



THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR SPEAKING ABILITY AT EIGHT-GRADE STUDENTS OF SMPN 1 PRINGGABAYA ACADEMIC YEAR 2022/2023

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Abstract: For the academic year 2022–2023, this study aims to know the correlation between speaking ability and vocabulary mastery at the eighth graders of SMPN 1 Pringgabaya's vocabulary and speaking proficiency. This study used quantitative methodologies and samples from as many as eleven classes in class VIII, with a representative from each class. The duration of this study was roughly six weeks. 33 students took multiple choice vocabulary examinations with up to 25 questions, and within 5 weeks, speaking assessments were given to the students. In addition, the average score for male vocabulary mastery was 58 and the average score for speaking mastery female was 67.33. The average vocabulary mastery score for male was 63.33, and the average score for female speaking ability was 66.11. It can be said that there is no correlation between the 8th students at SMPN 1 Pringgabaya's vocabulary proficiency and their speaking skills. As a result, the alternative hypothesis (Ha) is disproved while the null hypothesis (Ho) is accepted. This indicates that the hypothesis assumption's correlation value is less than the significant value ($R_{xy\ rt}$).

Keywords: a correlation study, vocabulary mastery, speaking ability.

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INTRODUCTION

English is a world wide language that is utilized by countries all over the world. Currently, learning English is essential for a variety of reasons, including the ability to compete internationally and communicate with one another. According to Gate (1987:3) stated that "it is evident that in order to be able to speak a foreign language, one is required to master a certain amount of syntax and vocabulary." Talking about vocabulary is not always refers to the words of a language. For our purposes here, it is easiest to think of words as language items. "Stand alone, that has meaning". This means that to be able to speak, we must use the vocabulary we understand. According to Nunan (2003:63), speaking skills are productive skills that involve spoken language by producing a system to express verbal meaning. Speaking skills are defined as the ability to say words or sentences to express and convey feelings, ideas, or ideas to another person. Speaking involves interaction with one or more participants (Harmer, 2001:271). Speaking effectively also involves a lot of listening as well as acquiring vocabulary, which means the conclusion is that speaking skills are the use of vocabulary that is understood by a person to interact with each other to convey ideas, ideas, feelings, and reciprocity.

According to Destiyanti, Amin, & Putera: 2021:8, they stated that “vocabulary containing simple words is a simplified version of difficult ones, a word that participants frequently encounter in everyday English. Putera, Nurtaat, & Chrysthy 2022: 224) also stated that before moving on to more difficult vocabulary, we must first master basic vocabulary. The vocabulary of students influences their ability to speak. As a result, in order to communicate in English, you must have a large vocabulary (Amrullah, 2018:132). As a result, in order to communicate in English, we have to master vocabulary properly. According to Mukamal, Priyono, and Amrullah (2015:1), they say that, language skills enable someone's English to communicate with foreign speakers, understand other people's cultures,



and be positive about using English when interacting in class on a daily basis. Santi, Mahyuni, Wardana, & Junaedi:202:79 stated that "if a person has a sufficient basic or input vocabulary, he can be to understand the content or messages in a foreign language text." However, in the reality, the students still have difficulty in mastering vocabulary. The negative effect of having vocabulary mastery for instance, they are unable to understand the meaning of the passage's words, but they have a limited vocabulary that makes it difficult for them to read texts, especially those that contain challenging words. Without understanding the meaning of challenging terms, kids frequently fail to learn new, challenging words and fail to expand their vocabularies. Additionally, it will result in reading comprehension issues. Lack of grammar proficiency is another factor that affects students' reading comprehension.

Speaking is a difficult skill to learn, especially for junior high school students because it is related to word choice, language characteristics, word class, pronunciation and fluency. Because of this problem, students are afraid to make mistakes when speaking, do not dare to speak in front of the class, have difficulty expressing feelings or ideas when speaking, do not know what and how to say it. Students still have difficulty in telling the narrative stories they know.

