

THE ANALYSIS OF VOCABULARY MASTERY TO IMPROVE IN SPEAKING SKILL AT SMPN 4 PEMATANGSIANTAR

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ABSTRACT

This research aims to analyze the role of vocabulary mastery in improving students' speaking skills at SMPN 4 Pematangsiantar. Speaking is a crucial language skill that enables students to communicate effectively, and vocabulary plays a fundamental role in supporting this ability. The method used in this study is descriptive qualitative, involving interviews with English teachers, questionnaires to students, and a simple speaking test. The participants were two English teachers and three students selected purposively. The findings indicate that vocabulary mastery significantly contributes to students' speaking performance, especially in fluency, accuracy, and confidence. Teachers affirmed that without adequate vocabulary knowledge, students struggle to express ideas clearly. Moreover, students who had higher vocabulary mastery showed better performance in speaking tests. This study emphasizes the importance of vocabulary instruction as a foundation for developing speaking skills in English learning.

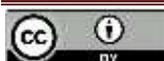
Keywords: Vocabulary Mastery, Speaking Skill, English Learning, Junior High School, Qualitative Research

I. INTRODUCTION

The Background of Research

As social creatures living side by side, humans also need each other. Needing each other requires us to engage in social interactions with each other, one of which is communication, especially communication through language. Language as a tool of communication for social beings makes it the most important thing in human life, Brown (2005: 5). In addition to the four skills, there is another important element of language, vocabulary, with which all language begins. Vocabulary is the basis for forming the sentences that enable us to speak English. It can be said that if someone does not have a good command of vocabulary, it will certainly be difficult for them to understand and use English. According to Aswal Syarifudin, (Syarifudin et al., 2014), “vocabulary is the important element in learning English; it is the first step for the students if they want to achieve their goal in learning English skill”.

The researcher conducted a study on English proficiency among favorite-class students at SMP Negeri 4 Pematangsantar, focusing on vocabulary mastery. Some students, particularly in higher classes, could easily understand English, while others struggled in other subjects.



The study aims to improve these skills and explores the impact of friendships on students' learning abilities. The research aims to understand the role of vocabulary in language learning and effective communication in the globalization era, emphasizing the importance of mastering a strong vocabulary for effective English communication.

The Problem of Research

Based on the previous explanation of the research's background, the researcher constructed the following: How far vocabulary mastery to improve in speaking skills at SMP Negeri 4 Pematangsiantar?

The Objective of Research

In discussing this title, the researcher will put forward a thing that is the main objectives of the research as follow: "To explain how far of vocabulary mastery to improve in speaking skills at SMP Negeri 4 Pematangsiantar."

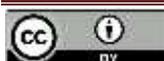
II. THE REVIEW OF LITERATURE

The definition of Speaking

The concept of speaking, with a focus on its function in communication. Speaking is a useful ability that involves verbal communication and is a component of language instruction. According to (Nunan, 2003), it involves using spoken words to express meaning, necessitating careful preparation and feedback. Numerous elements are involved in the process, including body language, tone, emphasis, fluency, and pronunciation.

The definition of vocabulary Mastery

A key element of second language proficiency is vocabulary; understanding word meanings is one of the main objectives of language acquisition. It is necessary for effective second language communication. Vocabulary, according to (Hornby, 1995:985). Furthermore, it might be said that students who have a limited vocabulary may find it difficult to communicate in English. Speaking a language fluently and successfully expressing ideas require having a large vocabulary. (Thornbury, 2006) asserts that vocabulary serves as the cornerstone of communication while grammar plays a part in information transmission. Vocabulary is a crucial component of language learning and communication, serving as a building block for instruction and understanding spoken and written language. A rich vocabulary is essential for successful communication and functioning of a language.



Vocabulary mastery involves a comprehensive understanding of a word, including its form, meaning, and use. It involves understanding its spelling, pronunciation, and morphological structure, as well as its literal meanings, connotations, and nuances. It also involves correct usage in various contexts, including grammar and collocation

The Nature of Vocabulary and Vocabulary Mastery

The choice in vocabulary selection and teaching method is essential, as it requires context-based learning to understand the meaning of words. Hatch and Brown in Andriyani Nila (2015:30) define vocabulary as a list or collection of terms exclusive to a language or a list of words used by individual language speakers. From the definition above, it can be determined that vocabulary is the total number of words, a list or set of words in a given language that a person knows or uses.

