THE CORRELATION BETWEEN VOCABULARY MASTERY AND SPEAKING SKILL FOR INTERMEDIATE LEVEL STUDENTS.

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ABSTRACT

The study is aimed to find out the correlation between vocabulary mastery to the speaking skill for Intermediate Level Students. This research can be categorized as correlation quantitative research. The study was conducted at English Department of FKIP UNISKA Banjarmasin. In this research, the two variables investigated were The students' vocabulary mastery (X) and The students' speaking skill (Y). The students' vocabulary mastery is indicated by the students' scores of vocabulary test. The students' speaking skill is indicated by the students' scores of speaking test. Purposive sampling was used in this research.

Keywords: Correlation, Vocabulary Mastery, Speaking Skill, Intermediate Level.

Introduction

In Indonesia, the Ministry of Education has decided that English is the First Foreign Language. Vocabulary is also one of the important aspects in learning a foreign language. According to Thornbury (2002: 13) without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Someone with limited vocabulary will also have limited understanding in speaking. According to Thornbury (2002: 13) you can very little with grammar, but you can say almost anything with words. Because of the limited vocabulary, the students cannot communicate to the other clearly, they feel difficult to get the meaning or say something. Except the limited vocabulary, speaking habit becomes one of the aspects which support to communicate. According to Thorbury (2005: 1)

"Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people – like auctioneers or politicians – may produce even more than that. So natural and integral is speaking that we forget how we one struggles to achieve this ability – until, that is, we have to learn how to do it all over again in a foreign language."

Speaking habit is also needed to make communication. According to Richards and Schmidt (2002: 236) Habit is a pattern of behavior that is regular and which has become almost automatic as a result of repetition. In teaching and learning process the teacher will be divided the learner into several levels such as beginner, intermediate and advanced. According to Pollard (2008: 12) Levels can be broken up into beginner, elementary, pre-intermediate, intermediate, upper-intermediate, and advanced.

The study is aimed to find out the correlation between vocabulary mastery to the speaking skill, speaking habit to the speaking skill, and also between vocabulary mastery and speaking habit simultaneously to speaking skill of the students of English Department of FKIP UNISKA Banjarmasin in academic year 2013/2014..

There are three kinds of variables; the independent variable X1 and X2 and the dependent variable Y. According to Creswell (2012: 116) independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. According to Creswell (2012: 115) dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. In this research, the three variables investigated were:
1. The students' vocabulary mastery (X1)
   This is the independent variable. The students' vocabulary mastery is indicated by the students' scores of vocabulary test.
2. The students' speaking habit (X2)
   This is the independent variable. The students' speaking habit is indicated by the Questionnaire.
3. The students' speaking skill (Y)
   This is the dependent variable. The students' speaking skill is indicated by the students' scores of speaking test.

To conduct this study, consider what individuals or school that will be studied is needed. According to Richards and Schmidt (2002: 406) population is any set of items, individuals, etc. According to Creswell (2012: 142) a population is a group of individuals who have the same characteristic. According to Henning (1987: 195) a population is a total aggregation of all persons or observations within a certain category. The population of this research is the third semester of the students of English Department of FKIP UNISKA Banjarmasin in academic year 2013/2014.. The third semester students are chosen because they have been taught vocabulary subject and they have habit in speaking. The Population of this research are 66 students consists of three classes such as class A consist of 26 students, class B consist of 19 students and class C consist of 21 students.

Method

This research can be categorized as correlation quantitative research. According to Richards and Schmidt (2002: 128) correlation is a measure of the strength of the relationship or association between two or more sets of data. According to Creswell (2012: 338) 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.

The data was collected through test for the vocabulary mastery and speaking skill, and Questionnaire for the speaking habit. This research instruments are questionnaire, vocabulary testing and speaking testing. According to Richards and Schmidt (2002: 438) Questionnaire is a set of questions on a topic or group of topics designed to be answered by a respondent. Collecting information through questionnaires is an important method in understanding what the learner or students preferences and their opinion, or discovering how a variety of the learners react to new peaking tests. In this research, questionnaire is used to collect data of variable X2 (Speaking Habit). According to Richards and Schmidt (2002: 546) test is any procedure for measuring ability, knowledge, or performance. According to Henning (1987: 175) test data can be summarized in minimal space. According to Hudges (2003: 8) the purposes of testing are:

1. To measure language proficiency
2. To discover how successful students have been in achieving the objectives of a course of study
3. To diagnose students' strengths and weaknesses, to identify what they know and what they don't know

4. To assist placement of students by identifying the stage or part of a teaching program most appropriate to their ability.

This research used Likert scale to analyze the Questionnaire. According to Creswell (2012: 167) the popular Likert scale illustrates a scale with theoretically equal intervals among responses. According to Henning (1987: 193) likert sale is used to determine comparative magnitude of some attitude or opinion in the respondent. According to Brown and Rodgers (2005: 120)

"respondents are asked to register their reaction on at 4 3 2 1 scale is commonly referred to as a Likert Scale. For example, in a course evaluation, you might want learners to respond to the following item:

Strongly Agree	Agree	Disagree	Strongly Disagree

My teacher is very well organized

4	3	2	1

Likert Scale can be on a 1 to 4 scale like the example above, or on a 1 to 5 scale, a 1 to 7 scale, tec., depending on how fine-tuned you want the respondents' answer to be. Likert scales are generally useful for getting at respondents' view, judgments, or opinions about almost any aspect of language learning."

