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Research Article

THE EFFECT OF PERCEPTION ON HIGH RISK-TAKING BEHAVIOR AND VOCABULARY MASTERY ON STUDENTS' SPEAKING SKILLS

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Abstract: This research aims to determine the effects of perception on high risk-taking behavior and vocabulary masteries on the students' speaking skills. The methodology used in this research is a survey method. The hypothesis test is 1) there are any significant effects of perception on high risk-taking behavior and vocabulary mastery jointly towards the students' speaking, Sig. 0,000<0.05 and Fo=38.336. Perception on high risk-taking behavior and vocabulary masteries variables together accounted for 48,1% of the variable students' speaking skill. 2)there is a significant effect of perception on high risk-taking behavior towards the students' speaking, Sig.= 0.002<0.05 and to=3,269. Perception high risk-taking behavior accounted for 18,47 % of the increase of the students' speaking skills. 3)there is a significant effect of the vocabulary mastery towards the students' speaking, Sig.=0,000<0,05 and to=7.224. Variable vocabulary mastery accounted for 29,39% of the increase of the students' speaking skills. In conclusion, teachers are recommended to enhance students' perception of high-risk behavior and vocabulary masteries to improve their speaking skills.

Keywords: *perception, high risk-taking behavior, vocabulary mastery, speaking skill*

Introduction

An array of factors determines students' success in mastering spoken English. One such factor is high risk-taking (Atkinson, 1957; Bateson, 1966; Murphy, 2014; Teger & Pruitt, 1967). According to Brown (2007), two aspects contribute to language learning success, such as the cognitive and affective domains. The first aspect of the affective domain concerns a person's personality traits or overall personality. Extrinsic factors include socio-cultural variables that emerge as the learner, and the learner's culture comes into contact with the language and the culture. In some sense, he/she must learn a second culture along with a second language (Brown 1994:134). English is the most important thing for people as a means of communication. It is a means of both oral and written communication. It is essential to learn English because it is an international language used in many countries worldwide and widely used in many sectors such as information, trade, education. Since English is a foreign language globally, most university students are not familiar with the language. They use English more frequently only inside the class and less frequently outside the class; meanwhile, students have limited time to learn English in class. They still do not have enough encouragement to practice English outside the class to get familiar with English. This phenomenon brings a problem that makes university students have difficulties communicating in English. The paper will explain how English communication is difficult for students and offer solutions to ease the problems. The first reason is that the students are limited in speaking English because they are not in a setting where English is commonly spoken. What we are discussing here includes people outside of the class. Those people may believe that the students speak English to look better in conversation with others. The average response students receive them lose their self-confidence when delivering presentations. In order to fit in, the student does not use their native language in daily life. Such condition makes the students at the university unable to communicate in English fluently outside the class.

The second cause is problems with grammar. The students' first language (L1) grammatical system is quite complicated than that of the second language (L2) English, which always deals with time, while Indonesian does not have one. Moreover, there are singular and plural forms that the students have to distinguish and still many forms that have to be learned. Most university students easily get confused with English grammar, while grammar is needed to form the right sentence. If university students do not have grammar mastery, they will not produce grammatically right sentences. Realizing that the grammar students have is very weak, so they feel embarrassed when producing English sentences orally.

Currently, English is a primary international language (Crystal, 2003). Even technology and the working world use English (Crystal, 2002). It is believed that the students want to be the winner in working world competition that is getting tighter day by day. One of the conditions that the students must require is having the ability to speak English fluently. This skill will be their plus point in facing the professional world. From now on, university students have to try hard to overcome their difficulties to speak English fluently. There are two ways to encourage students to overcome their problems. The first one is a way for the teacher to do. It is considered necessary for the teacher to force the students only to speak English during the class. The teacher may find the students every time they in speak their native language. The teacher himself must convince his students to be brave to speak English, and it does not matter if they have terrible grammar. Just say whatever the students want to say. Besides, the teacher must convince his students that making errors is a normal thing in learning. This way will raise students' confidence to try to speak English. It will be better if the teacher does not correct every time his students make errors, but he should give feedback and explain every error after the students finish their speech. The second solution is for the students themselves. They can have an English conversation club that consists of their classmates. They can share and talk about anything in English during that time. In this club, they can learn together. University students can correct each other without feeling embarrassed.

Method

Research design is a plan or program made by a researcher, as the activity target will be done (Glanville, 1999; Ketchen et al., 2019). Several types of studies may be classified as descriptive research design with the type of correlational study. Correlation studies examine the extent to which variables are related to one another. They enable one to measure the extent to which changes in one variable are associated with changes in another variable (Sugiyono, 2016). In this current research, the method is an explanatory survey using a quantitative approach through the correlation method. This method explains the effect between variables that are researched and explained, namely, the effect of perception on high risk-taking behavior (X_1) and vocabulary mastery (X_2) towards the students' speaking skill (Y).