In fact, at SMPN 1 Pringgabaya, students have some problems in speaking skills, even though they have studied it for several years. They do not know how to speak in front of the class when they have to talk about one simple topic without bringing the text, although students sometimes know the meaning of the topic, but they have difficulty conveying the topic as a whole. text. They prefer memorizing stories from texts rather than using new words to express stories in texts. And also, when they speak in front of the class, they are not confident to speak, they are afraid of making mistakes, and they can't make sentences. From my personal experience, there are three factors that hinder the learning process of students in junior high school, namely, time and students. When the teacher teaches once a week, the teacher's time is limited to one hour, and the students cannot be controlled. Loss of motivation to learn because students feel doubt about their abilities, the motivation to learn disappears.

Many people believe that the process of teaching speaking is simple. It is in line with Nunan's statement (2003:48) that "teaching to speak is sometimes seen as a simple process." In addition, Thornbury (2005:1) argues that "talking is a part of everyday life that we take for granted" because speaking is done every day and therefore is considered normal or ordinary. While it is actually difficult, it is difficult because we have to adapt to whom we are talking to. Therefore, it is necessary to conduct tutoring for students. Schmitt (2010:41) Stated that "Knowing vocabulary is important, but in order to use it effectively, it must be available for fluent use." Fluency development entails learning to make the best use of what you already know and is inextricably linked to one's opinion. Moreover, Vocabulary is the foundation of language skills, which include listening, speaking, reading, and writing. "It is difficult to learn any language without learning vocabulary." The foundation for learning a second language is vocabulary or for understanding another language. The researcher is here to assist students in improving their public speaking skills. To pique students' interest in learning English, the teacher must plan challenging activities. One of the various activities is to use the correlation technique in retelling narrative stories. This is a very helpful technique. Thus, students have many ideas and opinions to speak of. They are able to speak chronologically based on the order of words they have in mind, so it is important for students to start taking notes or learn to use correlation techniques.

Students can determine how far they can speak using their own vocabulary after learning how important correlation is. "Correlational research is a study that determines the relationship and level of relationship between two or more variables without attempting to influence these variables, there by avoiding variable manipulation.," writes Ibrahim (2018:77)

. In other words, it is a method for increasing students' command of language vocabulary. As a result, students will have an easier time learning the language.

This study focuses on discussing the correlation between students vocabulary mastery and their speaking ability in retelling narrative stories in grade 8 of SMPN 1 Pringgabaya based on the researcher's experience talking to eighth graders of SMPN 1 Pringgabaya.

RESEARCH METHODS

To find the relationship between students' vocabulary mastery and speaking ability at SMPN 1 Pringgabaya for the 2021/2022 academic year? and the generalization of the correlation between students' vocabulary mastery and speaking ability based on gender? Through the use of two variables and a correlational research design, this study was carried out quantitatively. The main variable that the researcher wants to observe is the independent variable. Independent variables according to Sugiyono (2015:61) are variables that affect the dependent variable. The independent variable in this research is the students' vocabulary mastery, represented by the letter "X". The dependent variable is the variable that is observed and measured by the researcher to determine the effect of the independent variable. According to Sugiyono (2015: 61), the dependent variable is the variable that is influenced by the independent variables. The dependent variable in this study is the students' speaking ability which is represented by the letter "Y".

The researcher took grade 8 and used random sampling because at Pringgabaya 1 Public Middle School if taking grade 7 as the sample it is less relevant because new students lack learning experience, if taking grade 9 they cannot be disturbed because they focus on being prepared for several exams such as mid semester, try out and other exams. and if taking eighth grade is especially relevant because it already has experience like 7th grade and it's not as busy as 9th grade. Overall, there are 33 classes in Pringgabaya 1 Public Middle School. eleventh grade 7th grade, eleventh grade 8th grade, and eleventh grade 9th grade. and overall, from grades 7 to 9 there are 33 classes, so the total number of students is 1089. the researcher took grade 8 as a sample and each grade 8-1 to 8-11 was taken randomly and there must be a representative for each class.

