The Correlation Between Vocabulary Mastery and Speaking Ability of The First year Students of Senior High School

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Abstract

The Objective of this research is to find out the significant correlation between the vocabulary mastery and the speaking ability of the first-year students of SMAN 10 Pekanbaru. The sample of this research was class X IPS 2, which consisted of 33 students. The data were collected using two kinds of test; namely, a vocabulary test and a speaking test. The results of this research showed that the first-year students of SMAN 10 Pekanbaru got fair and poor level with the average score of 60.03 in vocabulary and 65.81 in speaking test which are considered as in poor Level. The results of this research proved that there was a positive correlation between the vocabulary mastery and the speaking ability of SMAN 10 Pekanbaru. The Rxy distribution of the coefficient correlation was 0.830. It means that there was a very strong correlation between these two variables. Therefore, it can be concluded that the vocabulary mastery has a strong and significant correlation with the speaking ability.
Keywords: Correlation, Vocabulary Mastery, Speaking Ability

Introduction

English as the international language is one of the unique languages learned by people around the world. Basically, language is a tool for communicating and for thinking. Learning a language means learning to use it to communicate and to think, not just to know it. In Indonesia, English is the first foreign language that is learned

in schools. English becomes a compulsory subject in schools starting at junior high school. Based on 2013 Curriculum, one of the aims of learning English is developing the ability to communicate in spoken and written form.

Four language skills, listening, reading, speaking, and writing must be mastered in order to learn English properly. Speaking and writing are considered productive skills, whereas listening and reading are categorized as receptive skills (Hay craft, 1978). Vocabulary is the most basic thing that must be mastered by students in learning English. Vocabulary plays an important role in oral communication. The more vocabulary that they can possess, the easier they develop their four language skills. Lado (1977) claims that vocabulary consists of words used as parts of grammatical structures. A word can be an element that can stand alone as an utterance in that sense it cannot be separated into two or more parts that can be classified by similarity.

According to Tarigan (2008), language proficiency is determined by the quantity and quality of one's vocabulary. The greater our vocabulary, the more likely we should be able to use the language effectively. Because students' capacity to communicate and comprehend the subject is significantly determined by their vocabulary knowledge, learning vocabulary is a key need to support some learners in mastering English. To be able to communicate in English, one must have a sufficient vocabulary to express one's own ideas. As a result, speaking is one method of transmitting and receiving information via oral communication. A native English speaker will agree that vocabulary is just as important as grammar. Many students are still doubtful to expose their ideas in English because they have limited vocabulary in their mind.

Speaking is the most important of the four skills because so many students decide to learn English in order to be able to communicate in it. Because English is the language used to communicate with individuals from different countries, it is understandable. According to Ladouse in Nunan (1991), speaking is defined as the ability to explain oneself in a situation, as an action to report acts or conditions, or as the capacity to discourse and easily express a series of thoughts. A person can only be claimed to have the ability in English when she speaks it fluently, therefore speaking ability is also very important.

According to Richards (2008), english speaking proficiency is a primary priority for many second- or foreign language learners. Because of this, students usually measure the effectiveness of their English course as well as their progress in learning a new language based on how much they think their spoken English has improved. Speaking is one of the skills that students should be able to learn. And the students' ability to do so is demonstrated by their ability to communicate in

English and their capacity to receive knowledge.

Furthermore, one of the supporting elements in learning to speak is vocabulary. The students' vocabulary knowledge needs to be increased because speaking abilities depend on how well the students can communicate their ideas through words. The more words students know in English, the easier it will be for them to communicate, therefore having a strong vocabulary is crucial.

Based on the curriculum 2013, students must learn both written and oral communication. The 2013 curriculum recommends that students study a variety of literary types, including narrative, recount, and descriptive text. During the teaching practice at SMAN 10 Pekanbaru, the writer also participated in the learning process as in the form of discussion, describing people or places, and dialogue. In speaking activities, some students have difficulty in expressing their ideas because vocabulary plays an important role as a medium to convey ideas or express what students want to convey. They often ask about the meaning of English words in Indonesian and from Indonesian to English. The writer then assumed that the students had difficulty in their speaking skills because they had less vocabulary mastery.

