

**THE CORRELATION BETWEEN THE VOCABULARY MASTERY
AND THE SPEAKING ABILITY IN DESCRIBING PEOPLE
BY THE SECOND YEAR STUDENTS
OF SMPN 12 BINTAN**

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Abstract: *The objective of this research is to find out the correlation between vocabulary mastery and speaking ability in describing people by the second year students of SMPN 12 Bintan. The sample of this research was class VIII 2, which consist of 30 students. The data were collected by using two kinds of test, vocabulary test and speaking test. The result of this research showed that the second year students of SMPN 12 Bintan got good to excellent level with the average score 83.16 in vocabulary test and in speaking the students got good level with average to good score 73.56. The result of this research proved that there is a positive correlation between vocabulary mastery and speaking ability in describing people. The rxy distribution of the coefficient correlation is 0.68. It means that the correlation was in moderate level. So, H_a (alternative hypothesis) of this research is accepted and null hypothesis (H_o) is rejected. There was no much different between the students' vocabulary score and student' speaking score. In other words, it can be concluded that students who are good in vocabulary will also tend to be good in speaking.*

Keywords: *correlation, vocabulary mastery, speaking ability*

HUBUNGAN ANTARA PENGUASAAN KOSA KATA DAN KEMAMPUAN BERBICARA DALAM MENDESKRIPSIKAN ORANG OLEH SISWA KELAS DUA DI SMPN 12 BINTAN

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Abstrak: Penelitian ini bertujuan untuk menemukan hubungan antara penguasaan kosa kata dan kemampuan berbicara dalam mendeskripsikan orang oleh siswa kelas dua di SPMN 12 Bintan. Sample yang digunakan dalam penelitian ini adalah kelas VIII 2, yang terdiri dari 30 siswa. Data diperoleh dengan menggunakan dua jenis tes, yaitu tes vocabulary dan tes speaking. Hasil dari penelitian ini menunjukkan bahwa siswa kelas dua di SMPN 12 Bintan dalam tes vocabulary berada di level bagus menuju luar biasa dengan rata-rata nilai 83.16 dan untuk tes speaking siswa berada di level bagus menuju rata-rata dengan memperoleh nilai rata-rata 73.56. Hasil dari penelitian ini membuktikan bahwa terdapat hubungan yang positif antara penguasaan kosa kata dan kemampuan berbicara dalam mendeskripsikan orang. Nilai rxy yang diperoleh adalah 0.68. Hal tersebut mempunyai arti bahwa hubungan antara kedua aspek berada di level yang menengah. Oleh sebab itu, H_a (hipotesa alternative) dari penelitian ini di terima dan H_o (hipotesa null) di tolak. Tidak terlalu banyak perbedaan nilai yang didapatkan siswa antara penguasaan kosakata dan kemampuan berbicara. Dalam kata lain, dapat disimpulkan bahwa siswa yang mendapatkan nilai yang bagus di tes vocabulary cenderung akan mendapatkan nilai yang bagus juga di speaking tes.

Kata kunci : Korelasi, penguasaan kosa kata, kemampuan berbicara

INTRODUCTION

Nowadays, English become the primary language of communication and it is spoken by millions of people all over the world. It helps people who come from different countries easily making interaction and communication each other. English also plays an important role in all aspects of life today such as in medicine, finance, industry, military and also in education. Indonesia is one of the countries that put English into the educational curriculum and become one of the compulsory subject to be taught from Junior High School to University level. The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world (Richard, 2006). Millions of people today want to improve their mastery of English or to ensure that their children achieve good command of English.

The curriculum 2013 states that English has many functions. One of them is meant for the students to be able to prepare themselves to continue their studies to the next level and able to speak English to another people. The final objective of teaching and learning process in English is that students are expected to master the four skills of language: listening, speaking, reading, and writing (Effilius, 2014).

In English subject, vocabulary is very important. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Thornbury, 2002). He said that although we have a very good grammar, but that is useless if we do not have enough vocabulary. That is the reason why vocabulary is important in English subject. Besides vocabulary, speaking is also important in English subject because speaking is so much a part of daily life that we take it for granted (Thornbury, 2005). Without speaking we can not deliver our feeling and expression. For many pupils, the prime goal of learning language is to be able to speak it. Teaching should therefore help them 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.

In Indonesia, students still find the difficulty in speaking. According to Richard (2002), speaking in a foreign language is difficult for foreign learners because effective oral communication requires the ability to use the language appropriately in social interaction. In line with the explanation before, there are some characteristics of a successful speaking activity: (1) learners talk a lot; (2) participations is even; (3) motivation is high; and (4) language is of an acceptable level (Darwis, 2004). But in fact, as found in the writer's small observation in the process of teaching and learning English and an interview with one of the English teacher in SMPN 12 Bintan, there were some problems which contrary to the characteristics of a successful speaking activity by Darwis (2004).

