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## THE CORRELATION BETWEEN STUDENTS' VOCABULARY ACHIEVEMENT AND THEIR SPEAKING ACHIEVEMENT AT SECOND SEMESTER STUDENTS' OF ENGLISH DEPARTMENT IN HALU OLEO UNIVERSITY

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### ABSTRACT

This study aims to measure the correlation between vocabulary achievements and speaking achievement at second semester students of English study program in Halu Oleo University. The design of the study was research design or correlational design; the type of the study was quantitative approach. The problem of the study was, is there any correlation between vocabulary achievement and speaking achievement at second semester students of English study program in Halu Oleo University? The population of this research was the second semester students of English Department in Halu Oleo University in the academic year of 2018/2019 with a total number of 120 students. It was divided into two class they are A and B. There are 105 students taken as sample in this study by using purposive sampling technique. The instruments of this research are mid test score of vocabulary examination and basic speaking Examination. The result of calculation using SPSS 20 program found that, ( $r(105) = 0.459, p = 0.000$ ) was also higher than  $r$  at 5% and 1% significant level. It could be concluded that alternative hypothesis ( $H_1$  table) stating that there is a significant positive correlation between vocabulary achievement and speaking achievement at second semester students of English Department in Halu Oleo University and null hypothesis rejected. Based on the research findings, it is shown that there is positive correlation between vocabulary achievement and speaking achievement at second semester students of English Department in Halu Oleo University. It means that students' who had much vocabulary performed speaking better than the student who had lack of vocabulary.

## **1. Introduction**

In English, there are four language skills that should be mastered by the students, they are speaking, and listening, reading, and writing even every skill has specific form each other. From the four skills divided by two kinds Producing skill and receiving skill. Producing skill they are speaking and writing than the receiving skill are listening and reading. One of producing skill is speaking. This skill has very important role to play, especially to obtain information from the speaker who are speak. Than students have be able to take information from the Speaker clearly, effectively, and acceptable.

According to Bygate as quoted by Nunan adopted by Antoni (2005) "speaking is oral interaction where the participant need to negotiate the meaning continued in ideas, feelings, and manage in term of who is to say what, to whom and about what. It means that speaking is an oral interaction of the people, it can be applied by two people or more that, that it negotiate the meaning continued in ideas what has been stated in their mind, with speaking people can share their feeling to the other people orally. And also about content, people are going to say what to whom and about what. As wind Dowson in Antoni (2005)

Speaking is used for many different purposes (Richard & Renandya, 2002). When we use daily conversation, for instance, our purpose maybe to make social contact with people, to establish rapport or to engage in the chit-chat that occupies much of the time we spend with friends. We may use speaking to describe things, to complain about people behavior, to make polite request, or to entertain people with jokes. Because there are many purposes and functions of speaking, speaking is always viewed as the skill that shows the mastery of English language. Therefore, if the students can speak English fluently and properly, it becomes their advantage because they are going to be able to engage in many international activities or communication.

However, if we pay much attention to students' speaking in university, it is hard for us to find students' competency in speaking, even though they have already been learning for a long time even not only in formal institution but also in some out-college courses. Besides, from decade to decade the government, policy makers and authorized institution in higher institution, 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 (Madya, 2007).

Generally speaking, there are many factors that influence toward students' speaking achievement. During classroom observation for two weeks in English department at Halu Oleo University, the students from time to time have done already some speaking activities in the classroom. It could be in the form of discussion, debate,

telling stories, describing things, dialogue and interview. The classroom activities require the students to talk in English since the language of the class is mainly in English throughout. Moreover, the lecturer also uses English during the speaking class. English the problem arises when some students mostly ask for the meaning of words in English, even in casual speaking activities they get stagnant because they lost of words. In the interview process, they mostly switch some words into Indonesian language because they do not know the words in English. Actually, their material understanding is generally good but their lack of vocabulary makes them hard to express it. This condition makes the researcher sure that the students get problem on the speaking ability because they have limited knowledge of English words than it should be. This opinion is not without a critical analysis, but it is supported by some experts who really know the impact of vocabulary expose.

As far as the Researcher understand about the problem in their class the most important problem in speaking English among the other problem was found is lack of vocabulary meaning that mastering in vocabulary. Vocabulary is one important aspect in learning English. With a limited vocabulary anyone will also has a limited understanding in terms of English such as speaking. It is true that it might be impossible to learn a language without mastering in vocabulary. Then it becomes the problems confronted by English language learners. Because of the limited vocabulary, the learners cannot communicate to others clearly.

Vocabulary is the competence or complete knowledge of a list or a set of words that make up the language which might be used by a particular person, class, or profession. Vocabulary achievement is one component to master English as a foreign language in elementary, intermediate, and advanced levels. In learning the four language skills (listening, speaking, reading, and writing). Vocabulary is one basic component to be mastered. "Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication" (Mofareh, 2015).

Scott Thornbury, (2002) 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, (2002) 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. 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 (Schmitt, 2000). The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading, speaking, writing, listening and the other skills.

