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**THE CORRELATION BETWEEN VOCABULARY MASTERY AND SPEAKING
ACHIEVEMENT OF THE SECOND CLASS STUDENTS OF MAN 2 MATARAM IN
THE ACADEMIC YEAR OF 2013/2014**



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ABSTRACT

This study was carried out to find out whether there was a significant correlation between vocabulary mastery and speaking achievement. The sample of the study was the second language class students of MAN 2 Mataram. There were 42 students consisting of 20 males and 22 females. The data were obtained from the result of vocabulary and speaking test in the form interview. Vocabulary test consisted of 40 items and speaking interview test consisted of 6 items. This research used Pearson Product Moment correlation formula and t-test to analyze the data. Referring to the computing result of Pearson product moment correlation, it was revealed that the coefficient between vocabulary mastery and speaking achievement was 0,883. The coefficient correlation from the statistical computing (r_{xy}) was 0,883, which is higher than coefficient value (r_t) 0,304. In examining the significant correlation; the data were calculated by using t-test. The result of t-test (11,897) is higher than the value from the t table (2,021) with $df\ n-2 = 42-2 = 40$, in the table of significance of 5% and the value is (2,021). It means that there is a significant correlation between vocabulary mastery and speaking achievement of the second class students of MAN 2 Mataram. The hypothesis stated that “the alternative hypothesis (H_a) is accepted and Null Hypothesis (H_o) is rejected.”

Key words: Correlation, Vocabulary Mastery, Speaking Achievement

ABSTRAK

Penelitian ini dilakukan untuk mencari apakah ada hubungan yang signifikan antara penguasaan kosa kata dan kemampuan berbicara. Sampelnya adalah kelas dua bahasa MAN 2 Mataram. Ada 42 siswa yg terdiri dari 20 laki-laki dan 22 perempuan. Data yang didapatkan dari tes penguasaan kosa kata dan interview. Tes penguasaan kosa terdiri dari 40 pertanyaan dan tes interview terdiri dari 6 pertanyaan. Penelitian ini menggunakan rumus korelasi Pearson Product Moment and rumus t-test. Mengacu pada hasil perhitungan rumus Pearson Product Moment, itu dapat dinyatakan bahwa koefisien antara penguasaan kosa kata dan kemampuan berbicara adalah 0,883. Berdasarkan koefisien korelasi dari perhitungan statistik (r_{xy}) adalah 0,883, yang mana lebih besar dari nilai koefisien (r_t) adalah 0,304. Untuk menguji hubungan yang signifikan; data dapat dihitung dengan menggunakan t-test. Hasil dari pengujian t-test adalah 11,897, yang mana lebih besar dari nilai t table (2,021) dengan $df n-2 = 42-2 = 40$, di tabel yang signifikannya 5 % nilainya 2,021. Itu menunjukkan bahwa ada hubungan yang signifikan antara penguasaan kosa kata dan kemampuan berbicara siswa kelas dua MAN 2 Mataram. Sehingga, hipotesisnya dapat dinyatakan bahwa “Hipotesis Alternatif (H_a) diterima dan Hipotesis Nol (H_o) ditolak.”

Kata kunci: Korelasi, Penguasaan Kosa Kata, Kemampuan Berbicara

A. Background of the Study

English is one of the most important languages in the world because it is an international language. Most countries have adapted English as a compulsory subject at school. Indonesian government has placed English in the curriculum not only at the secondary school, senior high school, but also at university level. People realize that teaching and learning English becomes very important. For English teachers, they demand to explore and use effective techniques, methods, and approaches in teaching and learning English in order to improve students' speaking ability.

The students have to master the four basic language skills: listening, speaking, reading, and writing. Besides these basic skills, vocabulary is an important aspect to be mastered.

Students need to master a lot of vocabulary to express their own idea. Therefore, learning vocabulary is fundamental need to support the students to master English, because the ability to speak is relatively determined by their vocabulary mastery. Vocabulary is one of the essential and fundamental components of communication (e.g., Levelt, 1993). Vocabulary has been regarded as a vital

component and basics of communicative language ability (e.g. Bachman & Palmer, 1996: 68; Carol 1968: 54-55; Meara 1996: 35, 37).

Vocabulary plays an important role in teaching and learning a foreign language because it is one of the most important items in teaching and learning. Students who have a limited vocabulary will also have a limited understanding in speaking, reading, listening, and writing. Because of the limited vocabulary, the learners cannot communicate to others clearly. Sometimes it is difficult to group the idea transmitted to them. Furthermore, good vocabulary and ability to use words correctly and effectively can help the students make school work easier and more rewarding, and also many tests that they take in school include vocabulary questions. The more words they know the better their chance to do well on an English test.

According to Tarigan (Ikah: 2006), "The quality of language skill depends on the quantity and quality of vocabulary. The more vocabulary we have, the bigger possibility to have a skill to use the language."

This implies that a learner of foreign language will write easily, understand a text

that they read, and speak fluently and accurately if they have mastered a lot of vocabulary and have the capability using it accurately.

One of the purposes of teaching and learning English of a foreign language to Indonesian people is that they are able to speak, to communicate each other to convey a meaning of a topic spoken. To achieve those purposes, students have to master a lot of words of English. Thus, vocabulary is one of important factors in all language teaching to achieve the success in language teaching learning process especially English.

