



The Correlation Between Students' Vocabulary Mastery and Speaking Mastery

Anry Ani,¹Yusni Sinaga²

Institut Agama Islam Negeri (IAIN) Padangsidimpuan^{1,2}

e-mail: *anry05ani@gmail.com,²yusnisinaga@iain-padangsidimpuan.ac.id

Abstract

The purpose of the research was to know the correlation between vocabulary mastery and speaking mastery at grade VIII students of SMP N 5 Padangsidimpuan. Type of this research was quantitative research with a correlational method. Based on calculation of the data, the researcher found that the score of r_{xy} was more than r_{table} $0.737 > 0,423$. It means the result showed that there was a significant correlation between two variables in the good category.

Keywords: Vocabulary Mastery; Speaking Mastery; Correlation Research; Quantitative Research; Good Category.

Abstrak

Tujuan dari penelitian adalah untuk mengetahui hubungan antara penguasaan kosakata dan penguasaan berbicara pada siswa kelas VIII di SMP N 5 Padangsidimpuan. Jenis penelitian ini adalah penelitian kuantitatif dengan metode korelasional. Setelah menghitung data penelitian, peneliti memperoleh nilai r_{xy} lebih besar dari nilai r_{table} $0.737 > 0,423$. Dari hasil tersebut, disimpulkan bahwa ada hubungan antara kedua variabel pada kategori sangat baik.

Kata Kunci : Penguasaan Kosakata; Penguasaan Berbicara; Penelitian korelasional; Penelitian Kuantitatif; Kategori Baik.

INTRODUCTION

Speaking is one of the important skills in language learning. People should be able to communicate with others to express their opinion or argument about something and to get or to share information. We speak with others to express ideas, and to know others' ideas as well. Then, speaking can be a powerful vehicle for conveying our feelings and motions for expressing our hopes, illusions, fears, and also speaking will be helpful to build up oral communication among people from a different area. It is true that to have a good communication, the students have to master speaking.

Besides, all the efforts have done by the government to improve the quality of education such as increasing the quality of the curriculum development. School also makes an effort to raise the students' ability. The school has prepared equipment to support the students' activities in the study. The teacher has an important role in the teaching-learning process, started from managing the classroom become comfortable, so that students can focus in learning English, until evaluate the learning. Then, the teacher gives a task individually or group, tells stories, and explains the materials from textbook. Also, the headmaster provides various media for teaching English such as louds-speaker and infocus. Thus, the learning is more interesting and fun in the class.

Based on the information from the English teacher in SMPN 5 Padangsidempuan, the condition of speaking mastery in SMPN 5 Padangsidempuan especially to the VIII grade students was poor. Teacher says that most of 50% the students consider that the learning English is very difficult. The students are worried about making mistake, also less confidence and lack of English vocabulary. In addition, the researcher did the preliminary study to know more about the teaching situation based on the teacher's statement. The fact showed that the students often speak their *bataknese* language in the English Class.

There are many factors in speaking mastery. Vocabulary is the important parts in acquiring fluency for speaking skill (Afna, 2018). Then, there are some factors in speaking such as cognitive factors, linguistic factors and affective factors (Wang, 2014). Listening ability, topical knowledge, feedback during speaking activities and from performance conditions are the elements speaking

too (Hendriati, 2019). As general truth, there are many factors in speaking but the researcher only focuses on vocabulary factor. Because without vocabulary we can not express our idea and with a limited vocabulary anyone will also have limited understanding in terms of English such as speaking.

Vocabulary refers to the collection of word. Vocabulary is the total number of word. Vocabulary is one of the important aspect of the language. As we know, vocabulary also is the basic element in language and it is one of the objective in teaching learning English. Through this element, someone can communicate, learn and think.

Vocabulary plays important role in speaking. To master speaking, the students have to know many vocabularies because vocabulary can help students for speaking with someone and vocabulary is the first step if students wants to be mastered speaking. Vocabulary also an essential element in a language, because no language exists without vocabulary.