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 English Department 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. 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 cannot happen in any meaningful way (Schmitt, 2000). Furthermore, the researcher would like to analyze and investigate whether there is a significant correlation between students' vocabulary achievement and that of their speaking ability.

Based on the explanation above the research question is:

1. What is the correlation between student's vocabulary achievement and their speaking achievement In English Department at Halu Oleo University?

## **2. Methodology**

This study was a quantitative correlation research since the researcher identifies variables and looks for relationship among them but does not manipulate the variables (Ary, Jacobs, Sorensen, & Razavieh, 2010). An advantage of correlation research is that it provides information about the strength of relationships between variables (Ary et al., 2010). Besides, correlation research methods are used to assess relationships and patterns of relationship among variables in a single group of subjects (Ary et al., 2010). This research has two variables, they are variable X and variable Y. This Research was conducted at second semester class of English study program in Halu Oleo University notably it is focused on the Class A and the Class B. The Research was conducted on April 2019.

The population in this research are all the students at second semester of English study program in Halu Oleo University. According to Arikunto (2010) population is whole the subject in the research.. The number of population is about 120 students. They were consist of 2 classes, Class A and Class B. Arikunto (2010) states that "Sample is partially or represent the populations are going to be researched". The technique used to determine the sample is purposive sampling technique, According to Ary (2010) purposive sampling sometimes called purposive, judgment, or judgmental sampling is the way the researcher selects particular elements from the population that representative or informative about the topic of interest. As the result, there were 105 out of 120 students taken as the sample of the research. The instrumentation of this research was the score of mid test, it is mid examination test that given by the lecture from the previous course. The vocabulary mid examination test and speaking examination test collected by obtaining the students score from their previous vocabulary subject that completed collected from the lecturer or administrative staff in English language department. They cover the students' test scores regarding to their vocabulary achievement in previous semester. In analyzing and to find out the correlation ( $r_{xy}$ ) between students vocabulary achievement and speaking achievement, the researcher using SPSS application. In this research try to know is there any significant correlation between two variable. The interpretation of the extent of the correlation will be based on the table below:

**Table. 1 The Scale of Level indexes of Correlation**

<b>'r' Score of Product Moment</b>	<b>Interpretation</b>
0.00 – 0.20	Considered as no Correlation
0.20 – 0.40	Low correlation
0.40 – 0.70	Medium correlation
0.70 – 0.90	Strong correlation
0.90 – 1.00	Very strong / perfect correlation

### 3. Result and Data Analysis

#### a. Descriptive Analysis

In this section, the data are analysed descriptively, by using SPSS program, in order to obtain the central tendency of the data including the mean, SD, as well as maximum and minimum values of speaking and vocabulary data set. Table 4.1 shows the descriptive analysis result of speaking score.

**Table 2. Descriptive Analysis on Speaking Score**

<b>Mean</b>	<b>67.1429</b>
<b>SD</b>	<b>7.7601</b>
<b>Min.</b>	<b>50.00</b>
<b>Max.</b>	<b>88.00</b>

The table above shows descriptive analysis result of speaking score. The maximum score obtained by students is 88, while the minimum score is 50. The distribution of the data is somewhat spread with SD = 7.76 indicating that the students' speaking achievement is heterogeneous. In addition, the average finding shows that the students' achievement in speaking is moderate which is indicated by the mean value equal to 67.14.

**Table 3. Descriptive Analysis on Vocabulary Score**

<b>Mean</b>	<b>66.1619</b>
<b>SD</b>	<b>16.14187</b>
<b>Min</b>	<b>24.00</b>
<b>Max</b>	<b>91.00</b>

Table 3 above shows descriptive analysis result of vocabulary score. The maximum score obtained by students is 91, while the minimum score is 24. The distribution of the data highly spread with SD = 16.14 indicating that the students' vocabulary comprehension is heterogeneous. Overall, the average finding show that the students' vocabulary achievement is moderate which indicate by the mean value equal to 66.16.

**b. Test of Normality**

**Table 4. Tests of Normality**

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Vocabulary	.095	105	.021	.982	105	.160
Speaking	.098	105	.014	.978	105	.075

The table above shows the result of normality test of each variable. The data of vocabulary and speaking are considered normal. The result of vocabulary score show that the Shapiro-Wilk value is 0.160 for n = 105 at the level significant = 0.05 ( $p > 0.05$ ). Similar result is also shown by vocabulary score that the test of Shapiro-Wilk is 0.075 for n = 105 at level significant = 0.05 ( $p > 0.05$ ). It could be concluding that both data came from normal distribute population.

**c. Test of Linearity**

Since present study is design in correlational research design, a test of linearity is require. The test is conduct in SPSS in order to determine the relationship between variables is linear or not. A good correlational research should have a linear model of variables being test. Table 4.4. Shows the ANOVA table which contains the data of linearity.

