

THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND SPEAKING SKILL

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Abstract

This research aimed to find out whether there is a correlation between student's vocabulary mastery and their speaking skill or not. The subjects were 40 students from eleventh grade students (XI MIPA 2) of MAN Model 1 Manado. The design that applied in this research was quantitative method. The data gained in this research by giving the students speaking and vocabulary test then analyzed using Pearson product moment correlation formula. Based on the finding with the analysis and calculation, it was found that the r_{xy} was 0,799. Referring to the table of product moment interrelation of r was in the interval of 0,70 – 0,90 which means between variable X and Y stated a high correlation. According to the table of significant with the degree of freedom ($df = N - nr$) is 38, the significance level 5% is 0,320 and 1% is 0,413. By comparing the value, it showed that r_{xy} is bigger than r_1 ($0,320 < 0,799 > 0,413$). It means there is significant correlation between vocabulary mastery and speaking skill which proved that student's vocabulary mastery increases in line with their speaking skill.

Keywords: correlation, vocabulary mastery, speaking skill

INTRODUCTION

Speaking skill ought to be mastered by the students to prove that they are able to take and offer information to the other, in form of a conversation, debate or dialogue. It also can be the way for developing vocabulary or improving the grammar. English competence in senior high school is the ability to communicate in three types of texts, they are interpersonal, transactional and functional in the form of spoken and written (Kementrian Pendidikan dan Kebudayaan Republik Indonesia. 2016). From that statement, it can be said that the aim of learning English is to establish the communication ability or speaking skill.

As stated by Richards & Renandya. (2002), Speaking has many different purposes, and each of them includes different skills. When we used casual

conversation, for instance, our purposes may be to make social contact with people, to develop our relationship or to engage in the small talk that takes much of the time we spend. When we discuss with someone, the purpose may be to seek or express opinions, to persuade someone about something or to clarify information. We use speaking to give instructions or to get things done. We may use speaking to describe things, to complain about others' behavior, to make requests politely, or to entertain people with jokes. Each of these different speaking purposes implies knowledge of the rules that account for how spoken language reflects the context or condition.

According to the expert, there are many definitions of speaking. Speaking is the skill to speak fluently. Not only knowing the language features but also the ability to process information and language 'on the spot' (Harmer 2001). At the other hand, Quianthy (1950) stated the process of transmitting idea and information orally in various situations is called speaking. Therefore, speaking is the producing and sharing language ability. In line with Florez. & MarryAnn (1999) that stated speaking is an interactive process of constructing meaning that includes producing, receiving and processing information. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

A speaker's skills and speech habits have an impact on the success of any exchange (Van Duzer 1997). Besides that, Burns and Joyce said that speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting (Burns & Joyce 1997). Speaking is verbal communication which the participant needs to deal with the meaning of ideas, feelings, and manage in term who is to say what, to whom and about what. It is commonly performed in face to face and occurred as part as dialogue. The idea of speaking cannot be delivered except that what is being said is received and understood by the other. From the expert's explanation above, speaking is process of communication that includes an idea and information.

According to Nunan & Ronald (2001) speaking has two types, they are: (1) The monologue. The speaking where one speaker uses spoken language for any length of time. For instance, speech, lecture, reading and the listener process the information without disrupting and will go on whether the listener understands what the speaker means or not. (2) Dialogue. The speaking which involves two or more speakers. Different from monologue the disruption may happen when interlocutor does not understand what the speaker means.

During the researcher's observation in MAN Model 1 Manado in September to October 2018, the researcher has done several speaking activities and found some students' difficulties to express their idea or to understand something. For example, they mostly asked about the meaning of a word in English or in Indonesian and usually switch some words into Indonesian because they did not know the English. This situation made the researcher convinced that the students had difficulties in speaking because they did not master the vocabulary.

As Mentioned by Thornburry (2002), if we spend most of our time learning about grammar, our English will not improve very much. The most improvement will happen if we learn more words and expressions. We can say very little with grammar, but we can say almost anything with words. In addition, Hughes (1989) stated that vocabulary contribute to communicative skills. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards & Renandya. 2002).

Hiebert & Kamil (2005) vocabulary is knowledge of words and word meaning in both oral and print language and in productive and receptive forms. In line with (Hatch & Brown. 1995), vocabulary refers to the list of words that speaker use since vocabulary is a list people may think that the only system involved in that alphabetical order.

