The Correlation Between Students Vocabulary and Speaking Ability at Seventh Grade in SMPN 2 Dua Koto Kabupaten Pasaman

Seprisa[1], Merry Prima Dewi[2], Reflinda[3], Widya Safitri[4]*

[1,2,3,4]*Univeristas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Bukittinggi,* Indonesia

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Keyword

Correspondence

E-mail: seprisa442@gmail.com*

A B S T R A C T

This research was motivated by several problems of class VII students of SMPN 2 Dua Koto, Pasaman Regency related to learning English such as vocabulary and speaking. One of them is that some students have low scores in the vocabulary test and speaking test, the students' low ability to speak English, they do not have enough vocabulary. Therefore, this study was conducted so that the researchers found out whether there was a relationship between the students' vocabulary and the speaking achievement of the fifth grade students of SMPN 2 Dua Koto. This study uses a quantitative approach to the type of correlation design. The population in this study were all class VII at SMPN 2 Dua Koto consisting of 3 classes with a sample consisting of 72 students taken through total sampling technique. Data was collected through a vocabulary test and speaking test. The results showed that there was a relationship between vocabulary and speaking ability of seventh grade students of SMPN 2 Dua Koto for the academic year 2020/2021. Based on the results of this study, it can be concluded that vocabulary has a positive important role for speaking ability. That is, if students have a large vocabulary, then they will have good speaking skills. on the other hand, if students have low vocabulary, they have low speaking ability. So, this study was conducted to find the relationship between vocabulary and speaking ability of students in the seventh grade of SMPN 2 Dua Koto, Pasaman Regency.

Abstrak

Penelitian ini dilatarbelakangi oleh beberapa masalah siswa kelas VII SMPN 2 Dua Koto Kabupaten Pasaman terkait dengan pembelajaran bahasa Inggris seperti vocabulary dan speaking. Diantaranya siswa memiliki nilai yang rendah dalam tes kosa kata dan tes berbicara, rendahnya kemampuan siswa dalam berbicara bahasa Inggris, mereka tidak memiliki kosakata yang cukup. Oleh karena itu, penelitian ini dilakukan agar peneliti mengetahui apakah ada hubungan antara kosa kata siswa dengan pencapaian berbicara siswa kelas Vll SMPN 2 Dua Koto. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis design korelasi. Populasi dalam penelitian ini adalah seluruh kelas Vll di SMPN 2 Dua Koto terdiri 3 kelas dengan sampel yang terdiri 72 siswa yang diambil melalui teknik total sampling. Pengumpulan data dilakukan melalui test kosa kata dan test berbicara. Hasil penelitian menunjukkan bahwa ada hubungan antara kosakata dan kemampuan berbicara siswa kelas VII SMPN 2 Dua Koto tahun ajaran 2020/2021. Berdasarkan hasil penelitian ini, dapat disimpulkan bahwa kosakata memiliki peran penting yang positif bagi kemampuan berbicara. Artinya, jika siswa memiliki kosakata yang banyak, maka mereka akan memiliki kemampuan berbicara yang baik. sebaliknya, jika siswa memiliki kosa kata yang rendah, mereka memiliki kemampuan berbicara yang rendah. Jadi, penelitian ini dilakukan untuk menemukan hubungan antara kosakata dan kemampuan berbicara siswa di kelas tujuh SMPN 2 Dua Koto, Kabupaten Pasaman.

1. Introduction

Speaking is an important skill need in this globalization era, where people need to communicate not only in local and national context, but also in the global one. Speaking is one of the main aspect in daily life. It is the simplest way to deliver message. People send their messages through utterances to carry out comunication with other. The importance of speech has been reinforced by many linguist who claim that speech is the primary form of language, and that vocabulary depends on speech.

Speaking is defined as the way to communicate orally with other people. Thornburry, (2005) stated that If students speak it means that he or she use language to communicate orally (Thornburry, 2005). It means that speaking is a persons ability to convey ideas verbally to others.Unlike reading and writing, Speaking happens in real time   and when people speak, they cannot or revise what they say. In this case the listener can ask what they want to the speaker.