Vocabulary is an essential element of language in teaching English. It is a part of language that so important to all aspects in life. Vocabulary is all the words that person know or use, the words that people use when they are telling about particular subject (Hornby, 1995). Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, read, listen and write. It means, words can be noun, verb, adverbs, adjectives, preposition and conjunction to use language (Richard & Renandya, 2000).

Besides, vocabulary is the words we teach in foreign language. It means vocabulary is the list of words that work in language and it is taught by the teacher based on the students' level (Ur, 2000). Vocabulary is a representative collection of the words that exist in the English language (Jackson, 2000). Vocabulary is the total number of words that are needed in communicate ideas and express the speakers' meaning (Siregar, 2016). It can be concluded that vocabulary is a collection of words that are understood and used to communicate in a language.

There are some purposes of vocabulary i.e. increase reading comprehension, develop knowledge of new concepts, improve range and specificity in writing, help students communicate more effectively, and develop

deeper understanding of words and concepts with which students are only nominally familiar (Meltzer & Hamman, 2005). Meanwhile, the purposes of vocabulary in junior high school institution MTs/ SMP, the students are able to memorize vocabulary around 250 words, the students are able to enrich vocabulary in daily activity, the students are able to know the meaning of words (Syllabus of eight grade of junior high school in Curriculum K-13 2019/2020).

There are 2 kinds of vocabulary i.e. receptive vocabulary or passive vocabulary and productive vocabulary or active vocabulary (Thornbury, 2000). Receptive vocabulary or passive vocabulary will be easy understand by using listening and reading to remember words or vocabularies, while productive or active vocabulary will be easy to understand by using concentration patterns and grammatical word to get vocabulary. Then, receptive vocabulary refers to the words the students meet in reading text, while productive vocabulary refers to word that the learners understand and can pronounce correctly and use constructively in speaking and writing (Alqahtani, 2015).

The process of transferring knowledge will not simply succeed if he can not see his students' learning absorbing capability toward the material taught and the teaching portion should be given. There are several principles for successful in teaching vocabulary focus on the useful vocabulary i.e. focus on the vocabulary in the most appropriate word, give attention to the high frequency words across the four strands of a course and encourage learners to reflect on and take responsibility for learning (Nunan, 2003). These principles can apply in a variation way and variation types of course. In other words, the variation principle in teaching about vocabulary is effective to help the students in learning vocabulary.

Understanding the nature of vocabulary is important to the process of selecting appropriate instructional strategies that enable students to master the vocabulary they need to learn, to read and to read and learn. There are five suggestions to guide you in this decision-making process are enumerated select words that are common and generally useful for students to know, avoid assigning words that students rarely encounter, choose terms that are strategic to academic success and are not typically acquired independently, identify words

that are essential for understanding a reading selection, pick textbook vocabulary that addresses key concepts or idea (Abdelrahim & Jalal, 2017).

Speaking is the process of building and sharing meaning through in verbal and symbol of variety in context. Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning (Nunan, 2003). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended, and evolving, but it is not completely unpredictable (Kathleen, 2005). Speaking is a way of communication are used by speakers to express their ideas, opinions, and feelings to other by using verbal form (Siregar, 2016).

Based on Indonesia curriculum of Junior High school in teacher's book; "*When English Rings a bell*" by Siti Wachidah, speaking has a specific definition. Speaking is one of the students learning activity to make students able communicate interpersonal, transactional, and functional about themselves, family, people, animals and objects concrete and imaginative, which are closest to the life and daily activities of students at home, school and society (Wachidah, et al., 2018). It can be concluded, the definition speaking in junior high school is students can express the meaning of short transactional, interpersonal conversation, and personal in order to interact with the surrounding in oral which simple way that related to animals and daily life.

There are some purposes of speaking in reviewed from basic competence in Junior High School i.e. speaking makes students know a variety different ways in interrupting a conversation for the purposes asking and personal describe someone or something, question and confirming explanation, changing topic of conversation, speaking makes students able to show attention in the form of appreciation and praise in conversation, speaking makes students able to clarify and confirming to change the conversation topics through listening and speaking (Curriculum, 2013).

