

## THE INFLUENCE OF VOCABULARY MASTERY TO SPEAKING SKILL USING PICTURE

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### **Abstract**

*The observations found in grade IV elementary school, Semarang City, illustrated that the level of mastery of vocabulary students were low. From 20 students, 10 students did not reach KKM (75). This paper aims to know how big influence of vocabulary mastery to speaking skill using series picture at fourth grade of public elementary school in Gugus Srikandi, Semarang City, Indonesia. The methodology used is quantitative approach with non-experimental causal relationship design. Fourth grade students from public elementary school of Gugus Srikandi in Semarang City is population. This research used 50 students from all schools randomly and proportionally taken. Researcher used test and non-test (performance) instruments. The activity to take data during Indonesian Lesson. The students saw picture series. Then, they told it verbally. Assessment used test and rubric. Data analysis used correlation analysis and simple regression. The results showed that vocabulary mastery and speaking skills at fourth grade of public elementary school mostly in enough category. In addition, this media (series picture) increased students' motivation to speaking.*

**Keywords:** *Vocabulary Mastery, Speaking Skill, Picture Series*

## INTRODUCTION

Based on KTSP (Kurikulum Tingkat Satuan Pendidikan), Indonesian learning directed to develop students' ability to communication with Indonesian language well. Both speaking and writing, and cultivated an appreciation of literature of Indonesian Nation. The scope of Indonesian learning in the school were speaking skill, writing skill, listening skill, and reading skill. From fourth, the most we used speaking skill.

Based on Badan Standar Nasional Pendidikan (BSNP, 2006) explained that Indonesian learning directed to develop students' ability of communication in Indonesian language well. Both speaking and writing, and cultivated an appreciation of literature of Indonesian Nation. Indonesian learning is also to train students' writing skill, speaking skill, listening skill, and reading skill which are related. The scope of Indonesian learning in primary school consist of speaking skill, writing skill, listening skill, and reading skill. Essentially, Indonesian learning to develop students' ability of communication in Indonesian language well, both speaking and writing (Ahmad, 2015).

During person's verbal communication, the ideas and feelings described in words to be understood by other person. In the kindergarten, the students had enough vocabulary to show their idea or their feelings. They showed speaking more than writing. When they enter primary school, they will study writing language. At this time, their ability of language develops (Ahmad, 2015).

The development of children's language is based on their growth. When the children at 7 years old, they cannot write story regularly. When the children are in 2<sup>nd</sup> grade, they are expected of speaking use longer sentences (Ahmad, 2015). Speaking skill well ups if we have more vocabulary (Djago, 1991). Therefore, teacher should to know how much students' vocabulary, is base to language learning skills, especially speaking.

Primary students are classification in concrete operational. Piaget said, one of characteristic is interest in concrete practical life and students have not been able to solve abstract problems. Referring from Piaget's Theory, picture can be used to know student's

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speaking skill because the pictures are concrete (semi abstract). The pictures are the best use to primary student. The pictures can be used as a stimulus to speak and can be classified to picture of object and story picture.

The facts found at 4<sup>th</sup> grade of Cepoko Elementary School in Gunungpati District showed that the level of vocabulary owned by students is seen when they express their ideas and feeling verbally. The level of students' speaking skill starts from fluent, medium, and less. There were students who were fluently in expressed their ideas. There were also still looked confused to express their mind, so when talking looked stammered. Even some were still doubt to express in front of the class. The mixing of regional language and Indonesian language happened often. From 20 (twenty) students, speaking skill score for 10 (ten) students not reach KKM (Minimal Completeness Criteria).

Same condition happened at Jatirejo Elementary School Gunungpati District. From 19 (nineteen) students, there were 4 (four) students who score of speaking skill were 60. 4 (four) students got score with range of 60-70. And the rest got score between 70-88. Based on interview result with the 4<sup>th</sup> grade teacher of Jatirejo Elementary School, speaking learning skill used practice in the classroom. That was dialogue with their friend and told story. The students told stories by using text help or without it. Not of all students speaking well. According to the 4<sup>th</sup> grade teacher, some of students could express the ideas by writing but could not in speaking. The use of regional vocabulary visible when students speak. Previous research supported this research conducted by Endang Wijayanti on 2014. The title was "The Role of Reading Interests and Vocabulary Mastery in Indonesian Speaking Skills". It resulted that the interest of reading and vocabulary mastery had a significant positive impact in the development of students, especially speaking skills. Based on the above background, the researcher chose the title is "The Influence of Vocabulary Mastery to Speaking Skill Using Picture".

