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The Correlation Between Students' Vocabulary Mastery And Speaking Skill

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Abstract

This research aimed to determine whether there is a correlation between students' vocabulary mastery and their speaking skills. The subjects were 40 students from eleventh-grade students (*XI MIPA 2*) of MAN Model 1 Manado. The design that was applied in this research was the quantitative method. The data gained in this research by giving the students speaking and vocabulary test then analyzed using the Pearson product-moment correlation formula. Based on the finding of the analysis and calculation, it was found that the rxy was 0,799. Referring to the table of product-moment interpretation, it was in the interval of 0,70 - 0,90, which means that variables X and Y stated a high correlation. According to the significance table, the degree of freedom (df = N-nr) is 38, the significance level 5% is 0,320, and 1% is 0,413. Comparing the values showed that rxy is bigger than rt (0,320<0,799>0,413). It means there is a significant correlation between vocabulary mastery and speaking skills, which proves that students' vocabulary mastery increases in line with their speaking skills.

Keywords: Correlation, Vocabulary Mastery, Speaking Skill

A. Introduction

The students should master speaking skills to prove they can take and offer information to others through a conversation, debate, or dialogue. It also can be a way to develop vocabulary or improve grammar. English competence in senior high school is communicating in three types of texts. They are interpersonal, transactional, and functional in the form of spoken and written. [1] From that statement, the aim of learning English is to establish communication ability or speaking skills.

As stated by Richards and Renandya [2], speaking has many different purposes, and each of them includes different skills. When we use casual conversation, our purposes are to make social contact with people, develop our relationships or engage in the small talk that takes much of our time[3]. When we discuss with someone, the purpose may be to seek or express opinions, persuade someone about something, or clarify information [4]. We use speaking to give instructions or to get things done. We may speak to describe things, complain about others' behavior, make requests politely, or entertain people with jokes[5]. Each of these different speaking purposes implies knowledge of the rules for how spoken language reflects the context or condition [6].

During the researcher's observation in MAN Model 1 Manado, the researcher has done several speaking activities and found some students' difficulties expressing their ideas or understanding. For example, they mostly asked about the meaning of a word in English or Indonesian and usually switched some words into Indonesian because they did not know English. This situation convinced the researcher that the students had difficulties speaking because they did not master the vocabulary.

As mentioned by Thornbury, if we spend most of our time learning about grammar, our English will improve very little. The most improvement will happen if we learn more words and expressions. We can say very little with grammar, but we can say almost anything with words [7]. Hudges stated that vocabulary contributes to communicative skills[8].

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write[9]. Naveen stated,

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[1] Buku Guru, "Bahasa Inggris," n.d.

[2] Jack Croft Richards, Jack C Richards, and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge university press, 2002).

[3] Anna Bleakley et al., "Bridging Social Distance during Social Distancing: Exploring Social Talk and Remote Collegiality in Video Conferencing," *Human–Computer Interaction* 37, no. 5 (2022): 404–32.

[4] Anis Komariah, "Problems in Pronouncing the English Sounds Faced by the Students of SMPN 2 Halong, Banjar," *Journal of English Language and Pedagogy* 1, no. 2 (2018).

[5] Taslim Taslim et al., "Correlation Between Student's Vocabulary Mastery And Speaking Skill," *Journal of Advanced English Studies* 2, no. 2 (2019): 65–76.

[6] Bahrani Bahrani et al., "A Method to Push Students' Speaking Ability in English Foreign Language Classroom," *The Asian ESP Journal* 16, no. 6.2 (2020): 5–12.

[7] Scott Thornbury, "Training in Instructional Conversation," *Language in Language Teacher Education* 4 (2002): 95–106.

[8] Arthur Hughes, *Testing for Language Teachers* (Cambridge university press, 2003).

[9] Richards, Richards, and Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*.

"Vocabulary is the first and foremost important step in language acquisition [10]." Vocabulary is needed in every language. Students may have comprehensive knowledge or proper grammar, but if they are not mastering vocabulary, they will get difficulties expressing their idea. From the statements above, the researcher could conclude that we need plenty of vocabulary to express and understand something. Vocabulary greatly impacts people's speaking skills because the more they memorize words, the easier it is for them to express something, especially in speaking. Furthermore, the researcher is interested in further researching the Correlation Between Students' Vocabulary Mastery and Speaking Skills.

