI	85
23.	NAD	90
24.	YR	60
25.	DK	60
26.	WN	75
27.	AS	40
28.	SI	65
29.	MI	65
30.	Z	70

3. The Result of Speaking Test

Table 6
Students' Score in Speaking Test

No.	Initial name	Criteria					Total	score
		Fluency	Pronunciation	accuracy	clarity	Performance skill		
1	AC	3	2	3	2	3	13	65
2	IP	2	2	2	2	3	11	55
3	WPS	3	2	3	2	3	13	65
4	AFA	3	2	3	2	3	13	65
5	R	4	3	4	3	4	18	90
6	HM	3	3	3	3	3	15	75
7	NR	2	1	1	2	3	9	45
8	NAPY	2	2	2	2	3	11	55
9	MRA	3	4	3	4	4	18	90
10	APW	3	2	2	3	3	13	65

11	DVY	3	3	2	2	4	14	70
12	PI	3	2	3	2	4	14	70
13	HM	3	3	2	2	4	14	70
14	MA	3	2	2	3	4	14	70
15	TI	4	4	3	4	4	19	95
16	OJJ	2	1	2	2	3	10	50
17	AN	3	3	2	2	3	13	65
18	MR	2	2	2	2	3	11	55
19	HND	3	2	2	2	3	12	60
20	SQA	3	3	3	2	3	14	70
21	LA	3	2	2	2	3	12	60
22	RVPK	4	4	3	3	3	17	85
23	NAD	3	2	2	3	3	13	65
24	YR	3	2	3	2	3	13	65
25	DK	2	2	2	2	3	11	55
26	WN	2	2	2	3	3	12	60
27	AS	2	1	2	2	3	10	50
28	SI	3	2	3	2	3	13	65
29	MI	2	2	2	2	3	11	55
30	Z	3	2	2	3	2	12	60

Maximum score = 100

Minimum score = 25

$$\text{score} = \frac{\text{total score}}{40} \times 100$$

4. Validity Test

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.¹ 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.

¹ G. David Garson, *Validity and Reliability (Blue Book Series)* (Asheboro: Statistical Publishing Associates, 2013), 8.

Table 7
The Result of Validity Test

Question Number	R Count	R _{table}	Information
1	0.795	0.3610	Valid
2	0.493	0.3610	Valid
3	0.371	0.3610	Valid
4	0.795	0.3610	Valid
5	0.423	0.3610	Valid
6	0.423	0.3610	Valid
7	0.475	0.3610	Valid
8	0.750	0.3610	Valid
9	0.668	0.3610	Valid
10	0.425	0.3610	Valid
11	0.795	0.3610	Valid
12	0.750	0.3610	Valid
13	0.753	0.3610	Valid
14	0.510	0.3610	Valid
15	0.645	0.3610	Valid
16	0.371	0.3610	Valid
17	0.475	0.3610	Valid
18	0.395	0.3610	Valid
19	0.645	0.3610	Valid
20	0.493	0.3610	Valid

Based on the table above, the test results given to 30 students consist of 20 questions, it is known that all questions are said to be valid because the value of r counts $>$ r table (0.3610).

5. Reliability Test

Reliability is the correlation of an item, scale, or instrument with a hypothetical one which truly measures what it is supposed to.² Reliability test is used to show whether an instrument can measure something consistently or not. In this study, the researcher used the *SPSS application 25 version* to test the reliability.

Table 8
Reliability Test

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.886	.882	20

² Ibid.

