

CORRELATION BETWEEN VOCABULARY MASTERY AND SPEAKING ABILITY OF UNDERGRADUATE STUDENTS AT TADULAKO UNIVERSITY

***Roland¹⁾, Darmawan²⁾, Budi³⁾**

^{1,2,3)}English Education Study Program, Teacher Training and Education Faculty
Tadulako University, Palu

[*supitroland3@gmail.com](mailto:supitroland3@gmail.com)

ABSTRACT

This research aims to find out correlation between vocabulary mastery and speaking ability of undergraduate students at Tadulako University. The subjects of this research were students of the fourth semester and the research subjects were randomly selected to be the sample of this study. The total number of samples was 30 students. They worked on a test of vocabulary and speaking to have data of the relationship. The data were tested to have normality and linear relationship and the result of tests indicated that data are normally distributed and have a linear relationship. Then, the data were analyzed using Pearson Product Moment Correlation Coefficient to find out the correlation between vocabulary mastery and speaking ability. The result of analysis indicated that the correlation coefficient between vocabulary mastery and speaking ability is 0.559. The result is categorized as "moderate" (0.40 to 0.59). Therefore, the hypothesis of the study is accepted, in which there is a positive correlation between vocabulary mastery and speaking ability of the eight grade students. In other word, the greater the English vocabulary student acquire, the better their speaking ability is.

Key Terms: Correlation; Vocabulary Mastery; Speaking Ability

INTRODUCTION

Speaking is one of the important activities in students' lives. Without speaking, the students would not be able to acquire knowledge that is fundamental to their intellectual growth. In brief, speaking is the way to express ideas, feelings, and opinions through oral communication. Indeed, speaking plays an important role for students. Therefore, they should learn it.

Speaking is one of the skills that should be mastered by students. There are three aspects that students should learn in order to master speaking. These aspects are fluency, accuracy, and comprehensibility. Fluency is the ability to speak fast without having a lot of stops. Accuracy is concerned with the use of appropriate vocabulary, grammatical, and pronunciation. Comprehensibility refers to the capability of students to understand conversation more easily

In English, vocabulary is very important. Without grammar can be conveyed, without vocabulary nothing can be conveyed (Thornbury, 2002). He said that although we have a really good grammar, but it is useless if we do not have enough vocabulary. That is the reason why vocabulary is important in English. Besides vocabulary, speaking is also important in English because speaking is so much a part of daily life that we take it for granted (Thornbury, 2005). Without speaking we cannot deliver our feeling and expressions. For many students, the prime goal of learning A language is to be able to speak it. Teachers should help those to achieve that goal to the best of their ability (Grauberg, 1997). Yet the task is not easy, because conditions in the classroom are very different from those in real life.

Vocabulary is an important aspect in learning English because students cannot express anything perfectly without vocabulary. Vocabulary is one of the components which support other skills such as listening, speaking, reading, and writing. In learning English students should know some words, and how to use them in sentences. The acquisition of a large number of words can help the students in reading, speaking, listening, and writing. Having a limited vocabulary may cause difficulties for students in learning a foreign language. In other words, when students do not acquire enough vocabulary, they could not communicate with others and express their ideas well. Vocabulary skills are divided into two kinds: producing skills and receiving skills. Producing skills are speaking and writing, and the receiving skills are listening and reading. One of the producing skills is speaking. This skill has a very important role to play, especially in obtaining

information from the speakers who are speaking. Therefore, students have been able to take information from the speaker clearly and effectively.

Susanti (2002) states, "Vocabulary is the total number of words in a language. It is also a collection of words which a person knows to use in speaking and writing". It means that vocabulary is The total number of words that we use in the language, every word students produce is a sentence we call vocabulary. Therefore, vocabulary is a collection of words that a person uses for speaking or writing projects. If we talk about vocabulary, what comes to our mind is a group of words in a certain language as part of teaching a foreign language, and then vocabulary is one of the most obvious components of language, even the most obvious, but it turns their attention. According to Richards (2000), Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. It means that vocabulary is one of the most important parts of language. Vocabulary very much influences speech such as writing, speaking, reading, or listening. The common words that we have make us better in all parts of speech of the language, and everyone who wants to be a successful writer, speaker in his or her college is determined by their vocabulary. But, sometimes it depends on the data of the sample.

Therefore, the researcher is curious to find out whether there is any correlation between student vocabulary mastery and the speaking ability of undergraduate students at Tadulako University.

METHOD

In this research, the researchers engaged the quantitative research method. According to Creswell (2014), the quantitative method explains the about the reductions to a parsimonious set of variables, tightly controlled through design or statistical analysis and provides measures or observations for testing a theory. The quantitative method used in this research is correlational research. According to Ary, Lucy, and Chris (2010), "Correlational research methods are used to assess relationships and patterns of relationship among variables in a single group of subjects." The aim of this research was to find out whether there is a significant correlation between pronunciation and speaking. The variables were the students' vocabulary mastery (as variable X) and students' speaking ability (as variable Y).

