

THE CORRELATION BETWEEN EFL STUDENTS' VOCABULARY ACHIEVEMENT AND ENGLISH-SPEAKING ABILITY

Kadek Nandya Susmitha Arcani Dewi¹, Dewa Ayu Ari Wiryadi Joni²,
Anak Agung Putu Arsana³

^{1,2,3} Universitas Mahasaraswati Denpasar

Email: *nandyasusmitha867@gmail.com*, *wiryadi_joni@unmas.ac.id*,
agungarsana@unmas.ac.id.

ABSTRACT

The research aims at finding out the correlation between vocabulary achievement and speaking ability of eighth grade students of SMP Pancasila Cangu. There were 38 students were used as the sample. The instruments used were filling in the blanks test for vocabulary test and map-cued test for speaking performance. The data collected in this research was analyzed by using Pearson Product Moment Correlation in SPSS Statistics 23 version. It was found that r was 0.447. It shows that there was a significant correlation between students' vocabulary achievement and speaking ability of eighth grade students of SMP Pancasila Cangu. Based on r table, the table of r score 0.400-0.600 is a moderate level. It means there is a positive correlation between vocabulary achievement and speaking ability.

Keywords: correlation, vocabulary achievement and speaking ability

ABSTRAK

Penelitian ini bertujuan untuk menemukan korelasi antara pemahaman kosakata dengan kemampuan berbicara Bahasa Inggris pada siswa SMP Pancasila Cangu. Terdapat 38 siswa yang dijadikan sampel pada penelitian ini yang dipilih menggunakan teknik random sampling. Sampel diberikan dua tes yakni, tes kosakata dan penilaian kinerja. Data yang ditemukan kemudian diolah menggunakan Pearson Product Moment Correlation berbantuan SPSS versi 23. Berdasarkan hasil pengolahan data, terdapat korelasi sebesar 0.447. Ini berarti ada korelasi positif dan signifikan antara pemahaman kosakata dengan kemampuan berbicara Bahasa Inggris siswa SMP Pancasila Cangu yang berada di tingkat moderate.

Kata kunci: korelasi, kosakata, kemampuan berbicara Bahasa Inggris

INTRODUCTION

Learning English is of great importance to individuals who recognize the significance of this global language. Due to its significance, English is a mandatory subject in schools, beginning with junior high school. In some places, it is even introduced as a compulsory subject starting from elementary school nowadays. it is unquestionably true that to achieve effective communication, particularly in English, individuals must excel in the skill of speaking, which is one of the four

essential language skills in English (Joni, 2019).

Speaking is a straightforward way to communicate with others. It is an activity in which a person engages to communicate with others, allowing them to express their ideas, emotions, opinions, and more (Joni & Wirastuti, 2018). Additionally, speaking serves various purposes, such as sharing information among individuals, engaging in negotiations, resolving problems, and fostering social relationships and

friendships (Joni, 2016). Speaking is a skill that people use in almost every interaction with others (Ardi et al, 2023). According to Thornbury (2005), speaking constitutes a significant aspect of our daily lives, often overlooked. Consequently, it is a vital skill that students must acquire when learning English. Failing to grasp it early on could lead to students developing a fear of speaking.

Many second or foreign language learners prioritize the development of their speaking skills as a primary focus (Joni, Nitiasih & Artini, 2017). According to Brown (2001), the purpose of developing speaking skills is to empower students to actively engage in brief conversations, acquire information, and respond to questions effectively and appropriately in their daily lives. For many individuals, achieving proficiency in speaking is the most crucial aspect of mastering a second or foreign language, and their success is often assessed based on their ability to hold conversations in that language (Joni, 2020). Consequently, speaking skills are typically taught to students from elementary school through high school to ensure competence in this essential skill (Joni, 2015).

Speaking is a complex skill among the other three language abilities in English. It is undeniable that many students face challenges when it comes to learning and, more importantly, practicing speaking (Joni & Dharmayanti, 2016). According to Thornbury (2005), learning speaking skills goes beyond just acquiring the language itself; it also involves learning how to engage in real communication. However, numerous students struggle to use English, both in the classroom and in real-life situations,

because English is not their native language and is rarely used in their daily interactions (Ditya et al, 2022)). They lack the habit of using English, both inside and outside the classroom. In reality, achieving success in learning to speak English requires students to be in situations where they are motivated to speak in English (Joni, 2014). Additionally, students need to muster the internal confidence to express themselves verbally (Pradnya et al, 2023). In essence, various factors influence students' ability to learn and excel in speaking English.

In order to be able to speak well, vocabulary has an important role in improving speaking ability (Fikriah, Joni & Widiastuti, 2021). It is the basis of language. The first thing that students of SMP Pancasila Canggus should learn is vocabulary. The more they learn and memorize various words, the more they get easy in their communication (Yasmini et al, 2022). In this case, teachers' competency in teaching also plays a crucial role (Astawa et al, 2020). Vocabulary is the basis and speaking is the outcome. Teachers' skill can strongly affect students' achievement (Joni, 2019). Hence, the writers would like to analyze and investigate whether there is a significant correlation between students' vocabulary achievement and that of their speaking ability.