## **METHODOLOGY**

This study used survey research. The researcher used quantitative approach, because it used statistical analysis of data quantitatively. According to its design, this research classified to nonexperimental relationship, because researcher determined the level of influence or causal relationship between two or more variables used statistical data without treatment of the

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subject of research. The sample of this study were 50 students taken with sampling technique: proportional sampling to determine and random sampling to choose respondents. Researchers used instruments test technique (short fill and description) and non-test technique (performance) to collect data. Instruments were tested outside of students who were not samples of the research. Then, the data were tested the level of validity using empirical validity. The vocabulary used by researcher are the vocabulary with theme of environment. Indicators of vocabulary test according to Soenardi (2011, 216) consist of:

- a. shows words according to the description available
- b. shows synonyms of words
- c. shows antonym of words
- d. explain the meaning words using sentences

**Table 1. Grilles of Instruments Indicators Test of Vocabulary**

General Purpose of The Test	Special Purpose Test	Item Number	Amount
Knowing the student' vocabulary	1. Show word according to description available	1, 2, 3, 4, 5, 6, 7	7
	2. Show synonym according of words available	8, 9, 10, 11, 12, 13	6
	3. Show antonym according of words available	14, 15, 16, 17, 18, 19, 20	7
	4. Explain the meaning words using sentences	21, 22, 23, 24, 25, 26, 27, 28, 29, 30	10
General Purpose of The Test	Special Purpose Test	Item Number	Amount
Knowing the student' vocabulary	5. Show word according to description available	1, 2, 3, 4, 5, 6, 7	7
	6. Show synonym according of words available	8, 9, 10, 11, 12, 13	6
	7. Show antonym according of words available	14, 15, 16, 17, 18, 19, 20	7
	8. Explain the meaning words using sentences	21, 22, 23, 24, 25, 26, 27, 28, 29, 30	10

Testing the validity used product moment correlation formula. Determination the validity of a question item, recount coefficient was compared with  $r_{table}$  with significance level of 5%. Below, were the results of an experimental instrument with 5% of significance level.

**Table 2. The Results of Validity Test of Vocabulary Mastery**

Indicators of Vocabulary Mastery	Item Number	$r_{count}$	$r_{table}$	Criteria
1. Show word according to description available	1	0,573	0,05	Invalid
	2	0,005	0,05	Valid
	3	0,869	0,05	Invalid
	4	0,006	0,05	Valid
	5	0,487	0,05	Invalid
	6	0,026	0,05	Valid
	7	0,012	0,05	Valid
2. Show synonym according of words available	8	0,004	0,05	Valid
	9	0,009	0,05	Valid
	10	0,024	0,05	Valid
	11	0,017	0,05	Valid
	12	0,197	0,05	Invalid
	13	0,009	0,05	Valid
3. Show antonym according of words available	14	0,000	0,05	Valid
	15	0,007	0,05	Invalid
	16	0,001	0,05	Valid
	17	0,000	0,05	Valid
	18	0,000	0,05	Valid

	19	0,000	0,05	Valid
	20	0,187	0,05	Invalid
4. Explain the meaning words using sentences	21	0,002	0,05	Valid
	22	0,377	0,05	Invalid
	23	0,007	0,05	Valid
	24	0,015	0,05	Valid
	25	0,000	0,05	Valid
	26	0,000	0,05	Valid
	27	0,000	0,05	Valid
	28	0,000	0,05	Valid
	29	0,000	0,05	Valid
	30	0,000	0,05	Valid

Based on the above table, it is known that for vocabulary mastery there were 30 (thirty) items. From 30 (thirty) items tested, there were 7 (seven) invalid questions. So it cannot be used. There were items number 1, 3, 5, 12, 15, 20, 22. The number of items used as a research instrument were 23 items.

Meanwhile, the reliability test of vocabulary mastery used Cronbach's Alpha formula with help of SPSS 16.0 Windows software. This produced statistical  $r$  value = 0,843. Because  $r_{stat} > r_{value}$  of Product Moment = 0,367. Then there was a significant correlation and can interpreted has a high reliability. While the instrument for data collection of speaking skill use picture series tested using logic validity, by expert opinion. The image used by researcher for speaking skill was environment theme. Assessment of speaking skill used a rubric as shown table below.

**Table 3. Rubric of Assessment Speaking Skill Using Picture Series**

No.	Rated Aspects	Level of Performance				
		1	2	3	4	5
1	Compatibility with pictures					
2	Accuracy of the sequence pictures					
3	Accuracy of overall meaning of pictures					
4	Words accuracy					
5	Sentences accuracy					
6	Fluency					
Score Total:						

Source: (Nurgiyantoro, 2014)

**Table 4. Compatibility with Pictures**

SCORE	DESCRIPTION
1	Whole story does not match the pictures.
2	Content of the story mostly does not match the pictures.
3	Some contents of the story are less coherent.
4	Compatibility of the story approaching the pictures.
5	The story is suitable with the pictures.