Vocabulary is a list of words explained alphabetically, including synonyms, antonyms, polysemic words, and homophones. Synonyms have similar meanings but different forms, antonyms have opposing meanings, polysemic words have two or more connected meanings, and homophones have the same form but different meanings. Definitions are statements that define words, and vocabulary is divided into content words and functional words. Functional words convey grammatical functions, while content words, such as verbs, adjectives, adverbs, and nouns, convey cultural substance.

Vocabulary Mastery in Speaking Skill

Vocabulary is essential to learning a foreign language, including literature, music, and content knowledge, according to Moeller et al in Andriani & sriwahyuningsih (2019). The results will provide insights into the factors influencing vocabulary mastery. Vocabulary is a crucial aspect of language, essential for writing, speaking, listening, and reading. Students acquire English vocabulary in vocabulary class, covering various topics such as sports, school supplies, home goods, plant parts, and more. Vocabulary is crucial for communication in a second language, and students should be proficient in as many languages as possible. Vocabulary skills include meaning, grammar, spelling, and pronunciation. Pronunciation is crucial, as students need to listen to new words in foreign languages to understand sound patterns and stress patterns. Spelling involves understanding the letters and syllables in a word, which can lead to pronunciation and spelling errors. Grammar associated with words can be problematic, especially when meanings overlap. This research aims to examine the impact of vocabulary mastery on students' speaking skills. Data will be gathered through

questionnaires, interviews, and assessment scores. The study will focus on the importance of vocabulary mastery in speaking abilities, highlighting both internal and external factors.

III. THE METHOD OF RESEARCH

The Research Design

The design of this research is qualitative research that focuses on the analysis of the teacher's perspectives about how far vocabulary mastery to improve in speaking skills at SMPN 4 Pematangsiantar. According to Cresswell (2014:3), —research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. At a general level, research consists of three steps: pose a question, collect data to answer the question, present an answer to the question.

Qualitative research is a research method used to research natural objects (as opposed to experiments) where the researcher is the key instrument, data collection techniques are triangulated (combined), data analysis is inductive, and qualitative research results emphasize meaning rather than generalization (Sugiyono, 2009:1). This type of research was inductive, where data at the location would be the main source of the phenomenon and problems in the observation process. So, it can be concluded that descriptive qualitative trying to describe a social phenomenon in the form of words.

The Location of Research

The location of the will conducted at SMPN 4 Pematangsiantar academic year 2024.

Source of the Data

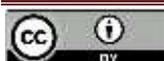
Data

Data in this research were in the form or written text in the field notes or interview transcript. Data is an important aspect in conducting qualitative descriptive research. From these data, researcher obtaine information about the teacher's opinion or perspective about how far vocabulary mastery to improve in speaking skill. And to validate the data the researcher conduct the questionnaire for three students.

Source data

Th source of data are two teachers in the SMPN 4 Pematangsiantar school year 2024/2025.. Purposive sampling is the sampling method employed in this study. To validate the perspective or opinion of the teachers the researcher does questionnaire for three students of SMPN 4 Pematangsiantar school year 2024/2025

The Technique of Collecting Data



A data collection technique is one of the methods used in research to collect complete data from respondents, or tools to aid the researcher in data collection. The data collection techniques used by researcher are interview, questionnaire to validate the teacher's opinion.

The Technique of Analyzing Data

The data analysis technique is systematically carried out with the following steps:

Data reduction

In order to minimize or restructure the amount of data in a useful manner, it must first be organized. According to Miles and Huberman in (Hafid ahsan, 2023), data reduction is the first of his three components of qualitative data analysis. Reduction of data refers to the steps involved in choosing, concentrating, streamlining, abstracting, and changing the information found in field notes and transcripts. At this stage, the researcher will collect data from tests, questionnaires, and interview results, then select, determine, focus, modify, and simplify the data according to the formulation of the problem and the objectives of this research.