Lack of vocabulary is one of the problems in learning English at SMAN 10 Pekanbaru because students find it difficult to express what is on their mind so they often find dead ends to convey something in English. We may conclude from this that vocabulary plays an important role in speaking English. Of course, vocabulary and speaking ability are two components that are connected. If students have a strong vocabulary, their ability to speak English will do so as well. Therefore, the writer wants to know scientifically the correlation between vocabulary mastery and speaking ability.

Due to the problem that has been mentioned before, the writer is interested to conduct a research about: The Correlation Between the Vocabulary Mastery and Speaking Ability of The First Year Students of SMAN 10 Pekanbaru.

Method

This research used a quantitative research design. Based on Sugiyono (2017) in Anggraini (2019) a quantitative survey is used to collect data in the field by using questionnaire, test, or structured interview. In other words, the writer used a design which is called a correlation research design. A correlation study aims to determine the relationship between two or more variables. For this research, the X variable was vocabulary mastery and the Y variable was speaking ability.

The population of this research was the students of the first year of SMAN 10 Pekanbaru which consisted of 10 classes. The sample of this research was 33 students chosen by using cluster random sampling. The data collection was held

on November to December 2022. The writer distributed vocabulary and speaking tests to get students' data. The data collected were analyzed to determine the vocabulary mastery and speaking ability of the first-year students of SMAN 10 Pekanbaru. Pearson Product moment correlation was used to find the correlation between vocabulary mastery and speaking ability. The students' vocabulary mastery was X variable and students' speaking ability was Y variable. To determine the criteria of the correlation, the writer applied the five level of correlation suggested by Sugiyono (2017).

Result

In this research, two variables were investigated: vocabulary mastery as the independent variable (x) and speaking ability as the dependent variable (y). The data were presented based on the research conducted at SMAN 10 Pekanbaru. Vocabulry test and speaking test were used to collect data in this research. Vocabulry test consisted of 40 questions and speaking ability was collected from speaking performance video by the students.

3.1. Students' Vocabulary Mastery

From the test that has been carried out, the average score of the student's vocabulary test is 60.03. The median score is 60.00. The mode is 85. The highest score of vocabulary is 85 while the lowest score is 35.

Table 1. The Frequency Data Distribution of Vocabulary Mastery

Score	Classification	Frequencies	Percentage
96 – 100	Excellent	0	0
86 – 95	Very Good	0	0
76 – 85	Good	5	15%
66 – 75	Fairly good	5	15%
56 - 65	Fair	9	27%
46 - 55	Poor	9	27%
Under 45	Very poor	5	15%

TOTAL		33	100%

there were 5 (15%) obtained good and fairly good level on vocabulary, there were 9 (27%) fair and poor level. And there were 5 (15%) students obtained very poor vocabulary ability while none of them with very high score. Therefore, it can be concluded the students' vocabulary is overall at Fair and poor level of vocabulary.

3.2. Students' Speaking Ability

From the test that has been carried out, it can be seen that the mean score of speaking is 65.81. The median score of speaking is 61.30. The mode or the score that appears the most is 57.00. The highest score of the speaking test is 85.00 while the lowest score is 51.00.

Table 2. The Frequency Data Distribution of Speaking Ability

Score	Classification	Frequencies	Percentage
90 – 100	Very Good	0	0
80 – 89	Good	5	15%
70 – 79	Average	6	18%
60 – 69	Poor	11	33%
≤ 59	Very Poor	11	33%
TOTAL		33	100%

the rate percentage of the students score in speaking from 33 students, there were 5 (15%) students obtained good and 6 (18%) students obtained average category, but most of the students obtained poor and very poor 11 (33%).Therefore, it can be concluded the students' speaking ability is overall in poor and very poor level.

3.3. Correlation Analysis

In this research, the writer used SPSS Statistics 25 to analyze data using Pearson's product-moment correlation coefficient formula to find out the correlation between vocabulary mastery and the ability of speaking.
The testing criteria are:
1. Sig. value < 0.05   = Ha is accepted Sig. value > 0.05   = Ha is rejected

2. r-obtained > r-table= Ha is accepted r-obtained < r-table = Ha is rejected
The following table showed the results of the correlation analysis:

Table 3. The Correlation Analysis

Correlations

		Vocabulary	Speaking
Vocabulary	Pearson Correlation	1	.830**
	Sig. (2-tailed)		.000
	N	33	33
Speaking	Pearson Correlation	.830**	1
	Sig. (2-tailed)	.000	
	N	33	33

