THE CORRELATION BETWEEN VOCABULARY MASTERY AND SPEAKING SKILL

Roswita Rongga Milla[1], Dewa Ayu Ari Wiryadi Joni[2], Anak Agung Putu Arsana[3]

[1,2,3]English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar

roswitarongamila@gmail.com[1], wiryadi_joni@unmas.ac.id[2], agungarsana@unmas.ac.id[3]

ABSTRACT

The present study dealt with the correlation between vocabulary mastery and speaking skill of the eighth-grade students of SMP Pancasila Canggu in academic year 2021/2022. The samples were chosen by random sampling method with lottery system as many 38 students. The researchers used two tests to get the data vocabulary mastery and speaking skill, such as: fill in the blank items for the vocabulary mastery and video tell their experience for the speaking skill. The obtained data were analyzed by using Pearson Product Moment using SPSS 25.0 version windows. Based on the data analysis it showed that there is a high and significant correlation between vocabulary mastery and speaking skill of the eighth-grade students at SMP Pancasila Canggu in academic year 2021/2022. Therefore, it answered the research question that there is a significant correlation between vocabulary mastery and speaking skill.

Keywords: correlation, vocabulary mastery, speaking skill

ABSTRAK

Penelitian ini bertujuan untuk mengetahui korelasi antara pemahaman kosakata dan kemampuan berbicara dari siswa kelas VIII SMP Pancasila Canggu tahun pelajaran 2021/2022. Sampel dari penelitian ini diambil menggunakan metode acak dengan sistem lotre sebanyak 38 orang. Peneliti menngunakan dua jenis tes yaitu berupa test fill in the blank untuk pemahaman kosakata dan video bercerita tentang pengalaman untuk kemampuan berbicara. Data yang diperoleh diolah dengan berbantuan SPP 25.0. Berdasarkan dari hasil pengolahan data, dapat terlihat bahwa ada korelasi positif dan tinggi antara pemahaman kosakata dengan kemampuan berbicara pada siswa kelas VIII SMP Pancasila Canggu tahun pelajaran 2021/2022. Hasil ini menjawab rumusan masalah dan hipotesis yang telah dicanangkan yaitu terdapat korelasi positif antara pemahaman kosakata dengan kemampuan berbicara bahasa Inggris.

Kata kunci*: kosakata, kemampuan berbicara, bahasa Inggris, korelasi*

INTRODUCTION

Generally, students often instinctively recognize the importance of vocabulary of their language learning. According to Richard and Reynanda (2005:255), vocabulary is a main component of language proficiency in English. Without vocabulary students cannot speaking English with others. Here, vocabulary is important because it helps student to speak variously and comfortably. According to Targian (2008:3), one can be said as a qualified language user from their quantity and quality of vocabulary. The richer vocabulary they have, the bigger possibility they can expand the topics of speech. Acquiring an extensive vocabulary is one of the challenges faced in learning a second language. When learning a foreign language, vocabulary in that language has become one of the most important micro-skills to develop beside grammar and pronunciation. However, when communicating, having no vocabulary inputs is more worrying than grammar.

According to Simaibang (2016: 85), vocabulary, grammar, pronunciation, intonation, and organization of contents of speech must be simultaneously used at the same time when speaking. Therefore, it is highly necessary for students to master vocabulary in order to be able to speak by using the target language. In line with this, Carthy et.al (2003.1) state that the biggest component of any language course is vocabulary. Vocabulary represents our expression, idea and feeling, so when we speak in communication it will be more fluent. A vocabulary can help to reach the goal of teaching and learning English one of them is speaking skills, In addition, Cameron (2001: 94) said that vocabulary has become a significant resource for language use. Based on the Cameron statement, the researcher assumes that, in learning a language and to improve an oral vocabulary is usually needed because without words communication run well. Hence, if students have sufficient vocabulary inputs, the chances they face difficulties in reading, listening, and writing and especially speaking are decreased. If students know the meaning of words, they will be able to respond easier because they can comprehend what the others speak automatically by mastering vocabulary.

In addition, without vocabulary, we cannot say something both of them have a correlation in many aspects of communication, such as how to speak fluently. Wilkins, as cited from Thornbury (2003: 13), states that one can convey very little without grammar, but without vocabulary one cannot even convey a single thing. A good mastery of vocabulary is important for anyone who learns the language used in language skills beside grammar.

