

THE RELATIONSHIP BETWEEN STUDENTS' VOCABULARY KNOWLEDGE AND THEIR SPEAKING ABILITY

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan yang signifikan antara pengetahuan kosa kata siswa dan kemampuan berbicara mereka. Metode yang digunakan dalam penelitian ini adalah desain korelasi yang memiliki dua variabel yaitu variabel X (pengetahuan kosa kata) dan variabel Y (kemampuan berbicara). Populasi penelitian ini adalah siswa kelas II MTs Darul Hikmah Pekanbaru yang berjumlah 275 siswa dan peneliti mengambil sampel sebanyak 28 siswa. Peneliti menggunakan teknik Simple Random Sampling. Dalam mengumpulkan data, peneliti membagikan tes objektif dan tes lisan. Peneliti menganalisis data dengan rumus Korelasi Pearson Product Moment dengan menggunakan SPSS versi 23.0. Hasil penelitian ini adalah pengetahuan kosa kata siswa memiliki skor rata-rata 73,04 yang dikategorikan "baik" kemampuan berbicara mereka memiliki nilai rata-rata 76,36 yang dikategorikan "baik". Tentu saja ada korelasi yang signifikan antara pengetahuan kosa kata siswa dan kemampuan berbicara mereka di MTs Darul Hikmah Pekanbaru.

Kata Kunci: Pengetahuan Kosakata, Kemampuan Berbicara, Hubungan.

Abstract: The purpose of this research is to find out if there is significant relationship between students' vocabulary knowledge and their speaking ability. The method used in this research is a correlation design which has two variables, variable X (vocabulary knowledge) and variable Y (speaking ability). The populations of this research were 275 of the second-grade students of MTs Darul Hikmah Pekanbaru and the researcher take 28 students as the sample. The researcher employed Simple Random Sampling technique. In collecting data, the researcher distributed objective test and take an oral test. The researcher analyzed the data with Pearson Product Moment Correlation formula by using SPSS 23.0 version. The results of this research, students' vocabulary knowledge has an average score of 73.04, which is categorized as "good" their speaking ability has an average value of 76.36, which is categorized as "good". Of course, there is a significant correlation between the relationship between students' vocabulary knowledge and their speaking ability at MTs Darul Hikmah Pekanbaru.

Keywords: Vocabulary Knowledge, Speaking Ability, Relationship.

A.Introduction

Every time we learn about speaking, we will not be separated from vocabulary. According Tarigan (2008), speaking as ability to produce articulation, sounds, or words to express, to say, to show and to think about ideas, taught and feelings. So, speaking ability is a process of oral activity to express our knowledge, ideas or information in our daily life as a part of communication. According to Brown (2003), the elements of speaking that you have to mastery are grammar, vocabulary, fluency, pronunciation, and the last is comprehension. Richards and Renandya (2002:255) explained that vocabulary is a core component of language proficiency and provides much of the basics for how well learners speak, listen, read, and write. Another definition according to Webster (2000:89) vocabulary defined as a list of word and often phrases, abbreviation, inflectional forms, etc, usually arranged in alphabetical order and defined or otherwise identified as in a dictionary or glossary. While, Schmitt (2020) concluded that vocabulary knowledge is knowledge of the components of vocabulary, lexical organization, receptive and productive mastery and fluency. Therefore, the process more than

just knows the word, but also understands the various aspects of the process and vocabulary constructs. If we want to make good conversation with others, we need to understand and master vocabulary. Vocabulary is a part of English that is critical or necessary in the communication process. If the students find some new words in the language, they can express and communicate them well. The researcher thinks that vocabulary has an important role for students who will learn English in Learning English language skills. According to Alqathani (2015:22) stated that vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. In other words, vocabulary is language components that have to be known by the students to improve their speaking ability.

In this research, the researcher found that some of the students at this school had difficulties in learning English, especially in mastering (remember and understand) vocabulary for speaking. Some students have good vocabulary knowledge but they cannot speak well. So, the researcher was interested in conducting research about the relationship between students' vocabulary knowledge and their speaking ability.

