



CORRELATION OF VOCABULARY MASTERY TOWARDS STUDENTS' SPEAKING SKILL

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Abstract

Communication is a significant skill for students to be mastered because it is related to their skills in producing sounds and expressing their opinions using linguistics and sociolinguistics competences. To improve speaking skill, the students should have good knowledge and understanding of vocabularies that they could use to build words and sentences based on the language contexts. This research conducted to find out whether there is a correlation between students' vocabulary mastery and students' speaking skills, and the method used is descriptive quantitative using the statistic analysis SPSS 20. The participant of this research is ten grade students of SMK MANBAUL KHAIR in the first semester 2019/2020 academic year. The research finds that there is a positive correlation between the students' vocabulary mastery and students' speaking skills. Although the correlation is low, calculated $r = 0.394$, it is still considered that this correlation is positive, that means teachers should give the students related meaningful materials to build their vocabularies and provide the opportunity for the students to practice using their new vocabularies.

Keywords: communication, language learning, vocabulary mastery, speaking skills

Abstrak

Komunikasi merupakan keterampilan yang penting untuk dikuasai siswa karena berkaitan dengan keterampilannya dalam menghasilkan bunyi dan mengungkapkan pendapat dengan menggunakan kompetensi linguistik dan sosiolinguistik. Untuk meningkatkan keterampilan berbicara, siswa harus memiliki pengetahuan dan pemahaman yang baik tentang kosakata yang dapat mereka gunakan untuk membangun kata dan kalimat berdasarkan konteks bahasa. Penelitian ini dilakukan untuk mengetahui apakah ada hubungan antara penguasaan kosakata siswa dengan keterampilan berbicara siswa, dan metode yang digunakan adalah deskriptif kuantitatif dengan menggunakan analisis statistik SPSS 20. Partisipan penelitian ini adalah siswa kelas X SMK MANBAUL KHAIR di semester pertama tahun ajaran 2019/2020. Penelitian ini menemukan bahwa ada hubungan positif antara penguasaan kosakata siswa dan keterampilan berbicara siswa. Meskipun korelasinya rendah, dihitung $r = 0,394$, korelasi ini masih dianggap positif, artinya guru harus memberi siswa materi terkait yang bermakna untuk membangun

kosakata mereka dan memberikan kesempatan kepada siswa untuk berlatih menggunakan kosakata baru mereka.

Kata kunci: komunikasi, pembelajaran bahasa, penguasaan kosakata, keterampilan berbicara

I. INTRODUCTION

English plays as important role in process of communication and also can accelerate science and technological development of a nation. In Indonesia, English is regarded as a foreign language for many periods of time. It is believed that mastery of a foreign language would give a great benefit to one's personal needs and professional demands. In order to master a new foreign language, learners should therefore have adequate skills that would be helpful in learning process. Students can learn English not only from text books, lecturers, articles, journals but also from magazines, newspapers, videos, and internets. Most of them are not written and published in English.

Vocabulary is a part important for developing our ability. Basically, in making sentences verbal or non-verbal, we need some vocabularies to improve our language skill, so that other individuals understand what we mean. In learning vocabulary, student can differentiate the structure of it. Such as, verb, adjective, noun, adverb, conjunction, and preposition to

arrange into a good sentences through learning vocabulary, and helps students to understand in spoken or written english.

Vocabulary mastery plays a great role in determining the success of foreign language learning. Schmitt (2000:19) points out that one of the key elements in learning a foreign language is mastering the L2 vocabulary. Meaning that without having enough vocabulary, a foreign language learner will have problems in understanding a language and expressing his ideas. Besides, Nation (1990:2) states that learners feel that many of their difficulties in both perceptive and productive language use result from an inadequate vocabulary. Furthermore, he states that the students need a productive knowledge of at least 3000 high frequency English words in order to be able to cope with English tasks. It means that if students do not have enough vocabulary will be frustrated as they have to look the dictionary up in the most of time. It is absolutely clear that learners especially senior high students master the vocabulary.