In relation to the explanations above, the eighth-grade students of SMP Pancasila Canggu know that mastering vocabulary is essential for students in communication since vocabulary plays an important role in having a good communication. Some students have adequate speaking skill but some students cannot speak well because the vocabulary that students have is limited so that they are afraid to speak and express their ideas. Most of the students learn to speak English at school. They normally are trained to explore their ideas in the form of spoken language, but a few students can speak well in the target language. It is because their experiences and vocabulary are still limited. By mastering vocabulary, students probably get more language inputs so the information and ideas are more effectively conveyed. Words are signs or symbols for ideas without words, people cannot communicate and interact with other people.

In accordance with the explanation above, the researchers are interested in studying about vocabulary and speaking which exist in the students especially when they learn a foreign language and how they can give an impact on the learning process. Moreover, based on the background above, the researcher is curious about the any significant correlation between students' vocabulary mastery and speaking skill especially in personal recount monologues.

RESEARCH METHOD

The present study dealt with the correlation between vocabulary mastery and speaking skill of the eighth-grade students of SMP Pancasila Canggu in the academic year 2020/2021. This study used an ex post facto research design because the present research analyzed the fact that

has already been taken place before research. This study was focused on correlation design by analyzing the correlation between vocabulary mastery and speaking skills.

Louis. et al (2007: 264) state that ex-post facto research is a method that can be used instead of an experiment to test hypotheses about cause and effect in situations where it is unethical to control or manipulate the dependent variable. Moreover, in ex-post facto research will take the effect (or dependent variable) and examines the data retrospectively to establish causes, relationships or associations, and their meaning. Furthermore, ex-post-facto research designs are focused on examination and observation to be able to develop a summary of what is discovered. In the present study, the research used ex-post facto research design moreover. It was specified on the correlation research design.

Correlation research, according to Fraenkel and Wallen (2009: 328), is a study that investigates the possible relationship between two or more variables. Moreover, considering the present study determined to find out the significant 17 correlation between students' vocabulary mastery and speaking ability. Additionally, Ary et al. (2010:350), state that correlational research produced indexes called the correlation coefficient that shows both the direction of the strength of relationships among variables. The correlation coefficient provides information on how variables are related. The correlation coefficient has two signs which are positive and negative. Moreover, the sign (+ or -) of the coefficient indicates the direction of the relationship in which the

positive sign shows that one variable increases, so do the other variable. Meanwhile, the negative sign shows that as one variable increases, the other decreases. Furthermore, this research was conducted because the research attempted to figure out whether there is a significant correlation between vocabulary mastery and English speaking skill of the eight-grade students SMP Pancasila Canggu in the academic year 2022/2022.

In this research, the researched concerned about two variables: there were Vocabulary Mastery as dependent variable (X) and Speaking skills as independent variable (Y). The students have learned about the Vocabulary Mastery including about. This is very highly often study in the school. Furthermore, this research was conducted to figure out whether there is the correlation between vocabulary mastery and speaking skill of the eighth-grade students at SMP Pancasila Canggu in academic year 2021/2022. In dependent variable (X) the researcher more focus in cloze rocedure test while in independent variable the speaking skill searcher focused on recount monologue test.

FINDING AND DISCUSSION
Findings

The Researcher collected the data from the sample chosen through random sampling technique with lottery system. This type of sampling was appropriate for this study. Descriptive analysis is a technique that provides an overview or description of data seen from the average (mean), maximum, minimum, and standard deviation (Ghozali, 2018: 19). Measurement of the (mean) is a method used to measure the central value of a data distribution. The minimum value is the

lowest value of a data distribution. The maximum value is the highest value of a data distribution. Standard deviation is a form of measurement used to measure the amount of variation or distribution of data. The lower the standard deviation with the average value, the sample data is nearly homogeneous, on the contrary if the standard deviation value is greater than the average value, the

wider the range of variation of the data/heterogeneous.

The variable of vocabulary mastery has a minimum number of 40, while the maximum number is 89. The amount of data used is 38. The average is 72.03 and the standard deviation is 14.596. The standard deviation value which is higher than the mean indicates that the data is varied. The variable of speaking skill has a minimum number of 52, while the maximum number is 95. The amount of data used is 38. The average is 75.79 and the standard deviation is 11.962. The standard deviation value which is higher than the mean indicates that the data is varied.

