

Exploring How Reading Aloud and Vocabulary Enrichment Shape English Speaking Skills Among Indonesian Learners of English

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Abstract

This research was intended to analyze the effect of Reading Aloud and Vocabulary Enrichment on students' English-Speaking Skills. A survey method was applied to get accurate information about the research respondents. The population was the students of STIEM Bongaya who were still active in the 2021-2022 academic year. Among them were 100 students taken to be the sample using Non-Probability Sampling with incidental sampling technique. The data collection used questionnaires, and the data analysis used multiple regression analysis techniques with the software program SPSS version 21. The research results indicated that Reading Aloud and Vocabulary Enrichment significantly affected students' Speaking Skills in English. Reading Aloud and Vocabulary Enrichment contribute 18.80% to students' Speaking Skill improvement. Therefore, it is recommended that the students read English reading material by voice to practice the tongue to pronounce English words supported by good mastery of English vocabulary.

Keywords: Reading Aloud, Vocabulary Enrichment, Speaking Skill

1. Introduction

1.1 English Speaking Skills Among Indonesian Learners of English

This globalization era is a sign of a need for English-speaking competence because English is an international language to communicate with people from abroad. In addition, globalization also provides opportunities for young Indonesians to have promising careers at the international level. The opportunities can only be performed if students can communicate in English. It indicates that the skill of speaking English is a necessity and it must be developed (Arafah & Kaharuddin, 2019)ⁱ.

Improving Speaking Skills requires more practice and intensive activities, and Reading Aloud may facilitate how words or sentences are pronounced. Speaking fluently in English is, in fact, a problem for many college students, especially in Makassar City, whose daily social interaction uses Indonesian or even the local language in communication (Kaharuddin, 2022ⁱⁱ, Arafah et al., 2023ⁱⁱⁱ). It should not ensue from the students' learning English since elementary school, but speaking English remains a dilemma for most Makassar City, Indonesia, college students. They wish they could speak English but must learn how to grant the wish and make it come true. This problem inspires this research to explore the impetus factors of students' English-speaking Skills.

As a foreign language, English is not easy to learn due to the different ways to pronounce the words from the words of the student's first language. It does not mean, however, that the students cannot be skilful in speaking English. It depends on how they behave to the language in the context of learning it. What they have done and to what extent they are serious and disciplined in learning and practising this skill. If everything is done without seriousness and discipline, the results will not be satisfactory (Kaharuddin et al., 2022^{iv}). In this case, seriousness and discipline in learning and practising this skill in communication are required. Related to students' attitudes towards learning English, the English teacher should make an effort to the learning-teaching strategy in which the students are interested, a way to boost their seriousness in learning. In this case, English teachers should pay attention to students' attitudes towards English lessons and think of a teaching strategy to evoke students' positive attitudes toward learning English (Muslim et al., 2021^v; Takwa et al., 2022^{vi}). In addition, when students show a negative attitude towards English lessons, they must be motivated to be able to build a positive attitude (Cinkara & Bagceci, 2013^{vii}; Kaharuddin et al., 2020^{viii}). Although students' English learning attitude is not the focus of this research, a positive learning attitude is needed to motivate students learning activities as part of the Speaking Skill development process. Therefore, English Speaking Skill is the endogenous variable in this research.

1.2 Exploring the Importance of the Problem

There are many ways the students may apply to improve their Speaking Skills, but what is highlighted in this research is developing the students' Speaking Skills through the seriousness and discipline of reading English aloud and trying to understand them for Vocabulary

Enrichment. Getting used to reading the English reading material by voice makes students accustomed to pronouncing English words and, at the same time, enriches their vocabulary mastery. In this case, repeating reading several times, notably by voice, ameliorates the students' Speaking Skills and enriches vocabulary mastery. However, (Dhuli et al., 2023)^{ix} found the technique of Reading Aloud has no meaningful effect on students' vocabulary learning (Dhuli et al., 2023^x; Arafah et al., 2023^{xi}), Reading Aloud, if it is frequently undertaken, is a speaking practice and beneficial to vocabulary learning. This activity is significant as an effort to familiarize the pronunciation of English words. In this case, the more frequently the students read aloud, the more familiar they are with the words in the reading passage, which will become their vocabulary useable in speaking English.