According Nunan, (2003) in the conversation among equals, the people all normally free to take runs, ask the question, and change the topic (Nunan, 2003). When the students speak to the other, one of them can ask the question to clarify what the speaker says and the listener also can changes topic if they feel the topic is not interesting or important them.   In this case the students need enough vocabulary to make clear their explanation in conversation.

Sometimes people want to say or give response from what they listen but someone peoples feel confused and do not understand what they will say because their vocabulary is still low, it means that vocabulary is much improving in oral, without word communication cannot run well. So if students study hard, they will not get difficulties in listening, reading, writing especially in speaking. If students know the meaning of words widely, they will improve their speaking easier. According to Nunan many people feel speaking in new language is harder than reading, writing, or listening because when someone speak they need to respond constantly and they can not edit or revise what they have said (Nunan, 2003). For this reason, many students find that speaking is harder than the other skill because the students need enough vocabulary to respond constantly in conversation.

There are many factors that can contribute the students speaking ability like vocabulary, pronunciation, fluency, and comprehension. One important factors vocabulary. Burton said that the larger of the students vocabulary, the better will be the students performance in all aspects of English work (Burton, 1982). A large vocabulary of students will helps them to express their ideas precisely, fluency and confidence. It means that by having enough vocabulary will be benefit for students in all skill of English.

Vocabulary is an essential component learned in language learning. In relation to this, the linguist Wilkins in Thornbury stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed as stated by (Thornbury,2002). Jack C Richard and Renandya says, Vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Jack, 2002). So, Vocabulary is very important to improve one's learning such as writing, reading,speaking. Without technique in vocabulary, students can not use their opportunities to share and get information. So larger vocabulary mastery will be helpful with the students to use language being learned.

Based on the preliminary research by doing interview at seventh grade of SMPN 2 Dua Koto on August 15th 2020, the researcher found problems in the research filed. There are three classes of seventh grade VII.1, VII.2, VIII.3. and   each class consist of 24 students. First, when the researcher interview with english teacher Sopni Yanti, the researcher found that some students were lack of vocabulary. Based on the data that was find by the researcher, the teacher said some students had low result in vocabulary test and speaking test, 70 for vocabulary and 70 for speaking. While, the KKM in English subject is 75 (Yanti, 2020).

Second, the researcher found in the research the low ability of students in speaking English. Based on the data that was found by the researcher. The researcher interview five students They're Rika, Hidayati, Rifa, Reva, Ifa. They said that the students didn't understand the meaning of the word when the teacher explained the material in the front of the class. They were not interested when they listen to the teacher explanation with English language. As a result, only some of the students got involved in the classroom activity.

Third, the students have problems finding the appropriate words and idea that they want to express. They said that they do not have enough vocabulary to speak English. On the other hand, this research focuses on find out whether there is a relationship between vocabulary and students speaking ability. Tarigan 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"(Tarigan, 1993). So the vocabulary mastery might have a good connection for the purpose of education.

The problem that researchers take away from this, the students have difficulty uttering a vocabulary in English. Based on the results of observations, students English vocabulry mastery skills are still now. So, in this research the researchers will be discussing the topic of part of body for vocabulary to increase their vocabulary. While,In speaking the topic will be describe others to perform in front of the class. Based on problems above, the researcher is interested in conducting the research entitled The Correlation Between Students Vocabulary And Speaking Ability At Seventh Grade In SMPN 2 Dua Koto Kabupaten Pasaman

2. Research Method

This research is correlational design. According to Lodico et al, correlational research was a research that involves measuring the relationship between two or more variables. The correlational research often measures many different variables (Marguerite, 2010).The researcher used the correlational research because the researcher wants to find out the relationship between students vocabulary and speaking ability. To measure it, the researcher would used quantitative research in order the researcher knows the degree of relationship between two variables. In this research, the researcher used two variables which they were variable X and variable Y. Variable X was students vocabulary while variable Y was students speaking ability. To collect the data, the researcher would uses students vocabulary test and speaking test. Later, to analyze the data, the researcher would uses two variables for finding the correlation between students vocabulary and speaking ability.