Baker (1995:100) states that most people feel, there is a common sense relationship between vocabulary and comprehension the messages are composed of ideas and the ideas are expressed in words. There are a number of ways how to encourage the student's vocabulary development, but the most important and effective are through in teaching method and student's achievement in speaking skill. By taking extra steps to help the students build their vocabulary while speaking at school, it is important to provide the students with the tools needed for academic and career success. Words are the tools for thought, many words that students' learning, the more tools they will have to achieve great things. By improving students' vocabulary skills, there is an assumption where a student's success in grade school, high school, college and later in his or her career is dependent almost entirely on vocabulary.

The students in listening, speaking, reading and writing should be followed by vocabulary understanding. The student must add their vocabulary as many as they can. In the other words, it can expand their knowledge in communication. Communication is act or instance of transmitting. Beside that, communication define that is sending a message or an

information to another individuals by symbol, signs, or behavior. We need a lot of vocabularies to improve our speaking skills. Speaking needs performance, expression, intonation, stresssing, pronunciation, grammar and confidence to explore the idea or opinion. In speaking ability, the most effective tool for communication in speaking, because it can be comprehended quickly. The most human beings use speaking to express message from a speaker to a hearer in all situation and condition such as relaxes situation where speaking is needed. It is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language.

Speaking is used more often and it is more important to make students express their message to show their feeling, ideas, happiness, angry and emotion. Systematic and continues instruction must be developed in order to teach and reinforce the basic attitude skill and abilities of their expression and implement their use in meaningful communicational situations. Speaking scope is limited in grammar, vocabulary, and pronunciation, accuracy because they are more important in speaking

than writing. In speaking, the students must have many vocabularies. They should master vocabulary to effect that they can use it fluently add to their feeling competency in expression.

In senior high school, students are required to use and communicate English orally. However low skill of student's English speaking happens in private senior high school in Jakarta. It is interesting phenomena and encouraging researchers to conduct a study. With regards to the fact above, it is necessary to do a kind of research to find out whether there is significant influence or effects between vocabulary mastery towards student's speaking ability.

II. THEORETICAL REVIEW

A. Vocabulary mastery

According to Allen (2000:856), mastery is skill or knowledge that make one master of a subject. It is someone's skill or knowledge of a subject. Harmer (2002:13) points out without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Meaning that the existence of vocabulary cannot be separated by the existence of a language. In other words, no language exists without vocabulary. Read (2000:11) says a basic assumption in vocabulary is knowledge of words. A

word is a microcosm of human consciousness. Vocabulary therefore has an important role to help the students understand the meaning of words.

Referring to concept of mastery, vocabulary mastery is someone's proficiency in using words and their meaning appropriately in language. By reading a text, learners will be accustomed to looking the dictionary up, guessing the words, and using the words in the concept properly. Richards (2002:225) said "*Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write*". Good mastery of vocabulary helps the learners express their ideas precisely. By having many stocks of words, learners will be able to comprehend the reading materials, catch someone's talk, give a response, speak fluently, and write some kinds of topics. On the contrary, if the learners are unfamiliar with the meaning of the words by those who address them, they will be unable to participate in conversation, ask for the information or express some ideas and thoughts. It can be inferred that vocabulary is a collection of words, which is collected through language, conversation and a dictionary used by people in verbal communication. Vocabulary mastery is some-

one's proficiency in using words and meaning and English language which frequently come up. Besides that, vocabulary is also important in language learning which has to be mastered by students to develop the language skills; especially in reading that students should have adequate vocabulary as a result they can understand the reading materials.

B. Aspect of Vocabulary

Thornbury (2002:3-9), there are some ways of presenting a word meaning:

1. Word classes; the words play different roles in a text. They fall into one of eight different word classes such as nouns, pronouns, verbs, adjectives, adverb, prepositions, conjunction, and determiner.
2. Word families; how words may share the same base or root but take different endings. A word family comprises the base word plus its inflexions and its most common derivatives. (e.g, play, play+er=player, re+play=replay, play+ful=playful).
3. Collocations; how words "couple up" to form compounds, and how they "hunt in packs" in the shape of multi-word units. It is seen as part of a continuum of strength of association: a continuum that moves from compound words (*second-hand, record player*), through multi-word units- or lexical

chunks- (*bits and pieces*), including idioms (*out of the blue*) and phrasal verbs (*do up*), to collocations of more or less fixedness (*set the record straight, set a new woold record*).

