THE CORRELATIONS BETWEEN STUDENTS' VOCABULARY MASTERY AND SPEAKING SKILL TO THE TENTH GRADE STUDENTS OF SMK NEGERI 1 ANGKOLA TIMUR

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ABSTRACT

The background of the problem in this research was aimed at finding out the correlation between vocabulary mastery and speaking skill of the tenth-grade students of SMA Negeri 1 Angkola Timur. The population of this research of the tenth-grade students of SMA Negeri 1 Angkola Timur. The members of population were 90 students. The 90 students were taken by a researcher using Cluster Random Sampling as the class sample. The hypothesis in this research was there is a significant correlation between vocabulary mastery and speaking ability of the tenth-grade students of SMA Negeri 1 Angkola Timur. In collecting the data, the researcher used the multiple-choice test to measure vocabulary mastery and oral test to measure speaking ability. In analyzing the data, the researcher used the Pearson Product Moment formula. After analyzing the data, it was found that r calculated was .84 with level significance .04, and the degree of freedom (df= n-2) was 28. It means that r- counted was higher than r-table (.83>.32). So, the relationship between two variables above was significant. Therefore, the alternative hypothesis, that said "There is significant correlation between vocabulary mastery and speaking ability of the tenth-grade students of SMA Negeri 1 Angkola Timur" was accepted. Based on the finding of this research, it could be concluded that there is correlation

between vocabulary mastery and speaking ability of the tenth-grade students of SMA Negeri 1 Angkola Timur. It means that the students' vocabulary mastery will improve students' speaking skill.

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A. INTRODUCTION

It was known that English as one of the important international languages and it has been used in many aspects of life. English is main tool in communication, science and technology development, and business activities. Day by day, more people in the world have the awareness about the importance of English. According to (Crystal & Crystal, 2003), English has been spread and used by one fourth of people in the world and will develop until one half billion in this year. It means that the majority of population in the world always grows to learn English. The people decide to study English in order to face the world's progress. After having the ability in English, the people can understand and speak in English, so that it can make the people be able to communicate with each other, to get new ideas and to share some sources of knowledge. Beside, university students also cannot avoid that now all activities have connection with English. For example, to get scholarship, one of the requirements is able to speak English fluently and accurately. Moreover, to get a job in a company, generally more opportunities are given to the employers who can speak English well. It happens because many companies in Indonesia have cooperation with foreign companies. Because of the importance of English as described above, many schools and universities in Indonesia have put English as main curriculum, such as International Standard Schools. English has also been used as a primary language in the teaching and learning process in some schools. Students can master four language skills while studying English, namely listening, speaking, reading and writing.

Speaking is the most important of the four abilities, because of the vast number of students who choose to learn English to be able to use English for communicative purposes. It can be understood because English is the language used to communicate with other people from foreign countries. Beside that, speaking skill is really needed because somebody can be said to have the ability in English when she can speak English well. Speaking is the skills that the students should be mastered. And the proofs of the students able to do that are they can speak English and they can take the information

well. By speaking some one can take information from the other people and it can to share information to the other people, and the student can spend their time in a positive thing such as make some conversation, debating, dialogue, it can be a way for them to get new information, increase vocabulary, and improving their structure.

Richard and Renandya state that a large percentage of the world's language learners study English in order to develop proficiency in speaking (Richards & Renandya, 2002). Although English has been studied all over the world in long time, problems are found during teaching and learning process. Mukminatien finds that students of English Department have a great number of errors when speaking. Some of them include grammatical accuracy (e.g., tenses, preposition, and sentence construction), vocabulary (e.g., incorrect word choice), fluency (e.g., frequent repair), and interactive communication (e.g., difficulties in getting the meaning across or keeping the conversation going) (Mukminatien, 1999). In addition, (Eviyuliwati, 1997) observes that students had difficulties in using grammar and applying new vocabulary items in speaking class. These conditions prove that vocabulary has strong influence in speaking. It can be understood because to be able to speak, the students must have various vocabularies. The main goal of studying English, meanwhile, is to make students interact and communicate. In addition, vocabulary mastery can be considered to be associated with speaking ability.