Item Statistics			
	Mean	Std. Deviation	N
soal1	3.33	2.397	30
soal2	4.17	1.895	30
soal3	4.00	2.034	30
soal4	3.33	2.397	30
soal5	2.50	2.543	30
soal6	4.00	2.034	30
soal7	4.17	1.895	30
soal8	3.50	2.330	30
soal9	3.50	2.330	30
soal10	3.50	2.330	30
soal11	3.33	2.397	30
soal12	3.50	2.330	30
soal13	4.00	2.034	30
soal14	4.00	2.034	30
soal15	3.83	2.151	30
soal16	4.17	1.895	30
soal17	4.17	1.895	30
soal18	3.50	2.330	30
soal19	3.83	2.151	30
soal20	4.17	1.895	30

Table reliability statistics above shows the result of reliability test by using *SPSS application 25 version*. The score of *Cronbach's Alpha* instrument in this research is 0.886. It means that the instrument of this research is reliable, and it is proven by the score of *Cronbach's Alpha* (0.886) > r table (0.3610).

6. Normality Test

The normality test is carried out to find out whether the data of the research results are normally distributed or not.³ 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.

Table 9
The Results of Normality Test
Descriptives

		Statistic	Std. Error	
score of vocabulary	Mean	74.50	4.462	
	95% Confidence Interval for Mean	Lower Bound	65.38	
		Upper Bound	83.62	
	5% Trimmed Mean	76.20		
	Median	80.00		
	Variance	597.155		
	Std. Deviation	24.437		
	Minimum	15		
	Maximum	100		
	Range	85		
	Interquartile Range	36		
	Skewness	-.754	.427	
	Kurtosis	-.279	.833	
	score of speaking	Mean	65.17	2.255
95% Confidence Interval for Mean		Lower Bound	60.55	
		Upper Bound	69.78	
5% Trimmed Mean		64.63		
Median		65.00		
Variance		152.557		

³ Goos Peter and Meintrup David, *Statistics with JMP: Hypothesis Tests, Anova and Regression*, 1st ed. (United Kingdom: Wiley, 2016), 55.

Std. Deviation	12.351	
Minimum	45	
Maximum	95	
Range	50	
Interquartile Range	15	
Skewness	.827	.427
Kurtosis	.489	.833

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
score of vocabulary	.170	30	.026	.893	30	.006
score of speaking	.181	30	.013	.918	30	.024

a. Lilliefors Significance Correction

Based on the test of normality table above, the score of *Shapiro-Wilk* technique is higher than 0.05. 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.

7. Linearity Test

Linearity is a state in which the relationship between dependent variable and independent variable are linear in a certain range of free variables and the sample data are consistent with an assumption of normally distributed.⁴ If the value of deviation from linearity is significant > 0.05 , then there is a significant linear relationship between the independent and dependent variables.

⁴ Robert L Mason, Richard F Gunst, and James L Hess, *Statistical Design and Analysis of Experiments* (Canada: John Wiley & Sons, 2003), 630.

Table 10
The Result of Linearity Test

ANOVA Table

			Sum of	df	Mean	F	Sig.
			Squares		Square		
vocabulary * speaking	Between Groups	(Combined)	11587.29	9	1287.477	4.494	.002
		Linearity	6905.991	1	6905.991	24.10	.000
		Deviation from Linearity	4681.300	8	585.163	2.042	.093
	Within Groups	5730.208	20	286.510			
	Total	17317.50	29				

The result of the linearity test shows that the value of the significance coefficient is 0.093. It means that it is greater than the alpha specified, which is 0.05. This means that the regression line is linear.

8. Hypothesis Test

Hypothesis testing means a procedure that will lead to a decision whether accept or reject the hypothesis.⁵ Hypothesis is an important part of a study because with a hypothesis, research becomes purposeful.

a. Simple Linear Regression

To find out how the two variables influence, the researcher used a simple linear regression analysis technique.

⁵ Ibid., 52.

Table 11
The Result of Regression Test

		Coefficients^a				
		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 the 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 meant 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 12
Coefficient of Determination Test (R²)

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 meant that the influence of the vocabulary mastery (X) towards English speaking skill (Y), which 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.

C. Discussion

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 vocabulary mastery towards English speaking skill is 63.1%.

Based on the computation of regression formulation that the score of R square is 0.631 or R square is 63.1%. The total influence from all independence variables 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 variables 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 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.⁶ Someone with high vocabulary mastery will have high English speaking ability.