4. Synonyms; words that share a similar meaning. Thus *old, ancient, antique, aged, elderly* are all synonyms in that they share the common meaning of not *young/new*. Synonym are similar, but seldom the same.
5. Antonyms; words with opposite meanings-like old and new.

The implication of the aspects just mentioned in presenting a word meaning, learning the vocabulary of a second language presents the following implications for teaching as stated by Thornbury (2002:30):

1. Learners need tasks and strategies to help them organise their mental lexicon by building networks of association the more better.
2. Teachers need to accept that the learning of new words involves a period of "initial fuzziness".
3. Learner need to wean themselves off a reliance on direct translation from their mother tongue.
4. Words need to be presented in their typical context, so that learners can get a feel for

their meaning, their register, their collocations, and their syntactic environments.

5. Teaching should direct attention to the sound of new words, particularly the way they are stressed.
6. Learners should aim to build a threshold vocabulary as quickly as possible.
7. Learners need to be actively involved in the learning of words.
8. Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.
9. Learners need to make multiple decisions about words.
10. Memory of new words can be reinforced if they are used to express personally relevant meanings.
11. Not all the vocabulary that the learners need can be taught. Learners will need plentiful exposure to talk and text as well as training for self-directed learning.

It can be seen that so many components in mastering vocabulary because it consists of words, which have special features, and when someone only knowing the content words, without knowing the function words, and other components of words, he or she will never understand English sentence in a paragraph, or in a passage. Having lack of vocabulary will

make students difficult in expressing their ideas; they will find many difficulties in using language skills. In enriching student's vocabulary therefore the first thing has to do before starting lesson, students are introduced with the new vocabulary in the context of a passage.

C. Principle of teaching vocabulary

In teaching and learning process we can find that vocabulary is a main component in a language. Vocabulary should be taught in context, every student needs many words to converse with another. Griffin (2001:33) said that "conducted a series of experiments on vocabulary learning focusing mainly on list learning with a context sentence". In teaching English As a Foreign Language Module, there are three principles in teaching of vocabulary:

- 1) What vocabulary to teach - Meare (2001: 287) said "the vocabulary it means that the learners should initially be taught a large productive vocabulary of at least two thousands high frequency words. It should be based on the students' need and experiences. When the teacher taught the students about vocabulary, the teacher have to know for selecting of a words. They are words of the highest frequency, new words that

might be used in the teaching of structure, dialogues, and communication activities, key words in reading text, words that is not easily guessed from the text, and word in seasons.

- 2) How to Teach - Heinle and Heinle (2001: 286) how to teach it means in order to teach the vocabulary, teachers need a technique which is appropriate with the students' ability and stages which can give maximum result for the students' achievement, such as, directly demonstrative, paraphrasing, definition, collocational, hyponymy, synonymy, antonymy, translation, comparison, and language style.
- 3) How to Use - Heinle and Heinle (2001: 286) said that "learning vocabulary from exposure to text will be greatly facilitated if learners use vocabulary learning strategies". As a teacher must have many strategies to reach students' knowledge in in their comprehension. Such as giving exercise in tasks, matching the words, word puzzle, word guessing, riddles, completing, dictionary etc. Saragi *et al* (2001:119), "*investigated the amount of new vocabulary that could be learnt incidentally by meeting it in context, and concluded that a large quantity*

of words could be learnt in this way without using a dictionary or glossari".

Fries (1951: 46) Vocabulary devided into two parts they are:

- a) Content Word based on *Charles C. in Teaching and Learning English as a Foreign Language* said "*Content Words is contains such as noun, adjective, verb, and adverb*" Content Word are Noun (words that refers to a person, place, or a thing, quality, or an activity), Adjective (word that describes a noun), Verb (word or phrases that expresses an action, an event, or a state), and Adverb (word that expresses to the place, manner and time)
- b) Function Word : Pronoun (I, WE, YOU, THEY, SHE, HE, IT), Preposition(in, at, on, about, from etc), Conjunction(and, or, but, even though, etc), and Auxiliary (will/shall, must, may, might, etc).

