

**THE INFLUENCE OF STUDENTS' LEARNING INTEREST  
AND VOCABULARY MASTERY ON HIGH SCHOOL  
STUDENTS' SPEAKING SKILLS**

**THESIS**

Submitted on Partial Fulfillment of the Requirement  
for Gaining the Degree of Bachelor of Education  
In English Language Education



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It is definitely my own work. I take full responsibility for the content of this research. As for the opinion of other researcher or findings included in this research, I have clearly written the source with the norms, rules, and ethics of scientific writing.

Semarang, 15 September 2023

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### ADVISOR NOTE

To  
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*Assalamualaikum Wr. Wb.*

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High School Students' Speaking Skills**

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*Wassalamu'alaikum wr. wb.*

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## ABSTRACT

Title : The Influence of Students' Learning Interest and Vocabulary Mastery on High School Students' Speaking Skills

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This study examined the relationships between the variables: (1) Students' learning interest (X1) and speaking skills (Y), (2) students' vocabulary mastery (X2) and speaking skills (Y), and (3) students' learning interest, vocabulary mastery, and speaking skills. This study's methodology was quantitative, and its design was a correlational study. This research conducted in the academic year 2022–2023, and this research population included 108 SMA Negeri 1 Kramat students. By employing a straightforward random sampling procedure, the sample for this research consisted of 20 students as samples of those. These research tools included speaking assessments, learning interest questionnaires, and vocabulary mastery tests for students. To determine the relationship between the variables in this study, simple regression analysis and correlation analysis were performed. The research's findings showed that students' vocabulary mastery and learning interest had a positive and significant impact on their speaking skills, with a multiple correlation coefficient of 0.701 and a sig. value of 0.000 to 0.05. Since the R-Square was 0.491, it also showed that students' vocabulary mastery and learning desire simultaneously had substantial influence on their speaking skill only to the level of 49.1%, with the other 50.9% being unaccounted-for factors. The study's findings highlight the importance of English teachers and students realizing that speaking ability is significantly influenced by students' vocabulary knowledge and learning interests. Therefore, in order to develop strong speaking abilities, students need to increase their vocabulary knowledge and learning interest.

*Keyword: Learning Interest, Vocabulary Mastery, Speaking Skills*

## **MOTTO**

*Just do it!*

*(Muhammad Taufiq)*

## **DEDICATION**

My thesis is honorably dedicated to;

1. My beloved Father and Mother (Mr. Abdul Kholiq and Mrs. Nurul Badriyah) who always support me emotionally and materially with pray, guide, and patience. Thanks for the effort and contribution in making my education success and run well.
2. All of my Dad and my Mom's family members. Who always guided me and support me for reaching my dreams.
3. All my friends from English Education 2018, especially class C.

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Alhamdulillahirobbil'alamin, all praises to be Allah SWT. For all blessings and mercies so the researcher was able to finish this thesis entitled “The Influence of Students’ Learning Interest and Vocabulary Mastery on High School Students’ Speaking Skills”

Prayers and greetings ay always be bestowed on our lord the great prophet Muhammad SAW. His family, friends and the ummah by expecting His intercession.

This thesis was basically compiled to fulfill the requirements to obtain a Bachelor of English degree at the Education and Teacher Training Faculty Walisongo State Islamic University of Semarang. In this process of compiling the research, the researcher received assistance, guidance, and motivation from various parties, therefore, the researcher would like to thank all those who have helped the researcher, so that this work could be a reality. For this reason, allow the author to deliver many thanks to the honorable ones:

1. Dr. KH. Ahmad Ismail, M. Ag., M. Hum., as the dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Sayyidatul Fadlilah, M.Pd. as the head of English Language Education Department.
3. Dra. Nuna Mustika Dewi, M.Pd. as the secretary of English Language Education Department.



4. Dr. Hj. Ma'rifatul Fadhila, M. Ed. as the advisor who always accompanies me in every process of conducting this research and giving me great motivation patiently.
5. All lectures of English Language Education Department.
6. To beloved family who always gives me encouragement, motivation, and expert direction to complete this study.

The researcher realizes that this thesis is still far from perfect. The researcher hopes that this thesis can be useful for other researcher in particular and readers.

Semarang, 15 September 2023

The Research



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# CHAPTER I

## INTRODUCTION

### A. RESEARCH BACKGROUND

Learning is the aftereffect of cooperation among upgrades and reactions. An individual is considered to have mastered something in the event that he can show changes in his way of behaving. "Learning is a process carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in dealing with his environment". On the other hand, on the off chance that he doesn't learn, then, at that point, his reaction diminishes.<sup>1</sup>

*"Learning is an activity in which there is a process from not knowing to knowing, not understanding to understanding, not being able to achieve optimal results.<sup>2</sup>"* "Learning is a change in behavior due to experience and practice. This means changes in behavior, both concerning knowledge, skills and attitudes, even covering all aspects of the organism or personality.<sup>3</sup>".

*Learning is basically a course of cooperation with all circumstances that exist around the person. Learning should be visible as an objective coordinated process and a course of doing through different encounters. Learning is likewise a course of seeing, noticing, and figuring out something. Learning can be characterized*

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<sup>1</sup> Slameto. (2015). *Learning and Factors Influencing It*. Jakarta: Rineka Cipta

<sup>2</sup> Djamarah, Syaiful Bahri and Zain, Aswan. 2014. *Teaching and Learning Strategies*. Jakarta: Rineka Cipta.

<sup>3</sup> Ihsana, 2017. *Learn and Learn*. Yogyakarta: Student Libraries

as a cycle in which an organic entity changes its way of behaving because of involvement. Learning and instructing are two ideas that can't be isolated from each other. The two ideas become one unit in one action where there is connection among teachers and understudies, as well as among understudies and understudies during learning.<sup>4</sup>

English has turned into an essential language for imparting today. All parts of financial life expect us to speak English to have the option to speak with anybody. The interest in having the option to communicate in English both effectively and latently has been expected by the Province of Indonesia, which remembers English as a nearby subject for kindergarten and grade school and as an obligatory subject in middle school and secondary school. Indeed, even a few tuition-based schools and global schools in Indonesia utilize English as the language of instruction in their schools. At the tertiary level, different divisions have remembered English for their educational plan as a mandatory subject that understudies should program.<sup>5</sup>

In the process of learning language at school, students develop the ability to speak in multiple directions with clear meanings, namely talking to teachers and other students. This means that students are expected to be able to convey messages to teachers

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<sup>4</sup> Gagne. 2014. *Educational Learning Activities*. Jakarta : PT Asdi Mahasatya

<sup>5</sup> Novalita F. Tunga. *English Vocabulary Mastery Techniques in Learning English*. *Central Sulawesi Media Research and Development III No. (1) : 51 - 56 May 2010*

and students in a complete, perfect, good structure, the right choice of words, varied sentences. Submissions can also be addressed to the other person with a higher status. In essence speaking is a process of communication because in it there is a transfer of a message from one source to another.<sup>6</sup>

Attention to learning will arise in students if the learning material is in accordance with their needs and creates student interest where this spurs student motivation related to learning interest, students who have an interest in learning will attract attention so that motivation arises to study the learning. so that finally they are able to master learning well. This also applies to English lessons, where high student interest in learning has an impact on students' desire to master vocabulary more so that students become able or proficient in speaking English.

SMA Negeri 1 Kramat, Tegal Regency is one of the secondary schools that has developed learning media for English subjects where speaking learning is directed at encouraging students to be able to express opinions, tell stories, conduct interviews, discuss, ask questions, and make speeches. If it is associated with learning to speak, then of course there are problems that cause students' speaking skills to be low. Learning practices that are less effective and less liked by students are one of the causes. Actually the teacher has used

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<sup>6</sup> Sri Utami. *The Effect of Students' Speaking Ability through a Communicative Approach with the Simulation Method on Learning English*. Scientific journals. Faculty of Teacher Training and Education. Wisnuwardhana University Malang ISSN: 1410-8771. Volume. 18, Number 2, p. 58-66

various methods that are expected to be an attraction (interest) and a motivator for students to learn to speak, but it seems that the weaknesses are quite basic, namely students are not actively involved in group discussion activities and students are not used to it.

Based on this description, the factors that determine the success of speaking skills can be influenced by students' learning interest with the intensity level of interest and reading motivation which has an impact on vocabulary mastery. The more intense reading, the more vocabulary will be known and affect speaking ability. This is because speaking skill is a reflection and measure of the intensity level of reading and the amount of vocabulary mastered.

Portrayal matches (Slameto, 2015) that extraordinary interest influences getting the hang of, including talking, since, supposing that the topic being examined isn't as per the interests of understudies, then understudies won't advance as well as could be expected in light of the fact that there is no ability to draw in them. He is hesitant to study; he gets no fulfillment from it. Topics that intrigue understudies are simpler to learn and store since interest adds to learning exercises.

Understudies who have an exorbitant interest in learning are understood. With good learning activities, of course, they will get more optimal learning outcomes when compared to students who have little or no interest in learning and then carry out learning activities. . The existence of an interest in learning in students can be an encouragement to study well, so that interest in learning based on



awareness is the most important factor for every student who wants to be successful, even a prerequisite in improving student learning abilities at school.

In addition to interest in reading, reading also affects speaking skills. Motivation is a drive either from within a person or the result of conditioning a situation that allows a person to achieve a predetermined goal. A student who is motivated to read does not necessarily have the ability to speak, conversely a student who is skilled at speaking does not necessarily have the motivation to read. Therefore, motivation to learn to read is the main key to help direct students' attention and focus on the process of learning to read.

Without these efforts it is very unlikely that students can go through the learning process properly. Students who are not motivated will tend to think that the learning process is boring and can be avoided. Then they will seek other compensation beyond the goals of the learning process itself. It is a tough task for all of us to be able to create and maintain student learning motivation. The vocabulary aspect also greatly determines the success of students in speaking. Vocabulary is a number of vocabulary mastered by students. The more vocabulary mastered by students, the more skilled they are in speaking. Since the nature of an individual relies upon the jargon he conveys in talking.

Based on the description above, the authors conducted a study entitled "The Effect of Student Learning Interest and

Vocabulary Mastery on the Speaking Skills of High School Students  
(research at SMA Negeri 1 Kramat Tegal).

## **B. RESEARCH QUESTIONS**

Based on the background above, the formulation of research questions can be seen as follows:

- 1) Does student learning interest affect speaking skills in SMA?
- 2) Does vocabulary mastery affect high school students' speaking skills?

## **C. RESEARCH OBJECTIVE**

Based on the explanation of the problem formulation above, the objectives of this study are:

- 1) To determine the effect of students' interest in learning on speaking skills of high school students
- 2) To determine the effect of vocabulary mastery on speaking skills of high school students

## **D. RESEARCH SIGNIFICANCE**

While the benefits of this research are:

### **1) Theoretical benefits**

This research is able to add theoretical insights about the variables that affect speaking skills. In addition, as a reference and guide for further research.

### **2) Practical benefits**

For Students:

- a. Improve the mastery of various English vocabulary.
- b. Increase student activity in learning.

For Master

- a. Adding to the teacher's insight to increase children's English vocabulary with crossword puzzles.
- b. Facilitate teachers to increase student vocabulary.

For school

- a. Can provide positive thinking input in order to improve the quality of the development of the development of the learning process in elementary schools.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. LITERATURE REVIEW

##### 1. Student Learning Interest

###### a. Definition of Learning Interest

Every individual has a fundamental tendency to relate to something in their environment. If something gives him pleasure, then he will be attracted to it. Interest arises when individuals are interested in something, because it is in accordance with their needs or feelings that something learned is felt to be meaningful for him and he will also intend to learn it.