Result

The first step was analyzing the possible correlation between Vocabulary Mastery and Speaking Skill. The analysis of the data was calculated by using r Pearson Product moment correlation which the result of Vocabulary Mastery test is symbolized as X1 and the result of Speaking Skill test is symbolized as Y. According to Muijs (2004: 142) the method we will use to analyze the relationship between two continuous variables is called correlation coefficient.

The Second step was analyzing the possible correlation between Speaking Habit and Speaking Skill which the result of Speaking Habit is symbolized as X2 and the result of Speaking Skill test is symbolized as Y.

The Third step was analyzing the possible correlation between Vocabulary Mastery and Speaking Habit which the result of Vocabulary Mastery test is symbolized as X1 and the result of Speaking Habit is symbolized as X2. The Fourth step was analyzing the possible correlation between Vocabulary Mastery, Speaking Habit and Speaking

Skill. According to Riduwan (2010: 138) if r = - 1 means the correlation is negative; r = 0 mean there are no correlation; and r = 1 means the correlation is positive. The fifth step was analyzing the significant correlation between Vocabulary Mastery, Speaking Habit, and Speaking Skill. This research used the Multiple Correlation Coefficient for analyzing the significant correlation between X1, X2, and Y. According to (2010: 140) if to ≥ tt means Ho is significant; to ≤ tt means Ho is not significant

According to Sugiyono (2008: 66) there are three kinds of Hypothesis, such as Descriptive Hypothesis, Comparative Hypothesis, and Associative Hypothesis. This research used Associative Hypothesis. This research used Two Tailed Test to test the Hypothesis. According to Henning (1987: 176) two tailed test occurs when it is hypothesized that a relationship exists but it is not specified whether the correlation will be positive or negative.

Discussion

1. Vocabulary Mastery (X1)

   Data show that the mean is 70,98 , median is 70,42, modus is 84,5, standard deviation is 4,78, range is 41, the lowest score is 50 and the highest score is 90
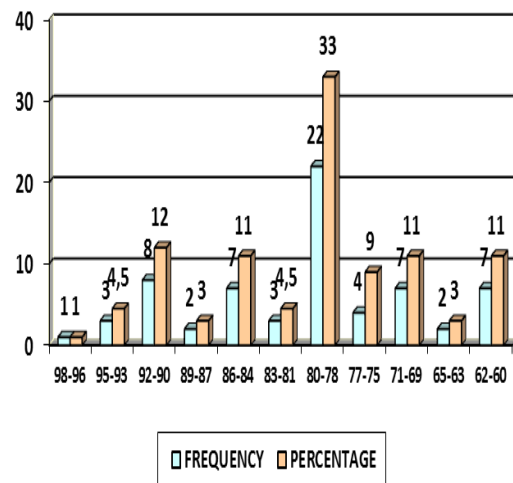
The Graph of Frequency Distribution of Vocabulary Mastery
Histogram 1.1
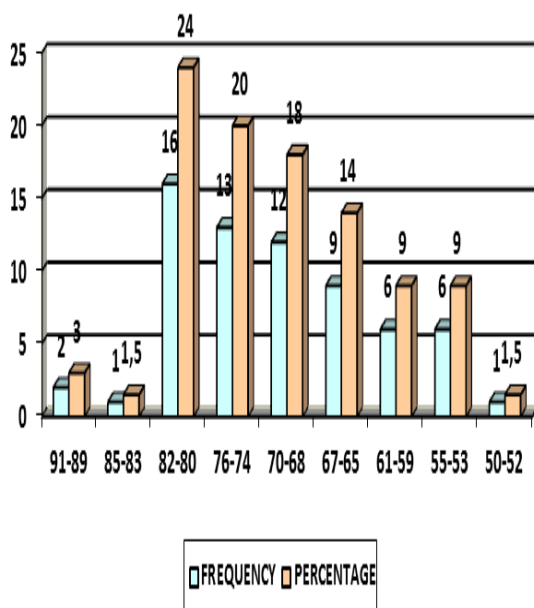
2. Speaking Skill (Y)

   Data show that the mean is 78,98, median is 70,5, modus is 80,8, standard deviation is 5,38, range is 39, the lowest score is 60 and the highest score is 98

The Graph of Frequency Distribution of Speaking Skill
Histogram 1.2

1. The Score of Correlation between Vocabulary Mastery and Speaking skill is 0, 78 it means that there are any significant correlations between Vocabulary Mastery and Speaking skill.

2. The score of Correlation between Speaking Habit and Speaking Skill is 0, 24 it means that there are any significant correlations between Speaking Habit and Speaking Skill and The Score of Correlation between Vocabulary Mastery and Speaking Habit is 0, 41 it means that there are any significant correlations between Vocabulary Mastery and Speaking Habit.

3. The Score of Correlation between Vocabulary Mastery, Speaking Habit and Speaking Skill is 0, 78 it means that there are any significant correlations between Vocabulary Mastery and Speaking Habit simultaneously to the Speaking Skill

Conclusion

It can be concluded that there are any correlation between vocabulary mastery to the speaking skill, speaking habit to the speaking skill, and also between vocabulary mastery and speaking habit simultaneously to speaking skill of the students of English Department of FKIP UNISKA Banjarmasin in academic year 2013/2014.

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