3. Findings and Discussion

3.1. Finding

3.1.1. The Description of the Data

The research was done at the seventh grade of SMPN 2 Dua Koto,Kabupaten Pasaman. The data was collected by using vocabulary test and speaking test. The vocabulary test was used to collect the data about students vocabulary. In contrast, the speaking test was used to collect the data about students speaking ability. The researcher used the speaking test of the students speaking ability so that the researcher found the achievement of the students in speaking. The researcher was done the test in the class room.

There were two variables in this research, students vocabulary (x) and speaking ability (y). The data of these two variables were collected from 72 respondents and analyzed by using the program of SPSS 20. The descriptive statistics were applied to find the mean, median, mode, std deviation, minimum& maximum score, and sum.

3.1.2. The Description Data of students vocabulary

The data for this variable is vocabulary test in the form of objective test distributed to 72 students of the seventh grade years students of SMPN 2 Dua Koto. The result of students vocabulary score could be seen in appendix V. Form the objective test consisting of 20 items with choice A,B,C,D, the theoritical data could be described, it showed that meanhas score 67, median: 67,5, and mode: 70, Standard Deviation: 10,105, minimum score: 45, and maximum score: 90.

3.1.3. The Description Data of Speaking Ability

The collected the data about students speaking ability as variable Y, the researcher used speaking test. The test was gotten from the English teacher in SMPN 2 Dua Koto Kabupatenn Pasaman.The result of speaking performance score can be seen in appendix VI. Form the speaking test,the theoritical data could be described that,it showed that mean has score 13,264, median: 13, mode: 13, Standard Deviation: 2,622, minimum: 8, and maximum: 18

Tabel 1. Data Distribution

	Statistics		
		Vocabulary	Speaking Ability
N	Valid	72	72
	Missing	0	0
Mean		67	13.263
Median		67.5	14
Mode		70	13
Std. Deviation		10.105	2.622
Minimum		45	8
Maximum		90	18
Sum		4855	955

3.1.4. Prerequisites of Analysis

Prerequisites of analysis was one of the step that should be followed before going to do the analysis of data. On the other hand, it covered the test of normality, linearity, and data conversion.

3.1.5. Normality Test

Normality test was conducted on all the variables studied. Which include variabe X and Y. And then, normality test aims to determine whether the collected data are normally distributed or not. By having normally test, it will be known that samples drawn from the population that is normally distributed or not. Kolmogorov- Smirnov in SPSS V. 20 was used to test the normality of data.To determine the normality, the value of sig. at column of kolmogorov is bigger than sig. value that has been set in this research, the researcher used sig. And level at 0.05. if the sig- value > 0.05 then the data are normally distributed and if sig,<0.05 then the data are not normally distributed. The result of test is as follow:

Tabel 2. Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
X	,102	72	,060	,975	72	,152
Y	,096	72	,097	,970	72	,082

a. Lilliefors Significance Correction

From the results above, the Kolmogorov-Smirnov in the columns of sig. we can find that the significant value for "the students vocabulary at 0.060 and speaking ability 0.097. Due to the significance of all variables is bigger than 0.05, it can be concluded that the data on the variables X and Y are normal distribution.

3.1.6. Linearity Test

Linearity test aims to determine whether two variables have a linear relationship or not significantly. In this test is usually used as a prerequisite in the analysis of the correlations or linear regression. To test the linearity, SPSS V. 20 was performed with the significance level of 0.05. Two variables are said to have a linear relationship when significance (linearity) is less than 0.05.

Tabel 3. Anova Table

			Sum of Squares	df	Mean Square	F	Sig.
X* Y	Betw een Grou ps	(Combined)	5163,127	10	516,313	15,0 95	,000
		Linearity	5030,052	1	5030,052	147, 055	,000
		Deviation from Linearity	133,075	9	14,786	,432	,912
	Within Groups		2086,526	61	34,205		
	Total		7249,653	71			

From the data above, it can be seen that the values deviation from Linearity at 0.912. Because of the significance are bigger than 0.05, it can be concluded that the variables have linear relationship.

3.1.7. The Analysis of the Data

In this research, the researcher collected data by using vocabulary test and speaking test. To analyze the data which have been gotten, the researcher using statistic calculation. The formula that was used in this analysis was Pearson Product Moment Correlation Coefficient. Based on the score of students vocabulary and speaking ability above, the data was tabulated in appendix 4.6.