*“Every student certainly has an interest in every subject in his school. Interest in learning is important for students to want to do activities in learning. Interest in learning consists of syllables, namely interest and learning<sup>7</sup>”.*

Based on(Djamarah, Syaiful Bahri and Zain, 2014)

*“Interest is a feeling of wanting to know, learn, admire or own something. A student should have an interest that arises from within him to learn. Learning is*

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<sup>7</sup> Djamarah, Syaiful Bahri and Zain, Aswan. 2014. *Teaching and Learning Strategies*. Jakarta: Rineka Cipta.

*something that occurs naturally to acquire knowledge or skills through teaching and learning activities (Pritchard and Woollard., 2010)<sup>8</sup>”.*

Students who have an interest in learning will be more eager to learn. Based on(A Lee, WW & Owens, 2004)

*Interest in learning is a personal preference related to learning, which means that the individual prioritizes one thing over another. Interest in learning is related to affective functions and knowledge which will evoke strong emotions such as positive feelings towards something, a sense of attachment, attraction and improve cognitive processes.<sup>9</sup>”.*

Based on(Slameto., 2015)

*"Declaring interest in learning is an interest possessed by students which can be expressed as a statement indicating that students prefer something over another, which is manifested through participation in an activity. Students who have an interest in certain subjects tend to pay greater attention to certain subjects<sup>10</sup>”.*

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<sup>8</sup>Pritchard and Woollard. (2010). *Psychology for the Classroom: Constructivism and Social Learning*. Education.

<sup>9</sup>A Lee, WW & Owens, DL (2004). *Multimedia Based Instructional Design*. Multimedia Education

<sup>10</sup> Slameto. (2015). *Learning and Factors Influencing It*. Jakarta: Rineka Cipta

From a portion of the conclusions above, it very well may be presumed that interest in learning is a feeling of interest and craving for something that emerges in view of a need. Interest in learning is significant for understudies in light of the fact that, by having an interest in learning, they will all the more effectively comprehend an example, which will influence the learning results they accomplish.

**b. Factors Affecting Learning Interest**

One's advantage in learning isn't steady, but continuously changing all the time. Subsequently, it should be coordinated and created towards a decision that is not entirely set in stone through the elements that impact this interest.

*(Mashudi, Toha et al, 2007)describes a person's interests that are influenced by the following things<sup>11</sup>:*

- 1. Internal needs factor. These prerequisites can be physical or mental in nature.*
- 2. Social rationale factor. The development of interest in somebody is driven by friendly thought processes the need to earn respect and appreciation for the climate in which one is found.*
- 3. Emotional factor. This element is a proportion of an individual's power in focusing on an example, making*

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<sup>11</sup> Mashudi, Toha et al. (2007). *School learning. Education*

*them more inclined to effectively strip and study the illustration.*

In his opinion, interest is influenced by internal (intrinsic) and external (extrinsic) factors.

It's the same with opinions(Wigfield, A., Eccles, JS, Fredricks, J., Roeser, R., Schiefele, U., Simpkins, S. et al., 2020):

*"That interest does not only arise from within but from interactions with activities and contexts that are experienced, which means that personal and environmental factors can increase or decrease interest in learning.<sup>12</sup>*

(Alperovitch D, Santo YP, Masharawi, Y PT, Katz-Leuer & L., 2010) *added that interest in general is a mixture of intrinsic and extrinsic interests<sup>13</sup>.*

When(Sutikno, 2013)states that interest is characterized by the presence of several factors, namely:

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<sup>12</sup>Wigfield, A., Eccles, JS, Fredricks, J., Roeser, R., Schiefele, U., Simpkins, S., & Simpkins-Chaput, S. (2014). *D. achievement motivation and, & engagement. In RM Lerner, C. Garcia Coll, & ML (Eds. . (2020). Handbook of child psychology. Psychology Social and Emotional Development, 3.*

<sup>13</sup>Alperovitch D, Santo YP, Masharawi, Y PT, Katz-Leuer, DU &, & L., K. (2010). *Low Back Pain Among Professional Bus Drivers: Ergonomics and Occupation – Psychosocial Risk Factors. Social psychology*

- 1) *Attention, someone who has an interest will definitely pay attention to what will be the object of interest itself. He will Watch with enthusiasm what interests him.*
- 2) *Likes and interests, someone who has an interest in something, then there will be a feeling of interest in him. There is curiosity further about everything connected with it.*
- 3) *Student enthusiasm is the encouragement that arises for something desired, causing a process of attention and curiosity.*
- 4) *Participation and activeness, someone who has an interest will be active in something he is interested in. Through the participation of a person in carrying out an activity because he wants to meet his needs.*
- 5) *Feelings of pleasure will generate interest because they are driven by pleasure towards something which then arises into a desire that encourages someone to have it. A student who has feelings of pleasure or likes towards a lesson, then that student will continue to study the knowledge he likes. No one feels compelled in students to study the field<sup>14</sup>.*

From the several opinions above, it can be concluded that there are many factors that affect interest in learning,

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<sup>14</sup> Sutikno, S. (2013). *Study and study. Education*



including intrinsic factors and extrinsic factors. The intrinsic factor itself is the student's own personal factor and the extrinsic factor is the environment

## **2. Vocabulary Mastery**

### **a) Vocabulary definition**

Vocabulary is a group of words that contain meaning according to (Muhbbah, 2000) said

*"Vocabulary is a comprehensive concept and function of language words that are part of a child's understanding of speaking, reading and writing. Vocabulary is words that have meaning when heard or seen or even thought, not processed by the individual himself to communicate with others<sup>15</sup>".*

Based on (Brown, 2004)

*"That vocabulary is the content and function of language words that are learned so that they become part of a child's understanding, speaking, reading and writing. Second, vocabulary is words that have a meaning when they are hard or look flat although*

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<sup>15</sup>Muhbbah. (2000). *Using Scrabble Can Attract Learners to Learn Vocabulary Learning.*

*individuals produce it when communicating with others<sup>16</sup>”.*

(Richard F. Gerson, 2002)said

*“Vocabulary is one of the most obvious components of language and one of the first things that applied linguists pay attention to<sup>17</sup>”.*

From some of the opinions above it can be concluded that vocabulary is part of language where vocabulary is an important part, namely concepts, functions and components for someone in learning language.

Based on(Webster, 2007)The vocabulary is a list of words and sometimes phrases, usually arranged in alphabetical order ending at the farthest<sup>18</sup>.

Also,(Marsuni., 2005)states that vocabulary is the ability to recognize the individual letters that make up a word<sup>19</sup>.

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<sup>16</sup>Chocolate, HD (2004). *Language Assessment. Principles and Class Practices. English language education*

<sup>17</sup> Richard F. Gershon. (2002). *Customer Satisfaction Level. Consumer Satisfaction, 1, 2.*

<sup>18</sup>Webster. (2007). *Develop Vocabulary. Pearsons Education.*

<sup>19</sup>Marsuni. (2005). *Increasing Student Vocabulary Using Context Clues. Language and Art.*

In this study, the related vocabulary is in (James Dean Brown, 2015)

*states that vocabulary is the content and function of language words that are learned so that they become part of a child's understanding, speaking, reading and writing. communicate with others<sup>20</sup>”.*

(Busran & Fitriyah, 2015):

*Characterizing jargon as the substance and capability of words from a language that is concentrated completely, it turns out to be important for the youngster's self-comprehension, talk, and afterward reading and composing jargon. It additionally implies words that have been heard or seen, despite the fact that they were not created by the singular himself to speak with others.<sup>21</sup>*

From the above opinion it can be concluded that vocabulary is used in language learning by recognizing the letters alphabetically, both by recognizing individual letters and by forming sentences so that they are easy to understand and learn.

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<sup>20</sup>James Dean Brown. (2015). *Using Surveys in Language Programs*. England, 6

<sup>21</sup>Busran & Fitriyah. (2015). *Designing an educational game to learn to read for preschoolers based on Android smartphones*. technof.

**b) Vocabulary type**

(Harmer in Jawariah, 2005) *distinguish between two types of vocabulary, viz<sup>22</sup>:*

- 1) *Dynamic jargon alludes to jargon that has been educated to understudies and that they are supposed to have the option to utilize.*
- 2) *Detached jargon alludes to jargon that they will most likely be unable to deliver.*

(James Dean Brown, 2015) *Partition jargon into four sections, to be specific:*

- 1) *Oral jargon comprises words that are utilized effectively in discourse and that are handily grasped by one's tongue.*
- 2) *Writing jargon is a load of words that come effectively into one's finger jargon. Usually utilized recorded as a hard copy.*
- 3) *Listening jargon is an assortment of words that one can comprehend while hearing them.*
- 4) *Reading jargon are words that individuals can perceive when they experience them in composed materials.<sup>23</sup>*

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<sup>22</sup>Harmer in Jawariah. (2005). *Improving Students' Vocabulary Using Semantic Feature Analysis Strategy*. English language education.

<sup>23</sup>James Dean Brown. (2015). *Using Surveys in Language Programs*. England, 6

(Schail, 2004) arrange jargon into three sorts, to be specific:

- 1) *Dynamic jargon incorporates words that are usually utilized in talking.*
- 2) *Vocabulary stores are words that we know yet seldom use in ordinary discussion. We record them as hard copies and search for equivalent words.*
- 3) *Inactive jargon: words are enigmatically unmistakable, yet we make certain of their significance; we never use them, either spoken or composed; we just know them since we saw them previously.*<sup>24</sup>

As per (Dweck, CS, and Leggett (2005), there are two kinds of jargon:

- 1) *Latent or acknowledgment jargon comprises words an individual perceives with regards to understanding material but doesn't actually utilize himself.*
- 2) *Dynamic jargon comprises action words utilized in regular composition and talking.*<sup>25</sup>

(James Dean Brown, 2015)Vocabulary is divided into four types, namely:

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<sup>24</sup>Schail. (2004). *Work with Words. A Guide to Teaching and Learning Vocabulary. Learn English.*

<sup>25</sup>Dweck, CS, & Leggett, EL. (2005). *The socio-cognitive approach to motivation and personality. Psychology.*

- 1) *Tuning in or hearing jargon alludes to the words that an individual comprehends when he hears them.*
- 2) *Jargon incorporates the words that an individual uses to verbally communicate his thoughts.*
- 3) *Understanding jargon means embracing words that individuals comprehend when they see them on paper or composing. D. Composing jargon is gotten sequentially last and incorporates just those words that an individual uses or can use recorded as hard copy pieces.<sup>26</sup>*

(Schail, 2004) states that everybody has three kinds of jargon, as follows:

- 1) *Active vocabulary Words that are commonly used in speaking and may range from 5,000 to 10,000 words.*
- 2) *Reserve vocabulary Words that we know but rarely use in speaking, we use in writing.*
- 3) *Jargon terpisah Kata-kata yang secara misterius kita kenal namun tidak yakin akan pentingnya kata tersebut dan belum pernah digunakan dalam pembicaraan atau penulisan tertentu.<sup>27</sup>*

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<sup>26</sup>James Dean Brown. (2015). *Using Surveys in Language Programs. English,*

<sup>27</sup>Schail. (2004). *Work with Words. A Guide to Teaching and Learning Vocabulary. Learn English.*

From some of the opinions above it can be concluded that vocabulary has several types and classifications with their functions and uses

**c) Teaching and Learning vocabulary**

Educating and learning jargon is certainly not a straightforward cycle. The educator's capacity to perceive the capabilities and attributes of understudies is extremely vital.