As a result vocabulary mastery is the student's ability in finding out the words meaning in a sentence or paragraph, in the content, fucntional words, idioms, and also phrasal verbs. The vocabulary mastery can be enriched by giving a test to the students about words implementation, labeling a word to a picyure, describing someone or something finding the synonyms or antonyms from the text on the

passage. Students can improve their language by offering activities in vocabulary development. In facilitating vocabulary instruction in the language arts classroom, Hodapp and Hodapp suggest using vocabulary packs and cued spelling as intervention strategies, while Co-oter (1991: 71) discusses using vocabulary.

D. The Nature of Speaking skill

Florez in Bailey (2006: 2) stated that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. According to Bailey, speaking is the productive aural / oral skill which consists of producing systematic verbal utterances to convey meaning. Meanwhile according to Dessalles (<http://www.infres.enst.fr>) speaking is the process of expressing thought, idea or feeling in the form of spoken language. Based on the definition above, speaking is the process of conveying meaning, expressing idea and feeling through verbal utterances at any situations and in various contexts. Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how to use the language in context of structured interpersonal exchanged. Therefore, the students needs ex-

licit instruction in speaking, which generally has to be learned and practiced.

For most people, the ability to speak a language has often been viewed as the most demanding of the other three skills. People who know a language are referred to as speaker of that language, as if speaking included all other types of skills, and many, if not most foreign language learners are primarily interested in learning to speak. Speaking is an interactive process of coconstructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.. speaking requires such as grammar, pronunciation, or vocabulary (linguistic competence), but also they understand when, why and in what ways to produce language (sociolinguistic competence).

Speaking is the most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language. Speaking is an active cognitive process. It is influenced by the speakers' knowledge and experience, spea-

king is also interacting with the others. Furthermore, it is one of the most important language skills which should be mastered by the students. To comprehend the speaking materials, having a teaching method and a mastery over vocabulary are two of the important indicators which will influence learner's ability and understanding in speaking skill. By having adequate vocabulary mastery, learners are able to understand the meaning or the message from the authors. Vocabulary can be increased through many ways, such as reading (book, article, novel, newspaper, or magazine) memorizing the words, looking a dictionary up, surfing on the internet, watching western movies or listening to western music.

Vocabulary mastery is the student's ability in finding out the words meaning in a sentence or paragraph, in the content, functional words, idioms, and also phrasal verb. The vocabulary mastery can be enriched by giving a test to the students about words implementation, labeling a word to a picture, describing someone or something, finding the synonyms or antonyms from the text or the passage. The researcher assumes that there is closely a significant correlation of vocabulary mastery on students' speaking skill.

III. RESEARCH METHODOLOGY

The researcher will research at Private Islamic Vocational High School, SMK MANBAUL KHAIR which is located in Tangerang. This Research will be conducted from March to May 2019. This study emphasizes on the correlation of vocabulary mastery towards student's speaking skill. The sample of this research is taken based on the multiple stage method with equal characteristics and probability. Nazir (2003: 277) stated that in this sampling method, every member of selected groups have similar characteristics and probability. There are 80 students in grade ten in the first semester 2019/2020 academic year to be samples in this research. The sample of this research is taken based on the multiple stage method with equal characteristics and probability. Nazir (2003: 277) stated that in this sampling method, every member of selected groups have similar characteristics and probability. There are two variables analyzed in this research which are Vocabulary Mastery and Speaking Achievement. The sample is 80 students who are given two test in multiple-choice. The tests are about vocabulary mastery and speaking test, consisting of 20 tests in multiple-choices which all the items consist of vocabulary mastery, and teacher will take their