Based on the description of vocabulary mastery and speaking achievement above, it shows that they have close relation. To obtain empirical data about it, the study organized the test result to prove the correlation between students' vocabulary mastery and speaking achievement. I tried to conduct "The Correlation between Vocabulary Mastery and Speaking achievement of the Second Class students of MAN 2 Mataram."

The purpose of this study is to find out whether there is a significant correlation between vocabulary mastery and speaking achievement of the second class students of

MAN 2 MATARAM in the academic year of 2013/2014.

B. Research Methodology

This study was a correlation research conducted in MAN 2 Mataram from 9th October to 11th November 2014. According to Arikunto (2010: 173) says that population is a group of research subject. The population of the study was the second class students of MAN 2 Mataram in academic year 2013/2014. The sampling technique used in this study was a purposive sampling. According to Sugiyono (2012: 124), purposive sampling is a technique of sample determining by a certain consideration. The purposive sampling of the study was the second class students of language program of MAN 2 Mataram in academic year 2013/2014. It consisted of one class with 42 students: female 22 students and male 20 students.

In gathering the data, the study used vocabulary test (written test) and speaking test (interview test). The vocabulary test consisted of 40 questions in order to identify the level of students' vocabulary mastery. Meanwhile, interview test (tape recording) consisted of six questions. A mobile phone recorder was used to record the interview test. Before the recordings started, made

ensures the participant would focused on it. The questions in the interview were about describing people and place.

In analyzing the data, the study used Pearson Product Moment correlations formula and t-test as follow:

The formula of Pearson Product Moment correlation, Sugiyono (2012:255) as follow:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

The formula to conduct the t-test, (Sugiyono, 2012:257) as follow:

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

C. Research Finding and Discussion

This chapter presents the result of the research and the data analysis related to the correlation between vocabulary mastery and speaking achievement of second class students of MAN 2 Mataram in the academic year of 2013/2014.

The data were directly collected from the sample of the students' result of the vocabulary testing and speaking interview. It was calculated by using correlation formula of Pearson Product Moment and t-test to find a significant correlation.

Based on the computation of students vocabulary test, it is shown that the highest score of vocabulary test is 97,5 (one student) and the lowest score is 60 (two students). The mean score of the vocabulary test is 81,18.

Based on the computation of students speaking individual score, it is shown that the highest score of the speaking test is 92 (three students) and the lowest score is 56 (two students). The mean score the speaking of speaking test is 75,52.

After calculating the mean scores of vocabulary and speaking test, the data were analyzed to know the Correlation between the score of those variables (X and Y).

The next, analyzing the correlation between vocabulary test (X) and speaking (Y), the data were calculated the significant correlation by using Pearson Product Moment and t-test as follow:

Based on the computation by using Pearson Product Moment correlation formula, it is shown that r_{xy} (0,883) is higher than r table (0,304). This means that there is a positive correlation 0,883 between vocabulary mastery and speaking achievement. So, H_0 is rejected and H_a is accepted. The next step, identifying the significant correlation by using t-test. Based

on the computation of the t-test, it is shown that the t-test (11,897) is higher than t table (2,021). Therefore, H_0 is rejected and H_a is accepted. It means there is a significant correlation between vocabulary mastery and speaking achievement.

The last step, identifying the correlation by using the interpretation table of coefficient correlation. Based on table of coefficient correlation, the coefficient correlation (0,883) is very strong. It means that there is a very strong correlation between vocabulary mastery and speaking achievement. Meanwhile, in examining the significant correlation, the data was calculated by using t test. The result of t-test (11,897) is higher than the value from the t table (2,021) with $df\ n-2 = 42-2 = 40$, in the table of significance of 5% and the value is (2,021).

The conclusion is that there is a significant correlation between vocabulary mastery and speaking achievement. It means that the alternative hypothesis (H_a) is accepted and Null Hypothesis (H_0) is rejected.

D. Conclusions and Suggestions

This chapter presented the conclusions and suggestions. The study has discussed the correlation between vocabulary mastery and

speaking achievement. Based on the result of the study, the vocabulary test shows that the highest score is 97,5 (one student), the lowest score is 60 (two students) and the mean score is 81,18. Meanwhile, speaking test shows that the highest score is 92 (three students), lowest score is 56 (two students) and the mean score is 75,52.

Referring to the computing result of Pearson product moment correlation, it is revealed that the coefficient between vocabulary mastery and speaking achievement was 0,883. The coefficient correlation from the statistical computing (r_{xy}) 0,883 was higher than coefficient value (r_t) 0,304. In examining the significant correlation, the data were calculated by using t-test. The result of t-test (11,897) is higher than the value from the t table (2,021) with $df\ n-2 = 42-2 = 40$, in the table of significance of 5% and the value is (2,021).

Therefore, there is a significant correlation between vocabulary mastery and speaking achievement. It means that the alternative hypothesis (H_a) is accepted and Null Hypothesis (H_0) is rejected.

This study needed to provide several suggestions were: (1) Students should memorize much vocabulary and comprehend how to apply it in speaking

based on the context. If they have a lot of vocabulary and comprehend to apply it, it will help students in learning English, especially in speaking. (2) Teachers and lecturers should understand and comprehend the method or technique in improving students' vocabulary and speaking. They should apply it in teaching and learning process. (3) Researchers should know the students' capability before providing an instrument for test in order to obtain the valid data.

Notes: this article was made based on the writer's thesis with the guidance from Drs. H. Priyono, M.A., Ph.D and Yuni Budi Lestari, M.A.

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