**1) Teaches vocabulary**

Showing English jargon to kids isn't equivalent to instructing it to adults, so the material taught to understudies should be adjusted to their age level.

*(Great, 2004) shows that instructing:*

- 1) barely the demonstration of showing in instructive guidance, educating.*
- 2) broadly the demonstration of giving action materials and direction that works with learning both officially and non-officially.<sup>28</sup>*

**2) Learn vocabulary**

(Allen, LV, Bassani, GS, Elder, EJ, Parr, 2014)classify vocabulary learning techniques as follows<sup>29</sup>:

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<sup>28</sup>Good. (2004). *Educational Dictionary. Education.*

<sup>29</sup>Allen, LV, Bassani, GS, Elder, EJ, Parr, A. . (2014). *Strength and Stability Testing for Combined Preparations. Management*

a) *In beginner class*

*The educator presents the importance of jargon through pictures, genuine articles, clarifications, and definitions in straightforward English, utilizing words that understudies definitely know.*

b) *Vocabulary in middle class*

*To show the significance of new words, the educator makes sense by involving straightforward sentences in English. Pictures can likewise be utilized at the middle of the road in more than one way.*

c) *Principles in teaching and learning vocabulary*

*Sesuai Allen (1999), ada dua target mendasar dari kelas tingkat tinggi. Pertama-tama, bersiaplah, para siswa, untuk jenis bahasa Inggris yang digunakan oleh penutur lokal. Kedua, membantu siswa menjadi mandiri dalam kemajuan mereka sendiri. Oleh karena itu, dalam memahami kata-kata asing, pendidik memperbaiki kalimat yang mereka gunakan dan, dalam beberapa kasus, memerlukan pengembangan kalimat yang lebih halus, seperti yang digunakan oleh penutur bahasa Inggris lokal. Kemudian, siswa mengembangkan jargonnya dengan cara yang berbeda-beda sesuai dengan kecenderungannya.*



#### **d) Vocabulary Mastery**

Without language, little can be conveyed, yet without jargon, nothing can be conveyed. Jargon is fundamentally the base of a language. While the essence of understanding jargon itself is the information in words.

*“Without a good understanding of vocabulary, students will have difficulty communicating in English. For example, when students read or listen, students will have difficulty understanding the meaning of a text if there are many words they do not understand. This also applies when students write or speak, without using the right vocabulary, students will find it difficult to convey messages to listeners or readers.”<sup>30</sup>*

Understanding vocabulary is not just knowing the meaning of many vocabularies, but also understanding the different tastes of each of these vocabularies. vocabulary of two meanings, namely denotative meaning and connotative meaning. The denotative meaning is the meaning contained in the dictionary. The denotative meaning can be seen from two factors, namely the essential meaning and figurative meaning, or the original meaning and the meaning of the term.

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<sup>30</sup>Burns, A. & Joyce, H. (2007). *Focus Talking. English*.

Meanwhile, connotative meaning is an additional meaning that gives rise to special nuances or impressions arising from the experience of the language user (Effendi, 2009)<sup>31</sup>. While what is meant by mastery in this study refers to statements (Collin and Herman in Pratiwi, 2007) which says that mastery is skill and knowledge about a subject<sup>32</sup>.

In terms of vocabulary knowledge, (Richard F. Gerson, 2002) suggest 7 aspects of word knowledge. According to him, knowing a word means:

- 1) Knowing the degree of possibility of dealing with words in speech or writing
- 2) Know the limitations imposed on the use of words according to functions and situations
- 3) Know the syntactical behavior related to words
- 4) Know the basic forms of words and their derivatives that can be made from these words
- 5) Knowing the relationship between words with other words in the language<sup>33</sup>
- 6) Knowing the semantic value of words
- 7) Knowing the many different meanings associated with the word

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<sup>31</sup>Effendi, MA (2009). *The Power Of Corporate Governance: Theory and Implementation. Management*

<sup>32</sup>Collin and Herman at Pratiwi. (2007). *Improving Students' Vocabulary Through Extensive Reading Strategies. Education.*

<sup>33</sup>Richard F. Gershon. (2002). *Customer Satisfaction Level. Consumer Satisfaction, 1, 2*

### 3. Speech skills

#### a) Definition of Speaking Skills

Language is an instrument for communicating thoughts and seeking clarification on some things, and language likewise creates ideas and classifications for thinking. In the mean time, as per Speed, language abilities are the capacity to spread these words and utilize complex punctuation and sentence structure to impart in discourse and composing.

*(Moran, JW., 2000)states that the ability to speak is the ability to express one's thoughts and feelings through the sounds of language and words arranged in a more complete composition of language such as phrases, sentences, and longer spoken discourse such as stories, speeches and others.<sup>34</sup>*

Speaking ability is an indicator of quality language learning, including English.

*Based on(Iskandarwassid, 2009)This ability is also based on, "a person's self-confidence to speak fairly, honestly, correctly and responsibly by eliminating psychological problems such as shyness, inferiority, tension, heavy tongue and others"<sup>35</sup>.*

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<sup>34</sup>Moran, JW., BKB (2000). *Organizational Change. Journal of Workplace Learning.*, 12(2): , 66-74.

<sup>35</sup> Iskandarwassid, DS (2009). *Language Learning Strategy. Thematic Learning.*

Talking is one of the four essential parts of language abilities, which incorporate listening abilities, paying attention to understanding abilities, talking abilities, and composing abilities. The ability to speak is essentially the skill of producing a sound system flow that is articulated to convey will, need for feelings and desires to others.

Based on (Tarigan, 2011) talking is,

*“the ability to pronounce articulate sounds or words to express and convey thoughts, ideas and feelings”<sup>36</sup>.*

From the above opinion it can be concluded that speaking ability is the main capital in communicating by mastering vocabulary, speaking honestly, and conveying ideas well.

Speak according (Moran, JW., 2000) *“To speak means to speak orally express thoughts.”*

By expressing what he is thinking, a person can make the other person understand what is on his mind, so that other people can catch and understand what is expressed verbally. Talking needs to pay attention to the signs that need to be met. The signs are that first of all a speaker needs to have a certain message, problem, or topic that he wants to convey to those who listen to him, at least to simply understand, sometimes

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<sup>36</sup>Tarigan, HG and DT (2011). *Teaching Language Error Analysis. Language.*

respond. Without a message, problem or topic, certain things to be expressed, there would be no need for someone to speak.<sup>37</sup>.

In order for the message, problem or topic to be conveyed to those who listen and can understand it, the contents of the message, problem or topic need to be arranged in such a way as to make it easier for those who listen to it to understand. Based on some of the opinions of the experts above, it can be concluded that speaking ability is the ability to express one's mind and heart through the sounds of language and words arranged in grammar.

#### **b) Factors Influencing Speaking**

(Lawtie, 2004)said that:

*"The difficulty of speaking experienced by someone, especially students is caused by several factors: students don't want to talk or say something in class, the class is too noisy so the teacher loses control of the class"*<sup>38</sup>.

Consumes, A., and Joyce (2007) write that there are three factors that make understudies hesitant to partake in class tasks:

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<sup>37</sup>Moran, JW., BKB (2000). *Organizational Change. Journal of Workplace Learning.*, 12(2): , 66-74.

<sup>38</sup>Lawtie, F. (2004). *Teaching Speaking Skills 2 Solving Class Problems. English language education.*

- 1) *In the first place, since understudies imagine that learning a language is enough by paying attention to the educator, figuring out perusing and composing from course books, and doing work out;*
- 2) *Second, etymological challenges, to be specific, hardships understanding the distinctions between the first language and the language being learned, trouble grasping the way to express local speakers, and trouble understanding the syntactic contrasts between the native language and the language being considered (English);  
And*
- 3) *The third is mental variables and different elements, for instance, social variables, experience, absence of inspiration, uneasiness, and humiliation to talk in class.*<sup>39</sup>

Speaking includes three types of knowledge:

- 1) Components (elocution, punctuation, and jargon): utilizing the right words with the right punctuation and the right articulation.
- 2) Capabilities (exchanges and connections): understanding that the conveyance or goal of the news is generally significant (exchanges or data trade) and that genuine

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<sup>39</sup>Burns, A. & Joyce, H. (2007). *Focus Talking. English.*

comprehension isn't exactly required (connections or connections).

- 3) Social and social principles and standards (alternating pace of discourse, length of respite between speakers, jobs of members): understanding how to consider who is talking, in what circumstances, about what, and with the end goal of the discussion.

*“Speaking activities also require things beyond language skills and knowledge. When speaking, it is necessary to a) master the language, b) language, c) courage and calm, d) the ability to convey ideas smoothly and regularly<sup>40</sup>”.*

Supporting variables in talking exercises are as follows:

Phonetic variables, including:

- 1) speech accuracy,
- 2) placement of appropriate pitches, joints or durations,
- 3) word choice,
- 4) the accuracy of the use of sentences and grammar,
- 5) target accuracy.

While non-phonetic elements, among others:

- 1) a sensible mentality, quiet, and not firm,

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<sup>40</sup>Marsuni. (2005). *Increasing Student Vocabulary Using Context Clues. Language and Art.*

- 2) opposition must be directed towards the interlocutor,
- 3) willingness to regard others,
- 4) precise movements and expressions,
- 5) loudness,
- 6) smoothness,
- 7) relevance, reasoning,
- 8) topic mastery. By

From the portrayal above, it very well may be reasoned that the elements that impact talking exercises are semantic (linguistic) and non-etymological (non-phonetic) factors.

## **B. PREVIOUS STUDY**

Previous studies are pieces of literature that share a common theme. Researchers can compare these studies and use the common theme to identify unexplored study areas. It has been attempted in earlier studies to investigate the relationship between students' vocabulary mastery and speaking ability. Below, the researcher will outline various studies. The first is the research conducted by Desri Maria, Atni Prawati, and Nina Aristi. The goal of this study was to determine the relationship between the second-year students at SMPN 12 Bintan's command of vocabulary and their speaking prowess when describing persons. 30 kids from class VIII-2 made up the sample for this study. Two different test types—the speaking exam and the vocabulary test—were used to gather the results. The findings of this study revealed that the second-year students at SMPN 12 Bintan



achieved good to exceptional level in the vocabulary test with an average score of 83.16, while they achieved good level in the speaking test with an average to good score of 73.56. The findings of this study demonstrated a link between speaking fluency in describing persons and vocabulary mastery. The coefficient correlation's xy distribution is 0.68. This indicates that there was a modest amount of association. As a result, the research's alternative hypothesis,  $H_a$ , is accepted while the null hypothesis,  $H_o$ , is disproved. The students' vocabulary score and speaking score did not differ significantly. In other words, it can be inferred that pupils with strong vocabulary skills also frequently have strong speaking abilities.<sup>41</sup> This study's purpose is different from that of the research mentioned above. While the aforementioned research focused on junior high school pupils, the researcher analyzed senior high school pupil. Another distinction is that the researcher solely looked at the impact of students' vocabulary mastery and learning interest on English speaking ability, but the research above focused on the relationship between vocabulary mastery and speaking ability when describing individuals.