As stated above, the student's reading habits strongly affect the ability to speak in English as a productive ability. Reading, categorized as a receptive skill, allows students to increase their vocabulary and foresight to think, add insight and ideas, and generate ideas and knowledge. Meanwhile, students' reading skill is directly proportional to how often they read. The more frequently and accustomed to reading, the more their reading skill will improve. In developing Speaking Skills, students must read aloud to train the tongue to pronounce English words. This paper discusses the influence of Reading Aloud on students' Speaking Skills.

Additionally, vocabulary mastery also affects Speaking Skills. This competence is an obstacle to learning Speaking Skills (Hasjim et al., 2020^{xii}; Jon et al., 2022^{xiii}). With a good understanding of vocabulary, students can communicate in English. For example, when students read or listen, they may need more vocabulary to understand. So, vocabulary development is needed to improve Speaking Skills. It is necessary, therefore, to investigate the correlation between vocabulary mastery and Speaking Skills (Alharthi, 2019^{xiv}; Baa et al., 2003^{xv}). This research discusses the effect of Vocabulary Enrichment on students' Speaking Skills.

Departing from the importance of English-speaking skills and the contribution of Reading Aloud and Vocabulary Enrichment to improving English Speaking Skills, three problems are highlighted in this research. Reading Aloud and Vocabulary Enrichment are endogenous variables; both are analyzed in their effects on students' English-speaking Skills. Partial and simultaneous effects of the exogenous variables are analyzed. It is a partial effect when the exogenous variables are analyzed partially in their effect on English Speaking Skills. Meanwhile, it is a simultaneous effect when both exogenous variables are combined to analyze the effect on English Speaking Skills. Therefore, the three problems to be discussed are: 1) Does Reading Aloud significantly affect students' English-speaking Skills? 2) Does Vocabulary Enrichment have a significant effect on students' English-speaking skills? Is there a significant effect simultaneously of Reading Aloud and Vocabulary Enrichment on students' English-speaking Skills? The results of this research will reveal the extent to which Reading Aloud, and Vocabulary Enrichment contributes both partially and simultaneously to improving student's English-Speaking Skills.

1.3 Relevant Related Literature

1.3.1 Reading Aloud on Speaking Skill

Language consists of four skills: listening, speaking, writing, and reading. These four skills must be learned in learning a language because the four language skills are interrelated with each other. In this case, it is necessary to practice other language skills to develop language skills. This study focuses on improving Speaking Skills by explaining the effect of Reading Aloud and Vocabulary Enrichment on improving students' Speaking Skills. Reading Aloud trains the students to pronounce a word so that they are familiar with the vocabulary in the reading passage and can use it in speaking. Chol and Lewis suggest that Reading Aloud is intended to accommodate students to English prosody and to develop automaticity to speaking in English (Chol & Lewis, 2018^{xvi}; Arnawa et al., 2023^{xvii}).

Reading means trying to understand the words and reading texts, a complex process to create meaning from understanding a reading text (Ismail et al., 2020)^{xviii}. Reading skills can be integrated into other language skills learning programs and considered an interactive dialogue between writer and reader. Reading combines intellectual and emotional activities to provide a perception of the message, combining the information in the reading with the reader's knowledge. In the context of Reading Aloud, the readers want to understand the reading material and train their tongues to pronounce the English words used in the text. Although Reading Aloud is considered less popular, it is still needed in learning English. Gibson suggested that learning to read aloud should be targeted and considered as one of the tools in teacher learning tools in teaching English (Gibson, 2008^{xix}; Arafah & Bahar, 2015^{xx}).

With adequate activities of Reading Aloud, students can build their English-speaking skills naturally (Azkia et al., 2021)^{xxi}. Thus, Reading Aloud is relevant to be implemented in learning and teaching English because of its benefits to students' English-speaking competence (Senawati et al., 2021)^{xxii}. In this case, Reading Aloud improves students' reading, comprehension, vocabulary, listening, and critical thinking skills and is assumed to contribute to students' English-speaking Skills. However, how the technique of Reading Aloud improves students' English-speaking Skills is still in question, especially for college students who have been studying English for years. This problem is therefore studied related to the improvement of student's English skills, and so the first research problem is formulated:

Research problem 1: Does Reading Aloud have a significant effect on students' Speaking Skills?