**Table 5. Accuracy of the Sequence Pictures**

<b>SCORE</b>	<b>DESCRIPTION</b>
1	The story do not compatible the pictures
2	The story mostly do not sequence with pictures
3	Half of story do not sequence wit pictures.
4	The order of the story is almost closer sequence of the pictures.
5	The order of the story is sequence with the pictures.

**Table 6. Accuracy of Overall Meaning of Pictures**

<b>SCORE</b>	<b>DESCRIPTION</b>
1	The story is meaningless
2	The story meaningful for 1 picture only.
3	The story meaningful for 2 pictures.
4	The story meaningful for 3 pictures.
5	All of stories are meaningful.

**Table 7. Words Accuracy**

<b>SCORE</b>	<b>DESCRIPTION</b>
1	Use of vocabularies are not correct.
2	Vocabulary mastery are limited.
3	Vocabulary mastery is close to good, but word selection is often inappropriate (not accordance the pictures).
4	Vocabulary mastery is good and word selection close to exact (error of selection word not too seen).
5	Vocabulary mastery and word selection both good.

**Table 8. Sentences Accuracy**

<b>SCORE</b>	<b>DESCRIPTION</b>
1	The sequence of the sentences is irregular, intonation of sentences is less.
2	Most of sentences are irregular and not logic.
3	There are some not logic sentences.
4	The sentences arrangement is closed to good, the error does not decrease meaning.
5	The sequence of sentences is good, sentence intonation is good.

**Table 9. Fluency**

SCORE	DESCRIPTION
1	When they speak always stop and falters
2	Speaks very slowly.
3	Speaks looks hesitant.
4	Speak approaching fluently, there is an error but not obvious.
5	Talking fluently.

**RESEARCH RESULTS**

Most vocabulary mastery and speaking skill (using picture series), students' are in adequate category. The distribution can be seen in below table:

**Table 10. Frequent for Vocabulary Mastery Variable**

Interval Class	Category	Frequent	Percentage
26,610 – 28	Very good	2	4%
23,164 - 26,610	Good	14	28%
19,716 - 23,163	Adequate	17	34%
16,269 - 19,715	Medium	14	28%
0 - 16,268	Less	3	6%
<b>Jumlah</b>		50	100%

<b>Interval Class</b>	<b>Category</b>	<b>Frequent</b>	<b>Percentage</b>
27,972 – 31	Very good	4	8%
20,711 - 27,971	Good	12	24%
13,449 - 20,710	Adequate	20	40%
6,188 - 13,448	Medium	10	20%
0 - 6,187	Less	4	8%
<b>Jumlah</b>		50	100%

**Table 11. Frequent for Speaking Skill Variable (Using Picture Series)**

Before hypothesis tested, first did prerequisite test that includes normality test and linearity test. The test did with the help of SPSS 22 for Windows software. Testing criteria is if  $p > 0,05$  then the distribution declared normal, and the otherwise if  $p < 0,05$  so the distribution abnormal. When viewed from the output obtained for the variable vocabulary skill value of Sig. (2-tailed) = 0.200 while for speaking variable value Sig (2-tailed) = 0.066. Then the decision  $H_0$  is accepted because each value of Sig. (2-tailed) variable vocabulary mastery and speaking variable (using picture series) more than  $\alpha = 0.05$ , so it is concluded that the data is normally distributed.

**Table 12. Normality Test Results**

**One-Sample Kolmogorov-Smirnov Test**

		kosakata	Bicara
N		50	50
Normal Parameters <sup>a,b</sup>	Mean	17,08	21,44
	Std. Deviation	7,261	3,447
Most Extreme Differences	Absolute	,082	,121
	Positive	,079	,121
	Negative	-,082	-,115
Test Statistic		,082	,121
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>	,066 <sup>c</sup>

a. Test distribution is Normal.

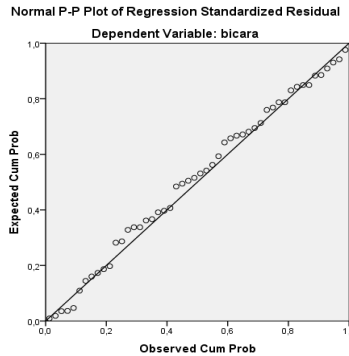
b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

While the linearity test used ANOVA with a help of SPSS for Windows 22 with error rate  $\alpha = 5\% = 0.05$ . The results of the test with the test criteria  $H_0$  rejected if the value of Sig. (2-tailed)  $< \alpha$ , then the decision  $H_0$  is rejected because the value of Sig. = 0.000  $< \alpha = 0.05$ . Thus, it can be concluded that the relationship between students' vocabulary mastery variable and students' speaking variable (using picture series) is linear. Here is linearity test curve.

**Figure 1. Linearity Test Curve**



The normal plot graphic above shown the distribution of dots follows a linear line, it means the residual data were normally distributed. So, it fulfils a normality assume.