In this research, the researchers used cluster random sampling. Scott, Vander, and Deidre (2009) explain the definition of the population is the universe of people to which the study

could be generalized. Based on this, the fourth-semester students of the English Education Study Program at Tadulako University Palu were taken as the population of this research. Considering the large number of students, the researchers need to select a sample. Adwok (2015) defines a sample as the process of selecting a smaller group of participants to tell us essentially what a larger population might tell us if we asked every member of the larger population the same questions. So that it can make the research easier to conduct. Dörnyei (2007) states, "The following rough estimates of sample sizes for specific types of quantitative methods have also been agreed on by several scholars: correlational research at least 30 participants". Based on this, the samples in this research were 30 of the 2022 generation students of English Education Study Program.

The researchers used vocabulary test and speaking test.

In order to get students' individual score, he applied the formula by Arikunto (2006:308) as follows:

$$NP = \frac{R}{SM} \times 100$$

After counting the individual score, the researchers counted the mean score by using the formula by Arikunto (2006:306) below:

$$M = \frac{x}{N}$$

To get statistical analysis of the two variables (students pronunciation and speaking ability), it was set up in the following table:

Table1 - Statistical Analysis of Two Variables

No	Subject	Variable X	Variable Y	X ²	Y ²	XY
		Vocabulary	Speaking ability			
1	A					
2	B					
3	C					

RESULTS AND DISCUSSION

The data of students' vocabulary were collected through students' transcripts. The researchers asked them to send their transcripts through WhatsApp. He used their transcript to get the students' vocabulary raw scores. The researcher also adapted the students' grades which consist of 8 categories, to get the raw score of students' pronunciation as follows:

Table 2 - Students' Scores

Letter	Number
A	4.00
A-	3.75
B+	3.50
B	3.00
B-	2.75
C	2.50
D	1.00
E	0.00

The first variable is students' vocabulary (X), the researcher obtained the students' individual scores. The second variable (Y) is students' speaking ability. The researchers also used their transcripts to get raw scores of students' vocabulary and their speaking ability. After that, the researchers counted their individual scores.

Table 3- The Individual Scores of Students' Vocabulary

No.	Name	Vocabulary Score
1.	AMF	94
2.	SSW	94
3.	APT	94
4.	ST	75
5.	NRK	69
6.	PNEA	63
7.	AC	63
8.	AR	69
9.	M	69
10.	FA	75
11.	RW	75

12.	NSP	63
13.	SAP	75
14.	F	69
15.	AZ	63
16.	AT	75
17.	NR	63
18.	NNIA	88
19.	MDW	69
20.	SA	94
21.	HMDH	88
22.	MYJ	75
23.	AA	75
24.	R	88
25.	MK	69
26.	BHS	63
27.	FA	94
28.	YRK	88
29.	A	75
30.	MZ	69
Total Score		2283
Mean Score		76.1
Maximum Score		94
Minimum Score		63

Table 4- The Individual Scores of Students' Speaking Ability

No.	Name	Speaking Score
1.	AMF	94
2.	SSW	88
3.	APT	88
4.	ST	88
5.	NRK	100
6.	PNEA	100
7.	AC	69
8.	AR	75
9.	M	88
10.	FA	88
11.	RW	75
12.	NSP	88
13.	SAP	100
14.	F	88
15.	AZ	69
16.	AT	88

17.	NR	69
18.	NNIA	100
19.	MDW	94
20.	SA	94
21.	HMDH	94
22.	MYJ	100
23.	AA	94
24.	R	75
25.	MK	75
26.	BHS	69
27.	FA	88
28.	YRK	75
29.	A	75
30.	MZ	100
Total Score		2588
Mean Score		86.26
Maximum Score		100
Minimum Score		69

In order to find out the correlation between students' vocabulary mastery and their speaking ability of undergraduate students of Tadulako University, the researcher presented both of the results in a table below:

Table 5- The Score of Students' Vocabulary and Speaking Ability

No.	Subject	Variables		X ²	Y ²	XY
		X	Y			
1.	AMF	94	94	8836	8836	8836
2.	SSW	94	88	8836	7744	8272
3.	APT	94	88	8836	7744	8272
4.	ST	75	88	5625	7744	6600
5.	NRK	69	100	4761	10000	6900
6.	PNEA	63	100	3969	10000	6300
7.	AC	63	69	3969	4761	4347
8.	AR	69	75	4761	5625	5175
9.	M	69	88	4761	7744	6072
10.	FA	75	88	5625	7744	6600
11.	RW	75	75	5625	5625	5625
12.	NSP	63	88	3969	7744	5544
13.	SAP	75	100	5625	10000	7500
14.	F	69	88	4761	7744	6072
15.	AZ	63	69	3969	4761	4347
16.	AT	75	88	5625	7744	6600