1.3.2 Vocabulary Enrichment on Speaking Skill

Little can be conveyed without good mastery of grammar, but nothing can be conveyed without good mastery of grammar because meaning and purpose are expressed by vocabulary (Thornbury, 2002)^{xxiii}. The sentence may need to be grammatically correct, but since the listener conceives the message in the context of oral communication, two-way communication has occurred. Therefore, mastery of vocabulary is crucial in oral communication.

Vocabulary is a collection of meanings symbolized through words in expressing messages in writing and orally. In a state of poor vocabulary, there is little to say. Students will have difficulty interacting with native English speakers if they do not have much vocabulary. In the context of reading, students will have to gain a lot of vocabulary related to the material discussed to capture the message conveyed by the author. Even if there is an interpretation of the message conveyed through reading material with only a little understanding of vocabulary, the interpretation of the message may deviate far from the author's intended message. Therefore, students need to develop vocabulary mastery, especially English vocabulary.

As vocabulary is one of the essential aspects of learning English by which the message is conveyed in speaking, Vocabulary Enrichment becomes the second aspect being studied regarding its effect on students' Speaking Skills. Therefore, the second research problem is formulated:

Research problem 2: Does Vocabulary Enrichment have a significant effect on students' Speaking Skills?

This research also studies the simultaneous effect of Reading Aloud and Vocabulary Enrichment on students' Speaking Skills. Therefore, the third research problem is formulated:

Research problem 3: Is there a simultaneously significant effect of Reading Aloud and Vocabulary Enrichment on students' Speaking Skills?

1.4 Hypotheses

1.4.1 Reading Aloud on Speaking Skill

A reading activity concerning the development of Speaking Skills is Reading Aloud, namely by practising speaking the words in the reading, so Reading Aloud is considered a simple way for learners to practice Speaking Skills. Reading Aloud can be a medium to introduce English sounds to students. Research on the benefits of Reading Aloud in improving students' Speaking Skills has been carried out by several researchers, including (Tainio & Slotte, 2017)^{xxiv}, who stated that Reading Aloud is a pedagogical tool for students to improve their Speaking Skills. Reading Aloud can be helpful for some anxious students to improve their Speaking Skills (Gibson, 2008^{xxv}, Kaharuddin & Hasyim, 2020^{xxvi}).

Related to students' speaking competence improvement through Reading Aloud, the problem to be observed in this research is the effect of Reading Aloud on students' speaking improvement. Based on the empirical studies above, the first hypothesis proposed is:

Hypothesis 1: There is a significant effect of Reading Aloud on students' Speaking Skill

1.4.2 Vocabulary Enrichment on Speaking Skill

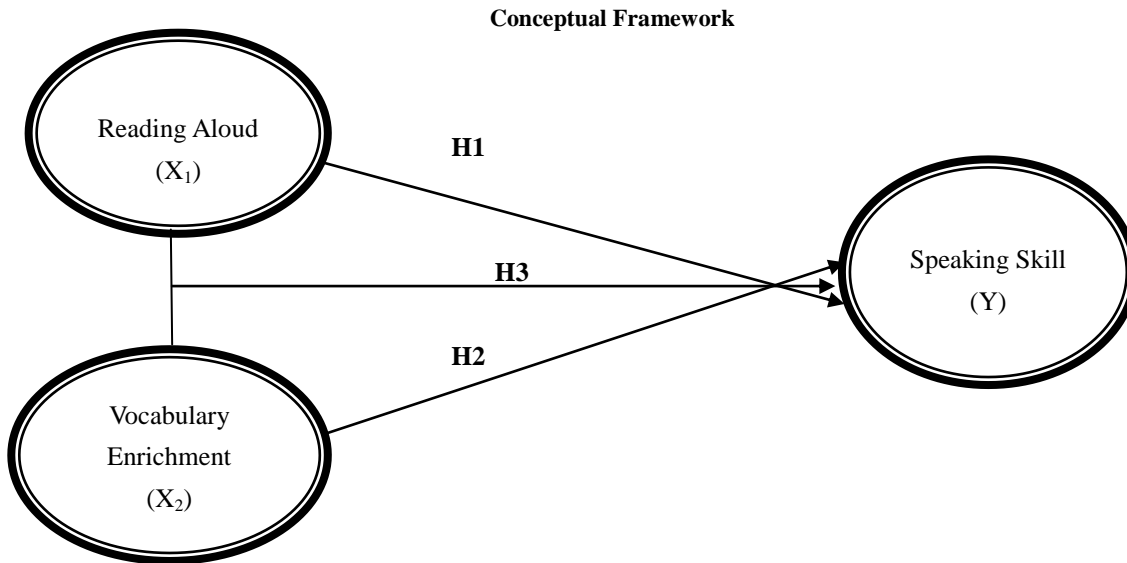
Vocabulary Enrichment, in addition to grasping the meaning of words, is to understand the different tastes of the words, which may contain denotative and connotative meanings. Denotative meaning is the meaning in the dictionary, seen from two factors: essential and figurative meaning or original meaning and meaning of the term. Meanwhile, connotative meaning is additional meaning creating particular nuances or impressions that arise from language users' experience. Meanwhile, mastery in this study refers to the statement of (Collins & Mees, 2013)^{xxvii}, skill and knowledge of a subject.

