THE CORRELATION BETWEEN VOCABULARY MASTERY AND STUDENT'S SPEAKING ABILITY

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ABSTRACT

This research aimed at finding out the correlation between vocabulary mastery and student speaking ability of SMK Saraswati 1 Denpasar in academic year 2020/2021. The present study used an ex post facto research with correlational design. The samples of the research were 31 students of tenth grade selected by using random sampling with lottery system. There were two research instruments which were used to collect the data. It was close task as vocabulary instrument and a short describing monologue as the speaking test. Based on the results of Pearson Product Moment Correlation and T-test, the researcher confirmed that the directional hypothesis was accepted. In conclusion, there is a significant correlation between vocabulary mastery and speaking ability of the tenth grade student of SMK Saraswati 1 Denpasar in academic year 2020/2021.

Keywords: correlation, vocabulary, speaking

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara penguasaan kosakata dengan kemampuan berbicara siswa SMK Saraswati 1 Denpasar tahun ajaran 2020/2021. Penelitian ini menggunakan penelitian ex post facto dengan desain korelasional. Jumlah sampel penelitian ini adalah 31 siswa kelas X yang dipilih secara random sampling dengan sistem undian. Ada dua instrumen penelitian yang digunakan untuk mengumpulkan data. Itu adalah cloze task sebagai instrumen kosa kata dan monolog deskripsi singkat sebagai tes berbicara. Berdasarkan hasil Korelasi Product Moment Pearson dan Uji-T, peneliti menegaskan bahwa hasil dari hipotesis dapat diterima. Kesimpulannya, ada hubungan yang signifikan antara penguasaan kosakata dengan kemampuan berbicara siswa kelas sepuluh SMK Saraswati 1 Denpasar tahun ajaran 2020/2021.

***Kata Kunci:** korelasi, kosa kata, berbicara*

INTRODUCTION

Speaking is a way to communicate with others. In the context of education, speaking is a part of four main skills which is very important in curriculums and learning processes. This vocalized form of language usually requires at least one listener. Speech can flow naturally from one person to another while practicing. It can also be planned and rehearsed, as in the delivery of a speech or presentation. According to Thornbury (2005: 1), speaking is a part of daily life that takes it for granted. When someone speaks in daily interaction, he or she interacts and uses the language to express his or her ideas, feelings and thoughts, He or she also shares information, suggestions, and comments to others through communication.

Mastering the art of speaking is considered as a priority for many second or foreign language learners. Brown (2001: 113) states that the objective of speaking is the students should be able to participate and use English in a short conversation, collect the information, ask and answer the questions fluently and acceptably in daily context. Through speaking, the students can express and

stimulate minds, ideas, and thoughts freely and spontaneously. To most people, the success of mastering English is measured in terms of ability to carry out a short conversation in the foreign language. For this reason, speaking skills had been taught since the students attend an elementary school until they are at high education.

Furthermore, speaking is probably the language skill that most language learners wish to master perfectly as soon as possible. According to Turk (2003: 2), speaking is such a decent standard that can be learned, and this confidence is based on many years of experience in training people to speak. On one side, speaking is used to be the one of language skills that was difficult to practice. This is no longer the case. On the other hand, students should master speaking skills but less in practice directly. They are not confident to speak English, likewise frightened of making mistakes and sometimes they do not understand what they say. The basic problems of speaking might be faced by mostly students in Indonesia.

To speak with others, the speakers need vocabulary. Vocabulary is an important aspect because without vocabulary they cannot master the four main skills. a list or collection of words or of words and phrases usually alphabetically arranged Here, vocabulary is important because it helps students speaking variously and comfortably. Wagner et al (2007: 24) state that varied vocabulary means that the learners do not keep using the same words and phrases over and over again. The problem faced by the learners while doing speaking is when they speak words by words repeatedly at the same time. Moreover, it is difficult for students in learning English without knowing some words. With limited vocabulary mastery,

everyone has a limited understanding in the terms of speaking.

The problem was found from the students of the eleventh grade of SMK Saraswati 1 Denpasar. They had lacks of vocabulary while speaking in English. Besides, there are other aspects that obviously involve speaking skills. It is about the technical aspect in delivering a speaking performance such as accuracy, fluency, and comprehensibility. To master the technical aspects, the students should notice some factors of speaking ability. One of the factors that can make students' mastery in the technical aspects of speaking is vocabulary mastery. Wilkins, as cited from Thornbury (2003: 13), states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The students can improve their speaking skills with learning vocabulary in some texts or by practicing.