B. Literature Review

1. Definition of Vocabulary

   According to Kamil and Hiebert [11], vocabulary is knowledge of words and meaning in both oral and print language and productive and receptive forms. In line with Hatch and Brown [12], vocabulary refers to a speaker's list of words. Since vocabulary is a list, people may think that the only system involved is in that alphabetical order.

   Vocabulary mastery refers to the number of words that someone knows. The learners are said to have good vocabulary mastery if they can recognize the meaning to know the form, grammar, collocation, meaning, and word formation. [13].

   Rivers[14] stated that vocabulary mastery refers to the great skill in processing words of a language. In addition, Tarigan [15] explained that language skill mostly depends on vocabulary mastery. The more vocabulary is mastered, the larger possibility for someone to use a language capable. Referring to these definitions, the researcher defines vocabulary mastery as a great knowledge of words and meanings.

2. Definition of Speaking

   According to the expert, there are many definitions of speaking. Speaking is the skill of speaking fluently and knowing the language features and the ability to process information and language 'on the spot' [16]. On the other hand, Quianthy [17] stated that the process of transmitting ideas and information orally in various situations is called speaking. Therefore, speaking is the production and sharing of

[10] Sait A Naveen, S Aravindan, and A Noorul Haq, "Influence of Machining Parameters on Surface Roughness of GFRP Pipes," *Advances in Production Engineering & Management Journal* 4, no. 1–2 (2009): 47–58.

[11] Michael L Kamil and Elfrieda H Hiebert, "Teaching and Learning Vocabulary," *Teaching and Learning Vocabulary: Bringing Research to Practice* 1 (2005): 76–77.

[12] Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education.* (ERIC, 1995).

[13] Penny Ur, "Practice and Theory" (New York: Cambridge University Press, 1991).

[14] Rivers M Wilga, "Communicating Naturally in a Second Language," 1983.

[15] Henry Guntur Tarigan, *Prinsip-Prinsip Dasar Metode Riset Pengajaran Dan Pembelajaran Bahasa* (Angkasa, 1993).

[16] Jeremy Harmer, "The Practice of English Language Teaching," *London/New York*, 2001, 401–5.

[17] Richard L Quianthy, *Communication Is Life: Essential College Sophomore Speaking and Listening Competencies* (Speech Communication Association, 1990).

language ability. In line with Florez [18], speaking is an interactive process of constructing meaning that includes producing, receiving, and processing information. Its form and meaning depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

According to Meriam Webster's dictionary [19], skill refers to (1) the ability to use one's knowledge effectively and readily in execution or performance. (2) a learned power of doing something competently. Referring to Hollenbeck [20], skill is an individual capacity to perform a specific task well. Referring to the explanations from the experts above, speaking is the process of transmitting ideas and information orally in various situations. It is an interactive process of constructing meaning that depends on the context in which it occurs.

C. Research Methodology

The design applied in this research was a quantitative research method. This method was used to analyze the statistical data from students' test scores. By that score, the researcher could analyze whether there is a correlation between student vocabulary mastery and speaking skills.

There were two variables in this research: the independent variable and the dependent variable. According to Sugiyono [21], the independent variable is the variable that influences and causes the change of the dependent variable. Meanwhile, the dependent variable is influenced by the independent variable. In SEM (Structural Equation Modelling), the independent variable is the exogenous variable, and the dependent variable is the endogenous variable. The independent variable in this research is vocabulary mastery (X), and the dependent variable is the speaking test (Y).

The population of this research is eleventh-grade students of MAN Model 1 Manado. There are seven classes with 285 students. A sampling of this research used purposive sampling. Purposive sampling is also known as determining the sample with certain considerations [22]. This is a type of non-probability sampling technique focused on sampling techniques where the units that are investigated are based on the researcher's judgment. The researcher conducted the test in one class which was XI MIPA II. The class consisted of 40 students (16 boys and 24 girls).

The data is taken from a vocabulary and speaking test in MAN Model 1 Manado. After the data is collected, it is analyzed further in the data analysis technique below.

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[18] MaryAnn Cunningham Florez, "Improving Adult English Language Learners' Speaking Skills" (Citeseer, 1999).

[19] Merriam-Webster Dictionary, "Diversity" (Retrieved from Credo Reference: https://wvu. idm. oclc. org/login, 2019).

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[22] Soekanto.