In this research, Vocabulary Enrichment concerning the students' speaking competence improvement is defined as students' perception of the effect of Vocabulary Enrichment on speaking improvement. It explains whether enriching vocabulary mastery can improve the students' Speaking Skills. Based on the theoretical explanation and the empirical studies mentioned above, the second and the third hypotheses proposed are:

Hypothesis 2: There is a partially significant effect of Vocabulary Enrichment on students' Speaking Skill

Hypothesis 3: There is simultaneously a significant effect of Reading Aloud and Vocabulary Enrichment on students' Speaking Skills.

The research model is drawn below based on the research background and theoretical review.



2. Method

The method applied in this research was a survey in which the primary data were collected by distributing questionnaires to respondents. Included in the questionnaires were questions or statements related to students' activities of Reading Aloud, Vocabulary Enrichment, and English-Speaking Skills. The exogenous variables were Reading Aloud (X1) and Vocabulary Enrichment (X2). The endogenous variable was English-Speaking Skill (Y). The correlation between the exogenous variable and endogenous variable, both partially and simultaneously, was analyzed to find the level of correlation between both kinds of variables (Abidin & Kaharuddin. 2021^{xxviii}, Yudith et al., 2023^{xxix}). The partial analysis reveals the effect of each exogenous variable on the endogenous variable, such as the effect of Reading Aloud on English-Speaking skills and the effect of Vocabulary Enrichment on English-Speaking skills. The simultaneous analysis reveals the effect of exogenous variables on the endogenous variable, such as the effect of Reading Aloud and Vocabulary Enrichment on English-Speaking Skills.

The research sample was 100 active students at the Higher School of Economics (STIEM Bongaya) in 2021-2022. The sample was drawn by applying Non-Probability Sampling with an incidental sampling technique. The research instrument was a questionnaire; its validity was tested by Pearson Correlation Product Moment (r) with a significant degree of 5%, and the reliability by Cronbach Alpha. The criteria is that If the value of Cronbach's Coefficient Alpha is above 0.6, the respondents' answers are reliable. Furthermore, the classical assumption tests are the normality and multicollinearity tests. Multiple regression analysis with window software of SPSS verse 21 was used to analyze the data obtained from the research. For the hypothesis test, the references are:

Ho: variable X1 and X2, have no effect on variable Y

H1: Variables X1 and X2 affect variable Y.

3. Results

In this results section, the data obtained from the questionnaire distribution are analyzed for validity and reliability to test whether this research instrument is valid and reliable. The classical assumption test is then undertaken, including the normality, multicollinearity, and heteroscedasticity tests. The multiple regression analysis is carried out to reveal the correlation between the research variables. Finally, a hypothesis test is conducted to reveal whether this research hypothesis is accepted or rejected. All those tests use the software SPSS version 21.

3.1 Statistics and Data Analysis

This research used 100 students as respondents, and then 100 questionnaires were distributed. However, there were only 94 respondents who returned the questionnaire. However, only 90 questionnaires could be processed because four flawed questionnaires could not be used in the data analysis. This research used a significant 5% (0.05) level and a t-table value of 1.98761. The validity test denoted that each questionnaire item shows the calculated value above the value of the criterion table. Hence, the questionnaire is valid because it satisfies the abovementioned validity criteria. The reliability test denoted that the reliability coefficient (Cronbach's alpha) value of 0.955 was above the r-table value of 0.207. Thus, the questionnaire is determined to be reliable. If the statement is re-submitted in research, the answer will be relatively the same as the previous ones.