speaking ability by oral test using communication language teaching. These are tested in 20 problems with 5 options (A,B,C,D, and E). In facilitating vocabulary instruction in the language arts classroom, Hodapp and Hodapp (1991: 100) suggest using vocabulary packs and cued spelling as intervention strategies, while Cooter (1991: 71-76) discusses using storytelling. Ruddiman (1993: 400) also offers activities for vocabulary development. Bear et al (1996: 350) presents a practical way for teachers to study words with students, providing more than 300 word study activities which are set up to follow literacy development from emergent to more mature, specialized stages. The vocabulary levels tests were used to measures intended to test their reading comprehension and summary abilities. Results suggest that students' vocabulary mastery at the 2,000-word and the 3,000-word levels was correlated to their reading comprehension. Significant correlation yielded only for the short-answer question, but not for the summary. Pedagogical implications and recommendations for further research are also discussed.

IV. RESULT AND DISCUSSION

The researcher used a set of vocabulary test to collect the data of vocabulary mastery.

The blue print of vocabulary mastery will be shown in the following table:

Table. 1 The Blueprint of Vocabulary Mastery

No	Subject	Indicator	Number
1	Words classes	<ul style="list-style-type: none"> Students is able to use the knowledge of word classes. 	1, 2, 7, 11, 21, 22, 23
2	Words Families a. Prefixes b. Suffixes	<ul style="list-style-type: none"> Students is able to find the correct words which related to prefixes and understanding the use of them in a context. Student is able to find the correct words which related to suffixes and understand the use of them in a context. 	3, 18 10, 17
3	Collocation a. Idiom b. Phrasal verb	<ul style="list-style-type: none"> Student is able to choose the grammatical patterns which are related to idiom. Students is able to choose the grammatical pattern which are related to phrasal verb 	4 6, 8, 9, 25, 27
4	a. Synonym b. Antonym	<ul style="list-style-type: none"> Student is able to find the words which have the similar meaning Student is able to find the words which have the opposite meaning 	5, 12 13, 14
5	Lexical and Content Words	<ul style="list-style-type: none"> Student is able to choose and differentiate the lexical and content words Students is able to use the knowledge of literature and content areas to understand unknown words 	15, 16, 24, 26 19, 20, 28, 29, 30

Based on the try out which is done to 20 respondents, from 30 questions of vocabulary test, there are 18 questions which are valid. The valid item can be seen in correlated item. Total correlation which is more than 0,3. The valid question are: 1, 2, 3, 5, 10, 11, 12, 14, 16, 17, 21, 22, 23, 24, 25, 27, 28, 29, and 30. After the researcher find the valid questions, so the researcher will drop the invalid questions. There are 4, 6, 7, 8, 9, 13, 15, 18, 19, 20, and 26. Then, the reliable item can be seen in Cronbach's Alphah which is more than 0,6. Based on the data we can see in Cronbach's is 0.870, so the data is reliable.

Tabel 2 Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,837	3

The instrument for student's speaking skill is aimed at figuring out the student's ability to communicate in spoken English through answering some questions after having treatment of learning process. Speaking skill should be owned by someone who wants to communicate effectively to process of conveying meaning, expressing idea and feeling through verba utterances at any situation in various context. One of the thoughtest challenges of communicate testing has been the construction of practical, reliable and valid test of oral production ability. There are four aspects of speaking skill to be measured in this research. They are Grammatical range and accuracy, Lexical resource, Fluency and coherence (vocabulary), Phonology: intonation, rhythm, pronunciation, discourse prosody.

Table 3. Oral Proficiency Scoring Categories

Elements	Ability
Grammatical range and accuracy (Grammar)	Use complete structures, produce error-free sentence, Effective use of grammar
Lexical resource (vocabulary)	Enough vocabulary to discuss at length, Use paraphrase effectively, Effective use of

	vocabulary
Fluency and coherence	Speak at length without loss of coherence, Mostly coherent expression of relevant ideas
Phonology: Intonation, Rhythm, Pronunciation	Can generally be understood throughout
Written	Write at length without loss of structure, mostly coherent of sentences in making good paragraphs