Then, the research of Kardelen Kilinc & Ozgur Yildirim (2020) under the title “The Effects of Test Type, Pronunciation, and Proficiency Level on EFL”. The aim of the study was to examine the

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<sup>41</sup> *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.*

impacts of test format, student pronunciation, and skill levels on speaking test results. 147 Turkish EFL students from 38 beginner, 36 elementary, 37 pre-intermediate, and 36 intermediate levels participated in the study. The testing method for this study included 5-8 minutes presentation in front of two raters and a paired speaking exam designed to let students show off their impromptu performances. The devices were used to ascertain how two different test kinds affected test results. The Paired Samples t-test and bivariate regression were used to examine both instruments in order to ascertain the impact of test type and the percentage of the pronunciation feature on overall results. The results showed that, although there were no differences in overall scores at the beginner level, the test type caused variations in the speakers' pronunciation, vocabulary, and relevance. Similar outcomes were attained at the elementary level, with the exception of the difference in accuracy, which led to a significant disparity in overall scores. At the pre-intermediate level, pronunciation was the only substantial area of variance. At the intermediate level, however, it was discovered that, with the exception of fluency and pronunciation, all factors, including overall scores, were affected by the exam format. According to the bivariate regression analysis, each level and test type exhibit significant pronunciation sub-score effects on overall outcomes.<sup>42</sup>

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<sup>42</sup>Kardelen Kilinc and Ozgur Yildirim, "The Effects of Test Type, Pronunciation, and Proficiency Level on EFL", *World Journal of Education*, (Vol. 10, No. 3, 2020)

The last, Research conducted by Taslim, Andi Arifan, Yan Chen, and Nurdania. At SMAN 6 Sidrap, the researchers conducted their study. The research's independent and dependent variables were the students' command of vocabulary (x) and speaking ability (y). The population of this study consisted of all 32 of the students in the IPA class at SMAN 6 Sidrap who were in the eleventh grade (XI2). The researchers employed a vocabulary exam and interviews to get their findings. To choose classes for this study, the researchers employed the cluster sampling technique. To test the hypothesis, the researchers used Pearson Product Moment Correlation and Linear Regression with the SPSS 21 program to analyze the data. Based on research data, it is demonstrated that students' vocabulary mastery and speaking skill in the eleventh grade at SMAN 6 Sidrap have a highly substantial positive link.<sup>43</sup> There are some distinctions between the prior study and this one. The researcher focuses on the impact of students' vocabulary mastery and their learning interest on English speaking ability, as opposed to prior study that concentrated on the relationship only between students' vocabulary mastery and speaking ability. Then, the second difference is the prior study used cluster sampling technique to determine the classes, while the researcher apply simple random sampling.

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<sup>43</sup>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.

## C. CONCEPTUAL FRAMEWORK

### 1. Student Learning Interest Concept

*(Muhbbah, 2000) characterizes advancing as a phase of all singular ways of behaving that is somewhat stationary because of ecological encounters and cooperations, including mental cycles. Changes that arise from the process of physical maturity, drunkenness, fatigue and boredom cannot be seen as a learning process<sup>44</sup>.*

As indicated by Princess Ayuningtyas (n.d.), interest in learning is an inclination and a feeling of interest that leads to a longing to have a more dynamic relationship, which is described by a sensation of joy without compulsion. Their class will welcome them to be more dynamic in managing the educational experience in class, for example, by habitually posing inquiries to the educator, persistently doing schoolwork, searching for references to school topics with a feeling of joy, and being true in completing exercises with practically no pressure from the inside or from the outside.<sup>45</sup>

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<sup>44</sup>Muhbbah. (2000). *Using Scrabble Can Attract Learners to Learn Vocabulary. Learning.*

<sup>45</sup> Princess Ayuningtyas. (td). *Study of the Relationship Between Interest in Learning and Perceptions of Teaching Methods with Student Learning Engagement in the Back Sitting Position. Education.*

As per James Dignitary Brown (2015), understudy learning interest is the loving interest in learning exercises that incorporate perusing, composing, and pragmatic tasks without being told. Understudies who have an exorbitant interest in learning will focus on their support for a movement that they are especially keen on in class.<sup>46</sup>

It can be concluded that interest in learning is an encouragement that comes from within the individual which includes emotion, speaking ability and vocabulary mastery to feel interested in learning activities in class.

**a. Factors Influencing Interest in Learning:**

(Suparman Ali, 2008) expressed that the variables that impact understudies' advantage in learning are as follows:<sup>47</sup>

1. Factors originating from the students themselves:
  - a) Does not have clear goals, if the learning objectives are clear so that students tend to be interested in learning. Because learning is a must. the small interest in learning depends on clear student learning objectives

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<sup>46</sup>James Dean Brown. (2015). *Using Surveys in Language Programs*. England, 6.

<sup>47</sup> Superman Ali. (2008). *Teacher's Efforts in Increasing Student Learning Interest in Accounting Subjects*. At SMA Mass'udiyah Bandung. *Scientific Pend. Accounting Economics*, III.

- b) Is something learned useful or not for the individual. If the lesson is felt to be less useful for self-development, students tend to avoid it.
  - c) Health that often interferes. This health is very influential in learning such as illness, lack of vitamins, this will affect students in learning or carrying out their duties in class.
  - d) Having psychiatric problems or difficulties. Psychological problems or difficulties such as emotional disturbances, displeasure, disturbances in thought processes will affect students' learning interest.
2. Factors originating from the school environment:
- a) How to deliver lessons. During the time spent instructing and learning. The delivery of lessons by the teacher greatly determines student learning interest. If the teacher masters the material but is not good at applying appropriate learning methods it will arouse students' interest in learning
  - b) The existence of personal conflicts between teachers and students, the existence of personality conflicts between teachers and students will reduce interest in the subject, but with this conflict, the possibility of losing student interest decreases.
  - c) School environment. The atmosphere of the school environment greatly influences students' interest in learning, the environmental atmosphere here includes the

climate at school, the learning climate, the atmosphere of the place and facilities, all of which make a person feel at home and stay. hers.

3. Factors Derived from the Family and Community Environment:

- a) Broken house problem. problems that occur on the part of people and the family environment will affect student learning interest
- b) The main attention of students is devoted to activities outside of school. Currently outside of school there are many things that can attract students' interest which can reduce student interest in learning such as sports activities and work. pay attention to teaching and learning activities

**b. Characteristics of Interest in Learning in Students:**

Menurut Slameto (2015), siswa yang giat belajar mempunyai ciri-ciri sebagai berikut:<sup>48</sup>

- a) Has an industrious propensity to focus on and recollect something learned again and again. Students who have a high interest in the subject, they are happy to pay attention to the lesson continuously, not easily affected by anything, such as the noise outside the classroom, the invitation of friends to play.

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<sup>48</sup> Slameto. (2015). *Learning and Factors Influencing It. Education*

- b) The existence of a feeling of liking and being happy about something that is of interest to students who have a high interest in learning will learn with a feeling of pleasure, pleasure, no feelings that make him depressed so that students will easily understand the material that has been taught.
- c) Obtain pride and satisfaction with something they are interested in. Students who have a high interest in learning after obtaining the results of what they have tried, they will feel satisfied and proud of their efforts to obtain learning grades, such as when they receive their report cards. will be satisfied, looking for references to difficult subject matter, will be proud, and feel satisfied solving questions that interest him such as doing math, physics, chemistry, etc. that make him challenging.
- d) Prefer one thing over the other Students who have a high learning interest will ignore activities or activities that are not related to their interests Example Students will ignore friends' invitations to go to play ball, basketball, go to the library etc. while studying the subjects they like.
- e) Manifested through participation in activities or activities, students who have a high interest in learning will take part in various activities related to the subject matter they like, such as following scientific work, campus studies, group



study and making works that are appropriate to the lesson.  
interest.

## **2. Vocabulary Mastery Concept**

Jargon is a significant part of language. Can be deciphered as an assortment of words that are claimed by a language and give meaning when we utilize that language. Jargon is a significant part of learning an unknown dialect. Without great jargon authority, anybody will encounter troubles talking, perusing, tuning in, and composing. Jargon dominance will assist people with getting, comprehending, and working on the most common way of moving information for a superior life. The dominance of decent jargon makes it conceivable to progress or prevail in different fields, like PCs, innovation, financial matters, governmental issues, the travel industry, and further developing training.<sup>49</sup>, the vocabulary is:

- a. Records or assortments of words and expressions are typically organized in sequential order and made sense of or determined.
- b. The part or load of words utilized by a singular gathering of dialects, occupations, or fields of information.
- c. A rundown or set of terms or codes accessible for use.

Meanwhile, according to Roget, the vocabulary is:

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<sup>49</sup>Schail. (2004). *Work with Words. A Guide to Teaching and Learning Vocabulary. Learn English.*

- a) Sequential word records are frequently deciphered or interpreted; the jargon incorporates sayings and two action words.
- b) All words from the language.
- c) Explicit custom for a specific field, subject, exchange, or subculture of articulation

Dari definisi di atas dapat dilihat bahwa jargon merupakan bagian penting dari bahasa dan banyaknya kata yang digunakan oleh individu dalam menyampaikan sudut pandang seperti pertukaran, bisnis, sekolah, dan lain-lain.

#### **a. Vocabulary Benefits**

The advantages of jargon in language learning exercises are extremely clear. Jargon is firmly connected with each part of language learning. While figuring out how to peruse, understudies should know the importance of every jargon word to comprehend the items in the text they are perusing. While figuring out how to talk, understudies should comprehend the importance of new jargon to have the option to impart it well. In figuring out how to tune in, understudies should likewise know the importance of jargon to comprehend what is heard.<sup>50</sup>

To figure out how to compose, understudies should comprehend the significance of jargon and have the option to

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<sup>50</sup>*Yohana Early. (2017).The Correlation between Vocabulary Mastery and Speaking and Writing Skills for Class IV Students at Gugus Prince Diponegoro Elementary School, Ngalian Regency.Semarang State University*

compose well. Jargon can likewise be known as the language of its breath, on the grounds that without jargon, there would be no language.

**b. Vocabulary mastery techniques in learning English**

The main requirement for learning new vocabulary is to find a list of vocabulary that will be learned from English literature material, including films and English reading materials. Reading is one of the determining factors in efforts to enrich knowledge and can enrich the repertoire of English vocabulary which is required to be able to use English both actively and passively. There are a few methods that can be applied to learning English that are determined to expand understudies' jargon dominance.<sup>51</sup>

- a) Make a list of recently learned words in order. Continuous word sorting makes it easier to remember.
- b) Group words based on the group of words. Grouping words will make it easier to remember words in certain groups.
- c) Using objects around us in the process of learning language directly. These activities can make learning more interesting, because the direct involvement of objects around students can stimulate students' cognition, students can see and hold directly objects that are used as learning models.

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<sup>51</sup> *Novalita F. Tungka. English Vocabulary Mastery Techniques in Learning English. Central Sulawesi Media Research and Development III No. (1) : 51 - 56 May 2010*

- d) Creating a learning process that is not like learning, which is known as learning while playing.

### 3. Speaking Skills Concept

*Based on(Hastasi, 2006)ability comes from the word able means the first power (can, be able) to do something and the second lies. Ability itself has the meaning of ability, skill, strength, wealth. Meanwhile, ability according to language means a person's ability to use adequate language in terms of the language system, which includes manners, understanding turns in conversation.*

*“The ability to speak is owned by all humans. But the skill of speaking in front of many people is not necessarily owned by everyone. Speakers must develop techniques for preparation, structure speech, channel energy and passion, and capture and respond to listener interest. The basis of an effective conversation is competent preparation. In this day and age everyone is required to be skilled in speaking<sup>52</sup>”.*

The capacity to talk is the capacity to offer viewpoints, contemplations, and sentiments to an individual or gather them verbally, both eye to eye and from a distance.

