The Correlation Between Mastery Of Vocabulary And Speaking Skills Among University Students

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Abstract

This research is aimed to find significant correlation between the vocabulary mastery and speaking skills of students. Speaking is the process of building and sharing meaning through the use of verbal symbols, in a variety of contexts. However, their emphasis is on pronunciation, grammar, fluency, vocabulary and comprehension. The researcher conducted the current research in University of Lambung Mangkurat in Banjarmasin with the students batch 2019 as the population for the data collection. In this research, the researcher used quantitative approach. The sample were 61 students of students batch 2019 in FKIP ULM taken from three classes out of five classes. The samples were chosen randomly by means of random cluster sampling. The researcher used two tests in collecting the data. The first test was vocabulary test. The second test was speaking test in a form of interview. After collecting the data, the researcher used SPSS 26.0 in analyzing the data.

The findings indicated that there is positive correlation between students' vocabulary mastery and speaking skills. There is strong connection between the students' vocabulary mastery and the students' speaking skill. Students whose vocabulary mastery is categorized as excellent were capable of speaking in clear, fluent, and accurate manner. They are able to speak up what is on their mind easily and capable in keeping up with the conversations at hand. The same goes for those whose vocabulary mastery is on the good level, they are able to speak clearly and are capable of keeping up in the conversations as long the topic is still within range of interest.

Keywords: Correlation, Speaking Skills, Vocabulary Mastery

INTRODUCTION

A language may be a means of communication covering 4 (four) language skills; listening, speaking, reading and writing. English is one among the foremost important languages to master because it's utilized in international communication. Apart from these basic skills, so as to be ready to communicate employing a language people need to master vocabularies also.

Mastering vocabulary is that the skills to urge or to receive tons of words. By having and mastering vocabulary students are going to be ready to speak and that they can communicate and express their idea. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means speaking English isn't as easy as the people described.

Vocabulary is one among the foremost important components of any language. Vocabulary mastery must be acquired by students so as to urge other competencies. Take one for instance, speaking. It takes vocabulary mastery so as to talk clearly in order that the students can deliver their message clearly. How significant the correlation between these two variables is and the way big is that the impact the 2 variables affect each other are what matters.

METHODOLOGY

This was a quantitative research, which focused on numeral data that was analyzed using statistic method.

This study was correlational research that gather data from individuals on two or more variables and then seeks to determine if the variables are related (correlated).

Correlational research has no manipulation of the variables. It provides information about the power of relationship between variables.

The population of this research was English Language Education Study Program students batch 2019 of Lambung Mangkurat University within IEC. There were total of five classes: A1, A2, A3, A4, and A5, with 102 students in total.

To decide the sample, the researcher in this research used Random Cluster Sampling Technique. The researcher taken the info on all students within three IE class. The three classes were A2, A3, and A5. There have been total of 61 students from the three classes.

The data of this research were the students' performance during speaking session. For this reason, the researcher interviewed the students' as a part of the speaking test. The researcher provided the students various topics, which the researcher allowed the students to select the available topics for the speaking session.

The vocabulary mastery of the students were used because the determining data for this research. The mastery are often seen through the achievement score form the students test. The instruments were validated by expert; Dr. Noor Eka Chandra, M.Pd. because the validator the lecturer and therefore the leader at English Education Study Program, Lambung Mangkurat University. The researcher also gave the instruments for an equivalent class with the category that has been wont to measure the validity, therefore the data was one and done at an equivalent time to live the validity and reliability. By using the test-retest at the exact same class, the tests were conducted quite once.

The research data collected by using test and interview. The most target of this research was the many correlation of students' vocabulary mastery and therefore the students speaking skills, therefore the researcher handed over some test for the students and interviewed them. To gather the info, some certain procedures must be executed. First, the researcher acquired the permission of the lecturers who teach IE class. By the time the permission has been granted, the researcher pressed on to gather the info by handing out test to students within the class and interviewed them. Once the students have answered the test, the researcher think of the score. The researcher then analyzed the info.

The researcher analyzed the students speaking performance alongside the score from the vocabulary test given to the students. So as to research the info from students' speaking skills, the researcher used scoring rubric to help in assessing the students' speaking skills. The researcher used SPSS 26.0 to process all of the collected data after collecting the info. To research the info for the vocabulary, the steps are:

a. First, the researcher set the instruments required to collect the data necessary for the research
b. The researcher observed location and population. The research was conducted in three Intensive English Class.