The result of this research shows that vocabulary mastery is one of the most important factors of students to present their idea through speaking. As Thornbury stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.⁷ 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 is good in vocabulary will also good in speaking.

⁶ Lesnasari Dalimunthe and Rofiq Noorman Haryadi, "The Effect of Learning Methods and Vocabulary Mastery on English Speaking Ability," *International Journal of Language Education* 1, no. 1 (2022): 5.

⁷ Scott Thornbury, *How to Teach Vocabulary* (Pearson Education ESL, 2002), 13.

CHAPTER V

CONCLUSION AND SUGGESTION

A. 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 (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.

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.

B. Suggestion

After discussing the data analysis and interpreting the result of data analysis above, then the researcher submits the following suggestions:

1. 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 improving students' vocabulary mastery.

2. 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.
3. The further researchers who will conduct a study similar to the research that the researcher has done, in order to be able to look at aspects of English speaking skill from the point of view of different variables.

REFERENCES

- Amalia, Nurlaila. "Meningkatkan Penguasaan Vocabulary Siswa Menggunakan Vocabulary Self-Collection Strategy" 2. (2018): 3-15.
 Accessed May 24, 2022.
<https://ejournal.undiksha.ac.id/index.php/JEAR/index>.
- Al-Baekani, A. *The effect of teaching technique and vocabulary mastery toward students' speaking skill*. Journal Pendidikan UNSIKA, 3(1). 2015: 1-23
 Retrieved from <https://journal.unsika.ac.id/index.php/judika/article/view/202>.,
 17 October 2021 at 05:31 pm.
- Allon, R. *The new penguin english dictionary*. London: penguin books, 2000.
- Antoni, Rivi. "The relationship between shyness and speaking ability among the third year students of Islamic senior high school of babussalam". Pekanbaru, (2005): 2-15.
- Aristi, N., Prawati, A., & Sumbayak, D. M. "The Correlation Between the Vocabulary Mastery and the Speaking Ability in Describing People By the Second Year Students of SMPN 12 Bintan", (2017): 7-15.
- Bahasa Inggris SMA/MA, SMK/MK Kelas X*. Jakarta: Kementerian Pendidikan dan Kebudayaan, 2014.
- Baihaqi, Y. "The influence of vocabulary mastery toward English speaking skill of the fourth-semester students of the English Education Study Program Muhammadiyah University of Metro" *Premise: Journal of English Education*, 3(1), (2014): 16-23 doi:10.24127.
- Blatter, Joachim, and Markus Haverland. *Designing Case Studies Explanatory Approaches in Small-N Research*. 1st ed. United Kingdom: Palgrave Macmillan, 2012.
- Brown, H. Douglas. *Language Assesment*. New York: Longman, 2003.
- Brown, H. Douglas. *Teaching by principles: An Interactive Approach to Language Pedagogy*. San Fransisco: Longman, 2001.
- Brown, H. Douglas, and Priyanvada Abeywickrama. *Language Assessment: Principles and Classroom Practices*. 3rd ed. New York: Pearson Education ESL, 2018.
- Cameron, L. *Teaching Languages to Young Learners* (Cambridge Language Teaching Library). Cambridge: Cambridge University Press, 2001.
 doi:10.1017/CBO9780511733109
- Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 5th ed. Nebraska: Pearson, 2015.