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<sup>52</sup>Hastasi, WI (2006). *The Relationship Between Parental Involvement In Homework With Interest In Studying At Home. Education.*

(Moran, JW., 2000) *states that talking is a characteristic method for correspondence between citizens to offer viewpoints and as a type of training in social ways of behaving.*<sup>53</sup>

In the meantime, Wilkin (Iskandarwassid, 2009) *expressed that the motivation behind showing English today is to talk.*<sup>54</sup>

It can be concluded that the ability to speak is a medium of communication that must be owned by someone both verbal and written communication.

Then, Wilkin (Afidatul, 2015) *states that talking expertise is the capacity to make sentences since correspondence happens through sentences to show different conduct contrasts from various networks.*<sup>55</sup>

As per the informative and practical schools, talking abilities are firmly connected with listening abilities. Talking abilities require a base comprehension of the speaker while shaping a sentence. With regards to correspondence, speakers go about as shippers, while collectors go about as news recipients.

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<sup>53</sup>Moran, JW., BKB (2000). *Organizational Change. Journal of Workplace Learning.*, 12(2): , 66-74.

<sup>54</sup> Iskandarwassid, DS (2009). *Language Learning Strategy. Thematic Learning.*

<sup>55</sup>Afidatul, OM (2015). *Use of Blank Map Puzzle Media to Improve Social Studies Learning Outcomes Material Appearance of America in MI Al Fattah Malang Students. Method.*

The most common way of figuring out how to talk will be simple, assuming that the student is effectively engaged with imparting. The assessment of talking abilities is completed distinctively at each level. For instance, at the primary school level, the capacity to recount stories, make talks, etc. can be utilized as a type of assessment.

In light of the portrayal above, it tends to be presumed that the ability to talk is an expertise in offering viewpoints, considerations, and sentiments to speak with others about English.

**a. English proficiency factor**

Based on (Brown, 2004) English language ability factor namely<sup>56</sup>: inner and outer variables. Inner elements are all that is expected of an individual; outer variables are all that is beyond that individual.

1. Internal factors such as character, temperament, aptitude/talent, way of thinking, self-confidence, attention, motivation, perception, student personality and level of intelligence.
2. Outer factors, for example, schooling level, educators, propensities, interests, gifts, and climate.

As per Afidatul (2015), there are a few factors that impact the improvement of dominance of the English language, which are connected with inward factors: age, ability, assumption, parts

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<sup>56</sup>Chocolate, HD (2004). *Language Assessment. Principles and Class Practices. English language education*

of insight, inspiration, fearlessness, character, and outer elements, specifically: language circumstance, learning procedures, instructors, and the climate.

Considering the evaluation above, it might be assumed that the factors that effect talking limit are: in the first place, inside factors, similar to individual, attitude, capacity, viewpoint, confidence, thought, motivation, wisdom, and student character. Besides, the information level the two external components consolidate guidance level, educators, inclinations, interests, capacities, and environment.<sup>57</sup>

#### **D. HYPOTHESIS**

An examination theory is a provisional response to an exploration question. The by and large generally utilized idea that speculation is a brief solution to explore. So, in general the hypothesis is a temporary answer that the researcher determines to then be able to prove the truth through scientific research steps, while the hypothesis proposed as follows:

1.  $H_0: \rho_{X1} = 0$  (There was no influence of understudies' mastering advantages on their talking ability)

$H_i: \rho_{X1} \neq 0$  (There was an influence of understudies' mastering advantages on their speaking ability)

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<sup>57</sup> Afidatul, OM (2015). *Use of Blank Map Puzzle Media to Improve Social Studies Learning Outcomes Material Appearance of America in MI Al Fattah Malang Students. Method.*

2.  $H_0: \rho_{yx^2} = 0$  (There was no influence of jargon dominance on their speaking ability)  
 $H_1: \rho_{yx^2} \neq 0$  (There was an influence of jargon dominance on their speaking ability)
3.  $H_0: \rho_{x^2y} = 0$  (There was no influence of userstudies' mastering advantages and jargon dominance on their speaking ability)  
 $H_1: \rho_{x^2y} \neq 0$  (There was an influence of userstudies' mastering advantages and jargon dominance on their speaking ability)



## **CHAPTER III**

### **RESEARCH METHODS**

#### **A. TYPE AND RESEARCH APPROACH**

This study uses quantitative research. Quantitative is a research method based on positivism (concrete data), research data in the form of numbers that will be measured using statistics as a calculation test tool, related to the problem under study to arrive at a conclusion. Positivist philosophy is used in certain populations or samples. Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative or statistical with the aim of testing the hypothesis. has been established.

This research focuses on developing English learning media where speaking learning is directed at encouraging students to be able to express opinions, tell stories, conduct interviews, discuss, ask questions, and make speeches. The level of students' intellectual development is already at the formal operational level which is very helpful in the process of learning to speak. At this stage, students need the help of concrete objects to think in order to be able to think critically. However, based on the results of initial observations and interviews with teachers, it was found that the use of concrete objects was not found in learning to speak, making it difficult to speak without

the help of the media. In other words, students' speaking ability in English subject is low. With low speech ability, Based on the results of observations made in grade 11 at the school it was found that out of 10 classes with a total of 360 students, there were 45 percent of students who were less interested in learning English subjects and 55 percent of students who still lacked interest in learning English subjects. mastery of vocabulary, this has a big influence on the ability to speak in English and the most vital is learning outcomes that are not optimal so that a trick is needed to create interest in learning and mastery of students' vocabulary in English subjects. (Observation results and quantitative characteristics seen from the observation results)

### **1) Research Methodology and Design**

The research method used in this research is quantitative research. This study aims to determine the effect of interest in learning to ask questions and mastery of vocabulary on high school students' speaking skills. Here, the dependent variable is understudies' learning interest and jargon authority, while the free factor is understudies' talking abilities.

This study utilizes a quantitative methodology, specifically a methodology that underlines the examination of mathematical information (numbers) handled by factual strategies. With the quantitative technique, the meaning of gathering contrasts or the meaning of the connection between the factors concentrated on will be acquired. As a general rule,

quantitative examination is research with an enormous example<sup>58</sup> (Aan Komariah, 2017).

Then the method used to obtain data is to use a survey approach which consists of administering a questionnaire. "The questionnaire is a written instrument to represent the characteristics of the respondents with a number of questions or statements." In addition, a questionnaire was administered to collect data about Student Learning Interests and Vocabulary Mastery in High School Students' Speaking Skills.<sup>59</sup>

Quantitative examination techniques can be deciphered as exploration strategies in light of the way of thinking of positivism, used to look at specific populations or tests; examining methods are for the most part done haphazardly; information assortment utilizes research instruments; furthermore, information investigation is quantitative or factual, fully intent on testing theories.<sup>60</sup>

## **A. PLACE AND TIME OF RESEARCH**

This research was conducted at SMA Negeri 1 Kramat. Located on Jl. Garuda no. 1a Bongkok, Tegal. Therefore, this research was conducted on October 1, 2022 by administering a

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<sup>58</sup> Aan Komariah, *DS (2017). Quantitative Research Methodology. London: Alfabet. Metopen.*

<sup>59</sup> James Dean Brown. (2015). *Using Surveys in Language Programs. England, 6.*

<sup>60</sup> Sugiyono. (2018). *Combination Research Methods (Mixed Methods). Research methods.*

questionnaire to a sample of high school students.

## **B. POPULATION AND SAMPLE**

### **1) Population**

"The population as a scope of equity that has objects and subjects that have certain capacities or characteristics that have been approved by researchers to be studied and then interpreted".<sup>61</sup>

*"The population is a global subject of research, so it can be interpreted that the population is a global object as a whole which is used as a source of study needed in research".<sup>62</sup>*

Hence, the populace in this review consisted of secondary school understudies, comprising three classes with an all-out populace of 108 understudies. in testing, utilizing the likelihood examining method to decide the example by giving equivalent open doors to every individual from the populace to be chosen as the example.

### **2) Sample**

The sample is part or representative of the population being studied.<sup>63</sup>This sampling technique uses the Probability Sampling

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<sup>61</sup>Supardi. 2005. "Economics & Business Research Methodology." *Research methods*.

<sup>62</sup>Arikunto, Suharsimi. 2014. *Yogyakarta: Rineka Copyright Research Procedures A Practical Approach, Fifteenth Printing.*

<sup>63</sup>Arikunto, S. (2018). *Research methods. Social Research Methods.*

Technique where the technique provides equal opportunities for each member of the population to be selected as the sample. The probability sampling technique used is the Simple Random Sampling technique with a sample of three classes taken by 20 students as representatives who have more abilities in that class.

## **C. RESEARCH VARIABLES AND INDICATORS**

### **1) Research variable**

#### **a) Student Learning Interest**

*(Muhbubah, 2000) characterizes advancing as a phase of all singular ways of behaving that is generally stationary because of natural encounters and cooperations, including mental cycles. Changes that arise from the process of physical maturity, drunkenness, fatigue and boredom cannot be seen as a learning process<sup>64</sup>.*

*As per Princess Ayuningtyas (n.d.), interest in learning is an inclination and a feeling of interest that leads to a longing to have a more dynamic relationship, which is described by a sensation of joy without compulsion. Their class will welcome them to be more dynamic in managing the educational experience in class, for example, by much of the time posing inquiries to the educator, tirelessly doing schoolwork, searching for references to school topics with a feeling of joy,*

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<sup>64</sup>Muhbubah. (2000). *Using Scrabble Can Attract Learners to Learn Vocabulary Learning.*

*and being genuine in completing exercises with practically no pressure from the inside or from the outside. past the person.*<sup>65</sup>

*As per James Dignitary Brown (2015), understudy learning interest is the preferring and interest in learning exercises that incorporate perusing, composing, and viable tasks without being told. Understudies who have an exorbitant interest in learning will focus on their cooperation in an action that they are especially keen on in class.*<sup>66</sup>

It can be concluded that interest in learning is an encouragement that comes from within the individual which includes emotion, speaking ability and vocabulary mastery to feel interested in learning activities in class.

## **b) Vocabulary Mastery**

Jargon is a significant part of language. Can be deciphered as an assortment of words that are claimed by a language and give meaning when we utilize that language. Jargon is a significant part of learning an unknown dialect. Without great jargon dominance, anybody will encounter

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<sup>65</sup> Princess Ayuningtyas. (td). *Study of the Relationship Between Interest in Learning and Perceptions of Teaching Methods with Student Learning Engagement in the Back Sitting Position. Education.*

<sup>66</sup>James Dean Brown. (2015). *Using Surveys in Language Programs. England, 6.*

hardships in talking, perusing, tuning in, and composing. Jargon dominance will assist people with getting, comprehending, and working on the most common way of moving information for a superior life. The dominance of decent jargon makes it conceivable to progress or prevail in different fields, like PCs, innovation, financial matters, governmental issues, the travel industry, and further developing schooling.<sup>67</sup>, the vocabulary is:

- a. Lists or assortments of words and expressions are normally organized in sequential order and made sense of or determined.
- b. The part or load of words utilized by a singular gathering of dialects, occupations, or fields of information.
- c. A rundown or set of terms or codes accessible for use.

Meanwhile, according to Roget, the vocabulary is:

- a. Sequential word records are frequently deciphered or interpreted; the jargon incorporates phrases and two action words.
- b. All words from the language.
- c. Specific custom for a particular field, subject, trade, or subculture of expression

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<sup>67</sup>Schail. (2004). *Work with Words. A Guide to Teaching and Learning Vocabulary. Learn English.*

From the definitions above, it tends to be seen that jargon is a significant part of language and the quantity of words utilized by individuals in imparting information in perspectives like exchange, business, schooling, and others.