Vocabulary Mastery

The researcher conducted the research for the two variables. The researcher collected the data for the vocabulary mastery and analyzed the data by the time it has been collected. Here are the steps:

a. Then, the researcher distributed the vocabulary test to the appointed subjects.
b. The researcher collected all the test from the students when the time is over.
c. The researcher counted the students' score extracted from the vocabulary test by using this formula :

$$SC = \frac{The\ getting\ score}{the\ total\ score} \times 100$$

d. The researcher used the following table to categorized the students mastery over the vocabulary

Table 1. Vocabulary Scoring Table

Score	Category
80-100	Excellent
61-79	Good
41-60	Average
21-40	Below Average
0-20	Poor

Speaking Skills

The researcher then continue to conduct the research to gather the data for the speaking skills:

a.   The researcher also did in-person interview to collect the data for the students' speaking performance by speaking prompt test.

b.   For the speaking skills, the researcher used the following rubric as the mean to count the score extracted from the students' speaking performance.

Table 2. Speaking Skills Rubric

**Pronunciation**	_**Fluency**_
5 Genuine effort to sound like native speaker 4 Errors in pronunciation are quite rare 3 Errors never interfere with understanding and rarely disturb the conversation 2 Accent is intelligible though often faulty 1 Errors in pronunciation are frequent, but can be understood 0 No attempt	5 Smooth flow Quick, continuous flow Natural pauses 4 Able to use the language fluently and capable of participating in any conversation within the range of experience or interest 3 Can discuss particular interest of competence with reasonable ease 2 Can handle with confidence, but there are frequent hesitations 1 Constant searching for vocabulary, verb tense Does not complete utterances 0 No attempt May repeat cue
**Grammar**	_**Vocabulary**_
5 No grammatical errors Speaker self-corrects without hesitation 4 Two or fewer grammatical errors Minor errors that do not impede communication 3 Frequent errors Self-corrects on some 2 Many errors (agreement, verb forms) Errors in basic structures Errors impede communication 1 Most structures incorrect Constant use of infinitive; no conjugation Listener understands only because of past experience 0 No attempts or repeats cue	5 Very good; wide range Uses appropriate and new words expressions Interesting response 4 Good, appropriate vocabulary Generally good response 3 Vocabulary is just adequate to respond No attempt to vary expressions Basic 2 Inadequate vocabulary or incorrect use of lexical items Communication difficult 1 Does not complete responses Responses one or two words in length Vocabulary repeated 0 No attempt

	Totally irrelevant answer

c.   The researcher put the result of the data into SPSS to find out the correlation between students' vocabulary achievement score & students' speaking achievement significant or not. The result can be claimed as significant if the number for the *p*-value within the correlation table is less than .05, and the number of Pearson Correlation coefficient within the correlation table is above 0.7

d.   Soon after all the data has been extracted and analyzed, the researcher then concluded the result of the research.

FINDINGS AND DISCUSSION

From the gathered data, the researcher classifies the students' test score in several levels; they are excellent, good, average, below average, and poor. This classification is based on the vocabulary scoring table.

Students' vocabulary mastery

The result of the vocabulary test can be seen in table of Students' vocabulary score (Table 1). From 61 students which are the research subjects of the test there were 47 students who are excellent, 9 students who are good, 0 student is average, 5 students are below average, and 0 student is poor.

Students' Speaking Skills

The result of the speaking skills interview can be seen in table of students' speaking score (Table 2). From 61 students which are the research subjects of the test there were 37 students who are excellent, 19 students who are good, 0 student is average, 4 students are below average, and 1 student is poor.

The Correlation Between The Two Variables

To find the significant correlation between the two variables, the researcher analyze the collected data using SPSS 26.0. The result of the analysis is in the following table:

Table 1. A2 Correlation Table
A2

Correlations

		Vocabulary	Speaking
Vocabulary	Pearson Correlation	1	.978**
	Sig. (2-tailed)		.000
	N	20	20
Speaking	Pearson Correlation	.978**	1
	Sig. (2-tailed)	.000	
	N	20	20
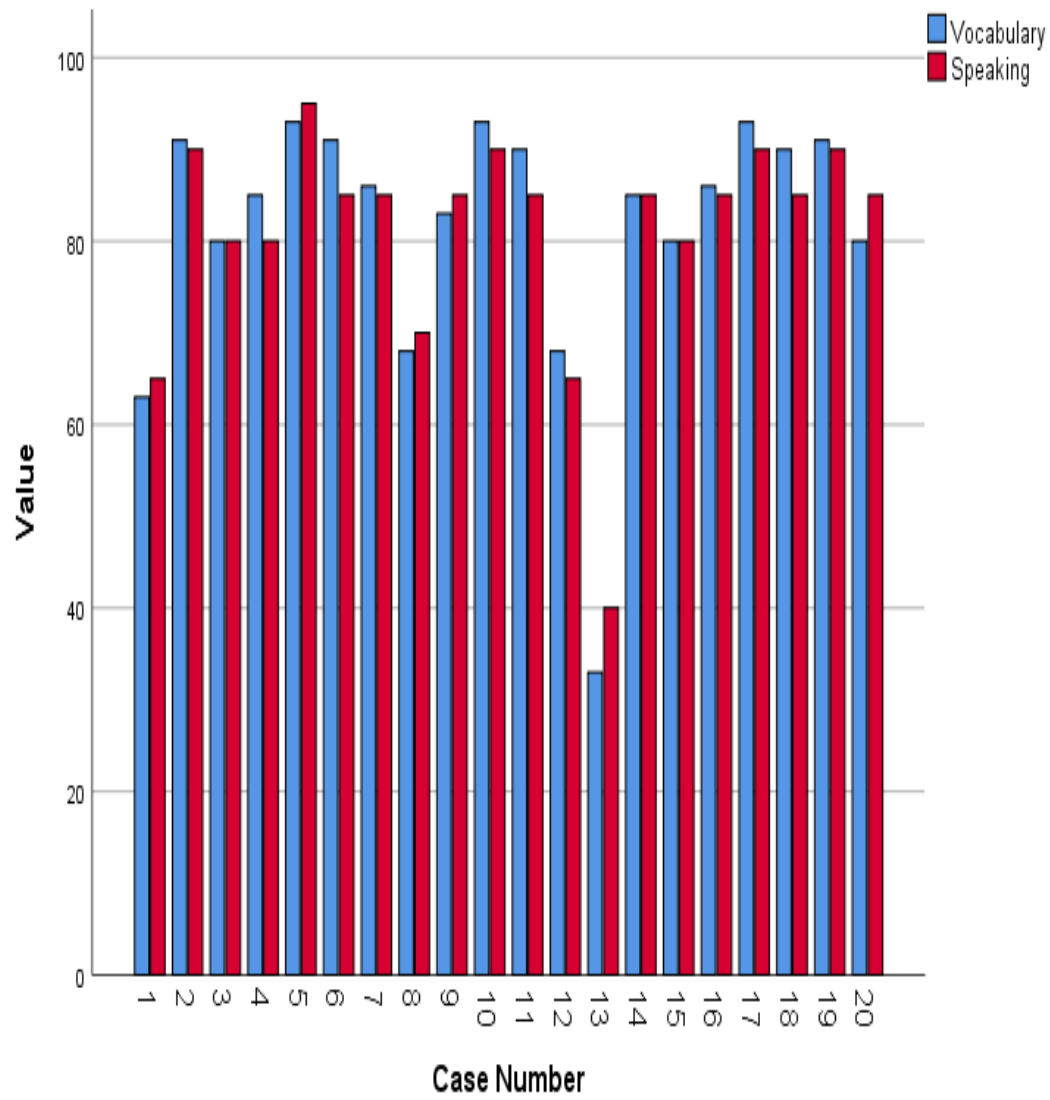
Table 2. A3 Correlation Table
A3