Table 3.1
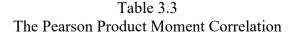The Summary of Normality test of
Shapiro-Wilk

Variable	Shapiro-Wilk	Sig. Value	Note	Conlusion
Vocabulary Mastery	0,903	0,390	Sig. > 0,05	Normal
Speaking Skill	0,964	0,637	Sig. > 0,05	Normal

Based on table 4.2, the result is clearly seen that the level of significance both of variables which were analyze using

Shapiro-Wilk Test it showed that the figures were above 0,05. The significance value of vocabulary mastery was a figure of 0.390, and it higher than 0.05. Besides, for speaking ability it can be seen on the significance value was 0,637 which higher than 0.05. It means the data of vocabulary and speaking ability had a degree of normality. Thus, it can be concluded that the data of two research variables were normally distributed.

Table 3.2
The Summary of Homogeneity Variances

Variable	Levene Statistic	Sig.	Conclusion
Vocabulary Mastery And Speaking Skill	2.737	.098	

Based on table 3.2, the result is clearly seen the significant of the data which were analyzed by Levene`s test on SPSS 25 for windows showed that the figure were above 0.05. The significant of the data homogeneity variance of the data was figure of 0,098. It means the data of vocabulary mastery and speaking ability had already had degree of homogeneity. In the other word, these figures also signified that the data of the present study with ex-post-facto research were homogeneously distributed. Thus the data had been fulfilled the pre-requisite analysis in term homogeneity test and the data analysis could be continued to the hypothesis testing.

Table 3.3
The Pearson Product Moment Correlation

Test

Correlations		Vocabulary Mastery	Speaking Skill
Vocabulary Mastery	Pearson Correlation	1	.712**
	Sig. (2-tailed)		.000
	N	38	38
Speaking Skill	Pearson Correlation	.712**	1
	Sig. (2-tailed)	.000	
	N	38	38
**. Correlation is significant at the 0.01 level (2-tailed).			

Based on table 4.4 the correlation coefficient was 0.712 and the significant value of Pearson product moment correlation was 0.000. Moreover, the significant value was lower than 0.05. It means there was a correlation between vocabulary mastery and speaking ability of eighth grade students of SMP Pancasila Canggu. In the other word, both two variables are correlated with each other. Thus, the data had already proven that there was a correlation and the data could continue to the second hypothesis testing.

Discussion

The present study used and ex-post-facto research design which was focused on correlation design. The data analysis of the present study led to establishment of the research findings. The result of the data analysis asserted that there was a significant correlation between vocabulary mastery and speaking ability of the eighth-grade students of SMP Pancasila Canggu. The result of the statistical analysis showed that the sample who had well in vocabulary mastery had well developed speaking ability thank students who were

lack of vocabulary mastery. It was in accordance with the result of the present ex-post-facto research that vocabulary mastery correlated with speaking ability of the eighth students. In the other words, the results confirms that the theory about correlation between vocabulary mastery and speaking ability are indeed true with a significant correlation.

In the Previous study by Belaliya (2016) and Wira (2020) confirmed that there was correlation between vocabulary mastery and speaking ability. Both of previous study clearly supported the research finding in the present study. In the other word, it was in line with present study results that vocabulary mastery and speaking ability were correlated. Moreover, these two researcher had proven that vocabulary mastery correlated with speaking skill . When students had well or bad in vocabulary mastery, it could affect to their ability in speaking. Furthermore, the result of these present study could help for the future researcher as references.

The result of the present study was there was a significant correlation between vocabulary mastery and speaking ability of the eighth-grade students of SMP Pancasila Canggu in Academic year 2021/2022. The result also supported the existing theory. Richard and Renandya (2005:255), vocabulary is a core component of language proficiency and provides much of the basis in English. Without vocabulary they cannot master the four main skills. Here vocabulary, is important because it helps students speak various things more comfortably. Moreover, by having adequate vocabulary knowledge, students can also be able to speak well. They can have natural communication among students using their

own words and ideas (Joni, 2019). Likewise, vocabulary also influences their habit in watching English movies which in fact may help their English speaking skill as found by Fikriyah, Joni, Widiastuti (2021).