The researcher used two tests as the instrument, the vocabulary test and the speaking test. The vocabulary test is given 25 questions, 1 question is given 2 minutes which means 25 questions are 50 minutes. speaking test, students are asked to make a personal experience in the form of narrative text and memorize it then record a video for a maximum of 5 minutes and within 2 weeks to collect videos each sent via WA / email. At Pringgabaya 1 Public Middle School, taking grade 7 as the sample is less relevant because new students lack learning experience. However, if taking grade 9, the pupils cannot be disturbed because they are focused on studying for multiple exams, including midterms, tryouts, and other exams. Additionally, eighth grade is particularly essential because it is less hectic than ninth grade and already has experience similar to that of seventh grade. In total, Pringgabaya 1 Public Middle School has 33 classes. tenth grade seventh, tenth grade eighth, and tenth grade ninth. Sugiyono (2015: 207) defines data analysis as an activity after all respondent data has been collected. The researcher will use the product moment correlation coefficient formula assisted by the computer program 'statistics IBM SPSS 25 for Windows' as an analytical technique to measure the relationship between vocabulary mastery and speaking ability. Borg added in Arikunto (2002), the purpose of the product moment is to describe the relationship between the independent variable and the dependent variable.

FINDINGS AND DISCUSSIONS

This section describes the findings and discussion of the study based on the questionnaire and reading comprehension test results.

Research Findings

The following are the data descriptions, and discussion of the data correlation between students' vocabulary mastery (X) and speaking ability (Y).

1. Data Description

The researcher was collecting data from 33 students in eight of SMPN 1 Pringgabaya. The first test Vocabulary test was vocabulary mastery test and the second test speaking was speaking ability test or practice.

Table 1. Recapitulation of Vocabulary Mastery and Speaking Ability at eight of SMPN 1 Pringgabaya based on the gender.

No.	Student	Variable			
		Variable X		Variable Y	
		Total Score	Total Score	Total Score	Total Score
1.	Ade Izzat Aizaqhi (M)	6	24	17	68
2	Sabrata Apkari Islami (M)	16	64	16	64
3.	Eksa Muzakkir (M)	6	24	14	56
4	Agik Hilmawan Putra (M)	23	92	14	56
5	Rio Agatan Firdaus (M)	19	76	18	72
6	Wisnu Juliadi (M)	15	60	14	56
7	M. Alifandi Al-Farizi (M)	14	52	14	56
8	M. Putra Wijaya (M)	18	72	17	68
9	Dani Prajasa (M)	11	44	14	56
10	M. Cahyo Budi Aji (M)	20	76	16	64
11	Lalu Bayu Fajar Asmaranta (M)	15	56	14	56
12	Riski Maulana (M)	9	32	16	64
13	Evan Maulana Pratama (M)	16	60	16	64
14	Lalu Nur Lukman Majdi (M)	20	76	14	56
15	Daka Alpani (M)	17	68	16	64
Average number of male score		58,4		63,33	
1	Azra Ghasani Syazana (F)	14	52	17	68
2	Hesti Febrianti (F)	14	56	18	72
3	Garin Garga Mayani (F)	16	64	16	64
4	Wika Sulasti (F)	19	72	15	60
5	Silvia Ifa Nirmala (F)	22	84	16	64
6	Eka Febriana Sari (F)	14	56	16	64
7	Gina Juniarti (F)	21	80	17	68
8	Novi Salvania (F)	17	68	17	68
9	Elsy Rosalina (F)	22	84	21	84
10	Marisa Oktariya (F)	20	80	17	68
11	Qurotul Aini (F)	22	88	17	68
12	Yana Alviyona (F)	4	16	16	64
13	Juhara (F)	22	88	16	64
14	Maliza Holita (F)	18	72	14	56
15	Arna Agitsa Rosalia (F)	20	80	16	64
16	Akma Aulia (F)	10	40	15	60
17	Alpiana Agustini (F)	18	68	17	68
18	Alya Ramadani (F)	16	64	17	68
Average number of male score		67,33		66,11	