17.	NR	63	69	3969	4761	4347
18.	NNIA	88	100	7744	10000	8800
19.	MDW	69	94	4761	8836	6486
20.	SA	94	94	8836	8836	8836
21.	HMDH	88	94	7744	8836	8272
22.	MYJ	75	100	5625	10000	7500
23.	AA	75	94	5625	8836	7050
24.	R	88	75	7744	5625	6600
25.	MK	69	75	4761	5625	5175
26.	BHS	63	69	3969	4761	4347
27.	FA	94	88	8836	7744	8272
28.	YRK	88	75	7744	5625	6600
29.	A	75	75	5625	5625	5625
30.	MZ	69	100	4761	10000	6900
Σ		ΣX 2283	ΣY 2588	ΣX² 177297	ΣY² 226670	ΣXY 197872

The test significance of coefficient correlation was determined manually. To find out that the two variables had a correlation, the researchers used Pearson's Product Moments coefficient of correlation in Bungin (2005:207). The formula was:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

The r_{xy} result of the calculation based on the formula was 0.265. The researchers also determined the coefficient correlation automatically by using SPSS 20. Meanwhile, to interpret the result of the coefficient value of the correlation of two paired variables, the researchers used criteria for evaluation and interpretation of a correlation coefficient by Best and Kahn (2013), as follows:

Table 6- The Criteria for Evaluation and Interpretation of Correlation

Coefficient (r)	Interpretation	Relationship
0.00 – 0.19	There is a correlation between X and Y, but the correlation is very weak or little so it is ignored or it is considered no correlation in this rating.	Negligible
0.20 – 0.39	There is a correlation between X and Y, but it is weak or small.	Low
0.40 – 0.59	There is a correlation between X and Y, the values are medium.	Moderate
0.60 – 0.79	There is a high correlation between X and Y.	Substantial
0.80 – 1.00	There is a very high correlation between X and Y.	High to very high

The criterion of the hypothesis was in the following. If the coefficient (r) is higher than 0.19, it means that the hypothesis of the research is accepted, where there is a positive correlation between students' vocabulary mastery and students' speaking ability of undergraduate students of Tadulako University. If the coefficient (r) is lower than 0.20, it means that the hypothesis of the research is rejected, where there is a negative correlation between students' vocabulary mastery and their speaking ability of EFL undergraduate students of Tadulako University.

The finding of this recent research shows that there is a correlation between vocabulary mastery and speaking ability which is categorized by a low level of correlation. The vocabulary result shows that there were five students who obtained 94 for their individual score. Based on their GPA, it was classified as A- or 3.75. There were four students who obtained 88 for their individual score. It is classified as B+ or 3.50 based on their GPA. Eight students obtained 75 for their individual score. Based on GPA, their raw score was 3.00 or B. Seven students obtained 2.75 or B- for their raw score which means they obtained 69 converted to their individual score. There were also six students who obtained 63. Based on GPA, their raw score was 2.50 or C.

The speaking result shows that there were also five students who obtained 94 for their individual score. Based on their GPA, it was classified as A- or 3.75. There were four students who obtained 69 for their individual score. It is classified as B- or 2.75 based on GPA. Six students obtained 75 for their individual score. Based on GPA, their raw score was 3.00 or B. Nine students obtained 3.50 or B+ for their raw score which means they obtained 88 converted to their individual score. There were also six students who obtained a perfect score of 100. Based on GPA, their raw score was 4.00 or A.

This research has different result from the previous research conducted by Nuarlaila (2018), who investigated the correlation between student vocabulary mastery and their speaking ability, with a significant correlation was 0.954. Based on the table 4.8, the criteria for evaluation and interpretation of correlation, it is categorized as high to very high which means the correlation is positive. In line with the previous research, Mujirah (2016) and Harpain (2014) also found the same result which showed that there was a positive correlation between students' vocabulary and their speaking ability. Three previous research showed that there was a positive correlation between both variables.

Students' vocabulary score gained from their transcript was not really reflected in their speaking ability. It means students' vocabulary only gives a small contribution to their speaking ability. The correlation coefficient obtained showed that the correlation between students' pronunciation and their speaking ability at 0.265. The correlation is very low. Therefore, it shows that there is a correlation between students' vocabulary and their speaking ability and with a correlation coefficient of weak or little categories.

CONCLUSION

Based on the findings and discussion, the correlation between vocabulary mastery and speaking ability of undergraduate students of Tadulako University shows that there is a correlation

at a weak or low level. It is proved by the result of the correlation coefficient between variable X and Y. The researchers analyzed the result with standard critical value of Pearson's Product Moment. Since it is considered weak, students' pronunciation only gives a small contribution to their speaking ability. To achieve significant success and a much higher level of speaking, there must be other factors involved. However, it still contributes to the students' speaking ability. In other words, students who have better vocabulary mastery are relatively good at speaking

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