- Cruttenden, A. (2014). *Gimson's Pronunciation of English* (8th ed.). Routledge.
<https://doi.org/10.4324/9780203784969>, 17 August 2021 at 06:53 pm.
- Dalimunthe, Lesnasari, and Rofiq Noorman Haryadi. "The Effect of Learning Methods and Vocabulary Mastery on English Speaking Ability." *International Journal of Language Education* 1, no. 1 (2022):4-10.
- English, M., & English, E. M. (n.d.). *Gimson 's Pronunciation of English*.
- Garson, G. David. *Validity and Reliability* (Blue Book Series). Asheboro: Statistical Publishing Associates, 2013.
- Ghuri, P. & Gronhaug, K. 2005. *Research Methods in Business Studies*, Harlow, FT/Prentice Hall.
- Grader, E., Negeri, S. M. A., Timur, S. L., Year, A., Written, T., One, F., Education, E., & Junaidi, B. Y. (2011). *Using Critical Debate Technique To Improve Students ' Speaking Ability Written To Fullfill One Of Requirements Of Graduate Degree Of English Education*.
- Harahap, Nursaima. "The Correlations Between Students' Vocabulary Mastery And Speaking Skill To The Tenth Grade Students Of Smk Negeri 1 Angkola Timur." *ETANIC (Journal Of English Language Teaching And Applied Linguistics)* 1, no. 1 (2021): 12-33.
- Istianti, Nerfi. "The Correlation between Students' Motivation in Learning Speaking and Their Speaking Ability", 2013.
- John. *Vocabulary Assesment*. Cambridge: Cambridge University, 2000.
- Khoshnoud, K., & Karbalaei, A. R. (2015). *The Effect of Computer Assisted Language Learning (CALL) Program on Learning Vocabulary among EFL Left and Right Hemispheric Dominant Learners*. 4(4).
- Leavy, Patricia. *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. 1st ed. London: The Guilford Press, 2017.
- Levy, Paul S., and Stanley Lemeshow. *Sampling of Populations: Methods and Applications*. Mexico: Wiley, 2008.
- Lexy, J. M. *Metodologi penelitian kualitatif*. Bandung: Remaja Rosdakarya, 2002.
- Mason, Robert L, Richard F Gunst, and James L Hess. *Statistical Design and Analysis of Experiments*. Canada: John Wiley & Sons, 2003.
- Nation, I. *Learning Vocabulary in Another Language* (Cambridge Applied Linguistics). Cambridge: Cambridge University Press, 2001.
 doi:10.1017/CBO9781139524759

- Nagy, W. E., & Anderson, R. C. How many words are there in printed school English? *Reading Research Quarterly*, 2019.
- Nirmawati, Lia Amelia. "Improving Students Speaking Skills through Speaking Board Games of Grade VIII of SMP N 13 Yogyakarta in the Academic years of 2013/2014", 2015: 17-20.
- Nunan, David. *Practical English Language Teaching*. Singapore: McGraw Hill, 2003.
- Richard, Jack. *Methodology in Language Teaching*. New York: Cambridge University Press, 2002.
- Taherdoost, H.. Sampling Methods in Research Methodology; How to Choose a Sampling Technique for Research. *SSRN Electronic Journal*, 5(2). (2018): <https://doi.org/10.2139/ssrn.3205035>
- Thornbury, Scott and Ed Jeremy Harmer. *How to Teach Vocabulary*, 2002.

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALU
NOMOR : 403 TAHUN 2021

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, maka perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 23 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 31/In.13/KP.07.6/01/2021 masa jabatan 2017-2021

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

KESATU : Menetapkan saudara :

1. Prof. H. Nurdin, S.Sos., S.Pd., M.Com, Ph.D
2. Afifah, S.Pd., M.Pd

sebagai Pembimbing I dan II bagi Mahasiswa :

Nama : Mar'atul Husna
NIM : 18.1.16.0040
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE INFLUENCE OF STUDENTS' VOCABULARY MASTERY ENGLISH SPEAKING SKILL AT THE TENTH GRADE SCIENCE CLASS OF MAN 2 PARIGI

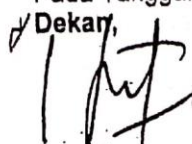
KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2021

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini, maka diadakan perbaikan sebagaimana mestinya