The classical assumption tests are then undertaken, including normality, multicollinearity, and heteroscedasticity tests. The normality test is carried out to reveal whether or not residual value is normally distributed. A good regression model needs the residual value to be distributed normally. The normality test shows that the Asymp. Sig. (2-tailed) is 0.200 > 0.05, which means the residual value is normally distributed. The multicollinearity test is undertaken to see if there is a deviation from the classical assumption. A good model should not

show any linear relationship between exogenous variables. In the multicollinearity test of this research, the tolerance value for the variable of Reading Aloud is $1.000 > 0.10$, and the VIF value is $1.000 < 10.00$. For the variable Vocabulary Enrichment, the tolerance value is $1.000 > 0.10$, and the VIF value is $1.000 < 10.00$. The multicollinearity test results show that each variable's tolerance value is more significant than 0.10, and the VIF value is smaller than 10.00. It means that in the regression equation model, there is no multicollinearity problem, and it can be used in this study.

The heteroscedasticity test is intended to know if variance inequality exists from the residual of observation with other observations. A good model should show something other than this Heteroscedasticity. In the Heteroscedasticity test of this research, the sig. The Reading Aloud variable value is $0.342 > 0.05$, and the sig. The value of the Vocabulary Enrichment variable is $0.109 > 0.05$. The conclusion is that there exists no Heteroscedasticity in this regression model.

Multiple regression analysis analyses exogenous variable s' partial and simultaneous effects on endogenous variable s. The exogenous variables are Reading Aloud (X1) and Vocabulary Enrichment (X2); the endogenous variable is Speaking Skill (Y). The multiple regression equation is:

Where:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + e \tag{1}$$

- Y = Speaking Skill (Endogenous variable)
- a = Constant
- β = Regression coefficient
- X1 = Reading Aloud (Exogenous variable)
- X2 = Vocabulary Enrichment (Exogenous variable)
- e = Error (Residual Error)

The data for the test of multiple regression equation to reveal the partial and simultaneous effects of Reading Aloud and Vocabulary Enrichment are presented in the table below:

Table 4.1. Test of partial effect of Reading Aloud and

Vocabulary Enrichment on Students' Speaking Skill				
Coefficients				
	Unstandardized Coefficients		Standardized Coefficients	
Model	B	Std. Error	Beta	t Sig.
1(Constant)	3.467	1.831		1.894.062
ReAl	.226	.106	.204	2.134.036
VoEn	.502	.118	.406	4.245.000

a. Endogenous variable: SpSk

Source: Output of SPSS 22.0 for Windows

The table above shows the constant value (a) is 3.467, the value of Reading Aloud (β_1 /Regression Coefficients) is 0.226, and the value of Vocabulary Enrichment (β_2 / Regression Coefficients) is 0.502. The regression equation is:

$$Y = 3.467 + 0.226 X_1 + 0.502 X_2 + e \tag{2}$$

The equation is then explained. The constant value of 3.467 is understood as the consistent value of the participation variables. The regression coefficient value for Reading Aloud (X1) is 0.226, stating that for each increase of 1% for the value of Reading Aloud (X1), the participation value increases by 0.226. The value of the regression coefficient is positive, meaning that Reading Aloud positively affects Speaking Skills. The regression coefficient for Vocabulary Enrichment (X2) is 0.502, stating that with each increase of 1% for the value of Vocabulary Enrichment (X2), the participation value increases by 0.502. The regression coefficient value is positive; therefore, Vocabulary Enrichment has a positive effect on Speaking Skills.

The decision-making is based on significant value (sign. value) shown by the coefficient table above. Based on the result of the analysis of the partial effect of Reading Aloud (X1) on Speaking Skill (Y1), the significant value of X1 (0.036) is smaller than 0.05, and the value of t-calculation (2,134) is more significant than the value of t-table (1.988). It means that Reading Aloud positively and significantly affects students' Speaking Skills. It means that the more the students practice Reading Aloud, their Speaking Skills improve. Vocabulary Enrichment (X2), a significant value of X2 is $0,000 < 0.05$, and the value of t-calculation (4.245) > the value of t-table (1.988). It means that Vocabulary Enrichment positively and significantly affects Speaking Skills. Therefore, the more the students enrich themselves with

vocabulary, the more they improve their Speaking Skills.

