

The Correlation Between Students Achievement in Vocabulary and Speaking Ability at Grade 8 Junior High School Students

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Abstract: This research aimed to find out the correlation between students' vocabulary mastery and speaking ability at grade 8 of SMP Negeri. This research was quantitative research which used correlational technique design. The sample of the research was 30 students of grade eight selected by clustering sampling. The instruments used in the research were vocabulary test and speaking test. Vocabulary test consisted of 50 questions of multiple choices, and speaking test in the form of role play. The research data were in the form of interpretation of students' vocabulary and speaking test results, and their correlation. Based on data analysis, it was found that students' vocabulary mastery and speaking ability were fair. They were proved by the mean score 65 for vocabulary mastery and 68 for speaking ability. Moreover, there was strong correlation between students' vocabulary mastery and speaking ability.

Keywords: Students' Achievement, Vocabulary, Speaking.

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Introduction

According to Richards (2008:19), the mastery of speaking skills in English is a priority for many second-language or foreign language learners. Language is widely considered to be the most essential communication instrument to convey information (Rezeki, T. I & Sagala, R. W., 2019). Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency. According to Tarigan (2008:3), the quality of one's language skill depends on the quantity and quality of vocabulary. The more vocabulary we have, the bigger possibility to have the skill to use the language). Mastering vocabulary is the ability to get or to receive a lot of words. By having and mastering vocabulary students will be able to speak

and they can communicate and express their idea. Measuring vocabulary helps to avoid making mistakes in understanding. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means that speaking English is not as easy as the people described. It needs some process and supporting skills. In this case, vocabulary is the main point.

Students' vocabulary achievement becomes a major factor in studying English. In the curriculum, vocabulary achievement is very important. Based on the English subject, curriculum in Indonesia in 1994 described the purpose of teaching the English is that students are able to communicate in the English. The students should achieve 1000 words for junior secondary level, and 2500 for senior secondary level. For the most of English subject in the school of senior high school level, vocabulary is often become a problem. Lack of vocabulary is very influential in mastering the four skills in English, especially in terms of speaking. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means that speaking English is not as easy as the people described. It needs some process and supporting skill. In this case, speaking can be distinguished into two categories; formal and informal. Speaking in an informal context could be performed simply and straight forwardly as it does not require certain utterances. The speakers can share ideas and much information with others without hesitation. However, the speakers should pay more attention while speaking in formal circumstances since a group of people in the listeners with various background of understanding. Some preparations then should be organized to reduce either anxiety or fear while speaking take place as proper preparation rehearsal can help to reduce fear by about 75%, proper breathing techniques can further reduce fear by another.

Based on the curriculum 2013, the second year students must acquire oral and written form of language. Curriculum 2013 requires the students studied various kinds of text: descriptive text, narrative text, and analytical exposition text. In addition, those texts consist of communication purpose. In this research, the object that the students should describe is people. In speaking, students should able to describe it in oral. Meanwhile, one needs an adequate number of vocabulary to talk with others more favourably and easily. Vocabulary is therefore one of the language elements that must also be mastered by students in addition to grammar and pronunciation. In language education, the word vocabulary is used for various purposes. Tarigan (1993), says that the quality skill of speaking depends on the quality and quantity of the vocabulary that someone has. In other words, the more vocabulary one has, the better the quality of his speaking.

However, if we pay much attention to students' speaking ability in schools, it is hard for us to find students' competency in speaking, despite the fact that they have already been learning for a long time even not only in formal institution but also in some courses. Besides, from decade to decade the government, on behalf of its policy, seems to change the English curriculum in order to get the rational out put such as students who are ready to face the globalization by having good oral communication. In addition, constructivism in language teaching as the up-date and supposedly the most suitable method of teaching, from time to time, has been already applied in teaching English Indonesia through the CTL (Contextual Teaching and Learning) Approach through some strategies such as problem-based, using multiple context, drawing upon student diversity, supporting self-regulated learning, using interdependent learning groups, and employing authentic assessment.

Scott Thornbury stated without grammar very little can be conveyed, without vocabulary nothing can be conveyed . It means that grammar gives a role in conveying something, but vocabulary gives a role in conveying everything. In addition, David Wilkins stated if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar but you can say almost anything with words . According to Swan and W.Alter vocabulary acquisition is the largest and most important task facing the language learner . Conversation contains a large amount of vocabulary whose function is mainly relational or interactional. The main reason for believing that vocabulary knowledge can help grammar acquisition is that knowing the words in a text or conversation permits learner to understand the meaning of the discourse, which in turn allows the grammatical patterning to become more transparent.