To know is there relationship between vocabulary mastery variable and speaking skill using picture series variable can be done through Pearson Product Moment correlation test. The closeness correlation can be classified below (Sugiyono, 2011).

**Table 13. The Closeness Correlation**

Coefficient Interval	Level of Relationship
0,00 – 0,199	Very Less
0,20 – 0,399	Less
0,40 – 0,599	Enough
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

The decision of the correlation test used the test criteria  $H_0$  was rejected if the value of Sig. (2-tailed)  $< \alpha$ , was the value of Sig. (2-tailed) = 0.000  $< \alpha = 0.05$  then  $H_0$  was rejected. It shown

that there was a correlation between vocabulary variable and speaking skill (using picture series) vocabulary. Correlation value = 0,654 shown a strong positive correlation because 0,654 was close to 1. The greater vocabulary mastery variable, the greater speaking skill using picture series. After that, searched coefficient determination to know how big variable X (independent) had an influence to variable Y (dependent). Variable X was vocabulary mastery students' and variable Y was speaking skill students' using picture series. From an output of Model Summary<sup>b</sup>, got R square value = 0,428. That means 42. 8% speaking skill was affected by vocabulary mastery. Then the remaining 57.2% was affected by other factors not discussed in this research.

**Table 14. MODEL SUMMARY<sup>B</sup>**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
1	,654 <sup>a</sup>	,428	,416		2,635	1,468

a. Predictors: (Constant), kosakata

b. Dependent Variable: bicara

Then, the researcher did regression linier analysis to know the influence of independent variable to dependent variable used t test with error level  $\alpha = 5\% = 0,05$ . In this research, the independent variable was vocabulary mastery and the dependent variable was speaking skill using picture series. The result of the test with test criteria  $H_0$  rejected if the value  $\text{Sig.} < \alpha$ . So,  $H_0$  rejected because the value was  $\text{Sig.} = 0.000 < \alpha = 0.05$ . It showed that vocabulary mastery influenced significantly to speaking skill using picture series.

**Table 15. t Test Result****Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	16,137	,961		16,799	,000		
kosakata	,311	,052	,654	5,990	,000	1,000	1,000

a. Dependent Variable: bicara

**DISCUSSION**

The result of the research showed that vocabulary mastery had influence on the speaking skill using picture series as big as 42, 8% referred to Tarigan's opinion, that were the level of students' vocabulary mastery influenced to speaking skill.

Language skill, especially speaking skill was not separated from the vocabulary mastery. So, it happened mutual relationship which could not be separated. This research has found and proved that vocabulary mastery gave benefits to speaking skill, especially in Indonesian language. In the data analysis have did by researcher, the results showed that the students used words and sentences correctly. They were also created story by composed words accordance to the pictures. It was accordance by Ormrod, at the 9 years (4<sup>th</sup> primary school) students has been able to speaking and used sentences correctly.

The students were easier to express their idea when they saw pictures. Most of them more easily choose word and arranged into sentences based on pictures. It was suitable with Piaget's theory, that at the elementary school children were at a concrete operational stage.

The children more understood something that were concrete, not abstract. Besides Piaget's theory, it corresponded with Bruner's theory that the children would through an inactive stage (with images). Speaking skill by Mulgrave (Solchan *et al.*, 2009) was the ability to pronounce words to expressing ideas. It was accordance with the theory of needs from Maslow, one of which aspect needs self-statement. Speaking was a part of a person's self-realization.

The results were also in accordance with previous research, which the title was "The Students Needs in Developing Learning Materials for Speaking Skills Indonesia" (Andi *et al.*, 2013). It showed that student's language skills depended on vocabulary aspect, interaction function with their environment, transaction, and performance. It also showed that students' vocabulary influenced language skills, especially speaking skill.

## CONCLUSIONS

The students' vocabulary mastery and speaking skill (using picture series) were in enough categories. There was a significant relationship between vocabulary mastery with speaking skill as much as 0.654 (strong relationship, that means 42, 8% speaking skill was affected by vocabulary mastery in 4<sup>th</sup> grade student' public elementary school of Srikandi cluster in Semarang City. Then the remaining 57, 2% was affected by other factors not discussed in this research.

Based on the results of research, discussion, and conclusions, it can be submitted some suggestions. The first is for the teacher. They should always improve vocabulary of their students by reading. As for the speaking skill, they can instruct the students to express their opinion with speaking skill. If in Indonesian lesson, teachers can use various ways such as storytelling, discussion, drama, and others. The second is for students. They are expected to always improve their vocabulary mastery by reading appropriate to their age or watching TV shows with parental control. So, if there are new vocabulary that students have not understood, students will look up the meaning of the vocabulary or ask the parents. It will be embedded in the student's memory.

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