3.2 Hypothesis Test

3.2.1 Result of Partial Test (T-test)

The significant value of Reading Aloud (X1) is $0,036 < 0,05$, as shown by Table 4.1, and the value of t-calculation is $2.134 >$ the value of t-table 1.988 at a significant degree of 95% (0.05). Due to the significant value being smaller than the probability value and the value of the t-calculation being more significant than the value of the t-table, the conclusion is drawn that Reading Aloud (X1) has a partially significant positive effect on Speaking Skill (Y). Therefore, H1 is accepted and Ho is rejected. The first hypothesis, "There is a partially significant effect of Reading Aloud on Students' Speaking Skill", is accepted. The conclusion is drawn that Reading Aloud can improve students' Speaking Skills.

The significant value of Reading Aloud (X1) is $0,000 < 0,05$, and the value of t-calculation is $4.245 >$ the value of t-table 1.988 at a significant degree of 95% (0.05). Due to the significant value being smaller than the probability value and the value of the t-calculation being more prominent than the value of the t-table, the conclusion is that Vocabulary Enrichment (X2) has a partially significant positive effect on Students' Speaking Skill (Y). Therefore, H1 is accepted, and Ho is rejected. The second hypothesis, "There is a partially significant effect of Vocabulary Enrichment on Students' Speaking Skill", is accepted. The conclusion is that Vocabulary Enrichment positively improves the students' Speaking Skills.

The F-test is used to reveal the simultaneous effect of Reading Aloud and Vocabulary Enrichment on the Students' Speaking Skills. The result of the data process by SPSS is presented in the table below:

Table 4.2. Test of the simultaneous effect of Reading Aloud and Vocabulary Enrichment on Students' Speaking Skill

		ANOVA ^a				
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	48.361	2	24.180	11.272	.000 ^b
	Residual	186.628	87	2.145		
	Total	234.989	89			

a. Endogenous variable: SpSk

b. Predictors: (Constant), VoEn, ReAl

Based on the table above, the significant value is 0,000, smaller than 0.05, and the value of f-calculation (11.272) is more significant than that of f-table (3.10). The result of the two comparisons indicates that H1 is accepted and Ho is rejected. The third hypothesis, "There is simultaneously a significant effect of Reading Aloud and Vocabulary Enrichment on students", is accepted. It is then concluded that Reading Aloud and Vocabulary Enrichment simultaneously affect the Students' Speaking Skills.

3.2.2 Test of Determination Coefficient R2

The analysis of the determination coefficient (R2) explains the percentage of the effect of exogenous variable s simultaneously on the endogenous variable s. The results of the data analysis are shown in the following table.

Table 4.3. Percentage of Contribution to Reading Aloud and Vocabulary Enrichment on Students' Speaking Skill

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.454 ^a	.206	.188	1.465

a. Predictors: (Constant), VoEn, ReAl

b. Endogenous variable: SpSk

The table above indicates that the coefficient of determination shown by R Square is 0.188 or 18.80% of Reading Aloud and Vocabulary Enrichment (exogenous variable) to Speaking Skill (dependent bound variable). In this case, Reading Aloud and Vocabulary Enrichment contribute 18.80% to improving Students' Speaking Skills. The variables outside of this research explain the remaining 81.20%.

4. Discussion

4.1 Effect of Reading Aloud on Speaking Skill

Reading Aloud means the students read English material by voice rather than the heart. In such reading activities, the tongue is accustomed to pronouncing foreign words and is assumed to be beneficial in improving Speaking Skills. This research indicates that the hypothesis "There is a partially significant effect of Reading Aloud on Students' Speaking Skill" is accepted. The effect of Reading Aloud on Students' Speaking Skills is significantly positive, with a standardized regression coefficient of 0.204. It means that Reading Aloud contributes partially 20,40% to improving Students' Speaking Skills. Some studies also express the positive effect of Reading Aloud on Students' Speaking Skills. In line with this research finding is the research conducted by Ri Ju Chol and Marilyn Lewis at a university in Pyongyang, Korea. The research found that oral reading not only functions as an essential falsework for peer interactions but also increases students' accuracy and fluency and boosts confidence in oral production (Chol & Lewis, 2018^{xxx}, Sunyoto et al. 2022^{xxxi}) and even Lianguang Huang and Zhenjiang affirm that Reading Aloud in English Teaching is very demanding (Huang, 2010)^{xxxii}. An indication is found from these researches that improving students' English-speaking skills can be made by motivating students to read

English reading material by voice because this kind of reading uses the tongue to pronounce the words or sentences, and so makes it accustomed to foreign words pronunciation.