From the statements above, the writer could take conclusion that vocabulary gives great impact to students' speaking. Vocabulary has actually an important role in improving speaking skill. It is a basis of language. So, the first thing that students of Junior High School should learn is some stock of words, vocabulary. The more they learn and memorize some stock of words, the more they get easy in their communication. Norbert Schmitt stated that no matter how successfully the sound of foreign language is

mastered, without words to express a wider range of meanings, communication in a foreign language just can not happen in any meaningful way.

In this case, the vocabulary mastery might have a good connection for the purpose of education, especially for students' achievement in speaking, and this is also the reason the writer interested in carrying out this research, entitled: The Correlation Between Student's Achievement in Vocabulary and Speaking Ability at Grade 8 of Junior High School. The research problem in this researcher as follows; is there any correlation between students' achievement in vocabulary and speaking ability at grade 8 of Junior High School?

Method

Research Design

This research was quantitative research which used the correlational technique design. The purpose of a correlational study is to determine the correlation between variable or use these correlation to make prediction (Gay, 2009:195). In this research, the researcher found out the correlation of vocabulary as independent variable through speaking skill as dependent variable. The population of this research was the grade eight students of SMP Negeri with academic year 2019/2020. The total number of grade eight students is 244 which is the combination of grade eight classes of grade eight of SMP Negeri. The samples of this research were taken by using clustering sampling. Clustering sampling means choosing an intact group of population members as samples of the research with similar characteristics (Gay, 2009:1929). The researcher chose randomly the group of population, then VIII-3 class was selected as the sample of research. The total number of samples was 30 students. The instruments used to collect data in this research were vocabulary test and speaking test. In the vocabulary test, the students were given a vocabulary test which consisted of 50 questions in form of multiple choices for 50 minutes. Then, the students had speaking test in form of role play. After conducting the vocabulary test and speaking test, the researcher gave a score on students' answer sheet for vocabulary test and speaking assessment for speaking test. To analyze vocabulary test and speaking test, the researcher used the formula below:

$$S_k = \frac{\sum X_i}{X_{max}} \times 100$$

Table 1. The Classification of Students' Achievement

Score Range	Classifications	Level
90 – 100	Excellent	Outstanding
75 – 89	Good	Above average
60 – 74	Fair	Satisfactory
50 – 59	Less	Below average
0 – 49	Poor	Insufficient

(Arikunto,2009)

To find out the correlation between students' vocabulary mastery and speaking ability, the researcher used the formula of Perason Product Moment Correlation (Chee, 2013).

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

Results and Discussion

Result

a) Students' Vocabulary Mastery

Based on computation, the students' vocabulary mastery in general was fair. It was shown by the mean score 65. In the detail, the students were grouped into 4 categories.

Table 2. Students' Ability in Vocabulary Mastery

Score Range	Classifications	Level	Number of Students	Percentage
90 – 100	Excellent	Outstanding	0	0%
75 – 89	Good	Above average	5	16,67%
60 – 74	Fair	Satisfactory	17	56,67%
50 – 59	Less	Below average	8	26,66%
0 – 49	Poor	Insufficient	0	0%

From the table above, there was no student who had excellent category and poor category in vocabulary mastery. Most students had fair category with percentage 56,67%. From 30 students, 17 students had fair category; it meant most students had satisfactory level. Besides, there were 16,67% students in which 5 from 30 students had good category or above average level and 26,66% students in which 8 from 30 students had less category or below average level in vocabulary mastery.

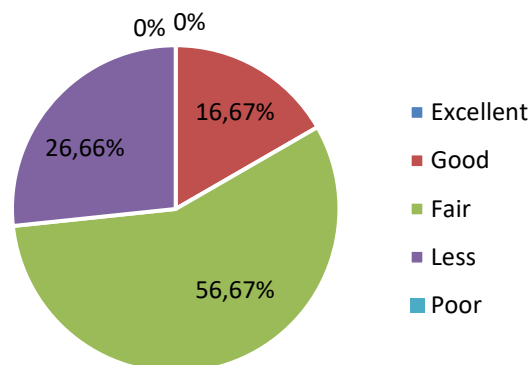


Figure 1. Students' Ability in Vocabulary Mastery

b) Students' Speaking Ability

Based on computation, the students' speaking ability in general was fair. It was shown by the mean score 68. In the detail, the students were grouped into 4 categories.

