

The Correlation Between Students' Vocabulary Achievement and Fluency in Speaking English

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ABSTRACT

The objective of the study was to find out the correlation between students' vocabulary achievement and fluency in speaking English. The population was the second grade student of SMK Negeri Binaan PEMPROVSU. The population were 5 class consist 121 students. This study took a class TKJ and TKR as a sample by using Cluster Random Sampling. In gathering data, used a match test to measure vocabulary mastery and oral test to measure fluency in speaking English. In analyzing data, this study used Pearson Product Moment Formula. After analyzing, it was found r -calculated 0,873. It means that r -calculated was higher than r -table. So the relationship between two variables above were significant. Conclusion is there was a correlation between the students' vocabulary achievement and fluency in speaking English. Researcher compared the r -calculated with r table ($0,873 > 0,304$) if r -calculated is bigger than r -table, the correlation is significant. And percentage of correlation between students' vocabulary achievement and fluency in speaking English was 76,22%. It means that the students' vocabulary achievement will support fluency in speaking English.

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I. INTRODUCTION

Language is an important element for individuals who live on earth. In the trade era, all students are required to know and learn the English language to communicate and as developing instrument of student's competence in all sorts field to develop citizens' inelegancy, in facing the competitive challenge in this global era to be achieved by someone who studied the language. Sagala, R. W., & Syahputra, B. P (2019: pp. 51-56) did research by applying English and bilingual concept, the school, and parents expect children to be more proficient and master foreign languages, especially English. So the student can use English fluently both oral and written to communicate with the others who speak the language.

According to Richards (2008:19), the mastery of speaking skills in English is a priority for many second-language or foreign language learners. Language is widely considered to be the most essential communication instrument to convey information (Rezeki, T. I & Sagala, R. W., 2019). Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency. According to Tarigan (2008:3), the quality of one's language skill depends on the quantity and quality of vocabulary. The more vocabulary we have, the bigger possibility to have the skill to use the language). Mastering vocabulary is the ability to get or to receive a lot of words. By having and mastering vocabulary students will be able to speak and they can communicate and express their idea. Measuring vocabulary helps to avoid making mistakes in understanding. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means that speaking English is

not as easy as the people described. It needs some process and supporting skills. In this case, vocabulary is the main point.

In terms of its function, speaking can be distinguished into two categories; formal and informal. Speaking in an informal context could be performed simply and straightforwardly as it does not require certain utterances. The speakers can share ideas and much information with others without hesitation. However, the speakers should pay more attention while speaking in formal circumstances since a group of people in the listeners with various background of understanding. Some preparations then should be organized to reduce either anxiety or fear while speaking take place as proper preparation rehearsal can help to reduce fear by about 75%, proper breathing techniques can further reduce fear by another.

Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learners can't communicate with others. Mastering vocabulary is the ability to get or receive a lot of words. By having and mastering vocabulary helps to avoid making mistakes in the understanding. Many students are difficult to speak English in front of the class. Speaking is the main goal that should be achieved. English is expressed not only in writing but also in speaking. In the relation to this English has been taught at school starting from the primary level, but the students still have a problem speaking it. It is because most of the students in learning English just read the dialogue text without understanding every single word.

Vocabulary is one of the important elements in building up English. Through this element, someone can communicate, learn, and think. Therefore, the learning of vocabulary is the fundamental need to support some learners to master English, because the ability of students to speak and to comprehend the subject is relatively determined by their vocabulary mastery. Being able to speak in English, one needs to have enough vocabulary to express their idea. Therefore, speaking is one way of giving and finding information through oral communication. Speaker of English agrees that vocabulary is needed so much and not less important than grammar. Many students are still doubtful to expose their ideas in English because they have limited vocabulary in their minds. Vocabulary is one of the most important language components in learning English (Nation, 2001). Learning vocabulary can help students in studying English and support them in mastering the other language components. Thornbury (2002) holds that language comprehension and production will be hampered because of the lack of vocabulary.