Data Display

Data display is an organized assembly of information for conclusion drawing. It involves extended text or charts, graphs, or matrix, enabling analysts to infer patterns and relationships. During the display phase, higher order themes may emerge, classifying data based on truth, message, and beliefs.

Drawing conclusion and verification

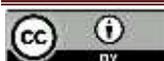
Drawing a conclusion entail taking a step back to evaluate the significance of the data analysis and its implications for the current questions. Verification, which is closely related to drawing conclusions, involves going over the data as many times as needed to confirm or cross-check these conclusions.

At this stage, the researcher reevaluates the research objectives according to the results or data display, reexamines the data from which conclusions have been drawn, reviews the conclusions to ensure they are accurate, and confirms the data as needed. Also validating with theories that support the data results and conclusions.

IV. ANALYSIS OF DATA

Data Analysis

According to the result of the interview conducted with an english teacher, teacher 1 believes vocabulary mastery is important but not crucial, as Indonesian is still used for classroom communication. Teacher 2 believes vocabulary is a foundation for mastering a



language, and students' confidence comes from having a large vocabulary. However, fear can hinder speaking practice and language skills demonstration. Students' interviews and questionnaires validate these teachers' opinions on vocabulary mastery. They believe that the environment plays a significant role in language learning, as a good vocabulary mastery helps students communicate effectively. Teachers use various methods to improve vocabulary mastery, such as practicing vocabulary in the word box and memorizing it.

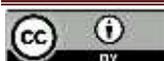
Optimizing technology is crucial for teachers and schools to provide learning facilities. However, students often find lesson materials boring and unwilling to be patient with the theory of learning. Teachers face challenges due to lack of student confidence, even though students with a large vocabulary can practice their vocabulary. Mastery of vocabulary greatly influences the improvement of students' speaking skills. Confidence, frequent practice, and the use of material provided by teachers can help improve students' speaking skills. Although the techniques used are simple with occasional variations and assistance from existing technology, they can still be applied in the digital era. The real challenge is learning with joy and creativity, but simple techniques like memorization cannot be abandoned.

V. CONCLUSION AND SUGGESTION

Conclusion

Based on this research, the researchers concluded that vocabulary mastery greatly influences the improvement of speaking skills. With a good command of vocabulary, it will also greatly facilitate students in speaking in class and building their confidence. But if students feel more shame and fear about speaking even though their vocabulary is quite good, this will become an obstacle to practicing English, which can make the students passive in the language. A teacher who makes students feel comfortable speaking, even if their structure is not yet correct, will build their confidence and train them to get used to using English, which will no longer be passive but will become active. By actively using the language, it will make it easier for students to use English in their real lives, not just in the classroom. In addition, with the support of facilities from the school, it will certainly motivate both students and teachers in teaching the language. Students can learn in a relaxed manner, but teachers must also make them understand that the learning process is not always enjoyable; patience is required during the learning process. Additionally, it is important to provide material that may actually seem boring to students.

5.2 Suggestion



Based on the results of this research, there are several suggestions that can be considered by students, teachers, and researchers.

1. Students

Through this research at SMPN 4 Pematangsiantar for the 2024/2025 academic year. That there are still difficulties faced by students because they are not brave enough to try, even though the teacher provides space to practice English. Learning joyfully with various media must indeed be pursued, but students must understand that it is impossible to grasp something without theory. They also need not feel ashamed when practicing because everything starts from not being able to do it.

2. English Teacher

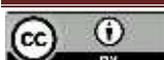
With various efforts, the teacher feels that the students are already quite able to understand, but real examples still need to be provided. More frequent practice also helps the teacher find the right techniques to improve the students' abilities. Also using more varied media.

3. Future Researcher

The researcher hopes that future researchers can bring a new perspective to the topic of vocabulary mastery to influence speaking skills, discovering aspects that can enhance teachers' knowledge with good techniques, and the difficulties students face in school in depth. Also provide information on what can effectively improve speaking skills

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