

The Correlation Between Students' Vocabulary Mastery And Speaking Ability of Eight-Grade Students at MTs Negeri 1 Tanjung Pura

Krishna Ardian F¹⁾, Rachma Muta'ali S H²⁾, Balielah Alandalousiyah³⁾, Edi Suprayetno⁴⁾
^{1,2,3,4)} STKIP AL-MAKSUM LANGKAT

KrishnaArdian@gmail.com¹

Rachmamutaali@gmail.com²

Arisubalilah.cp@gmail.com³

edisuprayetno@gmail.com⁴

ARTICLE INFO

Article History:

Received December 17, 2022

Revised December 21, 2022

Accepted December 26, 2022

Available online January 31, 2023

Keywords:

Vocabulary Mastery;
Speaking Skill

Abstract

To stay up with the changing circumstances in a world of increasingly advanced globalization, the ability to speak English is crucial. This study investigated the correlation between students' vocabulary knowledge and speaking skills at MTs Negeri 1 Tanjung Pura in grade eight. The sample of this study was 15 students of class VIII B which were taken by using a purposive sampling technique. This quantitative study used correlation statistical tests to define and measure two or more variables. The SPSS Correlation Product Moment calculation was used to examine whether and to what extent English vocabulary competence correlates with speaking ability. From the data analysis it was found that there was a correlation between vocabulary mastery and speaking skill of grade eight students of MTs Negeri 1 Tanjung Pura with the level correlation value was 0,559 or 55,90 % or on the level of "Fair" Correlation.

INTRODUCTION

The English language is now the most important one to master for travel and business. For this reason, being fluent in English might give an edge in the global marketplace. Students in Indonesia are required to take English classes through high school, and some universities even require students to have a certain score on an English proficiency test before admittance. Learning to speak, read, write, and understand a language requires a wide range of abilities, as noted by (Haycraft, J, 1978). Students need a solid foundation in vocabulary to make progress toward fluency in the other four language skills.

It is impossible to communicate in any way, and without vocabulary, it is impossible to react to what one hears. Without the ability of words to convey anything further, this is the quote

attributed to Wilkins (Scout Thornbury, 1996). A second definition of vocabulary is the understanding of words and their meanings in both spoken and written language, as well as in the forms of generation and reception. Because vocabulary can provide support for language abilities and correspond with other skills, it is necessary to both learn vocabulary and teach vocabulary. The fact that vocabulary is one of the components that make up a language, indicates that teaching vocabulary can assist in achieving English language teaching and learning goals, such as proper pronunciation and communication skills.

According to Cameron, "Building a Useful Vocabulary is Essential to Learning a Foreign Language at the Elementary Level" (Cameron, L, 2003) is one of the most important aspects of learning a foreign language. Cameron asserts in another place that vocabulary has traditionally been regarded as the fundamental resource for language usage (Cameron, L, 2003). The author believes that expanding one's vocabulary is vital for learning a language since it helps one become more articulate; communication cannot function effectively without words. Therefore, if kids put in the effort to study, they won't struggle with reading, listening, or writing, and especially won't struggle with speaking. Students will have an easier time improving their speaking abilities if they have a broad understanding of the meanings of a variety of terms. This is because they will be able to effortlessly comprehend what their classmates are saying. After all, they will have mastered the vocabulary.

To speak is to engage in the process of making and conveying meaning through the deployment of a context-specific lexical and symbolic toolkit. The most useful type of oral and aural communication is speaking (Nunan, D, 2003). While (Kathleen M.B, 2005) stated that Speaking is an interactive process of generating meaning that involves producing, receiving, and processing information. This process occurs simultaneously with the act of listening and understanding. Then (Siregar, F. R., 2016) said that Speaking is a type of communication that allows speakers to convey their thoughts, ideas, and emotions to other people through the use of the verbal form.

In point of fact, after speaking with an English teacher from MTs Negeri 1 Tanjung Pura, the researcher came to the conclusion that. It was brought to her attention that the students' language is still quite bad. The researcher disclosed that the students had trouble understanding when someone spoke in English to them. Additionally, English teachers found that children had a significant deficit in their ability to memorize words. A very small number of students expressed interest in learning

language by heart. Students are notoriously unmotivated when it comes to learning the lexicon of irregular and regular verbs.

METHODOLOGY

The research approach used in this study was quantitative and based on correlation. The correlation statistical test is used to characterize and quantify the relationship between two or more variables in a study conducted using a correlational methodology (John W. Creswell, 2008) The purpose of this method is to determine the degree of similarity between two or more factors. limited or no control over confounding variables in the experiment's design.

The population in this research were eight grade students of MTs Negeri 1 Tanjung Pura. There were 30 students in total students. 15 students from Class B were taken as samples of this study.

This research's instrumentation was a test. Based on (Cameron, L., 2003) theory that encompassed pronunciation, spelling, grammar, and meaning, the speaking test was administered orally, whilst the vocabulary test was administered in writing. The speaking accomplishment test would be compared to the four components of vocabulary mastery that must be assessed.

