

THE CORRELATION BETWEEN VOCABULARY MASTERY AND SPEAKING SKILL OF THE SEVENTH GRADE STUDENTS OF SMPN 1 KERAMBITAN IN ACADEMIC YEAR 2020/2021

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ABSTRACT

The aims of this present study were to find the correlation between vocabulary mastery and speaking skill of the seventh grade students of SMPN 1 Kerambitan in academic year 2020/2021. The samples were selected by applying cluster sampling methods by lottery system so that there were two classes with total students is 66. In order to obtain the data, researchers used two tests; cloze task for measuring vocabulary mastery and picture description for measuring speaking skill. Furthermore, data collected were analysed by mean of Normality test, Homogeneity test, Pearson product moment and T-testing. The data were analysed by using SPSS version 23. The data analysis showed that there was a significant correlation between vocabulary mastery and speaking skill of the seventh grade students of SMPN 1 Kerambitan in academic year 2020/2021.

Keywords: *correlation, vocabulary mastery, speaking skill*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara penguasaan kosakata dengan keterampilan berbicara pada siswa kelas VII SMPN 1 Kerambitan tahun ajaran 2020/2021. Pengambilan sampel dilakukan dengan metode *cluster sampling* dengan sistem undian sehingga terdapat dua kelas dengan jumlah siswa 66. Untuk memperoleh data, peneliti menggunakan dua tes; cloze task untuk mengukur penguasaan kosakata dan deskripsi gambar untuk mengukur keterampilan berbicara. Selanjutnya data yang terkumpul dianalisis dengan uji rata-rata normalitas, uji homogenitas, *product moment Pearson* dan uji *t-test*. Analisis data menggunakan SPSS versi 23. Analisis data menyatakan bahwa terdapat hubungan yang signifikan antara penguasaan kosakata dengan keterampilan berbicara pada siswa kelas VII SMPN 1 Kerambitan tahun ajaran 2020/2021.

Kata kunci: korelasi, penguasaan kosakata, keterampilan berbicara

INTRODUCTION

There are several kinds of skills in English that must be mastered by students, one of which is speaking. Therefore, students often evaluate how effective an English course is in improving their spoken language skills. Besides, they will see the comparison between their abilities and learning the language. In addition, speaking is also a form of spoken language that is used to communicate ideas and feelings.

Nunan in Halima (2016) states speaking is a productive skill of students in communicating using a foreign language, but in fact, they are reluctant to speak in class. It is caused by awareness in speaking especially in grammar, mispronunciation, and fluency. It is supported by Widhiasih and Wahyudi (2015) that most of the students has problems in pronunciation, vocabulary, grammar, fluency, comprehension, anxiety, and self-confidence.

According to Simaibang (2016:79), in mastering English speaking skills, foreign language learners make this a priority because they feel that this skill requires frequent involvement in English communication. When speaking as an interactive process where feedback activities will occur in each information provision. Which means, in conducting a conversation requires several processes and skills that will support this activity. In this case, vocabulary as the main point. Mastering vocabulary is the ability to get or to receive a lot of words. By having and mastering vocabulary students will be able to speak and express their ideas in speaking with confidence.

There are several findings of the correlation between vocabulary mastery and speaking skill. The previous research was conducted by Taslim (2019). In his research stated that the students whose much vocabulary, they got high score of speaking tests and the students whose lack of vocabulary, they got low score of speaking tests. Thus, in his research found

that was a positive correlation between vocabulary mastery and speaking skill

The basic importance of learning English is vocabulary. In communicating English orally and writing, students must master vocabulary well. Besides that, with good vocabulary, students are expected to master four skills; speaking, reading, listening, and listening. According to Thornbury (2002: 16), if there is no grammar, there is little information that can be conveyed and if there is no vocabulary, no information can be conveyed. That is because vocabulary is an important aspect and often appears in speaking, writing, reading and listening skills. Vocabulary is very important to master, especially for students learning English. Mastering vocabulary really helps them in communicating. People will easily define the meaning of English words.