It confirmed that there is a correlation between vocabulary mastery and speaking ability of the eighth-grade students of SMP Pancasila Canggu. In other word, the theory stated are indeed that there is a significant correlation between vocabulary mastery and speaking ability.

The samples could speak descriptive had to fulfill the criteria: fluency, comprehension, and grammar. The data most of sample could fulfilled the criteria. Moreover, during process of the data collection, the researcher found interesting finding that was related to the ability in speaking. Most samples could speak well in 3 minutes. In the other hand, samples who had low score in vocabulary writing test would find difficult in speaking and took longer time. This phenomenon had been proven by the results after the researcher conducted the research that is related to the correlation between vocabulary mastery and speaking skill.

As what had been explained before, it can be stated that vocabulary mastery and speaking ability had a significant correlation. It could be seen from the result of the hypothesis testing in Pearson product moment and t-test. The previous theory and study showed that there was correlation between vocabulary mastery and speaking ability. Based on results in the research findings, is proposed that the hypothesis had been proven and it was finally confirmed. Thus, there is a significant correlation between vocabulary mastery and speaking ability of the eighth-grade students of the SMP Pancasila

Canggu in academic year 2021/2022.

CLOSURE
Conclusion

The present study was mainly intended to figure out the significant correlation between vocabulary mastery and speaking ability of the eighth-grade students of SMP Pancasila Canggu in academic year 2021/2022. The research design of the present study used and ex-post-facto research design were collected by administering the vocabulary writing test and descriptive monologue test as the research instrument to 38 samples, the eighth-grade students of SMP Pancasila Canggu in academic year 2021/2022 which were determined by using the random sampling method with lottery system. The research instruments were constructed based on criteria. The data were required carefully collected.

To score the result of writing test. The researcher used scoring rubric which were focused on fluency, comprehension, and grammar. Moreover, the sentence writing also used scoring rubric for scoring the results which were focused on grammar, lexical, and vocabulary. After getting the sample`s score, the researcher continued to analyze the data statistic by using SPSS 25 version for windows. The result of the hypothesis which stated that there was a significant correlation between vocabulary mastery and speaking ability of the eighth-grade students of SMP Pancasila Canggu academic year 2021/2022 was finally accepted.

Based on the research finding, it can be concluded that speaking ability of the eighth-grade students of SMP Pancasila Canggu in academic year 2021/2022 were affected by the vocabulary mastery. It clearly seen from the data. The samples who had higher score in

vocabulary mastery had good ability in speaking. The implementation of ex-post-facto research design should be carefully. So the data is more accurate.

Suggestion

Based on the findings, the researchers would like to suggest the English teacher of SMP Pancasila Canggu to pay more attention on the students` vocabulary mastery and speaking ability. It can be done by constructing lesson plan which involves some strategies that are relevant to increase the students` vocabulary and speaking ability. They should be more creative, active and innovative to choose the good teaching technique in teaching vocabulary and speaking in condition the teaching learning process doing through online class. Moreover, when the students` vocabulary mastery increase, their speaking ability also improve significantly. The teacher should give more chances to the students in practicing their vocabulary mastery. Their speaking ability will be improved as well as their vocabulary mastery gets better. The importance of speaking ability must be improved as they can use it in the future. In addition, the eighth-grade students of SMP Pancasila Canggu to be aware and explore their knowledge in vocabulary mastery and need more practicing in speaking in order to develop their ability. Students should realize how important vocabulary mastery and speaking ability in order to be a master in English. They can use their smart phone to search material about vocabulary and speaking if they have any confusion they can freely ask to their teacher. In present condition, the students have to be more actively to study by their selves and no need to be afraid if they found some mistake, it will make they will learn more

from those mistakes. The most important thing is they must have a strong motivation to learn English in order to help them to improve their ability and increase their knowledge.

REFERENCES

Ary, D, Jacobs, L. C. Sorensen, C. & Razavieh, A. (2010), *Introduction to Research in Education (8th ed). USA: Wadsworth.*

Bachnan, L. F. (2004). *Statistical Analyses for Language Assessmen. Canbridger Cambridge University Press.*

Blachowicz, C. and Ogle, D. (2008). *Reading Comprehension Sraregies for Independent Learners.* Second Edition. New York The Guildford Press.