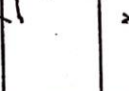



KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 26 Mei 2021

Dekan,

Dr. Hamlan, M.Ag

**KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**

NAMA	: MAR'ATUL HUSNA
NIM	: 181160009
PROGRAM STUDI	: TBI-1

NGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
11 2021	Yuliana Usman Kase	Problematisa Penerjemahan menggunakan google translate dalam mata kuliah targamah pada Mahasiswa Pendidikan bahasa Arab	1. Or. H. Ubaidah, S.Ag. M.Pd 2. Muhammad Nurasmauli, S.Ag	
2021	Rahmat Setiawan	The Using of Peer group activities in reducing Student's speaking anxiety	1. Drs. Mohammad Ihsan, M.Ag. 2. Fitriingsih, S.S., S.Pd., M.Hum	
2021	Rahmat Rivandy	Manajemen Pembelajaran disabilitas dalam meningkatkan pendidikan Islam di SMPIS Muhammadiyah Palu	1. Dr. H. Anwa, M.Pd 2. A. Markarna S.Ag., M.Tu.1	
2021	Rahmatia	Strategi guru PAUD dan TK Dalam Mengembangkan Kreativitas belajar anak melalui Permainan lego Masa Pandemi COVID-19 di Desa ALINDAU	1. Drs. Sagfir Muhammad Amin, M.Pd.1 2. Kasmiati, S.Ag., M.Pd.I.	
2022	Gina Ramdani	The teaching of Speaking using expression of asking and Giving opinion through Whatsapp voice note Application	1. Dr. H. Nur Asmawati, S.Ag., M.Hum 2. Afifah, S.Pd., M. Pd.	
2022	Musa Dalab	Evaluasi supervisi Akademik Kepala Sekolah pada proses pembelajaran di SDN 7 Bokat Kabupaten Buol	1. Dr. H. Askar, M. Pd 2. Agung Wicaksono, M.Pd.	
Juni 2022	Sinta Arista	The Implementation of Video animation Media to improve students' abilities in writing English Narrative text at 10th Grade at MTS Al-Khairaat tuwra	1. Andi Mukhammad Dalabalan, Spd.T, M.Pd. 2. Rasmi, S.Pd., M.Pd	
2022	Fitri Annisa Ayuningtias	Pengaruh Gaya Belajar terhadap keaktifan Peserta Didik pada Pelajaran Fiqih di MTsN 3 Kota Palu	1. Dr. Rustina, S.Ag., M.Pd 2. Sjafir Lobud, S.Ag., M.Pd	
2023	Hur Fadilah	Improving Students' Reading Comprehension through Watching Video of folklore folklore	1. Drs. Muhamad Ihsan, M. Ag 2. Zuhra, S. Pd., M. Pd	
			1.	
			2.	

erupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi



Nomor : 770 /Un.24/F.I/PP.00.9 /02/2022
Sifat : Penting
Lamp : -
Hal : **Undangan Menghadiri Seminar Proposal Skripsi**

Palu, 16 Februari 2022

Kepada Yth.

1. Prof. Nurdin, S.Pd., S.Sos., M.Com., Ph.D. (Pembimbing I)
2. Afifah, S.Pd., M.Pd. (Pembimbing II)
3. Yuni Amelia, S.Pd., M.Pd. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-
Palu

Assalamu 'alaikum warahmatullahi wabarakatuh


Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama : Mar'atul Husna
NIM : 18.1.16.0004
Jurusan : Tadris Bahasa Inggris (TBIG)
Judul Skripsi : The Influence of Students' Vocabulary Mastery towards English Speaking Skill at the Tenth Grade Science Class of MAN 2 Parigi

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Senin, 21 Februari 2022
Waktu : 09.00 Wita - Selesai
Tempat : Lt. 3 FTIK UIN Datokarama Palu

Wassalamu 'alaikum warahmatullahi wabarakatuh

a.n Dekan
Ketua Jurusan TBIG

Rusli, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 19690215 199203 1 013

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Urum Fakultas Tarbiyah dan Ilmu Keguruan.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : 1092 /Un.24/F.I/PP.00.9/6/2022
Lampiran : -
Hal : Izin Penelitian Untuk
Menyusun Skripsi

