

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

1. There a significant correlation between vocabulary mastery and student's ability speaking proficiency. through Pearson correlation analysis, the correlation coefficient (r) value was obtained as 0.809, which is included in the category of a very strong and positive relationship. In addition, the significance value (p-value) of 9.8×10^{-12} indicates that this relationship is very statistically significant, indicating that increasing vocabulary mastery is directly proportional to increasing students' speaking ability.

2. Vocabulary mastery contribute to student's speaking ability speaking proficiency. the results of the simple regression analysis strengthen the previous findings, where the regression model $Y = 30.95 + 1.78X$ was obtained. This mode shows that every one-point increase in vocabulary mastery score will increase speaking ability score by 1.78 points. The coefficient of determination (R^2) value of 0.655 indicates that 65.5% of the variability in speaking ability can be explained by vocabulary mastery, while the rest is influenced by other factors.

5.2 Suggestion

Based on the results of the research that has been conducted and the conclusions obtained, the researcher provides several suggestions addressed to the interested parties as follows:

1. For English Teachers

Teachers as learning facilitators are expected to increase attention to the aspect of vocabulary mastery in the English teaching process, especially in relation to speaking skills. Teachers are advised to apply interactive and communicative learning methods, such as the use of vocabulary games, paired dialogues, simulations, role-plays, and group discussions that allow students to use vocabulary in real contexts. In addition, teachers also need to emphasize the importance of using vocabulary in various practical situations, so that students are not only able to memorize, but also apply it actively in oral communication.

2. For Students

Students are advised to actively expand their vocabulary mastery through various sources, such as reading English books, watching learning videos, and listening to conversations in English. Students are also expected to have the willingness to practice speaking skills continuously by using new vocabulary that they have learned in daily activities, both inside and outside the classroom. The awareness that vocabulary mastery is the main foundation in speaking skills needs to be built continuously.

3. For Schools and Curriculum Managers

Schools and curriculum managers are expected to support the development of English learning programs that are more focused on strengthening students' vocabulary, by providing adequate learning facilities such as thematic vocabulary books, interactive learning media, and English extracurricular activities such as English Club. These programs can be designed to increase students' courage in

speaking, as well as expand their active vocabulary through real and enjoyable practices.

4. For Further Researchers

This study presents opportunities for further development by future researchers. It is recommended that subsequent studies explore additional factors that may influence speaking ability, such as motivation, self-confidence, learning strategies, and parental involvement. Moreover, employing a mixed-methods research design is suggested to enhance the depth and validity of findings by integrating both qualitative and quantitative data, thereby providing a more comprehensive understanding of the relationship between vocabulary mastery and speaking proficiency.

Appendix: Correlation and Regression Analysis Based on SPSS Output

SPSS Output and Statistical Interpretation

1. Descriptive Statistics

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary Score	46	7	20	14.50	4.06
Speaking Score	46	50	76	57.91	7.92

Tabel 5.1 Statistik Deskriptif

2. Pearson Product-Moment Correlation

Correlations

	Vocabulary Score	Speaking Score
Vocabulary Score	1	.809
Speaking Score	.809	1

Table 5.2 Correlations

Note: Correlation is significant at the 0.01 level (2-tailed)

- **Correlation Coefficient (r):** 0.809
- **Significance (p-value):** 9.8×10^{-12} (< 0.05)

Interpretation: There is a very strong and statistically significant positive correlation between vocabulary mastery and students' speaking ability. The higher the vocabulary mastery, the better the speaking performance.

3. Simple Linear Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.809	.655	.648	4.68

Table 5.3 Model Summary

ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1897.324	1	1897.324	86.598	9.8×10^{-12}
Residual	1001.976	44	22.772		
Total	2899.300	45			

Table 5.4 Anova

Coefficients

Model	Unstandardized B	Std. Error	Standardized Beta	t	Sig.
(Constant)	30.951	2.019		15.332	0.000
Vocabulary	1.784	0.192	0.809	9.302	9.8×10^{-12}

Table 5.5 Coefficients

Regression Equation: $Y = 30.95 + 1.78X$

Interpretation:

- For every one-point increase in vocabulary score, the students' speaking score increases by 1.78 points.
- The R Square value of 0.655 means that 65.5% of the variation in speaking scores is explained by vocabulary mastery.

- The significance level ($p\text{-value} = 9.8 \times 10^{-12}$) confirms that the regression model is statistically significant.

4. Hypothesis Testing Summary

- **Null Hypothesis (H_0):** Vocabulary mastery does not have a significant contribution to students' speaking proficiency at SMPN 1 Kluet Selatan. In other words, students' speaking performance may not be strongly influenced by their vocabulary knowledge.

- **Alternative Hypothesis (H_a):** Vocabulary mastery has a significant contribution to students' speaking proficiency at SMPN 1 Kluet Selatan. This assumes that students with higher levels of vocabulary knowledge are able to express their ideas more fluently, accurately, and appropriately in spoken English.

Result:

- Since the $p\text{-value}$ (9.8×10^{-12}) is far below the significance level of 0.05, H_0 is rejected.
- Therefore, H_a is accepted, meaning vocabulary mastery significantly contributes to students' speaking proficiency.

Based on SPSS analysis, it is evident that vocabulary mastery has a very strong and statistically significant correlation and contribution to students' speaking proficiency at SMPN 1 Kluet Selatan. The results affirm the hypothesis and emphasize the importance of enhancing vocabulary teaching to improve oral communication skills among junior high school students.