As mentioned by Susanti (2002) vocabulary is the total number of words in a language. It is also a collection of word a person knows uses in speaking and

writing. It means that vocabulary is a total number that people use in a language, every word we produce to be a sentence called vocabulary

In communication the most important items that have to be mastered by English language learners are vocabularies, because they would not be able to state their ideas with limited vocabularies. It actually has become a major problem in speaking or interacting with others, for example how to understand the news or cast on the radio, TV and other media if they have limited vocabulary(Kufaisi 1988). Learning a foreign language is a basically a matter of learning the vocabulary of that language. However, to say that one speaks English often refers to how good he carries on a conversation. To be able to participate in the conversation one should at least understand the vocabularies used in it.

Hatch & Brown(1995)divide the vocabulary into two types: (1) Active vocabulary which is words that the students understand, they can pronounce it well, and use it in speaking and writing. (2) Passive vocabulary which is words that students understand but cannot pronounce it correctly. In additionNation (1990)differentiated vocabulary into: 1) Increasing vocabulary that is introducing learners to new words 2) Establishing vocabulary that is encouraging the knowledge of particular words to develop.

Vocabulary mastery refers to the number of words that someone knows. The learners are said have a good vocabulary mastery if they are able to recognize the meaning to know the form, grammar, collocation, meaning and word formation(Ur 1991). Rivers (1989)stated that vocabulary mastery refers to the great skill in processing words of a language. In addition, Tarigan (2008)explained that language skill mostly depends on the vocabulary mastery. The more vocabulary is mastered, the larger possibility for someone to use a language capable. Referring to these definitions, the researcher defines that vocabulary mastery is great knowledge of words and its meaning. The aspect of vocabulary as follows: Part of speech, Word Building and Word Meaning

Students may have a comprehensive knowledge or proper grammar, but if they are not mastering vocabulary, they will get difficulties to express their idea.From the statements above the researcher could conclude that to express and

understand something we need plenty of vocabulary. Vocabulary has a big impact on people's speaking skill because the more they memorized words, the easier for them to express something especially in speaking. Furthermore, the researcher is interested in conducting further research entitled: "The Correlation Between Students' Vocabulary Mastery and Speaking Skill." The focus of this research is to discover the correlation between the students' vocabulary mastery and speaking skill.

RESEARCH METHOD

The design that applied in this research was quantitative research method. This method was used for analyzing the statistical data from students' test score. By that score, the researcher could analyze whether there is a correlation between student vocabulary mastery and speaking skill.

There were two variables in this research, the first is independent variable and the second is dependent variable. According to Sugiyono (2008), the independent variable is variable that influence and causes the change of dependent variable. Meanwhile the dependent variable is variable that influenced by the independent variable. In SEM (Structural Equation Modelling), the independent variable is called exogenous variable and the dependent variable is called endogenous variable. The independent variable in this research is vocabulary mastery (X) and the dependent variable is speaking test (Y).

This research conducted on 9th September until 10th October 2019 in MAN Model 1 Manado which is an Islamic Senior High School located in the north, on the Hasanudin Street.

The population of this research is eleventh grade students of MAN Model 1 Manado in the academic year 2019/2020. There are seven classes with 285 students. Sampling of this research used purposive sampling. Purposive sampling, is also known as determining the sample with certain consideration. This is a type of non-probability sampling technique in which focused on sampling techniques where the units that are investigated are based on the judgment of the researcher.

The researcher conducted the test in one class which was XI MIPA II. The class consisted of 40 students (16 boys and 24 girls).

The researcher is collected the data by vocabulary and speaking tests. First is the vocabulary test that used to measure the learners' vocabulary mastery. It consists of 25 questions in form of multiple choice to find the vocabulary's definition, gap filling, synonym and name using pictures.

The second test is to measure their speaking skill in form of answer question and request for information, describe pictures, role play, and discussion. Based on Testing for Language Teachers by Hughes (1989) aspects that measured are pronunciation, grammar, vocabulary, fluency, and comprehension.

Researcher also checked the reliability and validity of the research instrument. The result showed that instrument variable vocabulary is reliable with the high reliability level beside speaking's instrument is also reliable with the enough reliability level.

The researcher used correlational technique to analyzing the data. This technique evaluates two variables. The variables are compared to find out the correlation by using Pearson product moment. The correlation called positive if two or more variables run parallel. It means that the relationship between the two variables shows the same direction. So, if variable X increases, it will be followed by variable Y and vice versa. And it is said negative correlation if two or more variables run in opposite directions. It means that if the variable X the variable Y decreases and vice versa (Sudijono 2009).