Results and Discussion

In analyzing the data, it was purposed on the hypothesis test started by the research data description of three variables in the form of frequency distribution, the size of the main symptoms, histogram, and regression coefficient. To describe the effect of the variable is used by simple regression and multiple regression. The assumption test for the data research regression parameter test is done by normality test through the Liliefors method and the regression model linearity test.

The research is done of 80 students of the Class X students of SMAN 1 Pamanukan and SMAN 1 Pagaden. This research consists of 3 variables. Namely, the student's Perception of high risk-taking behavior (X_1), vocabulary mastery (X_2) as the independent variable, and student's speaking skill (Y) as the dependent variable. The research result description is served by the variability of these three variables: maximum score, minimum score, deviation standard, modus, median, and data distribution as the basis of the discussion next. All the data descriptions as follow:

Table 1. The research Result Data Description

Statistics

		Perception on high-risk taking	Vocabulary Mastery	Speaking Skill
N	Valid	80	80	80
	Missing	0	0	0
Mean		78.45	78.06	78.26
Median		81.33	80.00	76.60
Mode		82	80	75[a]
Std. Deviation		12.568	12.208	9.960
Variance		157.950	149.047	99.196
Range		80	60	41
Minimum		20	40	59
Maximum		100	100	100
Sum		6276	6245	6261

Testing Requirements Analysis

Testing linear regression analysis, both simple and multiple linear, must meet several requirements analysis. The requirements of the analysis are as follows:

1. A pair of data samples X1 and X2 must be taken randomly and meet the minimum sample.
2. For each group given the price predictor X1, X2 responses should be independent and normally distributed.
3. For each group of X1, X2 variables must be homogeneous (the same)
4. The form of regression is linear.

The first requirement has been met because the study sample was drawn randomly with a sample size of 80 students—meanwhile, the four requirements of the proviso to form linear regression equation testing done jointly with hypothesis testing. However, the new data is valid to test the hypothesis if the data has a normal distribution assumption and the data are homogeneous. Therefore, necessary to test the normality of the estimated error, the regression equation. A normality test was conducted using Liliefors. Calculations and test results can be seen in Table 2, Table 3, and Table 4, as follows:

Table 2. Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.706[a]	.499	.486	7.455

a. Predictors: (Constant), Vocabulary_Mastery, High_Risk_Taking
b. Dependent Variable: Speaking_Skill

Table 3. ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4261.492	2	2130.746	38.336	.000[b]
	Residual	4279.673	77	55.580		
	Total	8541.165	79			

a. Dependent Variable: Speaking_Skill
b. Predictors: (Constant), Vocabulary_Mastery, High_Risk_Taking

Table 4. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.387	6.807		3.289	.002
	High_Risk_Taking	.234	.071	.270	3.269	.002
	Vocabulary_Mastery	.480	.066	.597	7.224	.000

a. Dependent Variable: Speaking_Skill

This research is to determine the effect of the perception on high risk-taking behavior (X1) and vocabulary mastery (X2) towards the Student's speaking skill (Y).

1. The effect of the perception on high risk-taking behavior and vocabulary mastery towards student's speaking skill

This effect is hypothesized:

H_0: $\beta_{y.1} = \beta_{y2} = 0$

$H_{1:}$ $\beta_{y.1} \neq 0$ or $\beta_{y.2} \neq 0$;

Ho: There is no effect perception on the high risk-taking behavior and vocabulary mastery towards students' speaking skills.

H_1: There is an effect on the perception of high risk-taking behavior and vocabulary mastery together towards students' speaking skills.

Table 4 shows that the multiple correlation coefficient of the independent variables influence the perception of high risk-taking behavior (X1) and vocabulary mastery (X2) jointly towards the student's speaking skill (Y) is equal to 0.706. Calculation of multiple correlation coefficient significance testing can be seen on the flags of significance (a) in column R. Of these calculations, the correlation coefficient is significant. In other words that there are significant influence variables the perception of high risk-taking behavior (X1) and vocabulary mastery (X2) jointly towards the Student's speaking skill (Y).

While the coefficient of determination of 48.1% indicates that the contribution of the perception on high risk-taking behavior (X1) and vocabulary mastery (X2) jointly affect Student's speaking skill (Y) by 48.1%, the remaining 51.9% due to the influence of other factors.

As for the testing of hypotheses through regression analysis of the calculation results shown in Table 1. From Table 2. Obtained regression equation that represents the influence of variables X1 and X2 towards variable Y, i.e., Y = 34.742 + 0.257X1 + 2.003X2.

While testing the regression line's significance is to look at the calculation results are listed in Table 4.11. According to the existing provisions, the regression significance criteria is "if Sig < 0.05 then H_0 is rejected" or "if the F value > F then H_0 is rejected", which means that the regression coefficient is significant; in other words, there is a significant effect of the independent variables X1 and X2 the dependent variable Y. Sig is the number listed on the Sig column in Table 1. F observe value is a number in column F are listed in Table 1. While the value of F table is the F distribution table value for 48,1% significance level with numerator degree (k) = 2 and the degree of the denominator (n - k - 1) = 77, where n is the number of respondents, and k is the number of independent variables.