Table 3. Students' Ability in Speaking Mastery

Score Range	Classifications	Level	Number of Students	Percentage
90 – 100	Excellent	Outstanding	0	0%
75 – 89	Good	Above average	10	33,33%
60 – 74	Fair	Satisfactory	15	50%
50 – 59	Less	Below average	5	16,67%
0 – 49	Poor	Insufficient	0	0%

The result showed that there was no student who was in excellent category. However, there were 33,33% students in good category, 50% students in fair category, 16,67% students in less category and no students in poor category. Thus, it showed that half students had good speaking ability.

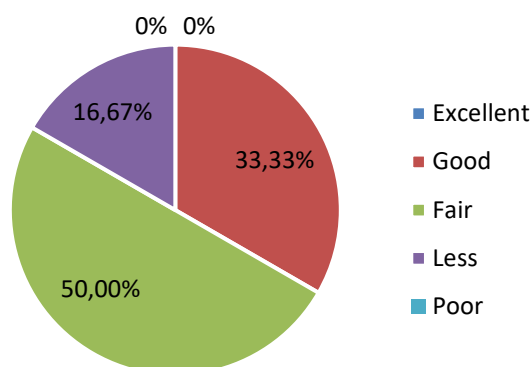


Figure 2. Students' Ability in Speaking Mastery

c) Correlation Between Students' Vocabulary Mastery and Speaking Skill

The research used Pearson Product Moment Correlation calculation with the significant level of the refusal of null hypothesis $\alpha = 0.05$. The writer calculated by using manual calculation and also SPSS 26 Program to test the hypothesis using Pearson Product Moment Correlation. The criteria of H_a was accepted when $t_{observed} > t_{table}$, and H_0 was rejected when $t_{observed} < t_{table}$.

Table 4. The Calculation of Pearson Product Moment Correlation

		Vocabulary	Speaking
Vocabulary	Pearson Correlation	1	.703
	Sig.(2-tailed)		.000
	N	30	30
Speaking	Pearson Correlation	.703	1
	(Sig.2-tailed)	.000	
	N	30	30

Based on the calculation by using SPSS 26 Program, it was found that $r_{value} = 0.703$. It meant that H_a was accepted and H_0 was rejected. It was found that the result of $r_{value} = 0.703$ was higher than $r_{table} = 0,361$ at $df = 28$ with the significant level of 5% and $0,462$ at $df = 28$ with the significant level of 1% as explained in the table below:

Table 5. The Result of Pearson Product Moment Correlation Test Observed

Variable	R _{value}	R _{table}		Df=n-2
		5%	1%	
X-Y	0,703	0,361	0,462	28

Then, the r_{value} was consulted with the table of the interpretation coefficient correlation as follows:

Table 6. The Interpretation of Coefficient Correlation r.

Interval Coefficient	Level of Correlation
0,80 – 1, 000	Very strong
0,60 – 0,800	Strong
0,40 – 0,600	Moderate
0,20 – 0,400	Weak Very
0,00 – 0,200	Weak (No correlation)

(Arikunto, 2014)

Therefore, coefficient correlation $r_{value} = 0.703$ was categorized into strong correlation. It meant that there was a significant positive correlation between vocabulary mastery and speaking ability of grade 8 students at Junior High School.

Discussion

Based on the findings, the students' vocabulary master of Grade 8 of SMP was fair. It was shown by the mean score 65. Students' vocabulary mastery was assessed by some aspects: word meaning, synonym, antonym, and completing sentence. Word meaning was the highest indicator. This is due to word meaning means the basic level to assess vocabulary knowledge. In line with Thornburry (2002:130) the most basic level of knowing a word involves knowing its form and its meaning. Gasparri, L and Marconi, D (2019) also stated word meaning has played a somewhat marginal role in early contemporary philosophy of language, which was primarily concerned with the structural features of sentence meaning and showed less interest in the nature of the word-level input to compositional processes. However, the lowest indicator was completing sentence. It was in below average level. Relating to this study, Yuliastuti (2009) found that studnets' vocabulary mastery of second grade students at MTSN N Gemplak was fair with the ability of word meaning (73.5%) and sentence construction (72.3%). Moreover, Aristi (20017) found that the second year students of SMPN 12 Bintan got good level with the average 83.16 in vocabulary mastery. Furthermore, Andriani & Sriwahyuningsih (2019) found that students had good ability in mastering vocabulary. Meanwhile, they had difficulties which were caused by grammar and spelling such as in comparison degree and past tense, and other difficulties are caused by meaning of word. Beside students' vocabulary mastery, the research also analyzed students' speaking ability of SMP Negeri 26 Padang. From the finding, the students' speaking ability was fair, it was shown by the mean score 68. Students' speaking ability was assessed based on five indicators: grammar, Vocabulary, fluency, pronunciation, and interaction. For grammar and vocabulary aspects, students had fair categories; and interaction had good category. Meanwhile, fluency and pronunciation had less category. This finding was similar with Harahap (2015) which found that students' speaking skill of SMP 8 Rambah Hilir was fair. However, he assessed it based on pronunciation, intonation, fluency, and content. Most students got the highest score in content. It meant all students master the content which was tested. In the other hand, Khairani, Rusdi, & Syafei (2017) assessed speaking ability based on grammatical features and lexical features. They found that grammatical and lexical features obtained fair and very good category. In grammatical features, students were able to use the correct present perfect tense, modal auxiliary, and personal pronouns. Then, in lexical features, students are able to use correct choice of words, use discourse markers, and social formula in their speaking appropriately. Moreover, Naskah, Refnaldi, & Syafei (2018) found that based on grammar and knowledge of genre, students' speaking ability of grade 10 Marketing 2 SMK Negeri 3 Padang was very good with mean score of grammar 73,81 and knowledge of genre 69.27. Furthermore, Kartika (2019) found overall students' speaking ability of grade eight students in one of Public Junior High School in academic year 2018/2019 was fair. Students' speaking skill in grammar, vocabulary, and comprehension were fair. Meanwhile, in fluency, they were poor.