**c) Student Speaking Skills**

*As indicated by Hastasi (2006), capacity comes from the word capable, and that implies the principal power (can, be ready) to follow through with something and the subsequent untruths. Capacity itself has the significance of capacity, ability, strength, and riches. In the mean time, capacity as per language implies an individual's capacity to involve sufficient language as far as the language framework, which remembers habits and grasps turns for discussion.*

*“The ability to speak is owned by all humans. But the skill of speaking in front of many people is not necessarily owned by everyone. Speakers must develop techniques for preparation, structure speech, channel energy and passion, and capture and respond to listener interest. The basis of an effective conversation is competent preparation. In this day and age everyone is required to be skilled in speaking<sup>68</sup>”.*

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<sup>68</sup>Hastasi, WI (2006). *The Relationship Between Parental Involvement In Homework With Interest In Studying At Home*. Education.



The capacity to talk is the capacity to offer viewpoints, considerations, and sentiments to an individual or gather them verbally, both eye-to-eye and from a distance.

(Moran, JW., 2000) *states that talking is a characteristic method for correspondence between citizens to offer viewpoints and as a type of training in social ways of behaving.*<sup>69</sup>

In the meantime, Wilkin (Iskandarwassid, 2009) expressed that the reason for showing English today is to talk.<sup>70</sup>

It can be concluded that the ability to speak is a medium of communication that must be owned by someone both verbal and written communication.

Then, Wilkin (Afidatul, 2015) *states that talking expertise is the capacity to create sentences since correspondence happens through sentences to show different conduct contrasts from various networks.*<sup>71</sup>

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<sup>69</sup>Moran, JW., BKB (2000). *Organizational Change. Journal of Workplace Learning.*, 12(2): 66-74.

<sup>70</sup>Iskandarwassid, DS (2009). *Language Learning Strategy. Thematic Learning.*

<sup>71</sup>Afidatul, OM (2015). *Use of Blank Map Puzzle Media to Improve Social Studies Learning Outcomes Material Appearance of America in MI Al Fattah Malang Students. Method.*

## Research Indicators

**Table 3.1**  
**Research Indicators**

NO	Variable	Aspect	Indicator
1	Learning Interest (X1)	1. Students' attention	1.1 Students feeling pleased and encourage them to more confidence on their pronunciation in English speaking skills
		2. Students' Engagement	2.1 Students' willingness to use English both inside and outside the classroom and learn more about English
2	Vocabulary Matery (X2)	1. Pronunciation	1.1 Students are able to pronounce vowels, diphthong, Consonant, stress words correctly
		2. Spelling	2.1 Students are able to undertand a sign or code with letter

			sequences to represent specific words
		3. Grammar	3.1 Students are able to apply the words into the sentence and put them based on the different situation
		4. Meaning	4.1 to explain the meaning of a word by using an object, a cut-out figure, gesture, and action, photograph, drawing or diagram on the board, and pictures from story books
3	Speaking Skills	1. Pronunciation	1.1 Students can pronounce words correctly when speaking so that what is being said will be easily understood by listeners
		2. Grammar	2.1 Students can speak using the correct

			grammar so that they are easily understood by listeners
		3. Vocabulary	3.1 Students can use the correct and precise vocabulary according to what is being conveyed
		4. Fluency	4.1 Students can speak fluently and accurately

## **D. DATA COLLECTION TECHNIQUE**

### **1) Data Types and Sources**

#### 1. Main source

Essential information is an information source that straightforwardly gives information to information gatherers. In this review, the essential source will be acquired from class II understudies at SMA Negeri 1 Kramat.

#### 2. Secondary source

Optional sources are sources that don't straightforwardly give information to information authorities, for instance, through others or reports. In this review,

auxiliary sources were gotten from documentation and some writing, like understudy course readings.

## 2) **Data collection technique**

Data collection techniques are methods used by researchers in this study to obtain accurate information or data so that they can be accounted for as a scientific study. Data collection techniques using questionnaires and documentation as follows:

### a) **Observation**

Perception is the precise perception and recording of the side effects analyzed. Perception is one of the information assortment procedures utilized when:

- As per research targets,
- Arranged and recorded deliberately.
- Validity can be considered

Observations are also based on the perception and memory of the researcher, who has two very important senses during observation, namely the eyes and ears.<sup>72</sup> The researcher's observations included observing and recording how students' learning interests and students' vocabulary mastery in English subjects

### b) **Interview**

The author uses research instruments to collect data as follows:

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<sup>72</sup> Sugiyono. (2016). *Administrative Research Methods. Equipped with R&D Method. Twenty-third printing. London: Alphabet.*

The essayist gave a poll to the secondary school understudies to figure out how much the understudies' advantage in learning and dominance of the understudies' jargon in talking abilities. Prior to dispersing the surveys to the exploration tests, the surveys were tried utilizing SPSS 21.0 programming to really look at the legitimacy and dependability of the surveys. The legitimacy test utilized by the creator is developing legitimacy.

Moreover, the legitimacy test intends to gauge how far the instrument is plausible to test what will be tried. In this way, prior to disseminating the poll to the examination test, the creators should conduct a legitimacy test to quantify whether the instrument is doable to disseminate. In addition, the authors also tested the reliability of the instrument. Unwavering quality means quantifying the consistency of the instrument on the off chance that it is completed at least twice. That is, the dependability test should be done so the instrument is dependable and attainable to be appropriated for the exploration test.

To test the validity and reliability of the instrument, the authors distributed a questionnaire consisting of 30 items to 60 students from class XI MIPA I to XI MIPA 3 SMA N 1 Kramat. Questionnaire results were calculated using SPSS 21.0 software.

The creator utilizes an importance level of 0.05 to

track down legitimate things. Thata questionnaire of 30 items describing the characteristics of the variables with the Likert scale as follows(Sugiyono, 2016) <sup>73</sup>:

Strongly agree	: 5
Agree	: 4
Neutral	: 3
Don't agree	: 2
Strongly disagree	: 1

**c) Documentation**

(Arikunto, 2018)<sup>74</sup>The documentation method seeks data about written matters in the form of books, magazines, documents, notes, reports, and so on.

Based on the opinion above, documentation is a technique for finding data in the form of writing, sheets, document notes, it can be concluded that documentation can be used as a center in a research. Therefore, to obtain data and information about the condition and infrastructure of the school, such as the number of students, the number of teachers, the condition of the rooms and learning facilities and other data needed in research.

**E. DATA ANALYSIS TECHNIQUE**

**1. Descriptive Analysis**

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<sup>73</sup> Sugiyono. (2016). *Administrative Research Methods. Equipped with R&D Method. Twenty-third printing. London: Alfabeta.*

<sup>74</sup> Arikunto, S. (2018). *Research methods. Social Research Methods.*

Illustrative examination is the most fundamental method for depicting the condition of the information overall. This elucidating investigation incorporates a few things, specifically recurrence conveyance, estimation of focal propensity, and estimation of fluctuation.<sup>75</sup> Furthermore, the expressive technique is research led to determining the presence of free factors, either just on one variable or more (independent factors), without making examinations and searching for connections between these factors and different factors.<sup>76</sup>

## 2. Validity test

A legitimacy test is a test used to show the degree to which the estimating instrument utilized in an action estimates what is being estimated. Ghozali (2014) states that the legitimacy test is utilized to quantify authenticity, or whether a survey is legitimate. A poll is supposed to be legitimate in the event that the inquiries in the survey can uncover something that will be estimated by the poll. While legitimacy, as per Arikunto (2018), is an action that demonstrates the degree of dependability of a test, a test is supposed to be legitimate in the event that it estimates what it is planned to quantify. The test has high legitimacy assuming the outcomes match the rules, as in, it has matches between the test and the standards.

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<sup>75</sup>Sugiharto, Toto. 2009. "Hypothesis Testing." : 1–9.

<sup>76</sup>Sugiyono. (2018). *Combination Research Methods (Mixed Methods)*. Research methods.



The legitimacy test in this review utilized thing examination, in particular connecting the score of every thing with the complete score, which is the amount of every thing's score. In the event that there are things that don't meet the necessities, then, at that point, these things won't be analyzed further. These circumstances, as indicated by Sugiyono (2019), that should be met should have the accompanying models:

The base prerequisite for being viewed as a legitimate instrument is that a substantial file esteem is a legitimacy record esteem  $\geq 0.3$ . In this way, all explanations that have a connection level underneath 0.3 should be remedied on the grounds that they are viewed as invalid:

$$r_s = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

Dimana :

<u><math>r_s</math></u>	=	<u>Koefisien Korelasi Rank Spearman</u>
<u><math>d_i</math></u>	=	<u>Selisih Setiap Rank</u>
<u>n</u>	=	<u>Banyaknya Pasangan Data</u>

### 3. Reliability Test

An unwavering quality test is one that is situated toward the level of solidity, consistency, and exactness. This test was used to determine the reasonableness of the worth of a poll completed by a respondent on various events and with a similar survey. The unwavering quality of an estimation likewise demonstrates the degree to which the estimation is done appropriately or liberated from blunder, hence giving confirmation that the estimation

results are steady even at various times. On the other hand, as such, the dependability of an estimation means strength and consistency.

The reason for testing the legitimacy and dependability is to guarantee that the survey we have ordered will be great at estimating side effects and creating legitimate information.

The inspiration driving steadfastness testing by investigators is to assess the consistency of articles and data, whether the instrument is used a couple of times to measure a comparable thing or will make comparative data. To test the steadfastness of this survey, the investigators

utilizing the Interior Consistency strategy with the method of dividing from Spearman Brown (Split Half) with the accompanying recipe:

$$r_1 = \frac{2r_{AB}}{1 + r_{AB}}$$

(Sumber : Sugiyono, 2009:186)

Dimana :

partit  $r_1$  = Reliabilitas internal seluruh instrument ,  
 $r_{AB}$  = Korelasi *Product Moment Pearson* antara item ganjil dan genap ;

models: Assuming alpha or r count:

- 0.8-1.0 = Good reliability
- 0.6-0.799 = Reliability accepted
- less than 0.6 = Poor reliability

#### 4. Classic assumption test

Classical assumptions are generally made for regressions that have 2 or more explanatory variables. To ensure that the resulting regression is linear and valid, several tests are carried out, namely Multicollinearity (Multicol), Heteroscedasticity (Hetero), and Normality

##### a. Heteroscedasticity Test (Hetero)

This test plans to test whether, in a relapse model, there is a change in distress from residuals in a single perception to another. Assuming the variations are unique, it is called heteroscedasticity. One method for seeing if there is heteroscedasticity in a different straight relapse model is by taking a gander at the scatterplot chart or the anticipated worth of the reliant variable, in particular SRESID, with a leftover blunder, to be specific, ZPRED. Assuming there is no particular example and it doesn't spread above or under zero on the y hub, it very well may be presumed that there is no heteroscedasticity. For a decent exploration model, there is no heteroscedasticity (Ghozali, 2014).

Heteroscedasticity is a condition where there is an inconsistent change in the residuals for all perceptions in the relapse model. Instructions to test with the Glejser Test The test is completed by relapsing the autonomous factors to irrefutably determine the remaining worth. Leftover is the

contrast between the worth of variable Y and the anticipated worth of variable Y, and outright is the outright worth (every single positive worth). Assuming that the importance esteem between the free factors and irrefutably the lingering is  $> 0.05$ , then, at that point, there is no heteroscedasticity.