Correlations

		Vocabulary	Speaking
Vocabulary	Pearson Correlation	1	.986**
	Sig. (2-tailed)		.000
	N	22	22
Speaking	Pearson Correlation	.986**	1
	Sig. (2-tailed)	.000	
	N	22	22
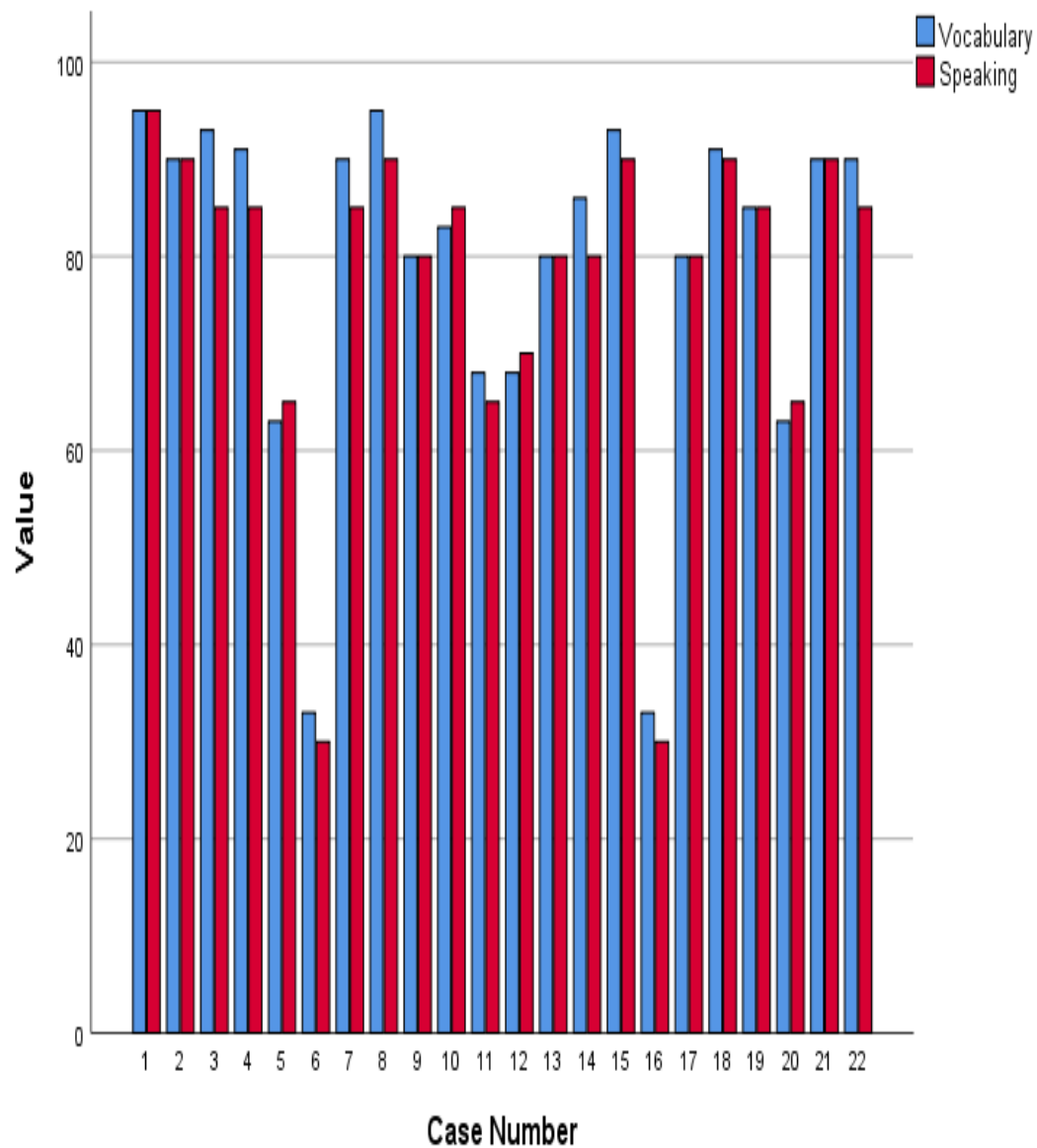
Table 3. A5 Correlation Table
A5

Correlations

		Vocabulary	Speaking
Vocabulary	Pearson Correlation	1	.970[**]
	Sig. (2-tailed)		.000
	N	19	19
Speaking	Pearson Correlation	.970[**]	1
	Sig. (2-tailed)	.000	
	N	19	19
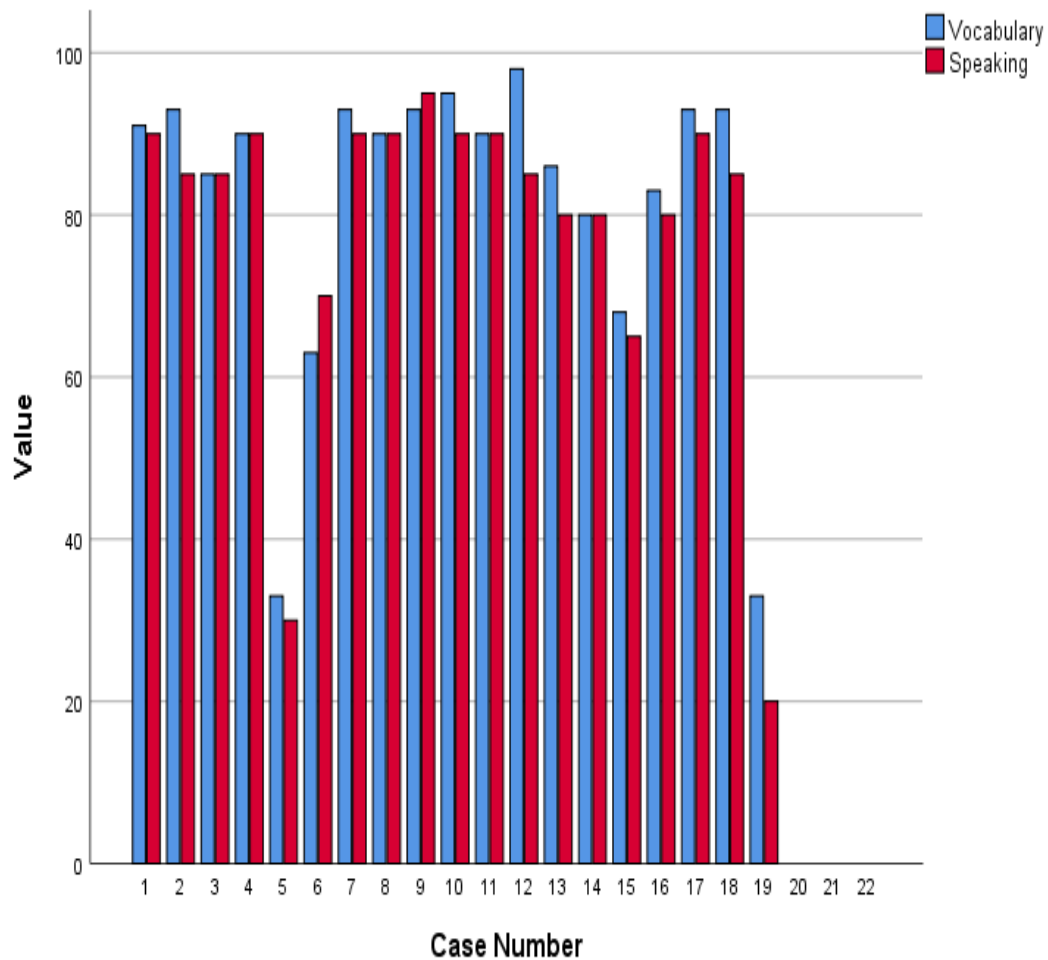
Discussion

The results of the findings show that the majority students possess sufficient knowledge of vocabulary. From 61 students, 47 of the students achieved excellent rating in vocabulary test, 9 achieved good rating, and 5 students achieved below average score. Half the students demonstrate the potential of speaking clearly and fluently during the interview, some students also show they're ready to speak clearly though not as fluent because the previous ones. Only small numbers of the students seems to be struggling during the speaking interview. Even so, most of their speech are still understandable.

Both of the test, the vocabulary test and therefore the speaking test were conducted quite once. The vocabulary test was conducted twice and therefore the speaking test was conducted 3 times. The results of the vocabulary test revealed that the majority of the students possess excellent vocabulary mastery, a number of them possess good vocabulary mastery, and only a couple of the students possess below average vocabulary mastery.

The speaking test result also revealed an equivalent result. Most of the students are ready to speak clearly and fluently. During the speaking test, these students demonstrate good pronunciation for each words the spoke of, with little or no to no errors within the pronunciations. They're also capable of following the flow of conversations topic. A number of these students committed self-correct without hesitation during the conversation. For the vocabulary used during the speaking test, the have excellent and wide selection of vocabulary. The students also shown interesting response.

The speaking result revealed that there are some students who are ready to speak clearly, though not as fluent, alongside a couple of students who are struggling during the speaking test. For the students who are ready to speak clearly, the made some pronunciation errors during the conversations. They're also capable of using the language fluently and ready to participate in a conversation. There are some errors made every now then during the conversations. The vocabulary that these students used also are within the range of excellent and appropriate vocabulary alongside generally good response.

As for the few students who achieved badly during the test, they're ready to speak in understandable manner though often faulty. The pronunciation errors are quite frequent. They're also capable of handling the conversation just fine. There are some errors that interfere the conversations. The vocabulary are just capable respond.