Being a successful student is not easy since many English classrooms are probably still taught in an uninteresting method. This fact can be seen, for instance, at the second year students at SMPN 12 Bintan, Kepulauan Riau. Although they have been studying English for more than a year, they are still unable to use English in interacting with their teacher in the classroom. When the writer observed in the classroom, the students tend to be silent when they teacher asked them to speak. They mostly shy and afraid to made mistakes when they speak in English. They also did not know what they will says in speaking English.

Zhang (2009) argued that speaking is the most difficult skill to master for English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking, they are follows:

1. *Inhibition*. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. *Nothing to say*. Students have no motivation to express themselves.
3. *Mother-tongue use*. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Based on the curriculum 2013, the second year students must acquire oral and written form of language. Curriculum 2013 requires the students studied various kinds of text: descriptive text, narrative text, and analytical exposition text. In addition, those texts consist of communication purpose. In this research, the object that the students should describe is people. In speaking, students should able to describe it in oral. Meanwhile, one needs an adequate number of vocabulary to talk with others more favourably and easily. Vocabulary is therefore one of the language elements that must also be mastered by students in addition to grammar and pronunciation. In language education, the word vocabulary is used for various purposes. Tarigan (1993), says that the quality skill of speaking depends on the quality and quantity of the vocabulary that someone has. In other words, the more vocabulary one has, the better the quality of his speaking.

In this case, the vocabulary mastery might have a good connection for the purpose of education. And this is also the reason the writer interested in carrying out this research, entitled: The Correlation Between The Vocabulary Mastery and Speaking Ability in Describing People By The Second Year Students of SMPN 12 Bintan.

METHODOLOGY

This research belongs to correlational research which determines the relationship between the students' vocabulary mastery is as variable X and their speaking ability is as variable Y. The population of this research was all of the second year students at SMPN 12 Bintan with the total number of students was 94 students. The sample of this research was class VIII 2 which consisted 30 students. The sample was chosen by using cluster random sampling. The writer selected the class randomly as the sample by using lottery technique. To conduct this research, the writer used test, vocabulary test and speaking test. After collecting the data, the writer used correlation Product Moment formula to find out the correlation between variable X (students' vocabulary mastery) and variable Y (students' speaking ability) and the symbol of the correlation is 'r'. After analysing the data, it can be interpreted based on the table of rxy Product Moment's interpretation.

RESEARCH FINDINGS

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

The Students' Vocabulary Mastery

The distribution of the students' vocabulary test score is presented below.

Table 1. Percentage of the Students' Vocabulary Test

No	Score	Frequency	Percentage	Level	Average Score
1	80-100	18	60%	Good to Excellent	83.16
2	60-79	10	33%	Average to Good	
3	50-59	2	7%	Poor to Average	
4	0-49	0	0%	Poor	
TOTAL		30	100%		

Table 1 above shows the level of students' vocabulary mastery. The number of respondents is 30 students. There are 18 students (60%) are in good to excellent level, 10 students (33%) are in average to good level, 2 students (7%) are in poor to average level, and no students (0%) are in poor level.

In short, the mean score of the students in vocabulary test is 83.16. It can be stated that the vocabulary mastery of the second year students of SMPN 12 Bintan is in good to excellent level (83.16).

The Students' Speaking Ability

The distribution of the speaking ability test score is presented below.

Table 2. Percentage of the students' Speaking Ability

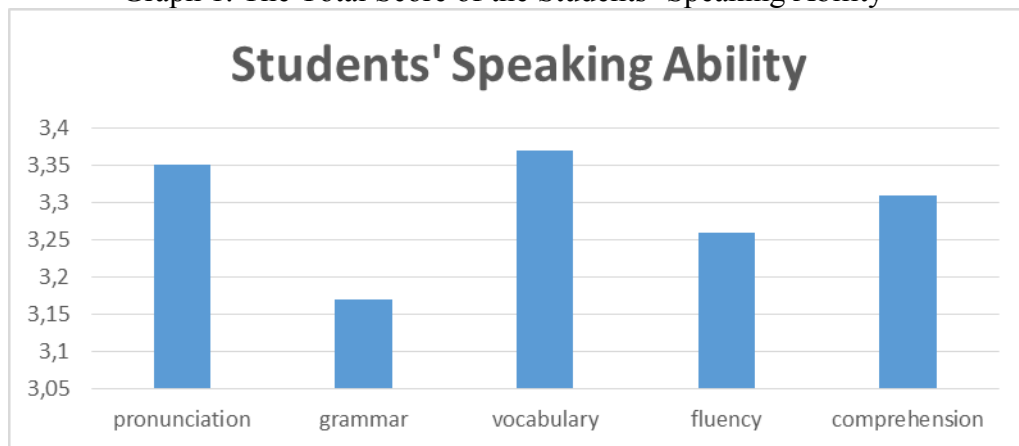
No	Score	Frequency	Percentage	Level	Average Score
1	80-100	2	7%	Good to Excellent	73.56
2	60-79	28	93%	Average to Good	
3	50-59	9	0%	Poor to Average	
4	0-49	0	0%	Poor	
TOTAL		30	100%		

Table 2 shows the ability level of students in speaking. The number of respondents is 30 students. There are 2 students (7%) are in good to excellent level, 28 students (93%) are in average to good level, no students (0%) are in poor to average level, and no students (0%) are in poor level.