Brasell, D. & Rasinski, T. (2008), *Conprehension that Works. Huntington Shell Education.*

Brown, H D. (2004*). Language Aissesament Principles and Clasrom Practices.* New York: Pearson Education Inc.

Caneron, L. (2001). *Teaching Laguage to Young Learners.* UK: Cambridge University Press.

Carthy, M, Michael, & O'dell, a. F (003). *Language Teaching Vocubalary.* New York: Oxford University Press.

Cohen, L., Manion, L, & Morrison, K. (2007) *Research Method in Education.* New York: Routledge Falmer.

Connaway, L. S. and Powell, R R (2010), *Basie Reseach Method for Librarians.* Columbia Abc-Clio.

Fauzi, A. (2007). *The Correlation Between Students Vocubulany Achievement and Speaking Ability of the First Grade of SMAN 1 Cipuput.* (Unpublished Thesis) Faculty of Tarbiyah, Ciputat.

Fikriyah, A., Joni, D.A.A.W., Widiastuti, I.A.M.S. (2021). The Correlation

Between Habit of Watching English Movies and Vocabulary Mastery of The Tenth-Grade of SMAN 1 Kuta Selatan in Academic Year 2020/2021. *Academic Journal on English Studies (AJOES)*. Vol. 1, No. 2, Page 88-93.

Fulcher, G. and Davidson, F. (2007), *Language testing and Assesmen*t. Oxon Routlage

Fraenkel. J. R. and Wallen, N. E. (2009) *Ho To Design and Evaluate Research in Education Seventh Edition.* New York: Mcgraw- Hill.

Hackman, S (2008). *Teaching Effective Vocabulary: what can teachers do to increas the vocabulary f children who start education with a limited vacabulary? Notthingham*: Dapartment for children, School and families.

Hiebert, E. H & Michael, L. Kamil. (2005*), Teaching and Learning Vocabulary.* London: Lawrence Erlbaum associates Publishers

Joni, D. A. A. W. (2019). Initiation-Response-Evaluation (IRE) Technique Collaborated with Panel Discussion Activity in Teaching Speaking Skill. *Jurnal Santiaji Pendidikan (JSP).* Vol. 9, No. 1, page 88-94.

Kothari, C.R. (2004). *Research Methodology Methods & Techniques*. New Dethi: New Age International (P) Limited, Publishers.

Luoma, S. (2004). *Assessing Speaking.* New York: Cambridge University Press.

Machali, I. (2015). *Statistik Itu Muda* : Menggunakan SPSS Sebagai Alat Bantu Statistik. Yogyakarta: Ladang Karta.

Pollard, L. (2008). Luccy Polard's *Guide to Teaching English*. London.

Richards, J., C. (2008). *Teaching Listening and Speaking*. New York: Cambridge University Press.

Simaibang, B. (2016). *English Language Teaching in a Foreign Situation.* Palembang: Citra Book.

Tarigan, HG. (2008). *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa Bandung.

Tayie, S. (2005). *Research Methods and Writing Research Proposals*. Cairo CAPSCU

Thornbury, S. (2002). *How to Teach Vocabulary.* Harlow Esscx England: Associated Comparies Throughout the World.

Thornbury, S. (2005). *How to Teach Speaking*. Harlow Essex England: Associated Comparies Throughout the World.

Uzer. Vernandes Yus. (2017). T*he Correlation berween Vocahulary Mastery and Speaking Ability of the Tenth Grude Students of Senior High School 12 Palembang* (Unpublished Thesis). English Education Department University.

Turk, C. (2003). *Effective Speaking Communicating in Speech*. Taylor & Francis: Spon Press Taylor & Francis e-Library.

Rao, P. S. (2019). The impact of English movies on learning english in esl/efl classrooms: a classroom action research. *A Peer Reviewed (Refereed) International Journal*, 7(4).

Sufen, H. (2006). On teaching non-English majors listening and speaking through videos: a classroom action research. *China English Language Education Association Journal,* 29(2).

Thornbury, S. (2005). *How to teach vocabulary.* England: Pearson Education Limited.

Wulan, M. L. (2016). A *correlational study on habit in watching animation movies, vocabulary mastery, and writing skill of the second grade students of SMA negeri 4 surakarta in the academic year 2015/2016.* (Published Thesis). Universitas Sebelas Maret, Surakarta.