B. Research Method

The research conducted through a quantitative method. According Aliga and Gunderson (2002) stated that quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods in particular statistics. In this research, the design used correlational research. Ary (2010) stated that correlational research is non experimental research that studies the direction and strength of relationships among variables. Creswell (2012) also stated that a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. Population of this research is the second-grade student of MTs Darul Hikmah Pekanbaru. There are 275 students as the population. The researcher takes 28 students as the sample. This sample is taken by simple random sampling technique. In order to collecting the data on students' relationship between vocabulary knowledge and their speaking ability, the researcher used tests as the instruments. There were two types of tests, namely multiple-choice test and oral test. To determine the students' vocabulary knowledge, the researcher gave 20 questions based on the indicators and speaking/ oral test to find out speaking ability with the topic that students have studied. The oral test based on some topics provided by researchers. Some of these topics was selected by students who then they develop into a text and then presented by using voice recorded. In obtaining the results of vocabulary knowledge, researcher used Microsoft Excel. Then, the scoring of speaking ability test was done by two raters who act out of the researcher. Furthermore, to analyzed the relationship between students' vocabulary knowledge and their speaking ability. The researcher used Pearson Product Moment Correlation formula by using SPSS 23.0 version.

C. Findings and Discussion

There were two tests used in this researcher. They were a multiple-choice test and an oral test. The multiple-choice test used to measure the students' vocabulary knowledge (variable X) and the oral test used to measure the students' speaking ability (variable Y).

Vocabulary Knowledge.

In collecting the data of students' vocabulary knowledge, the researcher took the results of the students' multiple-choice test, the results of analysis indicated that the students' vocabulary knowledge is categorized into good. This is based on the mean score of vocabulary knowledge test, it can be seen in the following table. For results of students' vocabulary knowledge, the researcher obtained the further analysis description by using SPSS 23.0 it can be seen from the following table.

Table 1. Descriptive Statistic of Students' Vocabulary Knowledge

| | N | Min | Max | Sum | Mean | Std. Deviation | Variance |
|-----------------------------|-----------|-----------|-----------|-------------|--------------|----------------|---------------|
| Vocabulary Knowledge | 28 | 55 | 85 | 2045 | 73.04 | 8.535 | 72.851 |
| Valid N (listwise) | 28 | | | | | | |

Table 1 shows that the mean of the vocabulary knowledge score of the second year student at MTs Darul Hikmah Pekanbaru was 73.04 with the minimum score 55 and the maximum score was 85.

Table 2. The Percentage of Students' Vocabulary Knowledge

| No | Categories | Score | F | % |
|--------------|------------|--------|-----------|---------------|
| 1 | Very Good | 81-100 | 3 | 10.71 |
| 2 | Good | 61-80 | 22 | 78.58 |
| 3 | Enough | 41-60 | 3 | 10.71 |
| 4 | Less | 21-40 | 0 | 0 |
| 5 | Fail | 0-20 | 0 | 0 |
| TOTAL | | | 28 | 100.00 |

From the table 2, it is found that the students' frequency of each category. It can be seen that there was no student at fail category and less category, 3 students are at enough category, 22 students are at good category, and 3 students are at very good category.

Speaking Ability

In collecting the data of students' speaking ability, the researcher took the results of the students' oral test. The results of analysis indicated that the students' speaking ability is categorized into good. This is based on the mean score of oral-test, it can be seen in the following table. For results of students' speaking ability, the researcher obtained the further analysis description by using SPSS 23.0 it can be seen from the following table.

Table 3. Descriptive Statistics of Students' Speaking Ability.

| | N | Min | Max | Sum | Mean | Std. Deviation | Variance |
|---------------------------|-----------|-----------|-----------|-------------|--------------|----------------|---------------|
| Speaking Ability | 28 | 62 | 90 | 2138 | 76.36 | 9.109 | 82.979 |
| Valid N (listwise) | 28 | | | | | | |

From the table above, it can be seen that the mean score of students' speaking ability was 76.36, it means that the category for students' speaking ability is good. Then, the minimum score was 62 and maximum score was 90.