According to Simaibang (2016:85), learners need to employ vocabulary, grammar, pronunciation, intonation, and organization of contents of speech at the same time in speaking skill. English vocabulary has many variations that is why a good understanding of vocabulary is needed. It is very important for students to master the vocabulary which will be used in communicating using the target language.

In fact, when the researchers interviewed the English teacher in SMPN 1 Kerambitan, he said the ability of his students. The students got a minimum score in speaking, it was because their vocabulary. Most of them were still low in mastery vocabulary. There were still many errors in speak English. Sometimes, when the student speaks in front of their friends in the class, they often nervous because they were afraid to speak up and did not know what to say. Besides, the students were afraid to ask which one the correct vocabulary to the teacher. In addition, the students cannot build sentences without knowing the vocabulary to represent their mind, feeling and ideas. They also did not know the function of a word. Thus, this

condition can cause the slow progress in speaking. Furthermore, the student did not know what they are going to say in English.

There were several studies conducted by researchers, such as Vernandez (2017) and Taslim (2019) which indicated that there was a significant correlation between vocabulary mastery and speaking skill. According to the background above, the researchers would like to find out whether or not there is a significant correlation between vocabulary mastery and speaking skill of the seventh grade students of SMPN 1 Kerambitan. Thus, the researchers were motivated to conduct a study about the correlation study entitled “The Correlation between Vocabulary Mastery and Speaking Skill in Seventh Grade Students of SMPN 1 Kerambitan in Academic Year 2020/2021”.

Based on the background above, the researchers would like to know whether there is a significant correlation between vocabulary mastery and speaking skill of the seventh grade students of SMPN 1 Kerambitan. Thus, the researchers was motivated to conduct a study about the correlation study entitled “The Correlation between Vocabulary Mastery and Speaking Skill in Seventh Grade Students of SMPN 1 Kerambitan in Academic Year 2020/2021”.

The research problem formulated in the form of the question will be whether there is any significant correlation between vocabulary mastery and speaking skill of the seventh grade students of SMPN 1 Kerambitan?

The objective of this research is to figure out is there any significant correlation between vocabulary mastery and speaking skill of the seventh grade students of SMPN 1 Kerambitan in academic year 2020/2021.

This research was limited on investigating on the correlation between vocabulary mastery and speaking skill of the seventh grade students of SMPN 1 Kerambitan in academic year 2020/2021. For aspects of speaking skill, the

researchers limited the aspects, such as grammar, comprehension, and fluency which the researchers wanted to score in this research. Furthermore, for vocabulary mastery the researchers limited the aspects, such as verb, noun, adverb, preposition, and adjective.

The results of the findings are expected to be used as a way to motivate the students and also provide benefits both theoretically and practically, as follow:

Theoretically, this research of the study is expected to support the empirical and theoretical outcome of the existing correlation theory, especially about students' motivation and speaking skill. Furthermore, the results of this study are expected to strengthen the theory that has been existed.

Practically, the findings of this reserach of seventh grade students of SMPN 1 Kerambitan provide valuable feedback to several objects, namely the English teacher, students, and others researchers. It also provides information to the English teacher about the correlation between of vocabulary mastery and speaking skill. Secondly, is expected the students confidently performed in front of their friends. The last was for the other researchers, by the present study, they are expected to get the information by the present study, which is useful to arrange new research with the same variables.

RESEARCH METHOD

In this present study, the researchers described all of the investigation by using and ex post facto research design. This research was conducted to find out vocabulary mastery and speaking skill.

Ary et al. (2010: 351) states in correlation research can be used in various kinds of research. It mentioned three applications that can be used in research such as assessing relationships, assessing consistency, and prediction. Furthermore, he states that assessing relationship means

that correlational research method is useful to assess relationship and patterns of relationship among variables in a single group of subjects. Prediction means that in correlational research method, the researchers used one variable to predict the other if they find two variables are correlated. In the present study, the researchers emphasized on the beginning useful application of correlational research which is assessing relationship.

Because there were so many populations in seventh grade students, the researchers used two classes which was 66 students. Furthermore, the researchers used cluster sampling methods by lottery system to conduct this research.