Fluency, comprehension, vocabulary, pronunciation, and grammar are the five aspects of a speaker's abilities that should be evaluated. Pronunciation should also be considered. The criteria for speaking performance were scaled, and the following indicators were based on those criteria. (Pandiya, 2003):

Table 1 The Indicators of Speaking Performance Criteria Scale

Scale	Proficiency	Category	Description of Criteria				
			Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
0	10-39%	Very Poor	Much wrong Pronunciation	No mastery in a sentence	Little know of an English word	Dominated by destination	Message unclear
1	40-50%	Poor	Frequent incorrect Pronunciation	A major problem in a structure	A frequent error in word choice	Frequent hesitation	Disconnected Idea
2	60-70%	Average	Occasional errors in Pronunciation	Several errors in the structure	Occasional errors in word choice	Occasional fascination	Idea stand out loosely organized
3	75-80%	Good	Some errors in the structure	Minor errors in structure	Minor errors in word choice	Minor hesitation	Clear and organized ideas
4	85-100%	Very Good	No errors/Minor errors	Demonstrate mastery of structure	Effective word choice	No hesitation	Well organized ideas

To know the student's speaking skills in the score the researcher used the following formula as followed :

$$\text{Score} = \frac{\text{Student Score}}{\text{Total Score}} \times 100$$

To provide the level-appropriate interpretation of the students' vocabulary mastery and speaking competence scores. The following is how the researcher applied the scale interpretation:

Table 2. Interpretation of Speaking Skill

Subject	Interval of Class	Criteria
A	85-100	Very good
B	75-84	Good
C	65-74	Enough
D	0-64	Bad

In order to conduct an examination of the correlation between the students' degree o vocabulary knowledge and their ability to communicate successfully, the researcher employed the following steps:

1. Determine the score of the correlation by using the SPSS application (rxy).
2. Following the acquisition of the rxy score, the researcher provided an interpretation of the rxy score, as was stated by (Sudijiono, Anas, 2003) as followed

Table 3. The Level of Correlation Interpretation

Score	Interpretation
0,00 – 0,20	Very Low Correlation
0,20 – 0,40	Low Correlation
0,40 – 0,60	Fair Correlation
0,70 – 0,90	Sufficient Correlation
0,90 – 1,00	High Correlation

FINDING AND DISCUSSION

1. The Result of Students' Vocabulary Mastery Analysis

This information will be used to assess the students' vocabulary of grade eight students of MTs Negeri 1 Tanjung Pura. The researcher calculated the results using the formula from the previous chapter, obtained the data, and then used the table interpretation to analyze the students' vocabulary competence.

Table 4 Students' Vocabulary Competence

Interval	Category	Frequency	Percentage
85 – 100	Very Good	5	33,33%
75 – 84	Good	6	40%
65 – 74	Enough	4	26.66%
0 – 64	Bad	-	
Total		15	100 %

The researcher found that the student's level of vocabulary mastery was on the level of good, with 5 students, or 33.33 percent, in the Very Good level, 6 students, or 40 percent, in the Good level, 4 students, or 26.22 percent, in the Enough level, and there was no one in the bad level. These findings are based on the table that was presented earlier in this article.

2. The Result of students speaking skill Analysis

This information will be used to assess the student's speaking skills of grade eight students of MTs Negeri 1 Tanjung pura. The researcher calculated the results by using the previous formula of the obtained data, then used the table interpretation to analyze the students' Speaking skill competence.

Table 5. Students Speaking Skill Competence

Interval	Category	Frequency	Percentage
85 – 100	Very Good	3	20%
75 – 84	Good	7	46.66%
65 – 74	Enough	5	33.33%
0 – 64	Bad	-	
Total		15	100 %

Based on the data presented in the table above, the researcher discovered that the Speaking skill mastery level of the students was at a good level. The researcher found that 7 students, or 46.66% of the total, were at the Good level, 3 students, or 20% of the total, were at the Very Good level, 5 students, or 33.33% of the total, were at the Enough level, and there was no one in the bad level..

3. The correlation between students' vocabulary mastery and speaking skill

To find out the coefficient correlation (r_{xy}) of the two variables, the researcher used SPSS windows application as follows :

Table 6. Coeficienc Correlation

		Vocabulary Mastery	Speaking Skill
X	Pearson Correlation	1	,559**
	Sig. (2-tailed)		,000
	N	15	15
Y	Pearson Correlation	,559**	1
	Sig. (2-tailed)	,000	
	N	15	15

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

From the table above it could be stated that the correlation of vocabulary mastery on the speaking skill of grade eight students of MTs Negeri 1 Tanjung Pura was on the value of 0,559 with the sig. value < 0,005 and based on the theory of (Sudijiono, Anas, 2003) it could be concluded that the correlation was on the level of “**Fair Correlation**”. Or it could be said that Ho was rejected and Ha was accepted or there was a correlation between vocabulary mastery and speaking skill of grade eight students of MTs Negeri 1 Tanjung Pura.

CONCLUSION

According to the data presented in the preceding explanation, the researcher concludes that the vocabulary level of grade eight students of MTs Negeri 1 Tanjung Pura was good, as was the level of speaking skill, and that there is a fair correlation between students' vocabulary mastery and speaking skill of grade eight students of MTs Negeri 1 Tanjung Pura, with a correlation value of 0.559 or 55,90%.

References

- Cameron, L. (2003). *Teaching Languages to Young Learners*. Cambridge University Press.
- Haycraft, J. (1978). *An Introduction to English Language Teaching*. Longman.
- John W. Creswell. (2008). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Third Edition*. Pearson Prentice Hall.
- Kathleen M.B. (2005). *Practical English Language Teaching 1st Edition*. The Mc. Graw-Hill Company, n.d.
- Nunan, D. (2003). *Practical English Language Teaching. Singapore*. Mc Graw Hill.
- Pandiya. (2003). *Rubrics on Scoring English Test for Four Language skill*. Polines.
- Scout Thornbury. (1996). *How to Teach Vocabulary*. Longman.

Siregar, F. R. (2016). Using the Word Card Technique in Teaching Vocabulary. *English Journal for Teaching and Learning*.
<http://scholar.google.co.id/scholar?oi=bibs&cluster=1972924495531024957&btnl=1&hl=en>

Sudijiono, Anas. (2003). *Pengantar Evaluasi Pendidikan*. Raja Grafindo Persada.