**Table 5. ANOVA Table for Linearity**

			Sum of Squares	df	Mean Square	F	Sig.
Speaking *	Between	(Combined)	3379.422	42	80.462	1.730	.024
Vocabulary	Groups	Linearity	1318.586	1	1318.586	28.352	.000
		Deviation from Linearity	2060.837	41	50.264	1.081	.385
Within Groups			2883.435	62	46.507		
Total			6262.857	104			

The table above (the marker row) shows the result of linearity test. The assumption could be made by looking the sig. value. If the value sig. for deviation from linearity is  $> 0.05$ , it could be assume that the relationship between variables is linearly dependent and if it is  $< 0.05$ , then the relationship is not linear. From the table, the sig. value of deviation from linearity is 0.385 ( $p > 0.05$ ) which indicated that there is a linear relationship between speaking and variable score.

**d. Correlational Testing**

**Table 6. Pearson Correlations**

		Speaking	Vocabulary
Speaking	Pearson Correlation	1	.459**
	Sig. (2-tailed)		.000
	n	105	105
Vocabulary	Pearson Correlation	.459**	1
	Sig. (2-tailed)	.000	
	n	105	105

The result of the Pearson correlation on SPSS above indicate that there is a significant positive association between speaking achievement and vocabulary achievement, ( $r (105) = 0.459, p = 0.000$ ). Base on this simple interpretation, the

researcher notice that the correlation between speaking achievement and vocabulary achievement is medium as shown on correlation interpretation.

#### **4. Discussion and Conclusion**

The present research is aims to examine the correlation between students' speaking achievement and vocabulary achievement which's conduct to 105 student at second semester English Department of Halu Oleo University in academic year of 2018/2019. To emphasize, this research take the data from the students' mid-term score which they had just complete by the time the research being conduct. The result of the research show that there is significant positive correlation between speaking achievement and vocabulary achievement. From the descriptive analysis of the data, it is found the mean and standard deviation values. The mean score for the students' achievement in speaking is 67.14, while the mean value for vocabulary achievement is 66.16. As for the standard deviation for speaking score is 7.76 and 16.14 for vocabulary achievement. These results indicate that the data of students' scores for both courses are widely spread. It indicate that the data of students' scores are heterogeneous. Yet, if we notice the Shapiro-Wilk test of normality, it indicate that the distribution of score are normal among the sample.

By looking through the statistical analysis, it is found that both variables had linear relationship. This is a good point to notice that a linear relationship between variables being tested is the main requirement to conduct the test of correlation (Ary, et al., 2010). Moreover, Ary et al. (2010) also notice that the linearity of the variables indicate a significant result of correlation. As the result, the Pearson correlation indicate that there is a significant positive association between speaking achievement and vocabulary achievement, ( $r(105) = 0.459$ ,  $p = 0.000$ ) of the students at Halu Oleo University. Based on this simple interpretation, it can be conclude that the correlation between speaking achievement and vocabulary achievement is medium as shown on the previous chapter.

Let us take an insight why speaking and vocabulary could correlate on another. Lado (1961), said that adequate vocabulary comprehension represented the opinion of these vocabulary for speaking. In the same line with Lado, it can be said that an appropriate mastery of vocabulary would be realistic goal as found people having good vocabulary comprehension tend to be more active when engaging in casual conversation.

It is without a shadow of a doubt that vocabulary had been the part of speaking or vice versa which cannot be separated. This argument supported by Brown (2001) who stated that the aspect related to speaking was vocabulary. It is one of the important aspects in learning a foreign language. With limited vocabulary, anyone will also have a limited understanding in terms of listening, speaking, reading, and writing. Willis (1990) also stated that without vocabulary nothing can be conveyed. Vocabulary had to do with the appropriate diction which was used in conversation.

Without having a sufficient comprehension of vocabulary, someone cannot communicate effectively to express ideas in both oral and written forms.

In many researches about the correlation between these variables, most of them (Fauzi, 2012; Uchihara and Clenton, 2018; Lado 1961) found that, indeed, speaking and vocabulary had a strong or high positive correlation. Yet, in this research, the researcher found that the students' speaking achievement and vocabulary achievement had moderate or medium positive correlation. Going over the students' scores on both subjects, it is found that the students who had higher score in vocabulary test tend to have higher score in speaking test.

In contrast, the students with low vocabulary scores perform poor in the speaking test. For now, it can be assume that the higher vocabulary achievement the students have, the higher their achievement to perform well in speaking. Yet, there may many cases include, and may causal effect also effect on it. Future research should provide deep analysis and investigation of the association between speaking achievement and vocabulary achievement.

After analyzing the correlation data of student's vocabulary achievement and speaking achievement the researcher concludes that:

There is positive moderate correlation between vocabulary achievement and speaking achievement at the second semester student English study program of Halu Oleo University in academic year 2018/19. ( $r(105) = 0.459, p = 0.000$ ) This means that the improvement of vocabulary achievement will be followed by the improvement of speaking achievement. It also means that students' vocabulary achievement has influence to their speaking achievement. Based on the research finding, it can be concluded that vocabulary achievement gives contribution speaking achievement. The implication of this study that there is a need to increase students' vocabulary achievement.

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