The instrument that is used in this present study aimed to measure vocabulary mastery test used cloze task and speaking test used picture description.

In order to analyse the data, the researchers used several techniques to know whether there is a significant correlation between both variables by using SPSS version 23.

a. Pre-Requisite Analysis

There are two kind of tests of pre-requisite test; normality test and homogeneity test. For normality test is used to find out whether the data normally distributed or not. In addition, for homogeneity test is used to find out both variables are homogeneous or not.

b. Hypothesis Testing

In hypothesis testing, there are two kind of tests to conduct. They are Pearson product moment and t-testing. Pearson product moments is used to determine whether there is a correlation between the two variables. Meanwhile, t-testing is used to find out the difference score between both variables.

FINDING AND DISCUSSION

This present study related to the correlation between vocabulary mastery and speaking skill of the seventh grade students of SMPN 1 Kerambitan in academic year 2020/2021. The researchers would state the research findings and they were arranged in a logical order. In this present study, the researchers chose 66 samples of total number of 256 populations. There were two research instruments used to gain research data; cloze task and picture description.

After the data collected properly the researchers used SPSS version 23 to test normality and homogeneity of the two data. The calculation result by using Shapiro Wilk showed the significance value of vocabulary mastery was a figure of 0.056 and it was higher than 0.05. Furthermore, for speaking skill it showed on significance value was 0.087 which was higher than 0.05. According to Hinton et al. (2014:106), if the score of data lower than 0.05 ($p < 0.05$), the data was not normal distribution. Meanwhile, if the score of data was normal distribution it should higher than 0.05 ($p > 0.05$). In conclusion, the data of the two variables were normally distributed.

The researchers used Levene's test to calculate homogeneity data with a significance level of 0.05. Based on analyse, the data showed significance value was 0.160 and it was higher than 0.05, meanwhile, for Levene statistic value was a figure 2.001. According to Gray and Kinnear (2012:188), the data called homogeneous when the level of significance is p higher than 0.05. In contrast, if the level of significance is p lower than 0.05, the data was not homogeneous. In conclusion, the data showed the test was homogeneous.

After calculating the pre-requisite analysis of normal distribution and homogeneity variance in which the data were normally and homogeneously distributed. Furthermore, the researchers did the hypothesis testing showed there was a significant correlation between

vocabulary mastery and speaking skill. This research showed p was 0.000 that showed the result of Pearson correlation between vocabulary mastery and speaking skill. Then, the score of coefficient correlation r was a positive significant correlation. Based on Pallant (2005:135), states that if $p < 0.05$, it showed there is a correlation between both variables. However, if $p > 0.05$, it means there is no correlation. In conclusion, there was a significant correlation between vocabulary mastery and speaking skill of the seventh grade students of SMPN 1 Kerambitan in academic year 2020/2021.

After finding the correlational score has been done by the researchers then the researchers have done the t-test to compare the mean score for the same group of people. From result of the paired samples t-test, the level of probability value was 0.381 the figure was more than 0.05. According to Pallant (2011:246), when the value showed lower than 0.05, it means there is a significant difference between the both scores. Thus, there was no significant difference between vocabulary mastery and speaking skill of the seventh grade students of SMPN 1 Kerambitan in academic year 2020/2021.

CONCLUSION AND SUGGESTION

In conclusion of this present study that there was a significant correlation between vocabulary mastery and speaking skill of the seventh grade students of SMPN 1 Kerambitan in academic year 2020/2021.

Regarding the result of the present study, the researchers would like to give suggestions that might be useful. The first suggestion goes to the English teacher. The teacher is suggested to give more exercise vocabulary test to students who have not mastered the vocabulary. The second, for the seventh grade students. They are suggested to increase their motivation and interest in learning vocabulary and speaking. The students should do more practice even when they are not studying in the classroom. For the students who have a

problem in mastering speaking, they should active to practice by listening. If the students often listening, they know how to pronounce words and also, they will know more new vocabularies and increase their knowledge. The last, for other researchers who are interested in the present study. They are suggested to make better instruments determining the total of the questions to get an appropriate score to make the data analysis going well when finding the result of data.

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