Palu, 01 Juni 2022

Yth. Kepala Madrasah MAN 2 Parigi

Di
Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Mar'atul Husna
NIM : 181160004
Tempat Tanggal Lahir : Tinombala, 10 Juli 2000
Semester : VIII (Delapan)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Tombolotutu
Judul Skripsi : The Influence Of Students' Vocabulary Mastery Towards English Speaking Skill at the Tenth Grade Science Class of MAN 2 Parigi
No. HP : 082293052537

Dosen Pembimbing :
1. Prof. Nurdin, S.Pd., S.Sos., M.Com., Ph.D.
2. Afifah, S. Pd., M. Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.



Wassalam,
Dekan
Dr. H. Askar, M.Pd.
NIP. 196705211993031005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PARIGI MOUTONG
MADRASAH ALIYAH NEGERI 2 PARIGI

Jl. Nusantara No.119 Sumberagung Kec. Mepanga Kab.Parigi Moutong ☎ (0455) 314136
Email: mantomini007@gmail.com NPSN : 40209870, NSM : 131172080002, Kode Pos 94376

SURAT KETERANGAN PENELITIAN

Nomor : B- 376 /Ma.22.03.04/PP.00.6/ 6 /2022

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Negeri 2 Parigi:

Nama : Syamsul Bahri, S. Ag
NIP : 19701205 200012 1 001
Jabatan : Kepala Madrasah Aliyah Negeri 2 Parigi, Kec. Mepanga, Kab. Parigi Moutong, Prov. Sulawesi Tengah


Menerangkan bahwa,

Nama : Mar'atul Husna
NIM : 181160004
Program Studi : Tadris Bahasa Inggris

Bahwa yang bersangkutan **BENAR** telah melaksanakan penelitian di Madrasah Aliyah Negeri 2 Parigi, untuk memperoleh data dalam rangka penyelesaian Skripsi dengan judul ***"The Influence Of Students' Vocabulary Mastery Towards English Speaking Skill at the Tenth Grade Science Class of MAN 2 Parigi"***

Demikian surat keterangan ini dibuat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya.

Sumberagung, 11 Juni 2022

Kepala

SYAMSUL BAHRI, S. Ag.
NIP 19701205 200012 1 001

R-table

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647

T-table

Titik Persentase Distribusi t (df = 1 - 40)

df	Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
		0.50	0.20	0.10	0.050	0.02	0.010	0.002
1		1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2		0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3		0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4		0.74070	1.53321	2.13185	2.77645	3.74695	4.80409	7.17318
5		0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6		0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7		0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8		0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9		0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10		0.69981	1.37218	1.81248	2.22814	2.76377	3.16927	4.14370
11		0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12		0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13		0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14		0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15		0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16		0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17		0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18		0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19		0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20		0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21		0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22		0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23		0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24		0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25		0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26		0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27		0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28		0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29		0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30		0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31		0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32		0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33		0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34		0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35		0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36		0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37		0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38		0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39		0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40		0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

CURRICULUM VITAE

Researcher Identity

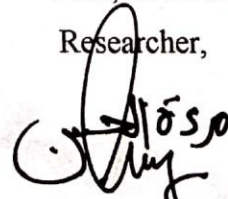
Name : Mar'atul Husna
Date of Birth : Tinombala, 10 July 2000
Gender : Female
Department : English Tadris Study Program
Faculty : Faculty of Tarbiyah and Teacher Training
NIM : 18.1.16.0004
E-mail : maratulhusna10@gmail.com
Address : Jl. Tombolotutu
Father's Name : Muadzin
Mother's Name : Supriyanti

Educational

MIN TINOMBALA : Graduated in 2012
MTS TINOMBALA : graduated in 2015
MAN 2 PARIGI : Graduated in 2018

Palu, 25 June 2022

Researcher,



Mar'atul Husna
18.1.16.0004