

THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR SPEAKING ABILITY IN DESCRIBING PICTURE

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Abstract

The objective of this research is to find out the correlation between students' vocabulary mastery and their speaking ability in describing picture in second-semester students of English education at Universitas Pancasakti Tegal. The research hypothesis there is positive significant correlation between students' vocabulary mastery and their speaking ability in describing picture in second-semester students at universitas pancasakti tegal.

In this research, the population is second-semester students of English Education Study Program of Teacher Training and Education Faculty at Universitas Pancasakti Tegal which is totally 38 students. The writer uses simple random sampling. The total of sample is 20 students, which consist of 10 students from class A and 10 students from class B.

The writer analysis data by using Pearson correlation score of Pearson correlation is 0,616. While score of r-table is at 5% level significance is 0,444. Thus, r-count is higher than r-table. According to result of data, Ha (alternative hypothesis) of this research is accepted and null hypothesis (Ho) is rejected. It means there is a positive significant correlation between students' vocabulary mastery and their speaking ability in describing picture in second-semester students of English education at Universitas Pancasakti Tegal. Then, the writer suggest to the second-semester students of English education to improve their vocabulary mastery to reach speaking ability. The issue of vocabulary mastering and speaking requires greater explanation and focus from the teacher. For other writer's maybe can continue this research with more respondents and the difficulties of test items.

Keywords: Correlation, Vocabulary Mastery, Speaking Ability.

1 INTRODUCTION

Speaking requires knowledge of a language's sounds, structures, lexicon, and cultural subsystems (Ilham et al., 2020). This activity entails sharing thoughts and opinions, wishing or desiring to do something, bargaining or resolving conflicts, or forming and keeping relationships. Speaking is also the ability that students find to be the most pleasurable to master, yet it can also be the most challenging (Darancik, 2018; referenced in Putri, 2019).

Based on the writer's experiences when she learned speaking skills in the first semester at Universitas Pancasakti Tegal, the speaking class is the most difficult to follow. This is because the lecturer elaborates on the material using complete English, so students with low vocabulary mastery cannot understand the lecturer's explanation and have to ask another friend to explain it in their language. In addition, the teaching and learning process becomes less interactive because of the students' limited vocabulary; there is only one-way interaction with the lecturer, who is actively talking while the students only listen. On the other hand, oral instruction during the teaching and learning process has several drawbacks. The students' biggest issues in learning speaking are vocabulary restrictions, pronunciation mistakes, and poor grammar (Rullu & Daburan, 2020). The error that students frequently make is when they come across a new word and are unable to pronounce it properly. In addition, the word serves as the crucial point for understanding communication (Putri, 2019). Without learning the words that can describe their goals and ambitions, students cannot

construct sentences. As a result, vocabulary proficiency may be one of the elements affecting students' ability to speak English. The students' poor vocabulary may have an impact on their ability to talk.

The writer did a preliminary study that conducted by interviewing second-semester students of English education at Universitas Pancasakti Tegal, using personal chat with some of the students. Some students said that among the four skills in English, speaking is the most difficult to learn. Students said that several factors can affect their problems in speaking: lack of motivation, being afraid to make mistakes when speaking, and a lack of confidence to practice. And the biggest problem is that the students have low vocabulary mastery that causes errors in pronunciation and cannot speak fluently.

Based on the problem and explanation above, the writers assume that there is a relationship between students' vocabulary mastery and their speaking ability. Hereafter, the writer decides to conduct research about the correlation between students' vocabulary mastery and their speaking ability in describing pictures in second-semester students of English education at Universitas Pancasakti Tegal.

1.1 Definition of vocabulary mastery

Vocabulary becomes a critical and essential component for pupils to grasp in order to comprehend the language. By contrast, passive vocabulary refers to the capacity to understand both the form and the meaning of words, according to Hiebert & Kamil (2005). Vocabulary mastery is defined as the capacity to articulate the meaning of words, patterns, and information. To convey our thoughts and opinions and to comprehend what others are saying, we need to have a command of our vocabulary. According to Susanto and Fazlinda, who were mentioned in Zanoobia (2022), "vocabulary mastery refers to the great skill in processing words in a language." Therefore, motivation and interest in a language's words are necessary for success in learning vocabulary.

1.2 Definition of speaking ability

One of the linguistic skills that students must learn and perfect when learning a foreign language is speaking. "Speaking ability enables us to produce utterances," claims McDonough (Julianti, 2021). "Speaking ability is defined as the ability to report acts or situations in precise words or the ability to cover or express a sequence of ideas fluently," according to Lado (Kurniati, 2015). Speaking fluently is a skill that requires a lot of work. No matter how good your concept, will fail if it is not adequately communicated.

1.3 Definition of describing picture

One of the exercises in learning English is describing picture. Describing picture can help students develop their imaginations and their ability to explain the story or event that happened in the picture in English. The use of images should be appropriate for the level of the student and accessible to them (Harmer, 1998). As a result, students can acquire the lesson by describing a picture during the teaching-learning process.

2 METHODOLOGY

In this study, the writer used a quantitative method with a correlation research design. This design aimed to determine the relationship or the correlation between two or more variables. The population in this study is second-semester students of English Education Study Program of Teacher Training and Education Faculty at Universitas Pancasakti Tegal in academic year 2022/2023 which is totally 38 students. The writer used simple random sampling to select the sample. The total of sample is 20 students, which consist of 10 students from class A and 10 students from class B. To collect the data the writer used two kind of instrument; there are vocabulary test and speaking test. The writer used SPSS program to calculate the data.