From Table 1. Seen that the Sig = 0.000 < 0,05 and F_o value = 38.336, then H0 is rejected, which means that the regression coefficient is significant. In other words that there is a significant effect of the independent variables on the perceived high risk-taking behavior (X1) and vocabulary mastery (X2) together towards the dependent variable Student's speaking skill (Y). From the results of correlation and regression testing is it can be concluded that there is a significant effect of the independent variables on the perception of high risk-taking behavior (X1) and vocabulary mastery (X2) jointly towards the Student's speaking skill (Y).

2. The effect of the student's perception on high risk-taking behavior Students' towards speaking skill.

This effect is hypothesized:

Ho: $\beta_1 = 0$

H_1: $\beta_1 \neq 0$

Ho: There is no effect of the student's perception of high risk-taking behavior towards the student's speaking skill.

H_1: There is an effect of students' perception of high risk-taking behavior on their speaking skills.

To prove this hypothesis is to look at the value/number listed in the column or columns t Sig to line the perception of high risk-taking behavior (variable X1) in Table 2. According to the existing provisions, the regression significance criteria is "if t > t table then H0 is rejected" or "if Sig < 0.05 then H0 is rejected", which means that there is a significant effect of independent variables on the dependent variable Y. X1 Sig is the number listed in the column to the line Sig of the perception on high risk-taking behavior (variable X1) in Table 2. T value is the number listed in the column to row t the perception of high-risk-taking behavior (variable X1) in Table 2. Simultaneously, the value is the value t table t distribution table for the 18,47% significance level with a degree of confidence (d f = n - 2) = 78, where n is the number of respondents.

Table 2 shows that the Sig = 0.002 < 0.05 and t_o = 3.269, H0 is rejected, which means that there is a significant effect of the independent variables X1 (the perception on high risk-taking behavior) towards the dependent variable Y (Student's speaking skill). The regression test results show a significant effect of the independent variables X1 (the perception of high risk-taking behavior) towards the dependent variable Y (Student's speaking skill).

3. The effect of vocabulary mastery towards Student's speaking skill

This effect is hypothesized:

Ho: $\beta_2 = 0$

H_1: $\beta_2 \neq 0$

Ho: There is no effect of vocabulary mastery on student's speaking skills.

H_1: There is an effect of vocabulary mastery on student's speaking skills.

To prove this hypothesis is to look at the value/number listed in the column or columns t Sig vocabulary mastery for lines (variable X2) in Table 2. According to the existing provisions, the regression significance criteria is "if t > t table then H0 is rejected" or "if Sig <0.05 then H0 is rejected", which means that there is a significant effect of independent variables on the dependent variable Y. X2 Sig is the number listed in the column to the line Sig vocabulary mastery (variable X2) in Table 2. T value is the number listed in the column to row t vocabulary mastery (variable X2) in Table 2. In contrast, the value is the value t table distribution table for the 29,39% significance level with a degree of confidence (d f = n - 2) = 78, where n is the number of respondents. In Table 2, the Sig = 0.000 < 0.05 and t_o = 7.224, H0 is rejected, which means that there is a significant effect of the independent variables X2 (vocabulary mastery) on the dependent variable Y (Student's speaking skill). The regression test results show a significant effect of the independent variables X2 (vocabulary mastery) on the dependent variable Y (Student's speaking skill).

Conclusions

The purpose of the research is to know the effect of the perception on high risk-taking behavior and vocabulary mastery towards students' speaking skill individually and the simultaneity of the class X students SMAN 1 Pamanukan and SMAN 1 Pagaden Subang. The results of the conclusion are as follows:

1. There are no significant effects of the perception on high risk-taking behavior and vocabulary mastery towards students' speaking skill at state Senior High Schools in Subang Regency. It is proved by sig = 0.000 < 0.05 and $F_{observe}$ = 38.336.
2. There is a significant effect of the student's perception of high risk-taking behavior towards students' speaking skills at state Senior High Schools in Subang Regency. It is proved by sig = 0.002 < 0.05 and $t_{observe}$ = 3.269.
3. There is a significant effect of the vocabulary mastery towards students' speaking skill at state Senior high schools in Subang Regency. It is proved by sig = 0.000 < 0.05 and $t_{observe}$ = 7.227.

This study focused on two Independent variables: perception of high risk-taking behavior and vocabulary mastery that influenced speaking skills. Other variables considered affecting speaking skills,

such as genre knowledge. Intensive drills are suggested to include for future study in researching into effecting speaking skills. Some potential options for further research can be suggested. First, the study data were taken from two public schools in Subang, which was not entirely representative of public-school students throughout Indonesia. Future research can investigate more students from different parts or provinces in Indonesia to check whether other public-school students hold the same beliefs about perception high risk-taking behavior and vocabulary masteries effect on speaking skill. The study's limitation is that data collection was performed at one time, so that the study's result might differ in future conditions. Thus, similar studies should be conducted in the future.

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