Sudijono [23] explained that Pearson product-moment is the technique to find a correlation between two variables. Karl Pearson developed this technique, which is called the Pearson correlation technique.

The researcher used a correlational technique to analyze the data. This technique evaluates two variables. The variables are compared to find out the correlation by using Pearson product-moment.

The correlation is called positive if two or more variables run parallel. It means that the relationship between the two variables shows the same direction. So, if variable X increases, it will be followed by variable Y and vice versa. Moreover, it is said negative correlation if two or more variables run in opposite directions. It means that if the variable X, the variable Y decreases and vice versa [24]. The level of correlation is as follows:

Table 3.8 The (r) Product Moment Interpretation (Sudijono, 2009:193)

Product Moment (r)	Interpretation
0,00 – 0,20	Considered as no correlation
0,20 – 0,40	Low correlation
0,40 – 0,70	Medium correlation
0,70 – 0,90	High correlation
0,90 – 1,00	Very high correlation

Significant correlation can be seen referring to table of significance with the statistic hypothesis:

If $r_{xy} > r_t$,it means there is a correlation and Ha is accepted, Ho is rejected.

If $r_{xy} < r_t$, it means there is no correlation and Ha is rejected, Ho is accepted. (Sudijono, 2009:202).

the formula that will be used is a Pearson product-moment correlation that explained by Sudijono (2009:206),

$$r_{xy} = \frac{N(\sum XY) - (\sum X).(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2].[N\sum Y^2 - (\sum Y)^2]}}$$

The formula explained below:

r_{xy} = the correlation

N = the total number of students

X = the student's score in vocabulary test

Y = the student's score in speaking test

XY = the multiplication between variable X score and variable Y score

ΣX = the sum of speaking test scores

[23] Anas Sudijono, "Pengantar Statistik Pendidikan," 2021.

[24] Sudijono.

ΣY = the sum of vocabulary test scores

ΣXY = the sum of the multiplication between variable X score and variable Y score

ΣX^2 = the sum of squares of variable X

ΣY^2 = the sum of squares of variable Y

D. Research Findings and Discussion

1. Findings

The findings of the research are related to student's score in the vocabulary and speaking test. The researcher analyzed the scores in order to find out the correlations.

a. The score of students' vocabulary test

The vocabulary test consists of 25 questions in form of multiple choice, included fill in the blank, find the vocabulary's definition, synonym and name an object. The result of this test is as variable X. The data of students' scores can be seen on the following table:

Table 4.1 Score of Students' Vocabulary Test

Number of Students	The Vocabulary Test
01	52
02	60
03	48
04	40
05	60
06	96
07	68
08	72
09	60
10	88
11	84
12	72
13	80
14	76
15	68
16	100
17	40
18	72
19	84
20	20
21	60
22	80
23	72

Number of Students	The Vocabulary Test
24	36
25	40
26	60
27	96
28	80
29	76
30	64
31	76
32	80
33	96
34	88
35	68
36	76
37	72
38	56
39	36
40	76

According to the table above, the average of students' vocabulary score is 68.2. The highest range of vocabulary test which has predicate A with percentage 10% and the lowest range of vocabulary test which has predicate D with percentage 2,5%. The percentage of students' vocabulary test score can be seen on the following table:

Table 4.2 Percentage of Students' Vocabulary Predicate

No	Range	Predicate	Frequency	Percentage
1	3,67 – 4,00	A	4	10 %
2	3,34 – 3,66	A-	4	10 %
3	3,01 – 3,33	B+	9	22,5 %
4	2,67 – 3,00	B	8	20 %
5	2,34 – 2,66	B-	6	15 %
6	2,01 – 2,33	C+	2	5 %
7	1,67 – 2,00	C	1	2,5 %
8	1,34 – 1,66	C-	5	12,5 %

No	Range	Predicate	Frequency	Percentage
9	1,01 – 1,33	D+	-	-
10	≤ 1,00	D	1	2,5 %
Total			40	

b. The score of students' speaking test

The speaking test is in the form of answering questions and requesting information, describing pictures, role-playing, and discussing. The result of this test is as variable Y. The data of students' scores can be seen on the following table:

Table 4.3 Score of Students' Speaking Test

Number of Students	The Speaking Test
01	36
02	18
03	36
04	24
05	45
06	78
07	51
08	59
09	38
10	64
11	40
12	56
13	52
14	45
15	49
16	77
17	24
18	49
19	72
20	18
21	53

Number of Students	The Speaking Test
22	36
23	45
24	24
25	30
26	65
27	76
28	60
29	40
30	45
31	56
32	40
33	77
34	51
35	45
36	61
37	36
38	36
39	22
40	38

Based on the table above, the average of students' speaking score is 46.6. The highest range of vocabulary test which has predicate B+ with percentage 10% and the lowest range of vocabulary test which has predicate D with percentage 15%. The percentage of students' speaking test score can be seen on the following table:

Table 4.4 Percentage of Students' Speaking Predicate

No	Range	Predicate	Frequency	Percentage
1	3,67 – 4,00	A	-	-
2	3,34 – 3,66	A-	-	-
3	3,01 – 3,33	B+	4	10 %
4	2,67 – 3,00	B	1	2,5 %
5	2,34 – 2,66	B-	5	12,5 %

6	2,01 – 2,33	C+	6	15 %
7	1,67 – 2,00	C	7	17,5 %
8	1,34 – 1,66	C-	10	25 %
9	1,01 – 1,33	D+	1	2,5 %
10	≤ 1,00	D	6	15 %
Total			40	

c. The Analysis of Students' Vocabulary and Speaking Test

After collected the data and counted the percentage of the students' vocabulary and speaking test, the researcher sorted and analyzed it further in the table below:

Table 4.5 Sorted Score of Students' Vocabulary and Speaking Test

No.	Number of Student	Vocabulary test score	Number of Student	Speaking test score
1	16	100	6	78
2	6	96	16	77
3	27	96	33	77
4	33	96	27	76
5	10	88	19	72
6	34	88	26	65
7	11	84	10	64
8	19	84	36	61
9	13	80	28	60
10	22	80	8	59
11	28	80	12	56
12	32	80	31	56
13	14	76	21	53
14	29	76	13	52
15	31	76	7	51
16	36	76	34	51

No.	Number of Student	Vocabulary test score	Number of Student	Speaking test score
17	40	76	15	49
18	8	72	18	49
19	12	72	5	45
20	18	72	14	45
21	23	72	23	45
22	37	72	30	45
23	7	68	35	45
24	15	68	11	40
25	35	68	29	40
26	30	64	32	40
27	2	60	9	38
28	5	60	40	38
29	9	60	1	36
30	21	60	3	36
31	26	60	22	36
32	38	56	37	36
33	1	52	38	36
34	3	48	25	30
35	4	40	4	24
36	17	40	17	24
37	25	40	24	24
38	24	36	39	22
39	39	36	2	18
40	20	20	20	18

The table above shows that the lowest score of speaking test is 18 and the highest score is 78. While in vocabulary test, the lowest score is 20 and the highest score is 100.

The researcher analyzed the data above using the Pearson product moment formula that inputted in the table below with explanation as follows:

N = the total number of students

X = the student's score in vocabulary test

Y = the student's score in speaking test

XY = the multiplication between variable X score and variable Y score

ΣX = the sum of speaking test scores

ΣY = the sum of vocabulary test scores

ΣXY = the sum of the multiplication between variable X score and variable Y score

ΣX^2 = the sum of squares of variable X

ΣY^2 = the sum of squares of variable Y

Table 4.6 Analysis of Students' Vocabulary Mastery and Speaking Skill

No	X	Y	XY	X^2	Y^2
01	52	36	1872	2704	1296
02	60	18	1080	3600	324
03	48	36	1728	2304	1296
04	40	24	960	1600	576
05	60	45	2700	3600	2025
06	96	78	7488	9216	6084
07	68	51	3468	4624	2601
08	72	59	4248	5184	3481
09	60	38	2280	3600	1444
10	88	64	5632	7744	4096
11	84	40	3360	7056	1600
12	72	56	4032	5184	3136
13	80	52	4160	6400	2704
14	76	45	3420	5776	2025
15	68	49	3332	4624	2401
16	100	77	7700	10000	5929
17	40	24	960	1600	576
18	72	49	3528	5184	2401
19	84	72	6048	7056	5184
20	20	18	360	400	324
21	60	53	3180	3600	2809