4.2 Effect of Vocabulary Enrichment on Speaking Skill

Vocabulary Enrichment can be defined as a skill and knowledge of words, including the word's meaning, its basic form, and the context of its use. Meanwhile, the ability to speak English is students' ability to produce a sound system to express their thoughts through spoken words. In this context, Speaking Skill needs words to express the message, so the less vocabulary we have, the less we can say. This research analyzes the partial effect of Vocabulary Enrichment as the exogenous variable on Students' Speaking Skills as the endogenous variable. This hypothesis test proves that the hypothesis "There is a partially significant effect of Vocabulary Enrichment on Students' Speaking Skill" is accepted. It means that enriching students' vocabularies will contribute to improving their Speaking Skills, so the more vocabulary the students have, the more they can say since vocabulary conveys the meaning or message of what the students have in mind. The research shows that Vocabulary Enrichment contributes 40.60% to Students' Speaking Skills. It is supported by the research results (Uchihara & Saito, 2019)^{xxxiii} Productive vocabulary scores are significantly correlated with L2 fluency, indicating that more proficient English learners, as indicated by their productive vocabulary scores, might be able to speak spontaneously without too many pauses and repetitions. Thus, it can be concluded that students' Speaking Skills in English can be improved by increasing the mastery of vocabulary, so that the better students' vocabulary mastery, the more potential they have to develop their skills in English communication.

4.3 Effect of Reading Aloud and Vocabulary Enrichment on Speaking Skill

The English learners' vocabulary knowledge can be a relatively strong predictor of their English speech learning (Uchihara & Saito, 2019), and vocabulary can be enriched by doing more reading activities, the most appropriate teaching strategy for vocabulary building (Daud et al., 2019^{xxxiv}, Arifin et al., 2022^{xxxv}), specified on Reading Aloud, from which the students improve both vocabulary mastery and Speaking Skills. The statistical results of this research show an F-calculation value of 11.272, which is greater than the F-table value of 3.10 with a 95% confidence level and a 5% error degree ($\alpha = 0.05$). Meanwhile, the resulting significant value is 0.000 less than 0.05. Therefore, in the hypothesis 3 test, the H_03 is rejected, and H_a3 is accepted. It means the Reading Aloud and Vocabulary Enrichment variables positively and significantly affect Speaking Skills. In the determination coefficient (R^2) analysis, Reading Aloud and Vocabulary Enrichment contribute 18.80% to developing students' Speaking Skills. It is in line with (Krasniqi, 2019)^{xxxvi} Reading Aloud is recommended to improve vocabulary growth, leading to oral language development in the Results section. Connect your findings with the literature review or theories you use in your research.

5. Conclusion

Reading Aloud and Vocabulary Enrichment have partially and simultaneously significant effects on students' Speaking Skills. In this case, Reading Aloud and Vocabulary Enrichment contributes 18.80% to improving students' Speaking Skills. Therefore, more practice of Reading Aloud will help students develop their Speaking Skills from which their vocabulary can be enriched. In the meantime, the students need more vocabulary by which the messages are conveyed, and Reading Aloud not only improve students' Speaking Skill but also enrich their Vocabulary Mastery. So, Reading Aloud is recommended so students can perform most of the time. Mistakes in reading practice can be corrected by opening an English dictionary to find the correct pronunciation. However, the most important one is to make the tongue accustomed to pronouncing English words. Vocabulary Enrichment is also proven to affect students' Speaking Skill improvement positively. Therefore, the students are recommended to enrich themselves with more English vocabulary in a way they are comfortable applying.

This research is limited to students of one college. Further research is expected to be conducted with the respondents from English students at universities in Makassar city, and the exogenous variables are expanded to those assumed to have contributed to Speaking Skill improvement.

Endnotes

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