In short, the mean score of the students in speaking test is 73.56. It can be stated that the vocabulary mastery of the second year students of SMPN 12 Bintan is in average to good level (73.56).

From the data presented above, the writer find out the average value from each aspects of speaking. The distribution of students' speaking ability based on three rater is presented above.

Graph 1. The Total Score of the Students' Speaking Ability



From the explanation above, the average of the three rater are in average to good category (73.56). The highest average is vocabulary, (3.37) that many students got good score in vocabulary. The second high average score is pronunciation (3.35), comprehension (3.31), fluency (3.26) and the low average score is grammar (3.17). it showed that the students' vocabulary mastery aspect is higher than other.

The Test Hypothesis

In this research, there is a hypothesis need to be answered. To test the hypothesis, the writer used Pearson Product Moment in manual way. The result of correlation is presented as follows.

X	Y	X ²	Y ²	X.Y
2495	2207	219375	162791	187080

The writer put all the value into the Pearson Product Moment, it can be gotten the result of the correlation is 0.68. 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 suggested by Sudjono (2004) as follows.

Table 3. The Interpretations of Correlation

r_{xy}	Interpretation
0.00 – 0.20	There is a very low correlation between the two variables
0.21 – 0.40	There is a low correlation between the two variables
0.41 – 0.70	There is a moderate correlation between the two variables
0.71 – 0.90	There is a high correlation between the two variables
0.91- 1.00	There is a very high correlation between the two variables

After the writer found that value r_{xy} (0.68) and look at the table interpretation of correlation, it can be concluded that the level of this correlation is 0.41 - 0.70, based on the table of interpretation of correlation, 0.68 is in moderate correlation between the two variables.

Interpretation of the Research Findings

Based on the data analysis above, it showed that the calculation value r_{xy} was 0.68. Since it was not in negative number, it means that the correlation between vocabulary mastery and speaking ability in this study was a positive correlation. Meanwhile based on the table interpretation of the value “r” by Sudjono (2004), the value of r_{xy} (0.68) was in between 0.41 - 0.70. So, it means that correlation between vocabulary mastery and speaking ability of this study was in a moderate level. From the data, it can be seen that some of the students got higher score in vocabulary test, and the other got good score in speaking test. But there was no much different between the students’ vocabulary score and the students’ speaking score. In other words, this correlation prove that students who are good in vocabulary will also tend to be good in speaking.

CONCLUSION

The topic of this research is the correlation between vocabulary mastery and speaking ability in describing people by the second year student of SMPN 12 Bintan. This research is supposed to find out whether or not there is significant correlation between vocabulary mastery and speaking ability of the students.

From the result of the given test, it shows that the highest score of students’ vocabulary mastery was 95 and the lowest score was 60. Meanwhile for the speaking ability, the highest score was 83 and the lowest score was 68. The average score of vocabulary mastery of the second year students of SMPN 12 Bintan is in good to excellent level (83.16) than the average score of speaking ability is in average to good level (73.56).

The value of r table with the level significance 5%= 0.361 and 1%= 0.463. The H_0 hypothesis was rejected and the H_a was accepted. In conclusion, there was a significant correlation between vocabulary mastery and speaking ability of the second year students of SMPN 12 Bintan.

By using Pearson Product Moment correlation formula, it was found that r_{xy} is 0.68. Since the value is positive, it means that there was positive correlation between

both variables. Based on the table interpretation of the value “r”, the value of r_{xy} was 0.68, where it was between 0.41 – 0.70. It means that the correlation between vocabulary mastery and speaking ability of the second year students of SMPN 12 Bintan was positive correlation in a moderate level and the alternative hypothesis (H_a) is accepted.

RECOMMENDATION

Based on the result of the research, some recommendation can be offered as follows:

1. Considering that the students’ vocabulary mastery level is in excellent level and the students’ speaking ability is in good level. For vocabulary mastery, students who get excellent level should not to satisfy with this result. They have to keep this achievement and should do improvement. For speaking ability, students who got good level, they should pay attention to the aspects of speaking and practice speaking more diligent.
2. For English teacher should have some effort to develop the students’ motivation and encourage them to practice speaking in describing people. The teacher should explain about speaking aspects and increase students’ speaking ability by using good method.
3. The next research can be conducted different topic such as describing animal, thing and different school level such as senior high school level.

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