Significant correlation can be seen referring to table of significance with the statistic hypothesis: If $r_{xy} > r_t$, it means there is a correlation and H_a is accepted, H_o is rejected. If $r_{xy} < r_t$, it means there is no correlation and H_a is rejected, H_o is accepted. (Sudijono, 2009:202). With looking for the degree of freedom (df) first. Using formula $df = N - nr$. Where (N) is the total number of sample and (nr) is the number of variable.

According to criteria for choosing select statistical tests in (Creswell, 2009), to find out the result of the variable, the formula that will be used is a Pearson product moment correlation that explained by Sudijono (2009:206),

$$r^{xy} = \frac{N(\sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2] \cdot [N\sum Y^2 - (\sum Y)^2]}}$$

The formula explained below:

r_{xy} = the correlation

N = the total number of students

X = the student's score in vocabulary test Y = the student's score in speaking test

XY = the multiplication between variable X score and variable Y score

$\sum X$ = the sum of speaking test scores $\sum Y$ = the sum of vocabulary test scores

$\sum XY$ = the sum of the multiplication between variable X score and variable Y score

$\sum X^2$ = the sum of squares of variable X $\sum Y^2$ = the sum of squares of variable Y.

The researcher used this formula to convert the students' score:

$$\frac{\text{Score}}{100} \times 4$$

RESEARCH FINDINGS AND DISCUSSION

Findings

This section comprises of findings and discussion. The findings of the research are related to student's score in the vocabulary and speaking test. The researcher analyzed the scores in order to find out the correlations.

The vocabulary test was conducted on 9th September 2019, it consists of 25 questions in form of multiple choice, included fill in the blank, find the vocabulary's definition, synonym and name an object. The result of this test is as variable X. The data of students' scores can be seen on the following table:

Table 1 Score of Students' Vocabulary Test

Number of Students	The Vocabulary Test	Numbers of Students	The Vocabulary Test
01	52	21	60

02	60	22	80
03	48	23	72
04	40	24	36
05	60	25	40
06	96	26	60
07	68	27	96
08	72	28	80
09	60	29	76
10	88	30	64
11	84	31	76
12	72	32	80
13	80	33	96
14	76	34	88
15	68	35	68
16	100	36	76
17	40	37	72
18	72	38	56
19	84	39	36
20	20	40	76

According to the table above, the average of students' vocabulary score is 68.2. The highest range of vocabulary test which has predicate A with percentage 10% and the lowest range of vocabulary test which has predicate D with percentage 2,5%. The percentage of students' vocabulary test score can be seen on the following table:

Table 2 Percentage of Students' Vocabulary Predicate

No	Range	Predicate	Frequency	Percentage
1	3,67 – 4,00	A	4	10%
2	3,34 - 3,66	A-	4	10%
3	3,91 - 3,33	B+	9	22,5%

4	2,67 – 3,00	B	8	20%
5	2,34 – 2,66	B-	6	15%
6	2,01 – 2,33	C+	2	5%
7	1,67 – 2,00	C	1	2,5%
No	Range	Predicate	Frequency	Percentage
8	1,34 – 1,66	C-	5	12,5%
9	1,01 – 1,33	D+	-	-
10	≤ 1,00	D	1	2,5%
Total			40	

The speaking test was conducted on 10th October 2019, it is in form of answer question and request for information, describe pictures, role play, and discussion. The result of this test is as variable Y. The data of students' scores can be seen on the following table:

Table 3 Score of Students' Speaking Test

Number of Students	The Speaking Test	Numbers of Students	The Speaking Test
01	36	21	53
02	18	22	36
03	36	23	45
04	24	24	24
05	45	25	30
06	78	26	65
07	51	27	76
08	59	28	60
09	38	29	40
10	64	30	45
11	40	31	56
12	56	32	40
13	52	33	77

14	45	34	51
15	49	35	45
16	77	36	61
17	24	37	36
18	49	38	36
19	72	39	22
20	18	40	38

Based on the table above, the average of students' speaking score is 46.6. The highest range of vocabulary test which has predicate B+ with percentage 10% and the lowest range of vocabulary test which has predicate D with percentage 15%. The percentage of students' speaking test score can be seen on the following table:

Table 4 Percentage of Students' Speaking Predicate

No	Range	Predicate	Frequency	Percentage
1	3,67 – 4,00	A	-	-
2	3,34 - 3,66	A-	-	-
3	3,91 - 3,33	B+	4	10%
4	2,67 – 3,00	B	1	2,5%
5	2,34 – 2,66	B-	5	12,5%
6	2,01 – 2,33	C+	6	15%
7	1,67 – 2,00	C	7	17,5%
8	1,34 – 1,66	C-	10	25%
9	1,01 – 1,33	D+	1	2,5%
10	≤ 1,00	D	6	15%
Total			40	

After collected the data and counted the percentage of the students' vocabulary and speaking test. Researcher found out the lowest score of speaking test is 18 and the highest score is 78. While in vocabulary test, the lowest score is 20 and the highest score is 100.