Vocabulary is one of the supporting components in learning speaking. The students' knowledge must be improved in vocabularies because speaking skills based on how well the students can reveal their ideas by the words. Therefore, dominating vocabulary has an important role because the more the students posses words in English, the easier they can speak. Based on the background above, The writer was interested in the analysis of the correlation between students' vocabulary mastery and speaking ability on the tenth grade students of SMA Negeri 1 Angkola Timur. Beside that, the researcher observed that most students could not speak English well because of some possible crucial factors such as being afraid of making mistakes, having lack of vocabulary, feeling ashamed to express their ideas in English, having low confidence to practice, and the condition of daily activities in campus where many students usually talk everything in Indonesia. Those were some factors that influence the students to speak English. From the explanation backgrounds above, the writer is interested and has taken the topic based on the following deliberations:

a. The researcher has taken vocabulary, because it is one of the primary language features that senior high school students have to dominate.

b. The researcher has taken speaking skill, because students usually have difficulties in speaking orally in their daily activities.

c. This research has been found was very useful for others, both for researcher and the people in order to improve the knowledge of students' vocabulary mastery and their speaking skill.

Formulating the problem of research is assumed as one of the most important research elements. As Komaruddin satates : "Formulating the problem is a very important work in writing a script. The identification of problem is also meant to separate the problem to something which are not problem" (Komaruddin, 1974). From the above statement it has been known that the problem has an important role in conducting a research. Through the formulated problem a researcher can direct his or his research. Research starts with a problem and ends with a solutions to the problems. The problem of this research is formulated in the following question :

a) Is there a significant correlation between students' vocabulary mastery and speaking skill of the tenth grade students of SMA Negeri 1 Angkola Timur?".

b) How far is the improvement of the students' vocabulary mastery in speaking skill?

B. RESEARCH METHOD

The method in carrying out research is very important to be explained, because research cannot be freed from the method used in it. In carrying out this research the writer applied the correlation method. The correlation method is applied based on the problem of this research that is in order to find out about how far the Correlation between the Students' Mastery and Speaking Ability to the tenth-grade students of SMK Negeri 1 Angkola Timur in 2019-2020 academic year. As Suharsimi states "Penelitian Korelasi bertujuan untuk menemukan ada tidaknya hubungan, dan apabila ada, betapa eratnya hubungan serta berarti atau tidaknya hubungan itu "(Correlational Research is applied in order to find out whether there is a correlation or not, and if there is correlation how far it is) Explain briefly about the research method involving research design, population and sample, research instruments, data collection procedures, and data analysis (Suharsimi, 2006). A very detailed description of your research method is not necessary to write.

Collecting the data is very necessary step in a conducting a research, because a research is done in order to answer the problem, whereas the problem can be answered

through the collected data. It means that without data, the problem of the research can't be solved. It is relevant to the statement of (Suharsimi, 2006):" Collecting the data is very important working in carrying out a research. For getting the needed data, absolutely the researcher heed instrument. As the quotation given by Suharsimi Arikunto, "Instrument of research is a tool facility which is used by the researcher in collecting data so that the process is easier, better, more careful, complete and systematically". In order to find out whether there is a correlation between Students' Vocabulary Mastery and speaking skill. To collect the data of this research, the researcher used vocabulary test and speaking test to measure students' vocabulary mastery and speaking skill. To analyze the data, the researcher followed the following steps:

a. Counting the total scores from objectives test (vocabulary score) and speaking skill score.