With of these collected data, the researcher has analyzed these two variables to seek out the many correlation. The results of the analysis shows the many correlation between the 2 variables exist. The result implies that the students with excellent vocabulary mastery allow them to talk clearly and fluently during a conversation. An equivalent applies toward the students with good vocabulary master and people with below average vocabulary mastery.

CONCLUSION

The aim of this research is to seek out the correlation between vocabulary mastery and speaking skills of the students. Judging from the result and therefore the discussion, the researcher concludes that: The students taken from the three classes because the subjects of the research has clearly shown sufficient mastery of vocabulary. Average score of English vocabulary mastery show that quite half the category were categorized nearly as good. From everything of the students taken as subjects, 47 of them categorized as excellent in their mastery of the vocabulary. 9 students are categorized nearly as good, with 0 student categorized as average. There are 5 students categorized as below average and 0 student categorized as poor.

The students taken from the three classes because the subjects of the research has clearly shown sufficient mastery of vocabulary. From everything of the students taken as subjects, 37 of them categorized as excellent in their mastery of the vocabulary. 19 students are categorized nearly as good, with 0 student categorized as average. There are 4 students categorized as below average and 1 student categorized as poor.

The results of this research has answered the research question. The solution is there's significant correlation between students' vocabulary mastery and speaking skills. It's obtained through the info analysis by using SPSS 26 through the means of Pearson Product Moment. The three classes has shown direct correlation regarding the vocabulary mastery and speaking skills. Here are the overview:

> From the data taken within A2 class, the correlation score is 0.978.
> From the data taken within A3 class, the correlation score is 0.986
> From the data taken within A5 class, the correlation score is 0.970

It is ready to be concluded that the vocabulary mastery correlate and coexist with the speaking skills, the more vocabulary mastered by the students the more likely it's for the students to be able speak during a clear and fluent manner. The less vocabulary the students mastered, the likelihood of facing problems and obstructions during conversation will occur.

SUGGESTION

Considering the result of this research, below are the researcher's suggestions:

For Students

The mastery of vocabulary greatly affects students' speaking skills, thus it's important to assist students improve their vocabulary. The students can improve their vocabulary by performing some fun reading, having a touch notebook consisting of varied vocabulary, reading some English novel, or maybe taking note of music.

Vocabulary mastery affects the students speaking skills, however it's also important to assist students in improving their speaking skills. The students can practiced to enhance their speaking skills through watching movie with English subtitles or maybe without subtitles then practicing the conversation themselves, practice conversing with friends by using English only, start making a habit of using English most of the time, and reading some English texts or stories aloud.

For Teachers

By knowing the contribution of students vocabulary mastery and speaking skills, the teacher are expected to understand and ready to gauge the students vocabulary mastery and speaking skills so as to make a decision which teaching techniques or strategy best use for things.

English teacher ready to improve students' vocabulary mastery by giving them the teachings regarding vocabulary. The teaching includes activities, such as:

> Teacher commanding the students to read some text and write down the words or vocabulary in the text alongside the meaning of the word.
> The teacher command the students to read some English novel or textbook and ask the students to means vocabulary which will be considered complex for the students, in order that the teacher ready to explain the acknowledged words.
> The teacher command the students to urge themselves a book or notebook consisting of varied vocabulary that they find hard to memorize or comprehend, they write down these words with the meaning and the way to pronounce it. This may ease the students to memorize and comprehend more words or vocabulary.

English teacher ready to improve students' speaking skills by giving them the teachings regarding speaking. The teaching includes activities, such as:

> Teacher starting a discussion within the class by limiting the usage of the language into English only and every one students must have their own justifiable share of talking or speaking within the category.

➢ The teacher also ready to play a movie of option to show the students, the movie may contain subtitles in English or with none subtitles in the least. The teacher should then ask the students to form recap of the whole movie in their own words in English.

➢ The teacher divide the category into several groups of students to make a team of role-play with the groups own topic of choice. The students then act out the whole play in English. And still, all the students within the group must have their own justifiable share of talking. The teacher also make a habit of using English most of the time with the students.

➢ The teacher command the students to tell some English text or English stories aloud within the class.

For Other Researchers

There are possibilities that there could also be other factors which will influence or affects the success of students' vocabulary mastery or speaking skills. The factors such as: phonology, syntax, vocabulary, and semantics. Therefore, the researcher expects that there'll be other researchers whom investigate these other factors associated with the students' vocabulary mastery or the speaking skills. In doing similar research, the opposite researchers are expected to showcase more or distinct innovation in achieving the result which may give contribution for education sector.

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