The tabel 4.6 contained of result of data conversion product moment with respondent about 72 students from Vll.1 in SMPN 2 Dua Koto Kabupaten Pasaman. The data was showed the result of X as variable independent (11,210), Y as a variable dependent (4855), X^2 kuadrat of variable X (328,675), Y^2 it was kuadrat of variable Y (333,125) and the last XY it was multiplication of variable X and Y (352,985). The researcher got it from exel. This data would used in correlation statistic to know the correlation between students vocabulary and speaking ability.

The formula that was used in this analysis was Pearson Product Moment Correlation Coefficient. The calculation of SPSS was described such as follow:

Tabel 4. Correlations

		Vocabulary	Speaking
Vocabulary	Pearson Correlation	1	,833**
	Sig. (2-tailed)		,000
	N	72	72
Speaking	Pearson Correlation	,833**	1
	Sig. (2-tailed)	,000	
	N	72	72

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

The table above showed the correlation coefficient equaled r=0.833, which indicated there was positive correlation between two variables. From the r number (0.833) the researcher could use it to know strength of correlation between two variables. The number of 0.833 resided between 0,80 – 1,00 that means the strength in very high correlation.

Based on the table above can answered the third question in this research :

a. Is there any sicnificant correlation between students vocabulary and speaking ability?

In the table above, The correlation coefficient which shows the relationship between students vocabulary and speaking ability is 0,833. So, there is a significant correlation between students vocabulary and speaking ability.

b. What is the correlation direction between students vocabulary and speaking ability?

To answer the question above, the correlation coefficient that shows the correlation between students vocabulary and speaking ability is 0,833. So,the data shows there is a significant correlation between students vocabulary and speaking ability because the result of this calculation has positive symbol.

c. What is the magnitude of the relationship between students vocabulary and speaking ability?

To know the magnitude of the correlation between students vocabulary and speaking ability, the researcher consults with the interpretation table below:

Tabel 5. Magnitude of Correlation

Coefficient	Magnitude of correlation
0,80 - 1,00	Very High
0,60 – 0,79	High
0,40 – 0,59	Sufficient
0,20 – 0,39	Low
0 – 0,19	Very Low

Source: Lijan Poltak Sinambela, Metodologi Penelitian Kuantitatif, ..., p. 208

So,the correlation coefficient that shows the correlation between students vocabulary and speaking ability is 0,833. This interpretation answers the third question in this research. Based on the interpretation table above, 0,833 has "very high" correlation because it is between 0,80 – 1,00. It can be concluded that the magnitude of the correlation between students vocabulary and speaking ability is very high.

3.1.8. Testing Hypothesis

Hypothesis testing is done to determine whether the hypothes is expressed in this research can be accepted or rejected. Based on the results of the prerequisite analysis, it indicated that hypothesis testing could be done, because the number of requirements for it, such as normality, linearity, and multi colinearity of the data obtained had been met.

In this research, the researcher has hypotheses, there are:

1. Ha: There was a significant correlation between students vocabulary and speaking ability.

2. Ho: There was no a significant correlation between students vocabulary and speaking ability.

To consult with r- table, the researcher has to determine the degrees of freedom (df) and the significant alpha value (ɒ). The degrees of freedom in this research is N-2 = 72-2 = 70. After that, the researcher uses significant alpha value (ɒ) = 0,05. To determine whether the researcher will accept or reject the hypothesis, the researcher uses the formulation below:

If $r_{xy} > r_{tab}$, so Ha is accepted and Ho is rejected

If $r_{xy} < r_{tab}$, so Ha is rejected and Ho is accepted (Sugiyono, 2007)

Then, the researcher consults to r- table by using significant alpha value (ɒ) = 0, 05 and df = 70.

Based on the r-table, it is obtained 0,235, and the researcher has r_{xy} = 0,833. It means that r_{xy} score is bigger rather than r-table score.

If $r_{xy} > r_{tab}$, so Ha is accepted and Ho is rejected

0,833> 0,235, so Ha is acceptedand Ho is rejected

So, Ha is accepted and Ho which states that there is significant correlation between students vocabulary and speaking ability is rejected.