Some principles in speaking that speaker must apply in teaching speaking i.e., focus on both fluency and accuracy, depending on objective, provide intrinsically motivating techniques, encourage the use of authentic language in meaningful contexts, provide appropriate feedback and correction, capitalize on the natural link between speaking and listening, give opportunities to initiate

oral communication, encourage the development of speaking strategies (Brown, 2007).

In studying speaking, the students have effort to explain their idea even need long time or short time. Monologue process also can be as an alternative for students to mastery speaking by doing such as: retelling story, combine stories, telling opinion, presentation and speech. Whereas studying dialogue, students communicate not only for one way but also there is a part to talk. For example: conversation and discussion (Brown, 2007).

Besides, there are some elements of speaking that students should know after knowing the kinds of speaking. Pronunciation, vocabulary, fluency, grammar, and comprehension are elements of speaking (David P Harris, 1996). pronunciation is how we produce the sound that we use to make meaning when we speak (Yates and Beth, 2009). Vocabulary is more than a list of target language of words (Nunan, 2003). Fluency is the features which give speech the qualities of being natural and normal, including native-like use pausing, rhythm, intonation, stress, rate of speaking (Richards,2010). Grammar is description of the structure of language and the way in which linguistic units are combined to produce sentence in the language (Richards,2010). Comprehension is the mind's act and power of understanding (Hornby,2008). On English book "When English Rings A Bell" there are some elements of speaking in Junior high school at grade VIII and the assessment of speaking are divided into utterances, fluency, accuracy (Wachidah, et al., 2018).

METHOD

The type of research in this study is quantitative research where the method is descriptive method. Quantitative research is based on the collections and analysis of numerical data. Usually it obtains from questionnaires, tests, checklist and other formal paper and pencil instruments (Gay, 1992). Descriptive method is describing and interpreting things, such as the condition or relationship. Descriptive method is a form of research to describe the phenomena that happened like natural phenomena or fictive phenomena (Sanapiah & Guntur, 1982). Descriptive research use to describe the correlation or the relationship between two or more variables naturally and has no control or

manipulation. So, this method was used to describe the correlation between Vocabulary mastery and speaking mastery at grade VIII students of SMPN 5 Padangsidempuan.

The population of this research was the VIII grade students of SMPN5 Padangsidempuan. consist of seven classes. They are 26 students were from VIII-1, 26 students were from VIII-2, 27 students were from VIII-3, 26 students were from VIII-4, 28 students were from VIII-5, 27 students were from VIII-6 and 29 students were from VIII-7. So the population of this research was 189 students.

Sample is the small group that is observed. It was selected from a larger group which consist of the individuals, items or events and referred to as a population. A sample is a portion of population (Asghar, et. al., 2010). In this research, the sample was taken by using random sampling technique. It means, all the population of the subject have a chance to be chosen as a sample. For this research, the researcher us the way to take sample is use by lottre. Where the name all of the students were written on a small paper. Then, the papers put into the small box and shake it then take out as much as needed.

The formula for calculating the sample size of a known population is using Slovin's formula. $n = \frac{N}{1+Ne^2}$ (Umar, 2003).

$$N = 189$$

$$e = 20\% (0.2)$$

$$n = \dots ?$$

$$n = \frac{189}{1+189 \cdot 0,04}$$

$$n = \frac{189}{8,56}$$

$$n = 22$$

Based on the explanation above, it can concluded that the total of sample in this research was 22 students. They are from VIII-1 until VIII-7. 5 students were from VIII-1, 3 students were from VIII-2, 3 students were from VIII-3, 2 students were from VIII-4, 2 students were from VIII-5, 3 students were from VIII-6, and 4 students were from VIII-7.