After finding the students' vocabulary mastery and speaking ability of grade 8 of SMP Negeri, the researcher analyzed the correlation between of them. Regarding to the computation of both their scores and calculation of Pearson Product Moment Correlation, there was significant correlation between vocabulary mastery and speaking ability of grade 8 of SMP Negeri 26 Padang. The findings of the study indicated that alternative hypothesis stating that there is a significant positive correlation between vocabulary mastery and speaking ability of the grade 8 of SMP Negeri was accepted and the null hypothesis stating that there is no a significant positive correlation between vocabulary mastery and speaking ability of the grade 8 of SMP Negeri 26 was rejected. It meant that the students with large vocabulary performed comparably with the

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students with much smaller vocabulary in speaking activities. The r_{value} was 0.703 it was interpreted as strong correlation, so there was a high positive correlation between the students' vocabulary mastery and speaking ability. On the other hand, when the vocabulary increased, the speaking ability increased at the same time.

These findings were suitable with Milton (2009) that the volume of vocabulary a learner knows is driving the acquisition of other aspects of language and overall proficiency; 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 scores of vocabulary and speaking test showed the mean vocabulary scores was 65 and the mean of speaking scores was 68. 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. In line with Seffar (2015) and Khan (2018) found that both teacher and learners indicated vocabulary deficiency as the major factors in students' inability to speak English. Relating to this research, Aristi, N, et al (2017) found that there is a positive correlation between vocabulary mastery and speaking ability in describing people. It was shown by the r_{value} was 0.68 with the mean score 83.16 in vocabulary and 73.56. Both vocabulary and speaking were in excellent score and good score. Besides, Uzer (2017) found that there was significant correlation between students' vocabulary mastery and students' English speaking ability. The result showed that the coefficient correlation of them was 0.630, respectively with the significance level 5% was 0.320. It has been analyzed by test of vocabulary mastery and English speaking ability test in form of role play.

Conclusion

Based on the finding and discussion above, it could be concluded that the students' vocabulary mastery of grade 8 of SMP Negeri was categorized as fair or in satisfied level with the mean score 65. Specifically, word meaning obtained the highest score percentage as the indicator of vocabulary mastery (73%). Moreover, based on the result of the test students' speaking ability was categorized as fair or in satisfied level with the mean score 68. Students had sufficient vocabulary to speak. It was proved by the percentage of students' vocabulary as indicator of speaking ability 72%. Therefore, regarding to the result of students' vocabulary and speaking tests, it was found that there was a significant correlation in strong level between students' vocabulary mastery and speaking ability of SMP based on $r_{\text{value}} = 0.703$ was higher than $r_{\text{table}} = 0.361$ at $df = 28$ with the significant level of 5% and 0.462 at $df = 28$ with the significant level of 1%. It mean that there was strong significant between students' vocabulary mastery and speaking ability. Therefore, the researcher suggested to teachers to concern to the ability of students to mastering vocabulary because it gives contribution to the ability of students' speaking. Moreover, teacher should develop and improve their teaching learning strategies for delivering their material to make students more excited in learning English, especially in speaking. Teacher also should use target language in classroom activities and maintain to use media or other sources in teaching learning process to increase students' vocabulary.

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Word Count: