Correlation Between Student's Mastery Vocabulary and Speaking Skill

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ABSTRACT

The objective of the research was at measuring correlation between student's mastery vocabulary and speaking skill of the eleventh grade at SMAN 6 Sidrap. Variables of the research were the student's mastery vocabulary as independent variable (x) and speaking skill as dependent variable (y). In this study, the researcher used correlation design, where the researcher used this design to correlate two variables. The population of this research was all of the eleventh grade (XI_2) students of IPA class at SMAN 6 Sidrap and the number of the subject was thirty two students. In collecting the data, the researcher used some test was vocabulary test and interview. In this research, the researcher used cluster sampling technique to chosen classes. The researcher analyzed the data using Pearson Product Moment Correlation and Linear Regression with SPSS 21 program to test the hypothesis. The result of calculation using SPSS 21 program found that the r_{value} 0.532 was also higher than r_{table} at 5% and 1% significant level or 0.349 < 0.532 > 0.449. It could be concluded that alternative hypothesis (H_1) stating that there is a significant positive correlation between student's mastery vocabulary and speaking skill of the eleventh grade at SMAN 6 Sidrap is accepted and null hypothesis (H_0) stating there is no a significant positive correlation between student's mastery vocabulary and speaking skill of eleventh grade at SMAN 6 Sidrap is rejected. The result of calculation of contribution between student's mastery vocabulary (variable X) gave about 75.33% contribution to the speaking skill (variable Y) of the sample class and 25.66% was influenced by other aspects. Based on the research findings, in is shown that there is a very significant positive correlation between student's mastery vocabulary and speaking skill of the eleventh grade at SMAN 6 Sidrap. It meant that the student who had lack of vocabulary.

Keywords:Correlation, Student's Mastery Vocabulary, Speaking Skill

INTRODUCTION

English for people in Indonesia is the first foreign language to be studied at school. Everyone must learn and teach English, because English is an international language that is very important to learn and develop in Indonesia, so most people use English to communicate with each other. Learning English is a great need for all those who realize the importance of international language for everyone's future. That is why English is a compulsory subject in school ranging from junior high school students to high school students.

Speaking is communicating with other people, and by speaking, we can get information, share knowledge with our ideas. Speaking is very important for us to exercise ability and understand ideas and how to spell words well. Therefore, speaking is an oral language that is used to communicate with each other, express opinions, and share experiences. That's why everyone needs to know how to speak correctly and correctly, because that can make it easy

to communicate with people from other countries. As we know that many foreigners come to Indonesia and that can help us communicate with them if we know how to speak well.

According to Nunan (2003) stated that speaking skill is productive skills that involve oral language by producing a system for expressing verbal meanings. Speaking skill is the ability to say words or sentences to express and convey feelings, ideas, or ideas to someone. Furthermore Jack C. Richards (2003) stated that speaking is an activity of defining the active language of language users who demand real initiatives in the use of language to express themselves verbally.

According to Sari Luoma (2004:1) stated that speaking skill is an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expected test scores to be accurate, just and appropriate for our purpose. This is a tall order, and in different contexts teachers and testers have tried to achieve all this through a range of different procedures. Speaking is an interactive process in expressing ideas or opinions that involve acceptance or response to someone. According to Cameron (2001: 40) stated that speaking is the active use of language to express meanings so that other people can make sense of them.

Based on the explanation above, the researcher concluded that speaking is very important in our life because speaking is crucial part of the foreign language learning and teaching. It can be use for the students to express their idea orally in foreign language. Without speaking skill we will just keep silent special if we meet people from another country. So, we should practice our speaking skill.

Their speaking skill depends on how much the vocabulary of the students. To increase speaking skill students, students must have many vocabularies in English. Vocabulary is a collection of words or phrases that is usually arranged sequentially and translated. According of Linse (2005) stated Vocabulary is the collection of words that an individual knows.

Vocabulary is a basic language, before mastering the four abilities of listening, speaking, reading and writing we must learn English that is competent such as vocabulary, structure (grammar) and pronunciation. Vocabulary means a collection of words used to communicate using language, groups, individuals, or working in the field of knowledge. For more about that, Vocabulary is one of the most important components of English. This is considered as the most important for students in learning English as a foreign language. Because of their limited vocabulary, they cannot communicate or express their ideas to reply to or answer the statements and questions of their interlocutors.

Vocabulary mastery is the activity of mastering or the ability to understand and use words contained in the language, both oral and written. Mastery of vocabulary is very necessary because the more vocabulary a person, the easier it is to convey and receive information, and even vocabulary can be used as a measure of one's intelligence.

According of Merriam-Webster Learner's Dictionary (2003) illustrates that vocabulary means the words that make up a language. It also means all of the words known and used by person, a list or collection of words and phrases usually alphabetically arranged and explained or define, a list or collection of terms or codes available for use, a sum or stock of word employed by a language group, individual or work or in afield knowledge. Based on the definitions above, it can be concluded that vocabulary is the total number of words in a particular language that a person knows or used.

Vocabulary there is several kinds, there are productive and some are unproductive. Vocabulary productive means vocabulary that we often use every day. While unproductive vocabulary, but is rarely used daily. It is said to be productive because the vocabulary is always used in English. The characteristics of productive vocabulary are vocabularies that we hear or hear familiar. Vocabulary productive is also usually easy to understand the meaning. To use English well, we must learn and understand vocabulary productively, of course

because this is a widely used vocabulary. In understanding a productive vocabulary would be easier because it is often used in everyday life.

Vocabulary unproductive, why is unproductive because this vocabulary was rarely used in making sentences or conversations in English. Vocabulary was sometimes difficult to understand because vocabulary is used in everyday life. Therefore we must learn more about this vocabulary so that it is it not difficult to apply it in everyday life.

Based on the explanation above, the researcher concluded that the amount of vocabulary students has can affect their speaking skill. That is why the researcher wants to conducted a research with the title "Correlation between Student's Mastery Vocabulary and Speaking Skill".

RESEARCH METHOD

This research was used method correlational design were procedure in quantitative research in which investigators measure the degree of association (or relation) between two or more variables using the statistical procedure of correlational analysis. The study was meant to analyze and measure skill and mastery students about speaking and vocabulary. The subjects in this research were 32 students (9 males, 23 females) from grade eleven (XI_2) which was recruited from one class of two classes.

The research used the simple describing thing according suggest from the researcher. This study used student's data and procedures in collecting data in chronological order as follows.This study provides tests to students. It aims to identify student's mastery vocabulary and speaking skills. This study used a vocabulary test consisting of 22 items in the form of multiple choice questions, consisting 13 items in form of match question and students answer the test in 35 minutes.

The speaking skill test used the description of topic, the instruction and statement the subjects addressed in their speaking and the alternative topics to be chose. In this sense, the students are assigned to choose one of the topics that are interested. They are asked to develop the topic in form of spoken about 3-5 minutes.

FINDINGS AND DISCUSSION

This research section was discussed what about researcher was found in the field of the research. The findings presented of the students achievement in Mastery Vocabulary and Speaking Skill. The finding was obtained through the test which conducted through two items, namely vocabulary test and speaking test.

The percentage score of vocabulary test was got very good, good, and fair classification, most of them were in average category, 2 (7%) students' were classified into very good, 27 (84%) students' were classified into good, and 3 (9%) students' were classified into fair. But in the speaking test they got good, fair, and poor. Most of them were in category, 21 (66%) students' were classified into good, 7 (22%) students' were classified into fair, and 4 (12 %) students' were classified into poor.

To found out whether or not there was no a significant correlation between mastery vocabulary and speaking skill of the test it was the mean score Mastery Vocabulary of students was showed 72.3 and the mean score of Speaking Skill was 69.2, and then the standard deviation of Mastery Vocabulary was 4.8 while the standard deviation of Speaking Skill was 8.7. The mean score and standard deviation of the students' Mastery Vocabulary were higher than the mean score and the standard deviation of student's Speaking Skill. This means mastery of student vocabulary and speaking skills has a relationship that is related to the   two   variables.

The writer calculated the result of vocabulary and speaking test of the sample class by using Regression (Linear) in inferential statistics through SPSS 21 program for Windows evaluation version to test the hypothesis. Based on the result of Lenear test, the F_{value} was 11.872 and the significant$_{value}$ was 0.002. The variables were correlated linearly if the significant$_{value}$ was lower than significant level α = 0.05. Since significant$_{value}$ (0.002) was lower than significant level α = 0.05, it could be concluded that the variables were correlated linear.

The hypothesis stated previously was tested using inferential analysis. In this case, the researcher applied the Pearson Product Moment Correlation using the SPSS 21.0 program for the evaluation version of Windows. The aimed was to determine whether or not there was a correlation between the results of students' vocabulary mastery scores and speaking skills that were statistically significant at a significant level α = 0.05. The calculation results was found that the result of r_{value} = 0.532 was higher than r_{table} = 0.349 at df 31 the significant level of 5% and 0.449 at df the significant level of 1%. It meant that vocabulary gave significant contribution to the speaking skill of sample class. So, there was a significant positive correlation between student's mastery vocabulary and speaking skill of the eleventh grade students at SMAN 6 Sidrap. On the other hand, the students with large vocabulary performed comparably with the students with much smaller vocabulary in speaking activities.

The result of analysis showed that was significant positive correlation between student's mastery vocabulary and speaking skill of the eleventh grade at SMAN 6 Sidrap. It meant that the students whose much vocabulary, they got high score of speaking test and the students whose lack of vocabulary, they got low score of speaking test. Moreover, after the data was calculated using the Pearson Product Moment Correlation, it was found that the r_{value} was 0.523 and the r_{table} was 0.349 it meant that $r_{value} > r_{table}$.

To support the result of testing hypothesis, the writer also calculated the hypothesis using SPSS 21 program. The result of the analysis showed that the students whose much vocabulary performed speaking better than the student whose lack of vocabulary. It was proved by the value of r_{value} = 0.523 higher than r_{table} = 0.349 at df 31 at the significant level of 5% and 0.449 at df the significant level of 1%.

The findings of the study indicated that alternative hypothesis (H_1) stating that there is a significant positive correlation between student's mastery vocabulary and speaking skill of the eleventh grade students at SMAN 6 Sidrap was accepted and the null hypothesis (H_0) stating that there is no a significant positive correlation between student's mastery vocabulary and speaking skill of the eleventh grade students at SMAN 6 Sidrap was rejected. It meant that the students with large vocabulary performed comparably with the students with much smaller vocabulary in speaking activities. The r_{value} was 0.523, it was interpreted as strong correlation, so there was a high positive correlation between the students' mastery vocabulary and speaking skill. On the other hand, when the vocabulary increased, the speaking skill increased at the same time.

These findings were suitable with the theories as stated in chapter II. First, according to James Milton, the volume of vocabulary a learner knows is diving the acquisition of other aspects of language and overall proficiency, and then a much closer association might be expected. Learners with small or poorly developed vocabularies could not be as proficient or as fluent in performing through the foreign language. It could be assumed that the students' vocabulary stock gave much contribution in their acquisition of other aspects of learning the language skills, as the result of calculating the score of vocabulary and speaking test, it showed the mean vocabulary scores was 72.3 and the mean of speaking scores was 69.3. Vocabulary played an important role in improving the four skills in English especially for communication purposes. The students with large vocabulary performed comparably with the students with much smaller vocabulary in speaking activities. They could arrange the words into sentences to   make   them   meaningful   and   understandable.

Second, McCarthy (2004) stated that conversation also contains a large amount of vocabulary whose function is mainly relational and interactional. It meant that to make a communication, vocabulary is needed than grammar for this purposes. Having a good conversation could make the satisfying interaction between the speaker and the listener. Conversation that contained a large amount of vocabulary transferred more clearly about the point of the communication.

Related to this, Norbert (2000, p:142) stated that vocabulary of 2000 words would be realistic goal as found people regularly use about this many different words in their daily certainly not an in-depth conversation on most topics. But it should still allow satisfying interactions with native speakers on topic focusing on every topic, and activities. It meant that 2000 words represented as the size of minimum vocabulary for having the daily conversation even did not cover all the topics and not in depth conversation.

DISCUSSION

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CONCLUSION

Based on the research conducted at the eleventh grade students at SMAN 6 Sidrap, it can be concluded that there the students with large vocabulary performed comparably with the students with much smaller vocabulary in speaking activities.

The result of data analysis showed that there was a significant positive correlation between student's mastery vocabulary and their speaking skill it could be seen from the following facts.

First, the result of calculating using SPSS 21 Program found the calculated value of r_{value} was higher than the r_{table} at 5% and 1% significant level or $0.349 < 0.523 > 0.449$.

Second, based on the calculation of contribution between student's vocabulary mastery and their speaking skill, it showed that the student's mastery vocabulary (variable X) gave about 75.33% contribution to the speaking (variable Y) of the sample class 25.66% was influenced by other aspects.

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