Related to the present study, vocabulary mastery is a linguistic aspect which influences the communicative profile. According to Willis (2008 63), with strengths in vocabulary building, memorizing, and learning foreign languages, these students appear to have greater development in auditory processing that facilitates their auditory learning skills. However, language knowledge could be known from the vocabulary used. Without vocabulary, sentences cannot be understood. Therefore, the condition where the students rarely face the real situation of using English vocabulary makes the students have less vocabulary mastery. Moreover, this situation leads to the researcher's intention to conduct ex-post facto correlational research on vocabulary mastery and speaking ability.

Based on the description above,

vocabulary mastery could be an essential factor that might affect speaking skills. The researcher is interested with the topic because vocabulary mastery might correlate with the students' ability in speaking. Therefore, vocabulary is one of the indicators in speaking assessment. In other words, if students want to improve their speaking, they must learn vocabulary. Therefore, the researcher is interested in conducting research entitled "The Correlation Between Vocabulary Mastery and Speaking Ability of the Eleventh Grade Students of SMK Saraswati 1 Denpasar in Academic Year 2020/2021."

THEORITICAL REVIEW

Theoretical literature review unlike the empirical review involves the study of theory rather than application with the aim to establish existing theories and their interrelationships as well as identifying the existing research gaps therefore resulting in the development of new hypotheses that call for research.

In essence, it is the identification of the difference between what should be and what is and the development of new theories to bridge that gap. The purpose of conducting a literature review is to obtain a theoretical basis that can support solving the problem being handled. Therefore, there are some theoritical reviews which are taken from several works of literature related to the present study.

RESEARCH METHOD

Research Design is very important for the present study to analyse the data and get the result. According to Creswell (2012:293), research designs you can use to collect, analyse, and interpret data using quantitative and qualitative research. Some of the research designs may be familiar;

others may be new, such as how these paths can converge with two designs called mixed methods research and action research. In the present study, the researcher described the overall structure of the present investigation by using an ex-post facto design.

Creswell (2012:338) states that correlational designs allow you to predict scores and explain the relationship among variables. In correlational research designs, investigators use the statistical correlation test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. In this design, the researchers do not attempt to control or manipulate the variables as in an experiment; instead, they relate, using the correlation statistic, two or more scores for each person (e.g., student motivation and student achievement score for each individual).

According to Brown (2004:4), a well-constructed test is an instrument that provides an accurate measure of the test-takers ability within a particular domain. Therefore, the instrument that was used to determine the data of the research should be valid and reliable. In the present study, the researcher used two instruments to gather the data research. To find the data of vocabulary mastery, the researcher used cloze tasks as the instrument, while to find data of speaking ability the researcher used short descriptive monologue.

FINDING AND DISCUSSION
Finding

This chapter presents the research findings and discussion in line with the objective of the research. The research findings section should simply state the findings, without bias or interpretation, and the presentation was arranged in a

logical sequence. The research findings were mainly intended to answer the previously formulated research problem. In this section, the researcher presented the research findings in order to find the correlation between vocabulary mastery and speaking ability of the tenth grade students in SMK Saraswati 1 Denpasar in academic year 2020/2021. In addition, the present study made use of ex post facto research with correlational study which focused on two research variables.

In carrying out this study, the researcher used guidelines from research problems that had been observed before. In the present study, the researcher could draw an alternative hypothesis which stated that there was a significant correlation between master vocabulary and speaking ability of the tenth grade students of SMK Saraswati 1 Denpasar in academic year 2020/2021. Later, this hypothesis can be used as a reference whether there is a significant correlation between two research variables. Then, the hypothesis was tested using pre-requisite analysis and hypothesis testing in order to know whether the hypothesis can be accepted or not.