3.2. Discussion

Based on the data analysis above, the researcher has found that the coefficient of correlation between two variables students was 0,833. There is a positive correlation between two variables because the result has positive symbol. From the result above, the magnitude of the correlation is high because it is between 0,80 – 1,00. Clearly, if the students have high vocabulary automatically she/he have very high ability in speaking or when the students have low vocabulary automatically she/he have low ability in speaking ability.

In analysis data, the researcher calculated students vocabulary and speaking abbility score by using Product Moment Formula. It is found that there is the correlation between students vocabulary and speaking ability at the seventh grade of SMPN 2 Dua Koto Kabupaten Pasaman. Moreover, there is also positive correlation between students vocabulary and speaking ability. Positive correlation has meaning that if the students have many vocabulary automatically she/he have high in speaking ablity or when the students have low vocabulary automatically she/he have low in speaking ability.

Additionally, based on hypothesis testing, the result of r_{xy} is 0,833, and r-table is 0,235 on df = 72-2 = 70, alpha = 0,05. Because r_{xy} is bigger than r-table, Ha is accepted and Ho is rejected. It means that there is the correlation between students vocabulary and speaking ability at seventh grade of SMPN 2 Dua Koto Kabupaten Pasaman. In summary, the result of this research supports the research hypothesis that there is high correlation between students vocabulary and speaking ability at seventh grade of SMPN 2 Du Koto Kabupaten Pasaman.

Based on phenomenon and the result above, it can be concluded that vocabulary is one factor in influence the speaking ability. According to Tarigan, the quality skill of speaking depends on the quality and quantity of the vocabulary that someone has (Henry, 1993). Moreover, a vocabulary is an important part of developing a person's speaking process. Finally, the findings has supported the theories and findings sugested by expert and the researcher. It is implied in the findings that students vocabulary correlated to students speaking ability. So, the students also can improve their speaking ability.

As a result, the role of vocabulary and speaking is important in second language learning. Because speaking is so much a part of daily life. Students vocabulary can not be saparated in the learning process. Additionally, students vocabulary can be developed by the teacher. The teacher can use many stategies in teaching, such as discussion group in order the students can express their feelings openly and share those feelings with others. That process can help the students having self confidence, having good relationships with their friends, and eliminating language anxiety.

Based on experince of the researcher in doing the obsevation and the research, the students have problem in speaking. Vocabulary is not only the factor which makes the students are weak in speaking, but there are still many factors that cause the students can notget achievement inspeaking ability. When the researcher did inteview with the English teacher, the teacher say that the students could not speak in English because they also didn't know about gramar, pronounciation,and vocabulary. The students also could not arrange the words into sentences in English. Then, there are many factors that make the students difficult to speak in English.

In fact, in language learning especially for speaking skill, there are many ways to improve the students speaking skill. In speaking class, the students have important role in order they can get

achievement in speaking. The students have to have internal motivation because it can increase self esteem, confidence, and willingness to communicate. Besides, the students who have self motivation are expected to participate actively in the classroom activities and speaking in English outside the classroom. Moreover, the students should select, arrange the words, make the sentences, and express it in order they can have good in speaking. Thus, the students can demonstrate their comprehension and express self through meaningful and grammatical sentences verbally (Benter 2015).

4. Conclusion

The purpose of this research is to know whether there is correlation or not between students vocabulary and speaking ability at the seventh grade of SMPN 2 Dua Koto Kabupaten Pasaman. In this research, it correlates the students vocabulary score and the students speaking ability score. Based on the research question about the correlation between students vocabulary and speaking ability, it can be conclude that:1) The result of the research indicated that the students vocabulary and speaking ability have positive correlation. Students vocabulary influenced their speaking ability, it was showed by result of their test. Briefly, if the students have high vocabulary automatically she/he have high ability in speaking ability or when the students have low vocabulary automatically she/he have low ability in speaking ability; 2) The data shows there is a significant correlation between students vocabulary and speaking ability because the result of this calculation has positive symbol; 3) The correlation coefficient that shows the correlation between students vocabulary and speaking ability is 0,833. Based on the interpretation table, 0,833 has "very high" correlation because it is between 0,80 – 1,00 . It can be concluded that the magnitude of the correlation between students vocabulary and speaking ability is very high.

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