RESEARCH METHODS

The research design was used in this study which is included into quantitative research. The researcher used correlational method, because the objective is to study and find the relationship between two variables that are correlation between vocabulary achievement and speaking

ability.

There were two main variables in this research. The first variable was the students' vocabulary achievement and it was called the independent variable (variable X). The researcher was given the vocabulary test for the eighth-grade students', so the students' vocabulary achievement data were derived from the result of the test. The second was speaking ability and it was called a dependent variable (variable Y). Meanwhile the student's ability in speaking, the data were from speaking test which were the test is map-cued test. The writer took population of the eighth grades students of SMP Pancasila Canggü. The writer chose sample about 38 students from 3 classes.

This research applied simple random sampling. Random sampling is a kind of probability sampling in which is used to give the same opportunity for every member of population chosen. Random sampling itself is the technique of getting sample that is done randomly without paying attention on the level existed in the population. In random sampling, each member of the population under study has an equal chance of being selected (Cohen, et.al, 2007:110). Therefore, three classes have been randomly chosen as the sample of research that was class "VIII A, VIII B, VIII C" consisting of 76 students. The writer chose 38 students for sampling.

Instrument is also a necessary factor in carrying out a research because without it, it would be impossible to get the data which are needed in this study. The research instrument in this study was used a structured 15 test items, which was in form of filling in the blanks to assess students' vocabulary achievement. The

students were given questions from the teacher and they must answer clearly and sent by a picture or pdf. Map-cued test was used to assess students' speaking ability. Moreover, for the speaking performance was sent to Google Drive or WhatsApp.

The data about students' vocabulary achievement was gathered by using research instrument in the form of multiples choices. It consisted of 15 questions in the form of fill in the blanks and the writer used Google Form. The data about assessment of speaking ability was collected by using research instrument in the form of map-cued test. The writer conducted a study with 38 samples in 1 session, in the eighth grade and conducted via WhatsApp or Google Drive.

The data analysis in the present study was divided into two steps; they were pre-requisite and hypothesis testing. In the first step, pre-requisite testing consisted of normality and homogeneity testing. Besides, in hypothesis testing, there were Pearson Product-moment Correlation and T-test.

FINDINGS AND DISCUSSION

This study used the correlational method to study and find the relationship between two variables that are correlated between vocabulary achievement and speaking ability. After the data were required in the present research were collected, the researcher then analyzed the data through two important steps of statistical analyses; they were pre-requisite analysis and hypothesis testing.

Table 01.
Descriptive analysis of Students' Vocabulary Achievement and Speaking Ability

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary Achievement	38	40,00	100,00	73,8421	14,49609
Speaking Ability	38	45,00	95,00	73,5526	13,84801
Valid N (listwise)	38				

Descriptive Statistics

The descriptive statistic result can be seen at the table above, it can be obtained after calculating all the samples final score of variables vocabulary achievement and speaking ability. The N means that data was taken from 38 students which were the sample of this study. The minimum score for vocabulary achievement were 40 and for speaking ability were 45 as well. The maximum score of vocabulary achievement were 100 and for speaking ability were 95. Mean is the arithmetic mean across the research which was calculated by summing all the scores and then dividing the sum by number of scores, so the mean of the total score for vocabulary achievement were 73.84 and for speaking ability were 73.55. The standard deviation of this research for vocabulary achievement was 14.49 and for speaking ability were 13.84.

The Summary of Normality Test with One Sample Kolmogorov Smirnov can be clearly seen that the level of significance of all groups of data which were analyzed by using One Sample Kolmogorov Smirnov showed that the figures were above 0.05. The significant value is, 0.200. In other words, it means the data of vocabulary achievement and speaking ability had degree of normality. Moreover, these figures also signified that they have shown that the data were normally distributed. Furthermore, normality test is supplementary to the graphical assessment of normality. As parametric statistic, it was fundamental to see if the distribution of data were normal for each variable. In conclusion, the data have already fulfilled the pre-requisite analysis in terms of normality test. It means the data of vocabulary achievement and speaking ability had already had a degree of homogeneity.

Table 02
The Pearson Product Moment Correlation Test

Correlations

		Vocabulary Achievement	Speaking Ability
Vocabulary Achievement	Pearson Correlation	1	,447**
	Sig. (1-tailed)		,002
	N	38	38
Speaking Ability	Pearson Correlation	,447**	1
	Sig. (1-tailed)	,002	
	N	38	38

** . Correlation is significant at the 0.01 level (1-tailed).

Table 02 clearly showed that the significant values of the research variables were below the alpha level, 0.05. In addition, it was found that the result of $r_{\text{value}} = 0.447$. Based on r table, the table of r score 0.400-0.600 is a moderate level. It can be interpreted that the r_{value} was at the level “moderate” of correlation. It meant that the correlation between student’s vocabulary achievement and speaking ability of the sample class was in moderate correlation. Moreover, the significant value of Pearson product-moment correlation was 0.002. The significant value is $0.002 < 0.05$. Based on the result of Pearson product-moment correlations, it was found that there was positive and significant correlation between vocabulary ability and speaking ability.