To support and to gain valid data requires several research instruments. The research instruments that were used must be related to both variables. In the research instrument that has been mentioned, to get the data the researcher distributed a cloze test to know student's vocabulary mastery, there was 30 items which was contained in each paragraph such as noun, verb, adverb, adjective, and preposition. To know the making skill of the students, the researcher used the short descriptive monologue. The samples were given four pictures of people provided, and

the samples could choose one of those to present. This present study, used ex-post facto research with correlational design. The research was conducted from 30th November - 1st December 2020 for vocabulary test and speaking test to 31 samples of the tenth grade students of SMK Saraswati 1 Denpasar academic year 2020/2021

In this present study, the researcher chose 31samples of total number of 131 populations. There were two research instruments used to gain research data; close task and picture description. Furthermore, after both tests were completed, the student's work was scored by using the answer key and scoring rubric. Vocabulary mastery test was scored by using the answer key. Meanwhile, for speaking test the researcher used scoring rubric adapted from Brown (2004:172). Then, after the samples' works were scored, the researcher started the statistical analyses. There were two steps of statistical analyses; pre-requisite analysis and hypothesis testing.

Discussion

The present study was focused on an ex post facto with correlational analysis. The data analysis of the present study led to establish the research findings. The study aimed at finding how is the correlation between vocabulary mastery and speaking skill of the tenth grade students of SMK Saraswati 1 Denpasar in academic year 2020/2021. The data finding showed that the highest achievement of vocabulary mastery was 93. Meanwhile, the highest achievement for speaking skill was 93. The researcher also calculated the lowest score for vocabulary mastery was 20 and the lowest score for speaking skill was 53. Furthermore, the average score of

vocabulary mastery and speaking skill were obtained from the calculation. The average vocabulary mastery was 65.68. Meanwhile, the average speaking skill was 78.71.

According to the data found, the researcher showed the normality test p was 0.109 for vocabulary mastery and p was 0.070 for speaking skill. From the two results, it means that the vocabulary mastery and speaking skill test were normally distributed. Furthermore, the researcher also conducted the homogeneity test. This test was used to determine whether the sample comes from a population that relatively variant or not. The result of the homogeneity test p was 0.123. It means that the samples obtained from a population that relatively variant because the score was higher than, was 0.05 level of significance.

According to the data finding above, the data showed that there was a significant correlation between vocabulary mastery and speaking skill of the tenth grade students of SMK Saraswati 1 Denpasar in academic year 2020/2021. Based on both of the calculation of the Pearson correlation from manual, p was 0.861 and the correlation from SPSS p was 0.861. The result could be considered as a sufficient correlation because those scores were between 0.600-0.800 which was interpreted as sufficient correlation according to Arikunto (2010:319). From the result above the researcher found that Ha was accepted because the r value was higher than the r table, Besides, the t-test showed p was 0.000, the data which were analysed by using paired samples t-test showed that the paired difference showed the differences between the scores of two variables and the directional hypothesis that was formulated in the present study was finally accepted.

Conclusion

The present study entitled "The Correlation between Vocabulary Mastery and Student Speaking Ability of the Eleventh Grade of SMK Saraswati 1 Denpasar in Academic Year 2019/2020", The study used an ex-post facto with correlational design. The purpose of the study was to figure out whether there is a correlation between student's vocabulary mastery and their speaking skill. The present study used an ex post facto correlational design, so the findings of the present study should be carefully generalized. Moreover, this was due to the fact that the researcher was unable to manipulate the independent variable or to randomize the samples and it was considered to bare rather limited validity and reliability.

Based on the data analysis results, namely the pre-requisite test and hypothesis testing, the data obtained can be said to meet the research requirements. The research data were analysed using SPSS version 24. This evidenced by the result that have been described in chapter 4, that the data have been said to be normal distributed and homogeneous because the data is higher than significant value. After the data passed the pre-requisite analysis, the data would test in hypothesis testing in order to answer the research problem in present study. Therefore, the result of hypothesis testing was the data has significant correlation between two variables. Then, the t-test result found that the data had a different score in both variables. In conclusion, the result of the study can accept the directional hypothesis of the present research which said that there is a

significant correlation between vocabulary mastery and speaking ability.

Besides the results of data analysis, the results of this study were assisted by several sources from the experts who stated that there is a correlation between Vocabulary mastery and speaking ability. Furthermore, this is reinforced by several previous studies, in the previous study, it was also confirmed that there was a significant correlation between vocabulary mastery and student's speaking ability. Therefore, based on the research findings, it can be concluded that there is a significant correlation between vocabulary mastery and student speaking ability of tenth grade of SMK Saraswati 1 Denpasar in academic year 2020/2021.

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