

**THE CONTRIBUTION OF VOCABULARY MASTERY
TO SPEAKING PROFICIENCY
(AT SMPN 1 KLUET SELATAN)**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirement for the Degree of
"Sarjana Pendidikan"*

By

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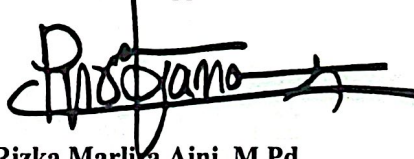


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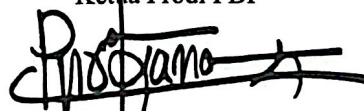
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Finally, I realize that this thesis may still have shortcomings, despite my best efforts. Constructive criticism and suggestions from readers are highly appreciated to improve its quality. I hope this thesis can provide valuable and useful information to its readers.

ABSTRACT

Delva Ulmarida. 2025. *The Contribution of Vocabulary Mastery to Speaking Proficiency (At SMPN 1 Kluet Selatan)*. English Education Department Teacher Training and Education Faculty Bina Bangsa Getsempena University 2025. Supervisor 1 Prof, Dr. Sariakin, M.Pd, & Supervisor 2 Rizka Marlisa Aini, M.Pd.

This study investigated the contribution of vocabulary mastery to the speaking ability of seventh grade students at SMPN 1 Kluet Selatan. Based on this focus, this study addressed two main questions (1) Is there a significant correlation between vocabulary mastery and students' speaking ability and (2) Does vocabulary mastery contribute to students' speaking ability. Using a quantitative correlational design, this study involved 46 randomly selected students who were assessed using two instruments: a multiple-choice vocabulary test and a speaking performance test conducted in the form of a dialogue. The collected data were analyzed using Pearson Product Moment correlation, simple regression analysis, and hypothesis testing to determine the relationship and contribution of vocabulary mastery to speaking ability. The results reveal a very strong and statistically significant correlation between vocabulary mastery and speaking proficiency, with a correlation coefficient (r) of 0.809 and a p -value of 9.8×10^{-12} (< 0.05). The regression analysis shows that vocabulary mastery contributes 66% ($R^2 = 0.655$) to the variability in students' speaking scores, with the regression model $Y = 30.95 + 1.78X$ indicating that every one-point increase in vocabulary score raises the speaking score by 1.78 points. Hypothesis testing confirms the significance of this contribution, rejecting the null hypothesis and accepting the alternative hypothesis. These findings suggest that vocabulary mastery plays a critical role in developing students' speaking skills and should therefore be prioritized in English instruction, especially at the junior high school level. This study also contributes to the body of research by offering empirical evidence from a younger learner demographic and providing practical insights for educators in curriculum design and instructional strategies.

Keywords: *Vocabulary Mastery, Speaking Proficiency.*

ABSTRAK

Delva Ulmarida. 2025. *Kontribusi Penguasaan Kosakata Terhadap Kemahiran Berbicara (Di SMPN 1 Kluet Selatan)*. Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bina Bangsa Getsempena 2025. Pembimbing 1 Dr. Sariakin, M.Pd, & Pembimbing 2 Rizka Marlisa Aini, M.Pd.

Penelitian ini menyelidiki kontribusi penguasaan kosakata terhadap kemampuan berbicara siswa kelas tujuh di SMPN 1 Kluet Selatan. Berdasarkan fokus ini, penelitian ini membahas dua pertanyaan utama (1) Apakah terdapat korelasi yang signifikan antara penguasaan kosakata dan kemampuan berbicara siswa dan (2) Apakah penguasaan kosakata berkontribusi terhadap kemampuan berbicara siswa. Dengan menggunakan desain korelasional kuantitatif, penelitian ini melibatkan 46 siswa yang dipilih secara acak yang dinilai menggunakan dua instrumen tes kosakata pilihan ganda dan tes kinerja berbicara yang dilakukan dalam bentuk dialog. Data yang terkumpul dianalisis menggunakan korelasi Pearson Product Moment, analisis regresi sederhana, dan uji hipotesis untuk menentukan hubungan dan kontribusi penguasaan kosakata terhadap kemampuan berbicara. Hasil analisis data menunjukkan adanya korelasi yang sangat kuat dan signifikan antara penguasaan kosakata dan kefasihan berbicara, dengan koefisien korelasi (r) sebesar 0,809 dan nilai signifikansi p sebesar $9,8 \times 10^{-12}$ ($< 0,05$). Analisis regresi sederhana menunjukkan bahwa penguasaan kosakata memberikan kontribusi sebesar 66% ($R^2 = 0,655$) terhadap variasi skor berbicara siswa. Model regresi yang diperoleh adalah $Y = 30,95 + 1,78X$, yang berarti setiap peningkatan satu poin dalam skor kosakata akan meningkatkan skor berbicara sebesar 1,78 poin. Uji hipotesis juga menunjukkan bahwa kontribusi ini signifikan, sehingga hipotesis nol ditolak dan hipotesis alternatif diterima. Temuan ini menunjukkan bahwa penguasaan kosakata memainkan peran penting dalam mengembangkan kemampuan berbicara siswa dan perlu menjadi prioritas dalam pembelajaran Bahasa Inggris, khususnya di tingkat sekolah menengah pertama. Penelitian ini juga memberikan kontribusi terhadap literatur akademik dengan menyajikan bukti empiris dari peserta didik usia muda serta memberikan wawasan praktis bagi pendidik dalam perencanaan kurikulum dan strategi pengajaran.

Kata Kunci: *Penguasaan Kosakata, Kefasihan Berbicara.*

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