Table 4. Blueprint of Speaking Skill Assessment

No	Question	Speaking aspects	Score				
			1	2	3	4	5
1	Introduce Yourself	Fluency Structure Pronunciation					
2	Greetings	Pronunciation Vocabulary Structure					
3	Showing Happiness	Pronunciation Vocabulary Structure					
4	Showing Shympathy	Fluency Expressive Vocabulary					
5	Look at the picture, what are they feeling?	Structure Vocabulary Written					
6	Making narrative text and describe them	Vocabulary Structure Written					

The result of normality test for both variables are as follows:

Tabel 5. Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a		Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.
Vocabularymastery	,161	80	,000	,935	80	,001
Speaking	,153	80	,000	,946	80	,002

a. Lilliefors Significance Correction

In this normality test using Kolmogorov-Smirnov and Saphiro Wilk, data can be considered normally distributed if the level of statistic (Absolute - D) is more than 0.05,

and the above data showed that the result for vocabulary mastery is 0.116 and Speaking is 0.153. Those results mean that the data are normally distributed.

Tabel 6. Correlation Value

		Correlations		
		Vocabularymastery	Speaking	Total
Vocabularymastery	Pearson Correlation	1	,394**	,941**
	Sig. (2-tailed)		,000	,000
	Sum of Squares and Cross-products	18179,387	3326,000	21505,387
	Covariance	230,119	42,101	272,220
Speaking	N	80	80	80
	Pearson Correlation	,394**	1	,683**
	Sig. (2-tailed)	,000		,000
	Sum of Squares and Cross-products	3326,000	3910,000	7236,000
Total	Covariance	42,101	49,494	91,595
	N	80	80	80
	Pearson Correlation	,941**	,683**	1
	Sig. (2-tailed)	,000	,000	
		21505,387	7236,000	28741,387
		272,220	91,595	363,815
		80	80	80

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

Based on the result of analysis in the table above, it can be seen that there is a correlation between students' vocabulary mastery and students' speaking skills measured using *product moment correlation by Pearson*. The correlation showed the level of significance (2 tailed) between vocabulary mastery and speaking skills of the students are $0.000 < 0.05$. It means that there is a positive correlation between those variables. The value of correlation can be described that there is good correlation between those variables, which means if the students have good vocabulary mastery, they will have good speaking ability and better communication. Although it is found that the calculated r showed 0.394, it

means the level of correlation between the variables is low but with confidence (according to the level of correlation by Guilford (1956)), it is still considered that there is positive correlation between the two variables.

Tabel 7. Level of Correlation

Coefficient Interval	Correlation Level
0.00 - 0.199	Very low
0.20 - 0.399	Low
0.40 - 0.599	Middle
0.60 - 0.799	Strong
0.80 - 1.000	Very strong

Therefore, it is really important to motivate students to build their vocabularies and have great number of vocabularies in order to be able to speak better. The teachers should provide more practice for the students to build their vocabularies by giving them some vocabularies practice such as word building, word search, and others, so the students will get more understanding of the importance of building their vocabularies. The teacher also should provide the opportunity for the students to practice their English by building a forum class or other practices for the students communicate with their friends and other people.

V. CONCLUSION

The speaking skill is an important skill for the language learners to be mastered due to its function to convey meaning and express

ideas and feelings through verbal utterances in various situations and contexts. The learners not only should have broad knowledge to use the language in context according to its structures, but also should understand to explicit instruction in speaking, which generally has to be learned and practiced. To be fluent in speaking, the learners should understand not only the use of grammar, pronunciation, or vocabulary, but also the use of sociolinguistic competence in producing sounds; therefore, the learners should be able to find out the words meaning based on the language contexts. Learners who have an adequate vocabularies will be more able to understand the meaning or the message from the authors. As the result of this research has showed that there is closely a significant and positive correlation of vocabulary mastery on students' speaking skill. It means that teachers should provide materials of learning that can increase the students' vocabularies, give the best techniques for the learners to build their vocabularies, and also let the learners to have lots of opportunity to practice their new vocabularies in expressing their ideas and opinions in speaking.

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