Male data total 15 students, whereas female data total 18 students, according to the recapitulation data in table 1 above. Male students' vocabulary scores range from 24 to 92,

with 92 being the highest possible result. Female vocabulary scores range from 16 to 88, according to the study. The highest speaking score for male pupils is 72, while the lowest is 56, according to the data. Additionally, female students scored 72 on the speaking test, while male students scored 56.

a. Vocabulary Mastery

Table 2. Analysis of vocabulary Gender (Male) by Product Moment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24.00	2	13.3	13.3
	32.00	1	6.7	20.0
	44.00	1	6.7	26.7
	52.00	1	6.7	33.3
	56.00	1	6.7	40.0
	60.00	2	13.3	53.3
	64.00	1	6.7	60.0
	68.00	1	6.7	66.7
	72.00	1	6.7	73.3
	76.00	3	20.0	93.3
	92.00	1	6.7	100.0
Total	15		100.0	100.0

Table 3. Analysis of vocabulary Gender (Female) by Product Moment

	FrequencyI	PercentI	Valid PercentI	Cumulative PercentI
Valid	16.00	1	5.6	5.6
	40.00	1	5.6	11.1
	52.00	1	5.6	16.7
	56.00	2	11.1	27.8
	64.00	2	11.1	38.9
	68.00	2	11.1	50.0
	72.00	2	11.1	61.1
	80.00	3	16.7	77.8
	84.00	2	11.1	88.9
	88.00	2	11.1	100.0
Total	18		100.0	100.0

A male score of 15 has the highest data frequency, while a score of 2 has the lowest 100.0 percent is the greatest percent cumulative score, and 13.3 percent is the lowest. 18 is the data's highest frequent figure for women, and is the lowest for women, 100.0 is the greatest cumulative percentage score and 5.6 is the low.

b. Speaking Ability

Table 4. Analysis of speaking Gender (Male) by Product Moment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6.00	7	46.7	46.7
	64.00	5	33.3	80.0
	68.00	2	13.3	93.3
	72.00	1	6.7	100.0
Total	15		100.0	100.0

Table 5. Analysis of speaking Gender (Female) by Product Moment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6.00	1	5.6	5.6
	0.00	2	11.1	16.7
	4.00	6	33.3	50.0
	68.00	7	38.9	88.9
	72.00	1	5.6	94.4
	84.00	1	5.6	100.0
Total	18		100.0	100.0

According to the data, male pupils' speaking frequency scores range from 7 to 15, with 15 being the highest. For male students, the greatest cumulative percentage score is 100.0 and the lowest is 46.7. The data show that for female pupils, the greatest speaking frequency score is 18 and the lowest is 1. For female students, the greatest cumulative percentage score is 100.0 and the lowest is 5.6.

2. Data Analysis

Table 6. Analysis the correlation by Product Moment at eight grade SMPN 1 Pringgabaya

	Vocabulary Mastery	Speaking Ability
Vocabulary Mastery	Pearson I Correlation	1
	Sig. (2-tailed) I	.218
	N	.224
Speaking Ability		33
	Pearson Correlation	33
	Sig. (2-tailed)	1
	N	.218
	33	.224
	33	33

After analyzing the data to reveal the correlation between student vocabulary mastery and speaking ability in the eighth grade of SMPN 1, Pringgabaya. The researcher found that R_{xy} (significant value) was 0.224. It means that, the result of correlation between vocabulary mastery and speaking ability doesn't show a significant correlation.