Furthermore, Pahuja (1994, p.15) suggests some techniques improve vocabulary mastery as in the following: a) firm determination; b) curiosity; c) read and listen carefully; d) be selective with words; e) prepare personal dictionary; f) consult a dictionary and thesaurus; g) play with words; h) practice to familiarize with new words.

One purpose of teaching English as a foreign language to Indonesian people that they can speak and understand the language. Cameron (2001) said that for someone who has a lot of vocabulary of a foreign language, learners could learn English easily. Since vocabulary is all about words and good mastery of vocabulary helps someone understand the language. Vocabulary is one of the most important skills in a language. So to achieve the successful teaching-learning process of language especially English, vocabulary is one of the important factors in all language teaching. The problem with vocabulary is students can't understand what the speakers mean. When a learner intends to learn a foreign language, she/he has to learn the vocabulary of the foreign language first..

Based on the writers' observation in SMK Negeri Binaan PEMPROVSU, the students' English speaking ability is still at an unsatisfactory level and tends to be disheartened. As we have known, students have been taught English since they were in junior high school, and in fact, they have not yet able to speak English. There are many factors influencing students' English speaking ability. One of them is vocabulary mastery. The students' limited number of vocabulary is related to their speaking ability. Students cannot build a sentence, they do not know an English word they are going to say, they also do not know the function of a word. Thus,

this problem may cause slow progress in speaking. They could not build sentences without knowing the vocabulary to represent their mind, feeling, and ideas.

Therefore, the author would see how the relationship between students' vocabulary and speaking ability in English. So it reasons why the author is interested in taking this title because based on the description of vocabulary and speaking above it shows that they have a relation.

II. METHODS

This study used the descriptive method by using quantitative analysis. Descriptive quantitative was aim to test the correctness of an opinion based on the concept of pre-existing concepts. Thus, it found a match or mismatch concept was based on research conducted. Author choose cluster random sampling technique because the population homogeneous. They use same materials, syllabus, and curriculum. And selected TKR class and TKJ class consist 44 students. In English vocabulary achievement, the students would answer two test. First test, they must match the words with the pictures and second test they must choose correct meaning of the words. Both score would be added together and divided into two and the result score of vocabulary achievement. Speaking test would be done by telling experience in front of class.

In collecting the data, author follow steps would be done. (1) checking the students' attendance list; (2) giving the test of vocabulary achievement test. First test were 5 items and second test were 10 items. First test, every correct answer they get score 20 score but if incorrect answer gets score 0. In second test, every correct answer they get score 10 and every incorrect answer they get 0; (3) giving the speaking test.

The main purpose was found the correlation between students' vocabulary achievement and fluency in speaking English. Data analysis consist 3 steps: (1) scoring the students for English vocabulary achievement test. First test were 5 items and second test were 10 items. First test, every correct answer they get score 20 score but if incorrect answer get score 0. In second test, every correct answer they get score 10 and every incorrect answer they get 0; (2) scoring the student speaking test; Scoring the students' work by the criteria of fluency in speaking English as following scheme:

Tabel 1.
Score of Fluency in Speaking English

PROFICIENCY DESCRIPTION	1	2	3	4
Pronunciation	6	12	18	24
Vocabulary	8	17	25	33
Structure	10	20	30	40
Fluency	0	1	2	3

Pronunciation

- a. Incomprehensible or no response (score 6)
- b. Many phonemic errors, very difficult to perceive meaning (score 12)
- c. Occasional phonemic errors, but generally comprehensible (score 18)
- d. Phonemically accurate pronunciation throughout (score 24)

Vocabulary

- a. Vocabulary inaccurate throughout or no respond (score 8)
- b. Vocabulary usually inaccurate, except for occasional correct (Score 17)
- c. Minor lexical problems, but vocabulary generally appropriate (score 25)
- d. Consistent use of appropriate word throughout (score 33)