The instrument is a tool to help the researcher in collecting the data easier and systematically (Suharsimi, 2002). In this case, in order to get the data of this research, this research prepared the available instrument in collecting the data.

This research used two instruments of collecting data. The instrument of this research to collect the data was test.

Validity is a tool that used to measure the test. Validity is a characteristic of the good test (Anas, 2005). The function of validity test are as a measuring tool for students and as a measuring tool for the success of teaching programs (Anas,2005). Then, to get the validity of an achievement researcher used Item validity. Item Validity is a part of the test as a totality to measure the test by item. Researcher had used item validity to find out the validity of instrument.

For the vocabulary test, this research used the multiple choice test consist of 125 items in order to facilitate the students to answer the test. which form of multiple choice is with four options A, B, C and D. The question that 125 items is before do the validity but after validity the test this research only give 100 item questions that have valid. Based on the 125 questions, the 107 question was valid, 18 others were invalid i.e. number 14, 18, 23,26, 35, 40, 44, 47, 48, 58, 68, 74, 75, 79, 86, 114, 115, and number 118.

In speaking mastery, this research used monologue speaking for the test. A test best a method of measuring a person's ability: knowledge or performance in a giving domain (Brown, 2004). There are five elements should be measured in speaking test, namely; accent, grammar, vocabulary, fluency and comprehension (Arthur, 1990). Those all indicators of speaking are correct, but researcher limited the indicators in scoring the test only on students need based on the purpose and defenition speaking in junior high school, based on teacher's book in PERMENDIKBUD K13 version i.e. pronunciation, intonation, fluency, accuracy.

RESULT AND DISCUSSION

After getting the resume score of variable X and Y, the data was analyzed by using Chi-Square formula to know the data was normal or not. Normality test was as the requirement of test before go to the testing hypohthesis

Table 1
Normality and Homogeneity Data X dan Data Y

Class	Normality Test		Homogeneity Test	
	t _{count}	t _{table}	f _{count}	f _{table}

Data X	2,549	7,815	1.013 < 2.12
Data Y	6,522	7,815	

Based on table 1, the score of data X = 2.549 < 7.815 with n = 22 and data Y = 6.522 < 7.815 with n = 22 and real level α 0.05. It means that data X dan data Y were distributed normal.

The coefficient of $F_{\text{count}} = 1.013$ was compared with $F_{\text{table}} = 2.12$ Where f_{table} was determined at real α 0.05, and the different numerator dk = N - 1 = 22-2 = 20. So, by using the list of critical value of F distribution is got F 0.05 = 2.12 it showed that $F_{\text{count}} 1.013 < F_{\text{table}} 2.12$. It shows that both variable X and Y were homogeneous.

In this research, researcher found that vocabulary mastery and speaking mastery of students was high. There are some assumptions of why it could be. First, the teacher explain the lesson clear and make the students understand the lesson. Second, some of them dilligent to read their textbook and review their lesson in their house. The last some of them easy to understand the matery.

After did the research, the researcher discussed the result and compared it with result in research related finding. But, previously, the researcher said that there was no research that was exactly the same as the title of this study, namely "The Correlation between vocabulary mastery and speaking mastery at grade VIII Students of SMPN 5 Padangsidimpuan". So, the researcher compared with the other research one by one the variable of this research, such as:

First, the research done by (Talita Fitri Ashari 2019), she concluded that there is a correlation between mastering vocabulary and speaking skills of second grade students of junior high school in Pakal Surabaya. The result was $r_{\text{count}} > r_{\text{table}}$ (0,72 > 0,250) which means the hypothesis was accepted. Second, the researcher done by (Yus Vernandez Uzer 2017), he concluded that there is a a positive correlation between vocabulary mastery and English speaking ability of the Tenth Grade Students of Senior High School 12 Palembang. The result was ($r_{\text{count}} 0,630 > r_{\text{table}} 0,320$). Third, (Putri Aulia and Refnaldi 2020) they found that there is a correlation between vocabulary mastery and speaking ability at grade 8 of Junior High School. They were proved by the mean score 65 for vocabulary mastery and 68 for speaking ability. Moreover, there was strong correlation