Table 4. The Percentage of Students' Speaking Ability

| No | Categories | Score | F | % |
|--------------|------------|--------|-----------|------------|
| 1 | Very Good | 81-100 | 10 | 35.72 |
| 2 | Good | 61-80 | 18 | 64.28 |
| 3 | Enough | 41-60 | 0 | 0 |
| 4 | Less | 21-40 | 0 | 0 |
| 5 | Fail | 0-20 | 0 | 0 |
| TOTAL | | | 28 | 100 |

From the table 4, it is found that the students' frequency of each category. It can be seen that there was no student at fail category, less category, and enough category. There are 18 students was at good category, and there are 10 students was at very good category.

The Relationship between Students' Vocabulary Knowledge and Their Speaking Ability

Based on the results of the Pearson Product Moment Correlation, it was found that there is a relationship between students' vocabulary knowledge and their speaking ability. The result of the relationship between students' vocabulary knowledge and their speaking ability was analyzed by using coefficient correlation of Pearson Product Moment formula in SPSS 23.0 version and presented at the following table.

Table 5. The Relationship between Students' Vocabulary Knowledge and their Speaking

| | | Vocabulary Knowledge | Speaking Ability |
|----------------------|---------------------|----------------------|------------------|
| Vocabulary Knowledge | Pearson Correlation | 1 | .538** |
| | Sig. (2-tailed) | | .003 |
| | N | 28 | 28 |
| Speaking Ability | Pearson Correlation | .538** | 1 |
| | Sig. (2-tailed) | .003 | |
| | N | 28 | 28 |

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

In order to determine the significant relationship between students' vocabulary knowledge and their speaking ability of the second-grade students at MTs Darul Hikmah Pekanbaru. The interpretation of correlation coefficient was conducted in this research. The researcher got the level of correlation coefficient with the value 0.538 and the categorized is average level. After that, the researcher got the significance value of correlation coefficient (r_s) is 0.003 which is lower than 0.05. In this case H_a is accepted. As we know, H_a is accepted if the Sig. (2-tailed) < 0.05 and if the Sig. (2-tailed) > 0.05 H_0 is accepted. So, it can be concluded that there is a significant relationship between the students' vocabulary knowledge and their speaking ability at the second-grade students of MTs Darul Hikmah Pekanbaru. H_a is accepted and H_0 is rejected.

Then, according to Riduwan (2010), the determinant coefficient is the value that is used to know the contribution given by variable X to variable Y. The following is the process of getting the R determinant:

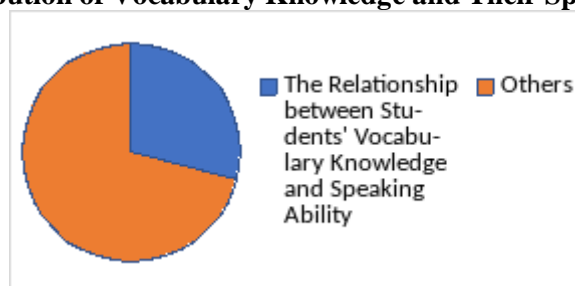
$$R = (r)^2 \times 100\%$$

$$R = (0.538)^2 \times 100\%$$

$$= 28.94\%$$

So, the R determinant obtained was 28.94%. It means that 28.94% of students' vocabulary knowledge and their speaking ability in the second year students of MTs Darul Hikmah Pekanbaru. Then, the other, 71.06% was influenced by other factors.

Chart IV. 4
The Contribution of Vocabulary Knowledge and Their Speaking Ability



Based on the chart above, the blue color is the percentage of the relationship between students vocabulary knowledge and their speaking ability and red as a percentage from other factors . The percentage of relationship between students' vocabulary knowledge was 28.94%. It can be concluded that there is a significant relationship between students' vocabulary knowledge and their speaking ability at the second year students of MTs Darul Hikmah Pekanbaru.

D.Conclusion

Based on what has been discussed, presented and analyzed in the preview chapters, the researcher concluded that, the students' vocabulary knowledge at the second year students of MTs Darul Hikmah Pekanbaru, with a means score categorized as good level. The students' speaking ability at the second-grade students of MTs Darul Hikmah Pekanbaru, with a means score categorized as good level. There was a significant relationship between students' vocabulary knowledge and their speaking ability of the second-grade students at MTs Darul Hikmah Pekanbaru. The correlation value obtained is 0.003 which means that the average level.

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