**b. Normality test**

As per Ghozali (2018), the ordinariness test is done to test whether, in a relapse model, a free factor and a reliant variable, or both, have a typical or unusual circulation. In the event that a variable isn't ordinarily disseminated, the factual experimental outcomes will diminish. In the information ordinariness test, it tends to be finished utilizing the One Example Kolmogorov Smirnov test, to be specific with the arrangement that in the event that the importance esteem is above 5% or 0.05, the information has a typical dispersion. In the interim, in the event that the consequences of the One Example Kolmogorov Smirnov test produce a huge value beneath 5% or 0.05, then the information doesn't have a typical circulation.

**5. Simple Regression Analysis**

Basic relapse examination plans to determine the impact of a variable on different factors In relapse examination, a variable that influences is known as the free factor, while the variable that is impacted is known as the connected variable or the dependent variable. In the event that the relapse condition has just a single

free factor and one related variable, then it is known as a straightforward relapse condition. In straightforward relapse, we can figure out how much change in the free factor can influence a connected variable.

A basic straight relapse investigation involves a direct connection between one free factor (X) and the dependent variable (Y). A basic relapse investigation can be utilized to decide the heading of the connection between the free factor and the dependent variable, whether it has a positive or negative relationship, and to foresee the worth of the dependent variable if the worth of the autonomous variable increments or diminishes. In basic relapse, the information utilized has a span or proportion scale. The basic straight relapse recipe is as follows:

$$Y = a + bX$$

Information:

Y = Dependent variable (dependent variable)

X = independent variable (independent variable)

a = Constant (value of Y if X = 0)

b = Relapse coefficient (positive or adverse consequence)

Simple Regression Example:

The amount of pocket money that students receive is affected by the distance traveled from home to campus. If it is based on a logical explanation, the closer the distance between the house and the campus, the smaller the value of the student's pocket money,

conversely, the farther the distance from home to campus, the greater the amount of student pocket money, so that the distance from home to campus will be (variable X). ) will positively affect the value of student pocket money (variable Y).

## 6. Hypothesis test

### a) Statistical Hypothesis

The statistical hypotheses of this current research were presented below:

$H_0: \rho_{yx1} = 0$  (There was no influence of understudies' mastering advantages on their talking ability)

$H_1: \rho_{yx1} \neq 0$  (There was an influence of understudies' mastering advantages on their speaking ability)

$H_0: \rho_{yx2} = 0$  (There was no influence of jargon dominance on their speaking ability)

$H_1: \rho_{yx2} \neq 0$  (There was an influence of jargon dominance on their speaking ability)

$H_0: r_{x12} = 0$  (There was no influence of understudies' mastering advantages and jargon dominance on their speaking ability)

$H_1: r_{x12} \neq 0$  (There was an influence of understudies' mastering advantages and jargon dominance on their speaking ability)

### b) Determination Coefficient Test ( $R^2$ )

The coefficient of assurance is basically estimating how far the model's capacity to make sense of the dependent

variable The coefficient of assurance lies somewhere in the range of 0 and 1, in particular,  $0 \leq R^2 \leq 1$ . If  $R^2 = 1$ , it implies that 100 percent of the absolute variety of the dependent variable is made sense of by the autonomous factors and shows great precision. Furthermore, if  $R^2 = 0$ , it actually means that there is no all-out variety of the dependent variable, which is made sense of by the free factor (Ghozali 2016).

**c) Simultaneous Significance Test (Statistical F Test)**

The F measurable test essentially shows whether every one of the autonomous or free factors remembered for the model mutually affects the dependent or subordinate variable to settle on a choice on the speculation being acknowledged or dismissed by looking at the importance level (alpha) of 5% (0.05). Assuming the likelihood F esteem is more prominent than alpha 0.05, the relapse model can't be utilized to anticipate the dependent variable; at the end of the day, the free factors together make no difference (Ghozali, 2014).

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. DATA DESCRIPTION**

##### **1. General Profile of SMA Negeri 1 Kramat**

Education is a teaching that is taught by teachers to students with the aim of developing existing abilities in students so that they have good identity and character through a good and regular learning process. The role of education is to provide certainty for the life of the nation, because through proper education a generation of good character and identity will be created, which is ready from an early age to the changing times which are filled with challenges.

In fact, the problem of education is very complex, including the learning system, service quality, input and output from the school itself to the image of the school that is formed from the results obtained from the school. The many achievements, both academic and non-academic, have made the school more recognized and even had a huge impact. Basically the quality of one's education can be obtained through the learning process in a particular educational institution. Formal educational institutions that are born and develop from, by and for the community are schools.

One perspective that ought to definitely stand out enough to be noticed by each school chief is instructive offices. Instructive



offices by and large incorporate all offices that are straightforwardly utilized and support the instructive interaction, for example, structures, room review/class, devices or media schooling, tables, seats, etc. Though what is implied by offices or frameworks are those that, by implication, support the course of the instructive interaction, like yards, gardens, school nurseries, and streets prompting school.

The current condition is that the number of students at SMA Negeri 1 Kramat has reached 1044 students consisting of two majors, namely Natural Sciences and Social Sciences. From these data teaching and learning activities are supported by 29 classes, 1 library room, 5 science laboratories, 1 multipurpose room, 2 computer laboratories, 1 multimedia room, 1 music room, 1 teacher's room, 1 principal's room, 1 TU office room, and 1 curriculum space.

## **2. School Data**

- a. School name : SMA NEGERI 1 KRAMAT
- b. Address : Jl. Garuda No. 1a HunchbackKec.  
Kramat Kab. Tegal
- c. NSS : 3031032816007
- d. NPSN : 20325302
- e. Telephone : (0283) 4531104
- f. E-mail : [sma\\_smart@yamil.com](mailto:sma_smart@yamil.com)
- g. Website : [www.sman1kramat.sch.id](http://www.sman1kramat.sch.id).

### 3. Principal Data

- a. Name : Ahmad, S.Pd., MMPd  
b. NIP : 19640828 198803 1 006

### 4. Vision, Mission, and Goals of SMA Negeri 1 Kramat

**The meaning of vision is** a progression of words that indicate the fantasies, yearnings, or guiding principles of an association, organization, or organization. Vision is the future objective of an office, association, or organization.

In the event that the vision is the possibility of a definitive objective, the **mission is** the arrangement of stages that should be passed to accomplish this vision. Therefore, in preparing the vision and mission of SMA Negeri 1 Kramat, it was carried out through joint deliberations for the progress and achievement of the goals of the Adiwiyata school together.

#### **High School Educational Goals**

The aim of Secondary Education is to increase knowledge intelligence, personality, noble character, and skills, to live independently and take part in further education.

#### **Vision**

"Creating a school with quality, character, environmental insight, based on faith and piety"

#### **Mission**

To realize the vision, the school has the following missions:

1. Increase the professionalism of educators and education staff

2. Organizing SNP-based education and teaching
3. Improving academic and non-academic achievements through the love of school members for cultural arts and sports
4. To equip students with skills according to their talents, so that they become students who are skilled, intelligent, faithful and pious and able to communicate themselves and their abilities
5. Preparing college level students for those who continue and entrepreneurship for those who do not continue
6. Instill polite customs in attitudes, speech, and actions
7. Increasing faith and piety to students through intracurricular and extracurricular activities
8. Increasing the potential of school members in environmental protection
9. Increasing the potential of school members in managing the environment
10. Increasing the potential of school members in efforts to prevent pollution and environmental damage
11. Increasing the potential of school members in environmental preservation efforts.
12. Increasing the awareness of school members for the environment through a culture of clean, healthy and beautiful life.

## **5. Main Duties and Functions**

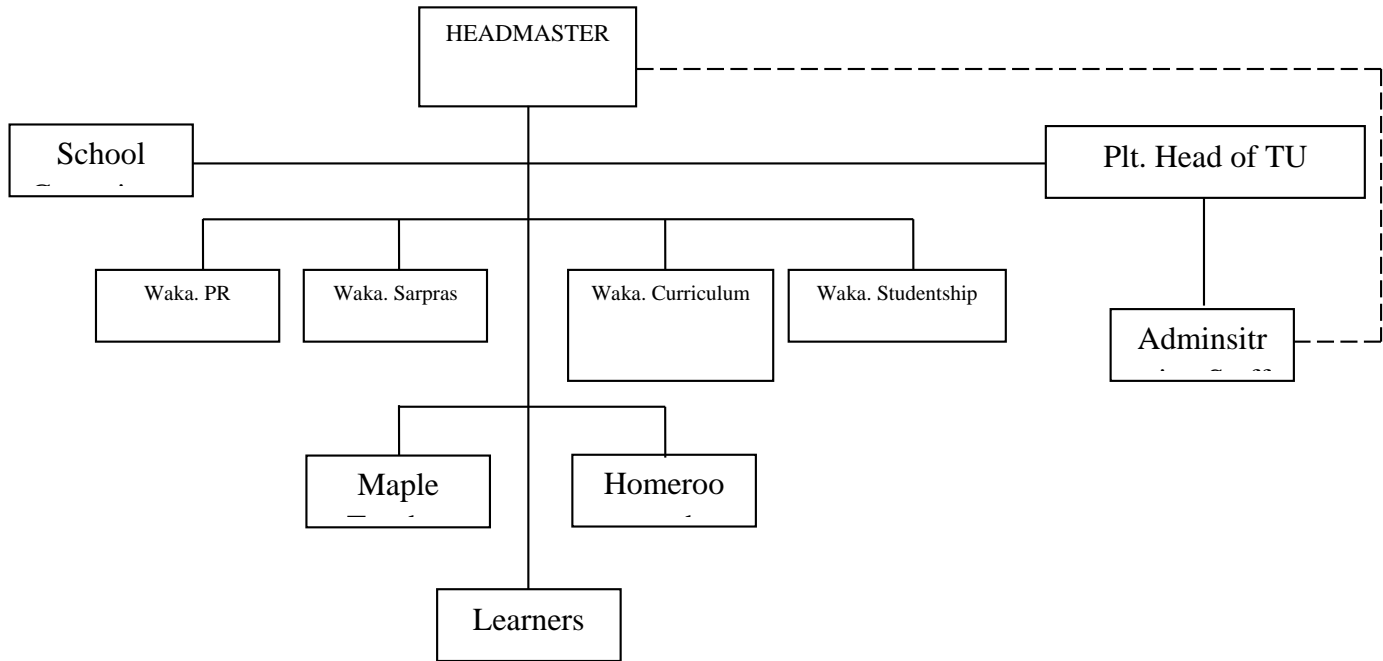
- **Educators (Teachers):**

- 1) Making learning devices and learning media
- 2) Increase competency in their respective fields
- 3) Carry out learning activities
- 4) Carry out study assessments, daily tests, midterm and end of semester
- 5) Make learning analysis
- 6) Conduct subject guidance activities
- 7) Participate in curriculum development activities and learning programs
- 8) Make notes about the progress of each student's learning outcomes

- **Education Staff**

- 1) Coordinate between educational staff and between teachers and school principals
- 2) Provide services to guests, parents or guardians of students
- 3) Management of school administration
- 4) Managing and archiving letters both incoming and outgoing letters
- 5) Self competence improvement
- 6) Compilation and presentation of school statistical data
- 7) Coordinate and implement the 7K

## 1) Organizational structure



## 2) Qualifications of Educators and Education

**Table 4.1**  
**Qualifications of Educators and Educational Staff at SMA**  
**Negeri 1 Kramat**

No.	Level of education	Educator	Education Staff	Amount
1	Postgraduate	15	-	15
2	Bachelor	32	3	35
3	Diploma	0	2	2
4	SMA / SMK	0	12	12
5	JUNIOR HIGH SCHOOL	0	1	1
6	SD	0	0	0

## B. RESEARCH FINDING

### Validity Test and Reliability Test

#### 1. Validity test

The level of exactness between the information that really happens on the item and the information gathered by the specialist This legitimacy test is done to gauge whether the information that has been gotten after the exploration is legitimate information or not by utilizing the estimating

instrument utilized (a poll).<sup>77</sup> The legitimacy test was done on 60 respondents. The strategy used to survey the legitimacy of the poll was item second connection, or utilizing a bevariate Pearson.