3. Discussion

The researcher interprets the outcome of data analysis that was produced using the product moment formula based on the study's findings. This indicates that there is little or no vocabulary mastery. At position eight of SMPN 1 Pringgabaya, the index of correlation between the variables is 0.218. According to the recapitulation data above, the male data totals 15 students, whereas the female data totals 18. Male students' vocabulary scores range from 24 lowest, with 92 being the highest possible result. According to the study, female vocabulary scores ranged from 16 lowest, with 88 score the highest in the study. According to the data, the highest speaking score for male is 72, while the lowest is 36. Additionally, the highest speaking score for female is 72 on the speaking test, while male students scored 56. A male score of 15 has the highest data frequency, while a score of 2 has the lowest. 100.0 percent is the greatest cumulative score, and 13.3 percent is the lowest. 18 is the data's highest frequent figure for female, and is the lowest. For female, 100.0 is the greatest cumulative percentage score and 5.6 is the lowest. According to the data, male pupils' speaking frequency scores range from 7 to 15, with 15 being the highest. For male students, the greatest cumulative percentage score is 100.0 and the lowest is 46.7. The data shows that

for female pupils, the greatest speaking frequency score is 18 and the lowest is 1. For female students, the greatest cumulative percentage score is 100.0 and the lowest is 5.6.

The calculation result described the obtaining of Ray at the eighth grade of SMPN 1 Pringgabaya. The eighth grade of SMPN 1 Pringgabaya. The hypothesis assumption correlation value is lower than the significant value. It means that the null hypothesis (H_0) was accepted but the alternate hypothesis (H_a) was declined. It can be concluded that the correlation between students' vocabulary mastery and their speaking ability at eighth grade of SMPN 1 Pringgabaya is not significant. This is because someone who wants to speak English must understand what he is talking about in the sense that everyone has their own vocabulary level, and this is in line with Simaibang (2016:85) Students need to use vocabulary, grammar, pronunciation, intonation, and organization of speech content at the same time in their speaking skills. It is clear that understanding vocabulary is a very important part of learning a language English has a large and diverse vocabulary. Therefore, it is very important for students to master vocabulary in order to be able to speak using the target language they are learning. Oral vocabulary is a set of words that we know the meaning of when we speak or read orally.

In addition, this study also analyzed the speaking ability of the students of SMP N I Pringgabaya. From these findings, students' speaking ability was classified as good, as indicated by an average score of 64. Students' speaking ability was assessed based on five indicators, grammar, vocabulary, fluency, pronunciation, and interaction. For aspects of grammar and vocabulary, students have a medium category, and the interaction has a good category. Meanwhile, fluency and pronunciation have fewer categories. Meanwhile, Khairani, Rusdi, & Syafei (2017) assess speaking ability based on grammatical and lexical features. They found that grammatical and lexical features were categorized as moderate and very good. In grammatical features, students can use the present perfect tense, modal auxiliary, and correct personal pronouns. Then, on the lexical features, students are able to use the right choice of words, use discourse markers, and social formulas in speaking correctly.

CONCLUSION

Based on the findings and discussion above, the data showed that the result of the vocabulary values of male students is higher than the value of female students. It revealed that in the average value of vocabulary mastery was 67.33 male average value was vocabulary values is 58. While the average value of speaking ability was 63.33 and female students was 66.11.

It can be concluded that the vocabulary mastery of the 8th graders of SMPN 1 Pringgabaya is not found some correlation between vocabulary mastery and their speaking ability. Thus, the null Hypothesis (H_0) was accepted, while the alternate hypothesis (H_a) was declined. It means that the hypothesis assumption correlation value is less than significant value ($R_{xy} < r_t$).

Therefore, the researcher suggests that the teacher should pay attention to the students' ability to master vocabulary because it contributes to the ability of the students to speak English. In addition, teachers must develop and improve their teaching and learning strategies to deliver their material to make students more enthusiastic about learning English, especially in speaking. Because speaking is more important than grammar. Teachers should also use the target language in class activities and continue to use media or other sources in the teaching and learning process to increase students' vocabulary, because the most basic is how to memorize vocabulary.



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