between students' vocabulary mastery and speaking ability. It was shown by the $r_{\text{value}} = 0,703$ was higher than $r_{\text{table}} = 0,361$. Fourth (Nina Aristi and Atni Prawati 2017), found that there was positive correlation between vocabulary mastery and speaking skill by second years students of SMP N 12 Bintan. The value of r_{table} with the level significance $5\% = 0.361$ and $1\% = 0.463$ the value of r_{xy} was 0.68. The H_0 hypothesis was rejected and the H_a was accepted. And the last (Taslim and Andi Asrifan 2019), also found the result of data analysis showed that there was a significant positive correlation between student's mastery vocabulary and their speaking skill it can be seen by r_{value} was higher than the r_{table} . it showed that the student's mastery vocabulary (variable X) gave about 75.33% contribution to the speaking (variable Y) of the sample class 25.66% was influenced by other aspects

So far exactly there is no research that the same title with this research. It was proved that this reasearch about vocabulary mastery and speaking mastery was rather different with the other research. In other words it was supported by this research and it was proved by testing hypothesis of the research. This fact can be seen from $r_{\text{count}} > r_{\text{table}}$ ($0,737 > 0,423$). So, it is clearly vocabulary mastery have the significant correlation to students speaking mastery. Vocabulary mastery is needed and really important in speaking.

CONCLUSION

Based on the result of the test have been done by the researcher about the correlation between vocabulary mastery and speaking mastery at grade VIII students of SMPN 5 Padangsidimpuan. The students' vocabulary mastery at grade VIII students of SMPN 5 Padangsidimpuan was "good" getting mean score were 73,60.

The students' speaking mastery at grade VIII students of SMPN 5 Padangsidimpuan was "enough" by getting mean score were 69,77. Based on the result of calculating data. There was a significant correlation between vocabulary mastery and speaking mastery at grade VIII students of SMPN5 Padangsidimpuan. On the result of calculating data, the hypothesis H_a was accepted whereas H_0 was rejected. The calculating of product moment by getting correlation coefficient $r_{xy} = 0.737$. The significant correlation level was done by looking r_{table} (r_t) on significant level 5% was 0,423. The hypothesis (H_a) in this

research was accepted namely $r_{\text{count}} > r_{\text{table}}$ ($0.737 > 0.423$). Then, categories value correlation coefficient between vocabulary mastery and speaking mastery at grade VIII students of SMPN 5 Padangsidempuan that showed the correlation in to high category.

REFERENCES

- Abdelrahim, Afaf, and Jalal Eldin. "The Role of Vocabulary Learning Strategies in Enhancing EFL Learners' Writing Skills." *International Journal of Humanities Social Sciences and Education* 4, no. 8 (2017): 41–50. <http://dx.doi.org/10.20431/2349-0381.0408006>.
- Afna, Mauloeddin. "The Correlation Between Vocabulary and Speaking Skill." *Journal of Linguistics, Literature & Language Teaching* IV, no. 1 (2018): 43–71. <http://sinta.ristek.go.id>.
- Alqahtani, M. "The Important of Vocabulary in Language Learning And How to Be Taught." *International Journal of Teaching and Education* III, no. 3 (2015): 21–34. <https://doi.org/10.20472/TE.2015.3.3.002>.
- Anas S. 1996. *Pengantar Evaluasi Pendidikan*. Jakarta: PT Raja Grafindo Persada, 1996.
- . 2005. *Pengantar Statistik Pendidikan* Jakarta: Pt Raja Grapindo.
- Arthur Huges. *Testing for Language Teachers*. USA: Cambridge University 1 Press, 1990.
- Arikunto, Suharsimi. 2002. *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Ashari, T. F. 2019. "The Correlation between Students' Vocabularies Mastery and Speaking Skill at SMP AL-Azhar Surabaya." *Journal of Applied Linguistics and Islamic Education* 03, no. 1 (2019): 201–30. <http://google.scholar.co.id>.
- Brown, H. D. 2007. *Teaching by Principles an Interactive Approach to Language Pedagogy*. (City:publisher?)
- . 2004. *Language Assessment Principle and Classroom Practice*. San Francisco: Longman,.
- David P Harris. *Testing English as a Second Language*. New york : Mc Graw Hill book company, 1996.
- Donald, A., Jacobs, L. C., Sorensen, C., & Razavieh, A. 2010. *Introduction to*