The following formula was used to count the students' speaking score:

Students' score $= first\ scorer\text{'s } score + second\ scorer's\ score\ 2$

b. Correlating the total score of two tests by using Pearson Product Moment Formula as follows:

$$r\frac{n\sum xy - (\sum x)(\sum y)}{[rxy\ n\sum x^2 - \sum x^2][N\sum y^2 - \sum y^2]}$$

Where:

rxy =The coefficient correlation between two variables of the test

  n   = The total number of the students

$\sum x$ = The total scores of cross products xy

$\sum x$ = The sum of vocabulary test' score

$\sum y$ =   The sum of speaking test' score

$\sum x2$ =The square of vocabulary test' score

$\sum y^2$ =The square of speaking test' score

C. RESULT AND DISCUSSION

As already discussed previously, the instrument used to collect data for the two variables were vocabulary test and speaking test. Both instruments were given to 30 students of chosen sample of this research. There were 34 items of test of vocabulary mastery test. Oral on speaking was done by choosing one topic from three topics that are given by the researcher. Based on the results of the correlation of the vocabulary test response sheet of the learners, the lowest score for vocabulary mastery was 11 and

the highest score was 26. The students' ability to speak test resulted in the lowest score of 12 and the highest score was 25. To find out the correlation of the tenth-grade students' vocabulary mastery and speaking skill at SMA Negeri 1 Angkola Timur, the researcher used the Pearson Product Moment model. From the data analysis, it was found the value of r- counted was 83.

From the finding, it can be seen that the value of r-counted in this research was .83 with the level of significance .05. The value of r-table in the degree of freedom (df= n-2) was .32. To test the hypothesis, the researcher compared the r- counted with r- table (.83 > .32). If r- counted is bigger than r-table, the correlation is significant (Arikunto, 2002:245). So, from the result, r-counted (.83) was bigger than r-table (.32) The significance level was .04 and the degree of freedom (df = n-2: 28). It is meant that there is significant positive correlation between vocabulary mastery and speaking skill of the tenth-grade students at SMA Negeri 1 Angkola Timur.

The greater the students' vocabulary mastery, the better their speaking skills will be. This is because good vocabulary mastery can help students build appropriate sentences and enrich expressions when speaking. On the other hand, good speaking skills can help students deepen their understanding and use of vocabulary.Several studies have shown that students who have good vocabulary mastery tend to have better speaking skills than students who lack vocabulary mastery. For example, in a study conducted by (Torky, 2006), students who had good vocabulary mastery demonstrated better speaking skills in terms of fluency, appropriateness, clarity, and sentence completeness.In addition, research also shows that vocabulary mastery can affect students' speaking skills in a second language. In a study done by (Robert, 1977), it was found that students' ability to speak in a foreign language was related to how well they knew the vocabulary of that language.

Good vocabulary mastery can help students build appropriate sentences and enrich expressions when speaking. On the other hand, good speaking skills can help students deepen their understanding and use of vocabulary (Mulyati, 2014).

When students have good vocabulary mastery, they will find it easier to express their ideas in speaking (Susanthi, 2020). This is because they have the right words to describe what they want to convey, so they can speak more fluently and clearly. In addition, good vocabulary mastery can also increase students' confidence in speaking, because they feel more confident that they are using the right and correct words (Hastuti, 2011).

On the other hand, being able to speak well can help students understand and use words better.When students speak well, they are better able to understand how the words they use can affect listeners' understanding (Noermanzah, 2019). In addition, through good speaking skills, students can also deepen their understanding of the context in which words are used so that they can use their vocabulary more precisely and effectively. Overall, mastering vocabulary and being able to speak well are linked and affect each other when learning a language. Both are important skills and must be improved together so that students can speak fluently and effectively in a variety of contexts

D. CONCLUSION

There was positive and significant correlation between the tenth-grade student's vocabulary mastery and speaking skill at SMA Negeri 1 Angkola Timur. It was proved by the value of r- counted which was bigger than r-table, at the level of significant .04 r = .84 and (df=n-2). Since the finding of this research showed that there was a significant correlation between vocabulary mastery and speaking skill, it is suggested to the English teacher to elaborate students' vocabulary in English subject.

a) For English lecturer, the teachers should increase their students' vocabulary in order that the students have good ability in speaking.

b) For English teacher, it is suggested to improve their students' speaking ability through building their vocabulary.

c) For the students, it is suggested to improve their vocabularies and practice more their speaking skill.

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