Based on the table 02, it can be clearly seen that the level of significance of all groups of data which were analyzed by using paired-samples t-test showed that the figure was below 0.05. Moreover, the significant value of the data was 0.000. It indicated that the directional hypothesis in the present study, there was a positive and significant correlation between vocabulary achievements and speaking ability.

The result of data analysis confirmed that there was a positive and significant correlation between vocabulary achievement and speaking ability of the eighth-grade students of SMP Pancasila Canggü. This result also supported the existing theory. According to Nilawati (2009: 8), Vocabulary is a central of language and of critical importance of typical language. She explained that vocabulary is very important because it’s being used in people’s communication and be used as a basic foundation to construct some words into a good sentence. Without

mastering vocabulary, people cannot communicate effectively or even expressing their ideas. Simaibang (2016:85), learners need to employ vocabulary, grammar, pronunciation, intonation, and organization of contents of speech at the same time in speaking skill it is obvious that understanding vocabulary is very important part in learning a language, English vocabulary is extremely large and varies as well. Therefore, it is highly essential for students to mastering vocabulary in order to be able to speak by using the target language they learned. It meant that those theories stated are indeed true, that there is a positive and significant correlation between vocabulary achievement and speaking ability.

Moreover, the finding of the present research was in agreement with the previous study which has carried out by Uzer (2017). It is considered that there is correlation between vocabulary mastery and English speaking ability. It means that the students who have mastering vocabulary would get information and ideas more effectively and they can communicate fluently with the other people because in fact that vocabulary is one of the important components of language and that no language exists without words (Dwijanata et al, 2022). In addition, Taslim (2019) found that there was a very significant positive correlation between student’s mastery vocabulary and speaking skill. It meant that the students with large vocabulary performed comparably with the students with much smaller vocabulary in speaking activities (Milla, 2022).

As what has been aforementioned, the present correlational statistical analysis research was mainly intended to figure

weather was a positive and significant correlation between students' vocabulary achievement and their speaking ability. After carrying out the data collection, and doing the process of statistical analyses, the research findings have clearly revealed the final conclusion of the present research. The results of the present study showed that there is a positive and significant correlation between vocabulary achievement and speaking ability of the eighth-grade students of SMP Pancasila Canggü was convincingly confirmed. In other words, the hypothesis was accepted.

CONCLUSION

Throughout a person's lifetime, language plays a pivotal role, underscoring the importance of learning a language. This is especially crucial for non-English speakers, given the global prominence of English as an international language. In Indonesia, English is typically the first foreign language taught in schools. It is undeniably true that effective communication, particularly in English, hinges on mastering speaking skills, which is one of the four essential language skills. For many individuals, achieving proficiency in speaking is the foremost objective when learning a second or foreign language, and success is often gauged by their ability to engage in conversations in that language.

In this research, there are two main variables. The first variable is the students' vocabulary achievement and it is called the independent variable (variable X). The second is speaking ability and it is called a dependent variable (variable Y). The students' vocabulary achievement data are derived from the result of the test that given by researcher herself. Meanwhile,

the student's ability in speaking data is from speaking test which is the test is map-cued test.

The result of data analysis confirmed that there was a positive and significant correlation between vocabulary achievement and speaking ability of the eighth-grade students of SMP Pancasila Canggü. It means that the students who have mastered vocabulary would get information and ideas more effectively and they can communicate fluently with other people because, in fact, that vocabulary is one of the important components of language, and that no language exists without words.

As has been aforementioned, the present correlational statistical analysis research was mainly intended to figure weather was a positive and significant correlation between students' vocabulary achievement and their speaking ability. The results of the present study showed that there is a positive and significant correlation between vocabulary achievement and speaking ability of the eighth-grade students of SMP Pancasila Canggü was convincingly confirmed.

Based on the result and the process of the research, the writer would like to give suggestions. All researchers expect both theoretical and practical importance as the result of the study for those who are concerned with the correlation of students' vocabulary achievement and their speaking ability. Theoretical and practical importance as follows: Theoretical, the finding of the study is expected to provide the students' ability in speaking has a correlation with the students' vocabulary achievement.

This study can serve as a valuable resource for teachers, particularly in

enhancing their English teaching methods, especially in the context of speaking skills and motivating students to develop an interest in learning English. The research aims to offer teachers insights into their students' proficiency in speaking, helping them tailor their teaching strategies accordingly. Furthermore, the study highlights the significance of students' vocabulary achievements in the process of acquiring speaking skills. This understanding underscores the importance of vocabulary acquisition in mastering speaking. Ultimately, the research can contribute to improving students' ability to practice speaking skills and provide effective strategies for students to memorize vocabulary more easily.

It is proved in this research that vocabulary achievement and speaking ability has a significant correlation, thus, teacher should not only focus in one language skill or components in teaching. Because, the achievement in certain skills or component, it may influence the other one. To improve students' vocabulary and their speaking, there are many people who engage in it. To support the achievement in speaking teachers need to try making a new way, such as English Club or even asking the students to use English in their communication during school day.

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