Research in Education. Canada: Wadsworth Cengage Learning.

Gay, L. R. & Pette, A. *Educational Research for Analysis and Application*. America: Prentice Hall, 1992.

Hendriati Afebi. "Factors Affecting Students' Difficulties in Speaking Performance of the Tenth Grade Students of SMA Negeri 1 Tiworo Kepulauan." *Journal of English Education and Teaching* 3, no. 1 (2019): 95-105.

Hornby, A. S.. *Oxford Learners' Pocket Dictionary*. Fourth Edi. New York: Oxford University, 2008.

Kathleen M.B. 2005. *Practical English Language Teaching 1st Edition*. New York: The Mc. Graw-Hill Company, n.d.

Nina Aristi, Atni Pratiwi. "The Correlation between Vocabulary Mastery and Speaking Ability in Describing People By Second Year Students of SMP N 12 Bintan." *Jurnal Online Mahasiswa* 4, no. 2 (2017): 1-9. <http://www.neliti.com>.

Nunan, D. *Practical English Language Teaching*. Singapore: Mc Graw Hill, 2003.

Putri, A. & Refnaldi. "The Correlation between Students' Vocabulary Mastery and Speaking Ability at Grade 8 Of Junior High School." *Journal of English Language Teaching* 9, no. 1 (2020): 1-100. <http://google.scholar.co.id>.

Richards, J. C. & Schmidt, R. W. 2010. *Longman Dictionary of Language Teaching and Applied Linguistics*. Fourth edi. UK: Person education, 2010.

Sanapiah, F. & Guntur, G. 1982. *Metode Penelitian Dan Pendidikan*. Surabaya: Usaha Nasional.

Siregar, F. R. 2016. "Using the Word Card Technique in Teaching Vocabulary." *English Education: English Journal for Teaching and Learning* 4 (2016): 1-13. <http://scholar.google.co.id/scholar?oi=bibs&cluster=1972924495531024957&btnl=1&hl=en>

Siregar, S. R. 2016. "Using Direct Method in Teaching Speaking." *English Education: : English Journal for Teaching and Learning* 4 (2016): 34-47. <http://scholar.google.co.id/scholar?oi=bibs&cluster=7415827780138065959&btnl=1&hl=en>

- . 2006 *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Taslim, Andi Asrifan. "The Correlation between Students Vocabulary Mastery and Speaking Skill." *Journal of Advanced English Studies* 2, no. 2 (2019): 65-76. <http://sastra.unifa.ac.id>.
- Umar, H. 2003. *Metode Riset Bisnis*. Jakarta: PT Gramedia Pustaka Utama.
- Uzer, Y. V. 2017. "The Correlation between Vocabulary Mastery and English Speaking Ability of the Tenth Grade Students of Senior High School 12 Palembang." Universitas PGRI Palembang, 2017. <http://www.journal.unrika.ac.id>.
- Wachidah, S., Gunawan, A., Diyantari, & Khatimah, Y. R. 2018. *When English Rings a Bell*. Jakarta Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.
- Wang, Zhiqin. "Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners." *English Language Teaching* 7, no. 2 (2014): 110-18. <https://doi.org/10.5539/elt.v7n2p110>.
- Yates, Lynda, and Beth Zielinski. *Give It a Go: Teaching Pronunciation to Adults*. Australia: AMEP Research Centre on behalf of the Department of Immigration and Citizenship Macquarie University Sydney, 2009.