Structure

- a. Virtually no correct structures, or no response (score 10)
- b. Errors of basic structure but some phrases rendered correctly (score 20)
- c. Generally accurate structure, occasional slight error (score 30)

- d. No errors of morphology syntax (score 40)

Fluency

- a. Long pauses, utterances left unfinished or no respond (score 0)
- b. Sound definite stumbling but manages rephrase and continue (score 1)
- c. Speech is naturally and continuous, occasional slight stumbling or pause at unnatural points the utterances (score 2)
- d. Speech is natural and continuous. Any pauses correspond to those, which might be made by a native speaker (score 3)

(3) having finish the scoring steps. Author would measure the correlation between two variables by applying Pearson Product Moment Formula (Arikunto, 2006). In giving interpretation of correlation index, 'r' product moment (r_{xy}) were as the following:

Table 2.
The Interpretation of Correlation Index

THE VALUE OF 'r'	PRODUCT MOMENT	INTERPRETATION
r_{xy}		
0,00 – 0,20	Tehere was a correlation between X and Y variable, but the correlation was very low so the correlation was negated	
0,21 – 0,40	The correlation between X and Ywere very low	
0,41 – 0,70	The correlation between X and Ywere medium	
0,71 – 0,90	The correlation between X and Ywere high	
0,91 – 1,00	The correlation between X and Ywere very high	

III. RESULT AND DISCUSSION

The data were collected from the students' achievement in two tests. The test in speaking and writing form. Result of writing test the highest score was 95 and the lowest was 65. Result of speaking skill test the highest score was 89 and the lowest score was 56. Next it easier to make the conclusion of total score between the first and second test.

Table 3.
Percentage of The Students' Vocabulary Test

NO	SCORE	FREQUENCY	PERCENTAGE
1.	80-100	26	60%
2.	60-79	16	36%
3.	50-59	2	4%
4.	0-49	0	0%
	Total	44	100%

Table 3 above shows the level of students' vocabulary mastery. The number of respondents is 44 students. There are 26 students (60%) are in score 80-100, 16 students (36%) are in score 60-79, 2 students (4%) are in score 50-59, and no students (0%) are in score 0.

Table 4.
Percentage of The Students' Speaking Ability

NO	SCORE	FREQUENCY	PERCENTAGE
1.	80-100	12	28%
2.	60-79	29	66%
3.	50-59	3	6%
4.	0-49	0	0%
	Total	44	100%

Table 4 above shows the level of students' speaking ability. The number of respondents is 44 students. There are 12 students (28%) are in score 80-100, 29 students (66%) are in score 60-79, 3 students (6%) are in score 50-59, and no students (0%) are in score 0.

By consulting the description of the data and the calculation mean of the score, it can be concluded that this research had the tendency to the research variable. It was the students' vocabulary mean which was 78,1 and the students' ability in speaking English was 72,75. The average of the score showed that there was no much differences between the two variable. So it was shortly explained that there was a correlation between the students' vocabulary achievement and fluency in speaking English.

The students' achievement could be analyzed by using correlation formula. And the result is interpretation of r_{xy} value of 0,873. After the writer found that value r_{xy} 0.873 and look at the table interpretation of correlation, it can be concluded that the level of this correlation is 0.71 - 0.90, based on the table of interpretation of correlation, 0.873 is in high correlation between the two variables. It means there was high correlation between the students' vocabulary achievement and fluency in speaking English.

IV. SUGGESTION AND CONCLUSION

After analyzing the data, conclusion is there was a correlation between the students' vocabulary achievement and fluency in speaking English. Researcher compared the r - calculated with r table ($0,873 > 0,304$) if r - calculated is bigger than r - table, the correlation is significant.

Based on the conclusion, some suggestions are stated as the following:

1. Students achievement in vocabulary has a contribution to the fluency in speaking English;
2. English teacher should conduct or teach speaking study to the students to order to make student often practice their English, as a stimulate to the students in order to facilitate them teaching and learning process of English as second language.

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