3 RESULTS

In this section, the writer presents the result focusing on the correlation between vocabulary mastery and speaking ability.

3.1 The data of students' vocabulary mastery

The distribution of the students' vocabulary test score as suggested by Arikunto (2007) is presented below.

Table 1. The scale of students level invocabulary mastery

Score Range	Clasification	Level	Number Of Students	Percentage
90-100	Excellent	Outstanding	1	5%
75-89	Good	Above average	7	35%
60-74	Fair	Satisfactory	6	30%
50-59	Less	Below average	4	20%
0-49	Poor	Insufficient	2	10%

The table above show the level of students" vocabulary mastery in second-semester students of English education at Universitas Pancasakti Tegal. The number of respondents is 20 students. There are 1 students (5%) are in excellent level, 7 students (35%) are in good level, 6 students (30%) are in fair level, 4 students (20%) are in less level and 2 students (10%) are in poor level. In short, the mean score of the students in vocabulary test is 69.3. It can be stated that the vocabulary mastery of the second semester students of English education at Universitas Pancasakti Tegal is in fair level.

3.2 The data of students' speaking ability

The distribution of the speaking ability test score as suggested by Arikunto (2009) is presented below.

Table 2. The scale of students' level in speaking ability

Score Range	Classification	Level	Number Of Students	Percentage
90-100	Excellent	Outstanding	0	0%
75-89	Good	Above average	9	45%
60-74	Fair	Satisfactory	11	55%
50-59	Less	Below average	0	0%
0-49	Poor	Insufficient	0	0%

The table above show the level of students' speaking ability in second-semester students of English education at Universitas Pancasakti Tegal. The number of respondents is 20 students. There are no students in excellent level, 9 students (45%) are in good level, and 11 students (55%) are in fair level, no students in less level and poor level. In short, the mean score of the students in vocabulary test is 72.6. It can be stated that the vocabulary mastery of the second semester students of English education at Universitas Pancasakti Tegal is in fair level.

3.3 The correlation between vocabulary mastery and speaking ability

To find out the coeficient correlation between these variables, the writer used SPSS program to calculate the data. The result of the correlation is present as follows:

Table 3. The result of correlation (rxy) by using SPSS

Correlations

		Vocabulary	Speaking
Vocabulary	Pearson Correlation	1	.616**
	Sig. (2-tailed)		.004
	N	20	20
Speaking	Pearson Correlation	.616**	1
	Sig. (2-tailed)	.004	
	N	20	20

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

It can be gotten the result of the correlation is 0,616. After the writer got the result of the correlation between X variable (Vocabulary Mastery) and Y variable (Speaking Ability) the writer consulted to give interpretation as suggessted by Sugiyono (2017) as follow:

Table 4. Interpretation of Pearson correlation analysis

“r” score	Interpretation
0,00-0,199	Very low
0,20-0,399	Low
0,40-0,599	Medium
0,60-0,799	Strong
0,80-1,000	Very strong

After the writer found that value rxy (0.616) and look at the table interpretation of correlation, it can be concluded that the level of this correlation is 0.60 - 0.799, based on the table of interpretation of correlation, 0.616 is in strong correlation between the two variables.

Than, to find out the significant of the correlation between the two of variables, the writer used the formula of t table as suggessted by Sugiyono (2017) as follow:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0,616\sqrt{20-2}}{\sqrt{1-0,616^2}}$$

$$t = \frac{2,6134666}{0,620544}$$

$$t = 4,211$$

The value found from the calculation above is 4,211. It can be confirmed to the t distribution table where t distribution table value on (N =20, df = n-2) and the real level α = 0,05 is 1,701. Therefore, the result of t count (4,211) is higher than t table (1,701). It can be concluded that there significant correlation between students' vocabulary mastery and their speaking ability in describing picture.

4 CONCLUSIONS

The topic of this research is the correlation between students' vocabulary mastery and their speaking ability in describing picture in second-semester students of English education at Universitas Pancasakti Tegal. This research is supposed to find out whether or not there is significant correlation between vocabulary mastery and speaking ability of the students.

According to the study's findings, the second-semester English education students at Universitas Pancasakti Tegal have fair categories for their vocabulary mastery. Based on the results, it was determined that the average student's vocabulary mastery score was 69.3. This indicates that the vocabulary rate score was fair. The results for speaking ability then demonstrate that second-semester English education students at Universitas Pancasakti Tegal also have fair categories for their speaking skills. Based on the results, it was determined that the students' speaking ability in describing pictures had a mean score of 72. This indicates that speaking received a fair score. By using Pearson Product Moment, it can be seen that $r_o = 0,616$ and $r_{table} = 0,444$ with a significance standard of 5% are the results of the correlation calculation. The correlation product moment has a higher value than r_{table} . The calculate of t-count result (4,211) is higher than the t-table result (1,701), there is a significant correlation between students' vocabulary mastery and their speaking ability in describing pictures. It means that the correlation between students' vocabulary mastery and their speaking ability in second-semester of English education at Universitas Pancasakti Tegal was positive correlation in a moderate level and the alternative hypothesis (H_a) is accepted.

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