**Table 4.2**  
**Validity Testing Results**

<b>Variable</b>	<b>Indicator Items</b>	<b>Number of Respondents (N)</b>	<b>R Count</b>	<b>R Table (5%)</b>	<b>Ket</b>
Interest to learn	X1	60	276	0.254	Valid
	X2	60	383	0.254	Valid
	X3	60	542	0.254	Valid
	X4	60	572	0.254	Valid
Vocabulary Mastery	X5	60	459	0.254	Valid
	X6	60	470	0.254	Valid
	X7	60	455	0.254	Valid
Speaking Skills	X8	60	354	0.254	Valid
	X9	60	671	0.254	Valid
	X10	60	547	0.254	Valid
	X11	60	526	0.254	Valid

Source: SPSS data processing

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<sup>77</sup>Sugiyono. (2018). *Combination Research Methods (Mixed Methods). Research methods.*

Assuming the r count is more noteworthy than the r table, one might say that the thing is substantial. From the table above, we can infer that the things or pointers that are announced are legitimate by contrasting the r count and the r table.<sup>78</sup>

## 2. Reliability Test

The Cronbach's alpha dependability test expects to see whether the poll has consistency, assuming the estimation of the survey is done over and over.

The reason for decision-production for the dependability trial of the poll is supposed to be solid, assuming the worth of Cronbach's alpha is more than 0.6,<sup>79</sup> so that in testing with 60 respondents it was found that:

**Table 4.3**  
**Reliability Test**

Reliability Statistics

Cronbach's Alpha	N of Items
.856	11

Source: SPSS data processing

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<sup>78</sup>Ghozali, I. (2018). *Multivariate Analysis Application with IBM SPSS Program*. 25. Diponegoro University Publishing Agency.

<sup>79</sup>Sujarweni, V. Wiratna. 2014. *Research Methods: Complete, Practical, and Easy to Understand*. Yogyakarta: New Press Library.



In light of the table above, we can see that the Cronbach's alpha dependability test esteem is 0.856. As expressed in the poll, it is supposed to be solid in the event that the Cronbach's alpha worth is more than 0.6. It tends to be presumed that the survey is solid with a number (N of things) of 11 things or pointers.

### 3. Simple Regression Analysis

Basic direct relapse investigation is a logical apparatus used to quantify the impact between the autonomous variable (X) and the dependent variable (Y)<sup>80</sup> (Sugiyono, 2019).

This study expects to quantify the impact of understudies' learning advantages and jargon authority on their' talking abilities. The simple linear regression equation for measuring variables X1 and X2 against variable Y is

$$Y = a + bX$$

Where :

X = Independent Variable

Y = Dependent Variable

a = constant

b = Regression Coefficient

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<sup>80</sup>Sugiyono. (2019). *Statistics for Research. Statistics.*

**Table 4.4**  
**Simple Linear Regression**

**ANOVAa**

Model	Sum of Squares	df	MeanSquare	F	Sig.
1 Regression	136,433	2	68,216	27,479	.000b
residual	141,501	57	2,482		
Total	277,933	59			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

If the Sig value is less than 0.05, it means that the X1 X2 variable has an effect on the Y variable, so it can be seen from the ANOVA table above that the significance value is 0.000, so the X variable automatically affects the Y variable.

From the ANOVA output table it is known that:

The calculated F value = 27.479 with a significance level of  $0.000 < 0.05$ , so the regression model can be used to predict the participation variable or in other words there is an influence

from the variable Interest in Learning (X1) and Vocabulary Mastery (X2) on Students' Speaking Skills (Y).

**Table 4.5**

**Summary model b**

Mode 1	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.701a	.491	.473	1.57559

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Source: SPSS data processing

From the Basic Direct Relapse Outline Model table above, it tends to be inferred that the connection/relationship (R) esteem is 0.701. From the result, the coefficient of assurance (R square) is 0.491, which suggests that there is an impact of the factors Learning Interest (X1) and Jargon Dominance (X2) on understudies' talking abilities (Y) of 49.1%.

### **C. DISCUSSION**

In view of the introduction of the consequences of the information examination, it is clear that learning interest and jargon dominance all the while influence talking abilities. Interest is an inclination and a feeling of connection to something or action without anybody requesting or tolerating it, or a connection among oneself and something outside oneself. Students who have an interest, get

satisfactory results for the activities carried out<sup>81</sup>. This can be seen in class XI MIPA 1, XI MIPA 2 SMA Negeri 1 Kramat that learning interest and vocabulary mastery contribute positively to students' speaking skills.

It was found in SMA Negeri 1 Kramat students that on average those who had an interest in learning were more skilled in speaking and got satisfactory learning results. As previously stated, that the average student has a high interest in learning English learning material. Likewise, with the high interest of students supported by vocabulary mastery. The quality of learning interest and vocabulary mastery is what contributes positively to students' skills in conveying ideas orally. That is, the higher the learning interest and vocabulary mastery, the higher the students' communication skills.

The attachment to speaking skills from the variable interest in learning and vocabulary mastery appears when learning takes place. Students who have a high interest in learning certainly have a vocabulary and have a lot of knowledge to communicate. After having the vocabulary, of course it will be easier to convey information and messages. Conversely, students who are not interested in learning, are less motivated and lack vocabulary, are hampered in their communication. In fact, it is difficult to express words, phrases, clauses and sentences. This is illustrated when learning takes place, which is very easy to distinguish between students who lack interest

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<sup>81</sup> Slameto. (2015). *Learning and Factors Influencing It*. Jakarta: Rineka Cipta

in learning and lack vocabulary. Such students just stay silent and listen without any effort to submit responses and opinions.

Students on average are able to communicate messages well in the aspects of diction, pronunciation, pauses, expressions, and so on. This ability is supported by the media used in teaching speaking, such as the help of flash card media used by the teacher when teaching speaking skills. Flash card media as a tool in learning speaking skills is easily understood by students who have reading intensity and who have a lot of vocabulary.

When the teacher displays the flash card, it seems that the students directly mention the message in the flash card image. It is important to teach students the correct pronunciation in speaking because if the pronunciation is not correct, it will affect the quality of communication. This is in line with the opinion of Arsyad and Mukti (2010) which states that the pronunciation of language sounds that are not appropriate will cause boredom, is less fun, or less interesting, or can distract listeners.

The precision of the utilization of sentences concerns the utilization of compelling sentences. Speakers who utilize viable sentences will make it simpler for audience members to catch the items in their discourse. Powerful sentences have the qualities of completeness, linkage, focus, and thriftiness. The quality of completeness will be checked to see whether each word is actually a sound piece of a sentence. Linkage is connected with the connection between the components of the sentence, for instance, among words

and expressions in a sentence. The relationship should be clear and intelligent. Focusing attention on the most important part of a sentence can be achieved by placing that part at the beginning or end of the sentence, so that this part gets stressed when speaking. In addition, effective sentences must also be efficient in the use of words, so that no words are redundant.

In light of the quantitative portrayal of the impact of learning interest and jargon authority on these talking abilities, The effect of the X1 X2 variable on Y appears more clearly in the results of the ANOVA model analysis. If the Sig value is less than 0.05, it means that the X1 X2 variable has an effect on the Y variable, so it can be seen from the ANOVA table above that the significance value is 0.000, so the X variable automatically affects the Y variable. Narithmetic F value =27,479 with a probability level of Sig. = 0,000 then the regression model shows the influence of interest in reading on the speaking skills of students in class XI MIPA 1, XI MIPA 2, XI MIPA 3 SMA Negeri 1 Kramat. From the Simple Linear Regression Summary Model table above, it can be concluded that the correlation/relationship (R) value is 0.701. From the output, the coefficient of determination (R square) is 0.491, which implies that there is influence from the variable Learning Interest (X1) and Vocabulary Mastery (X2) on Students' Speaking Skills (Y) by 49.1%.

#### **D. RESEARCH LIMITATIONS**

In light of the specialist's immediate involvement with this examination cycle, there are a few limits that are capable and can be

various variables that can be focused on more consideration by future scientists in further culminating their exploration since this examination itself unquestionably has lacks that should be persistently worked on in research. future examination. A portion of the limits in the review, among others:

1. The number of respondents is just 60, which is, obviously, still insufficient to portray what is happening.
2. In the data collection process, the information provided by respondents through questionnaires sometimes does not show the actual opinions of respondents, this happens because sometimes different thoughts, assumptions and understandings are different for each respondent, as well as other factors such as honesty in filling out the opinions of respondents in the questionnaire.
3. The extension utilized in the concentrate just covers one school, the extent of which isn't excessively enormous and expansive, so the consequences of the review can't be summed up to a more extensive populace.
4. In this review, the information created was exclusively from the survey instrument, which depended on the view of the respondents' responses, so conclusions were drawn just in light of the information gathered using a composed poll instrument without being outfitted with interviews.
5. There are constraints on time, faculty, and the capacity of specialists.

6. There is an absence of capacity among respondents to grasp the assertions on the survey and, furthermore, trustworthiness in finishing up the poll, so it is plausible that the outcomes will be erroneous.
7. The conclusions drawn are only based on the acquisition of data analysis, so it is hoped that there will be further research with different research methods, a wider sample, and the use of different and more complete research instruments.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**



## **A. CONCLUSION**

This study utilizes essential information, in particular information gathered straightforwardly from the field by disseminating surveys to 60 respondents. Respondents to this exploration were SMA Negeri 1 Kramat understudies, with 20 understudies in 3 classes addressing each class. This exploration was to see the impact of understudies' learning advantages and jargon authority on the talking abilities of SMA Negeri 1 Kramat understudies.

In view of the consequences of the exploration that has been finished, a few ends are gotten as follows:

1. Interest in learning affects speaking abilities.
2. Jargon dominance significantly affects speaking abilities.

## **B. SUGGESTION**

In light of the exploration that has been done, there are a few ideas that can be submitted, as follows:

1. For additional examination
  - a) In future examinations, taking a larger sample is suggested; this intends to work on the exactness of the information.
  - b) Doing persistent investigation; this is to have the choice to see and assess any movements in the approach to acting of respondents from time to time.
  - c) It is trusted that there will be additional factors that could likewise impact numerous things in this review.

2. For Schools

- a) It is trusted that schools can build understudies' learning interest in English subjects by completing learning model developments so they can produce interest in English subjects.
- b) It is hoped that schools will hold or open extracurriculars related to English subjects

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## APPENDIX

X1	X2	X3	X04	X05	X06	X07	X08	X09	X10	X11	Total
4	4	4	4	4	4	4	4	4	4	2	4
4	4	4	4	4	4	4	4	4	4	2	4
4	4	4	5	4	4	4	4	4	4	2	4
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## **CURRICULUM VITAE**

### **Personal Data**

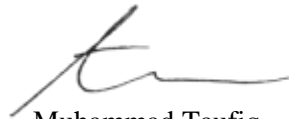
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The Research



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