**. Correlation is significant at the 0.01 level (2-tailed).

According to the correlation analysis table, the correlation value of vocabulary mastery of the first-year students of SMAN 10 Pekanbaru and their speaking ability is 0.830. In which it can be said the correlation between the two variables is a positive correlation. Based on the interpretation by Sugiyono (2017) which has been mentioned in the previous chapter, if the correlational value is between 0,80 and 0,1000, it can be confirmed that the two variables has a "very Strong Correlation". It can conclude that this correlation value is a very strong positive correlation.

The significance value happens to be 0.000 (less than 0.05), proving that there is a significant correlation between the two variables. Therefore, to answer the hypothesis of this research, there is a significant correlation between the vocabulary mastery of the first-year students of SMAN 10 Pekanbaru and their speaking ability.

3.4. Coefficient Determination

The coefficient of determination test (R square) was used to evaluate how much the independent variable (X) influenced or contributed to the dependent variable (Y). To calculate the coefficient of determination test, the researcher used SPSS Statistics 25. The following table showed the R-Square value as a result:

Table 4. Coefficient Determination Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.830a	.689	.679	5.728

a. Predictors: (Constant), Vocabulary

The determination coefficient value (R square) is 0.689. Therefore, it can be concluded that the vocabulary, as the independent variable, has 69% contribution in the first-year students of SMAN 10 Pekanbaru speaking ability. From that point it can also be concluded that 31% contribution of students' Speaking ability is gained from other factors.

Discussion

The results of this study answer the research formulation about the vocabulary and speaking abilities of SMAN 10 Pekanbaru and the correlation between the two variables. In this study the writer looked for the results of students' abilities by giving a test to each variable and using the correlation research design to find the results of the correlation between the two variables.

The results of the research based on the data calculation and analysis, the correlation value of vocabulary mastery of the first-year students of SMAN 10 Pekanbaru and their speaking ability is 0.830 in a positive mark. According to Sugiyono (2017), the correlational value between 0.80 and 0.1000 is categorized as "Very Strong Correlation". Thus, the correlation of the students' vocabulary and speaking performance is a very strong positive correlation.

Similar results are also exhibited by some previous studies regarding students' vocabulary and its correlation with speaking performance. In a correlational-designed research by Yuwandi (2017) entitled" the correlation between the vocabulary knowledge and the speaking skills of the second-year students of SMA Islam As-Shofa Pekanbaru". this research is to find out the significant correlation between the vocabulary knowledge and the speaking skills of the second-year students of SMA Islam As-Shofa Pekanbaru. The sample of this research was class XI IIS 2, which consisted of 23 students. The data were collected using two kinds of test; namely, a vocabulary test and a speaking test. The results of this research showed that the second-year students of SMA Islam As-Shofa Pekanbaru got excellent level with the average score of 84.75 in vocabulary and 77.39 in speaking test which are considered as in Good Level. The results of this research proved that there was a positive correlation between the vocabulary knowledge and the speaking skills of SMA Islam As Shofa Pekanbaru. The Rxy distribution of the coefficient correlation was 0,83. It means that there was a very high correlation between these two variables.

It has a different result with the previous related findings from Aristi (2017), in her research "the correlation between vocabulary mastery and speaking ability In describing People by the second year students of SMPN 12 Bintan" As the result, she concluded that there was fair correlation between vocabulary and students' speaking ability. This is the same as Fatimah (2019) entitled the correlation between student's vocabulary mastery and student's speaking ability at VIII grade of SMP Negeri 4 Gaung Anak Serka. which in her research the vocabulary and speaking scores were included in the poor level category? and produces a correlation in the low correlation category.

By looking at some of the related findings above, the writer has concluded that vocabulary has a considerable influence on students' speaking abilities. but there are also several factors that can affect students' ability to speak English. not only influenced by vocabulary skills but can also be affected by difficulties in English itself, especially in speaking. In other words, students' scores in speaking can be influenced by several elements in speaking itself such as students having poor self-confidence or unfamiliar topics when they are asked to speak in class, awareness to speak because they do not have sufficient knowledge. about how to pronounce English words, and the last thing is they are afraid of making grammatical mistakes.

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