After counted the data and found the result the researcher interpreted the 'r' score into the Product Moment Table and it shows that the index is in the interval of 0,70 - 0,90 which means between variable X and Y there is a high correlation. Also, the result has no negative sign which means there is positive correlation between both variables.

Dicussion

From the result of the speaking and vocabulary tests which previously described the researcher found that the correlation between students' vocabulary mastery and speaking skill are high and significant. Based on the result of the r_{xy} that is 0,799 which is in the interval of 0,70 - 0,90 which means between variable X and Y there is a high correlation. With the degree of freedom ($df = N - nr$) is 38. According to the table of significance with df 38, the significance level 5% is 0,320 and 1% is 0,413. By comparing the values, it showed that r_{xy} is bigger than r_t (0,3200,413) that means there is significant correlation between vocabulary mastery and speaking skill.

It is also proven by student number 6 that has high result in vocabulary test with score 78 and the speaking test with score 96 and student number 20 that has low result in vocabulary test with score 20 and speaking test with score 18. The average of vocabulary test is 68.2 and speaking test is 46.6.

The vocabulary test was conducted on 9th September 2019, it consists of 25 questions in form of multiple choice to fill in the blank, find the vocabulary's definition, synonym and name an object. Meanwhile the speaking test was conducted on 10th October 2019, it is in form of answer question and request for information, describe pictures, role play, and discussion. The result of this research also proved Kufaisi's theory that said in communication the most important items that have to be mastered by English language learners are vocabularies, because they would not be able to state their ideas with limited vocabularies. It actually has become a major problem in speaking or interacting with others if they have limited vocabulary, and a theory by Wallace that stated learning a foreign language is a basically a matter of learning the vocabulary of that language.

This research also supporting the previous studies that finished by several researchers. Among them are; first, Vermandez (2017) with research paper titled “The Correlation Between Vocabulary Mastery and English Speaking Ability”. The result showed that there is coefficient correlation between vocabulary mastery and speaking ability. Second, research paper by Fhonna (2014) entitled “The Correlation Between Mastering Vocabulary and Speaking Ability”. The result indicates that the students attained better achievement due to they are able to convey their ideas, thoughts and feeling well. And Anova's (2015) research paper with title “The Correlation Between Vocabulary Mastery and Speaking Skill” that found the result of the correlation is fair.

CONCLUSION

From the previous discussion and the result of the research, the conclusions of the correlation between students' vocabulary mastery and speaking skill as follows:

The correlation between students' vocabulary mastery and speaking skill is high. Based on the result of the r_{xy} that is 0,799 which is in the interval of 0,70 - 0,90 which means between variable X and Y there is a high correlation, with the degree of freedom ($df = N - nr$) is 38. According to the table of significance with df 38, the significance level 5% is 0,320 and 1% is 0,413. By comparing the values, it showed that r_{xy} is bigger than r_t (0,320, 413) that means there is significant correlation between vocabulary mastery and speaking skill.

The table of students' predicate shows that the average of students' vocabulary score is 68.2. The highest range of vocabulary test which has predicate A with percentage 10% and the lowest range of vocabulary test which has predicate D with percentage 2,5%. Meanwhile the average of students' speaking score is 46.6. The highest range of vocabulary test which has predicate B+ with percentage 10% and the lowest range of vocabulary test which has predicate D with percentage 15%.

Based on the result of the tests, there is positive correlation between the score of speaking and vocabulary test. It means that students' vocabulary mastery increases in line with their speaking skill.

Referring to the conclusions above, there are some suggestion that the researcher would like to give: In this research, it is proved that between vocabulary mastery and speaking skill there is high and significant correlation. So, it is better for the teacher to give students' vocabulary subject to improve their mastery before they learn about the language skills. Because vocabulary is the basic in a language and the accomplishment in particular skill may affect the others.

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