No	X	Y	XY	X^2	Y^2
22	80	36	2880	6400	1296
23	72	45	3240	5184	2025
24	36	24	864	1296	576
25	40	30	1200	1600	900
26	60	65	3900	3600	4225
27	96	76	7296	9216	5776
28	80	60	4800	6400	3600
29	76	40	3040	5776	1600
30	64	45	2880	4096	2025
31	76	56	4256	5776	3136
32	80	40	3200	6400	1600
33	96	77	7392	9216	5929
34	88	51	4488	7744	2601
35	68	45	3060	4624	2025
36	76	61	4636	5776	3721
37	72	36	2592	5184	1296
38	56	36	2016	3136	1296
39	36	22	792	1296	484
40	76	38	2888	5776	1444
N=40	$\sum X$=2728	$\sum Y$=1867	$\sum XY$=136956	$\sum X^2$ =199552	$\sum Y^2$=97867

Based on the table above, the researcher applied the data into the Pearson product-moment formula as follows:

$$r = \frac{N(\sum XY)-(\sum X).(\sum Y)}{\sqrt{[N\sum X^2-(\sum X)^2].[N\sum Y^2-(\sum Y)^2]}}$$

$$= \frac{40(136956)-(2728).(1867)}{\sqrt{[40.199552-(2728)^2].[40.97867-(1867)^2]}}$$

$$= \frac{5478240-5093176}{\sqrt{[7982080-7441984].[3914680-3485689]}}$$

$$= \frac{385064}{\sqrt{540096.428991}}$$

$$= \frac{385064}{\sqrt{231696323136}}$$

$$= \frac{385064}{4813484425}$$

= 0,799

After counted the data and found the result the researcher interpreted the 'r' score into the Product Moment Table and it shows that the index is in the interval of 0,70 - 0,90 which means between variable X and Y there is a high correlation. Also, the result has no negative sign which means there is positive correlation between both variables.

2. Discussion

From the result of the speaking and vocabulary tests which previously described the researcher found that the correlation between students' vocabulary mastery and speaking skill are high and significant. Based on the result of the r_{xy} that is 0,799 which is in the interval of 0,70 - 0,90 which means between variable X and Y there is a high correlation. With the degree of freedom (df = N-nr) is 38. According to the table of significance with df 38, the significance level 5% is 0,320 and 1% is 0,413. By comparing the values, it showed that r_{xy} is bigger than r_t (0,320<0,799>0,413) that means there is significant correlation between vocabulary mastery and speaking skill.

It is also proven by student number 6 that has high result in vocabulary test with score 78 and the speaking test with score 96 and student number 20 that has low result in vocabulary test with score 20 and speaking test with score 18. The average of vocabulary test is 68.2 and speaking test is 46.6.

The vocabulary test consists of 25 questions in the form of multiple choice to fill in the blank, find the vocabulary's definition, synonym and name an object. Meanwhile, the speaking test is in the form of answering questions and requesting information, describing pictures, role-playing, and discussing.

The result of this research also proved Kufaisi's theory that said in communication, the most important item that has to be mastered by English language learners is vocabulary because they would not be able to state their ideas with limited vocabulary. It has become a major problem in speaking or interacting with others if they have a limited vocabulary. A theory by Wallace stated that learning a foreign language is a matter of learning the vocabulary of that language [25].

E. Conclusion

From the previous discussion and the result of the research, the conclusions of the correlation between students' vocabulary mastery and speaking skill as follows:

The correlation between students' vocabulary mastery and speaking skill is high. Based on the result of the rxy that is 0,799 which is in the interval of 0,70 - 0,90 which means between variable X and Y there is a high correlation, with the degree of freedom (df = N-nr) is 38. According to the table of significance with df 38, the significance level 5% is 0,320 and 1% is 0,413. By comparing the values, it showed that

[25] Michael J Wallace and Tzong-Ho Bau, *Training Foreign Language Teachers: A Reflective Approach* (Cambridge University Press, 1991).

rxy is bigger than rt (0,320<0,799>0,413) that means there is significant correlation between vocabulary mastery and speaking skill.

The table of students' predicate shows that the average of students' vocabulary score is 68.2. The highest range of vocabulary test which has predicate A with percentage 10% and the lowest range of vocabulary test which has predicate D with percentage 2,5%. Meanwhile the average of students' speaking score is 46.6. The highest range of vocabulary test which has predicate B+ with percentage 10% and the lowest range of vocabulary test which has predicate D with percentage 15%.

Based on the test results, there is a positive correlation between the speaking and vocabulary test scores. It means that students' vocabulary mastery increases in line with their speaking skill.

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