The Correlation between Students' Mastery of Vocabulary and Their Speaking Skill

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Article History	Abstract
	This correlational study investigates the correlation between eleventh-grade students' vocabulary mastery and speaking skills at SMAN 1 Kec Payakumbuh. The primary objectives include evaluating vocabulary and speaking skill levels and determining their relationship. This research aims to enhance practical and theoretical aspects of speaking activities. The researcher employed a quantitative method using Pearson's correlation to measure the relationship between two variables: students' vocabulary mastery (independent variable, X) and their speaking ability (dependent variable, Y). The study population includes all 11th graders at SMAN 1 Kec Payakumbuh for the academic year 2021/2022, totalling 160 students. A sample of 31 students from class XI IPA 3 was selected. Tests for speaking ability and vocabulary mastery were conducted to assess the relationship between the variables. The findings of this study demonstrated a connection — one that was validated by statistical examination of the data — between the students'' vocabulary knowledge and their ability to communicate verbally. It was revealed that there is a substantial association between the vocabulary knowledge of students in the eleventh grade at SMA N 1 Kec Payakumbuh and their speaking ability. The research reveals a positive correlation, indicating that improved vocabulary is linked to better speaking abilities. Statistical analysis supports this, with a significant p-value below 0.05, validating the hypothesis.

INTRODUCTION

The English plays a major role in many fields such as medical, science, school, postgraduate, industry, technology, finance, electronics, tourism, and other fields. International commerce, science, and research are conducted in English. According to Weijen (2012), more than 80% of academic newspapers are produced in English, and an estimated 85% of international organizations utilize English as one of their working languages. This is not just about promoting the success of the sector, but also about strengthening international relationships. Proficiency in the English language holds significant value for numerous enterprises and institutions, particularly those that often interact with individuals who speak English as their first

or second language. This makes English proficiency in the workplace a vital talent. English language proficiency, especially speaking, is crucial for professional success and progress. In order to communicate effectively in the widespread usage of English over the globe, it is imperative for students to attain mastery in the language's communication capacities, such as in the area of verbal communication.

Even though speaking is one of the most important language skills that EFL students should work on, it has been generally observed that they have many difficulties in speaking English. Nasir & Nazli (2000) noted that various variables affect pupils' ability to speak English fluently, including a lack of enough and relevant vocabulary, shyness, nervousness, fear of speaking, and lack of confidence. Failure can affect student's self-esteem, confidence, and sense of self-efficacy, as well as their mood and motivation. When confronted with particular assignments, students may experience anxiety and fear failure.

In the same way, Rababah (2005) said that there are many things that make it hard for EFL trainees to speak English. Many learners, for instance, don't have the right words to say what they want to say, so they can't keep in touch. Some of these traits have to do with the students themselves, while others have to do with the way teachers teach, the curriculum, and the surroundings.

Vocabulary is seen as a key skill for second language learners because a limited vocabulary in a second language makes it hard to communicate. Words that must be recognized in order to be heard, spoken, read, and written constitute a vocabulary. The origin of the term vocabulary is the Latin *vocabularium*, which meaning word lists. According to Manik & Christiani (2016) vocabulary is a group of words that make up a language. This amount of words is employed so that a person can learn, vocally or in writing, words that are used to represent a topic or piece of work, as well as word notes for specific reasons.

In addition, Alqahtani (2015)defines vocabulary as the quantity of words necessary to convey inspiration and express the speaker's meaning. This showcases both the receptive and productive aspects of vocabulary. In academic terms, "receptive vocabulary" refers to words that students understand when they read or listen but can't use themselves. On the other hand, "productive vocabulary" includes words that learners not only understand but can also correctly say and use in both speaking and writing.

In his work, Schmitt (2000) emphasizes the importance of vocabulary acquisition, asserting that a strong grasp of lexical information is essential for developing communicative competence and acquiring a second language. According to Horst (2022), there exists a clear relationship between vocabulary knowledge and language usage, wherein these two aspects of language learning mutually support and enhance each other. Specifically, vocabulary information plays a facilitating role in language use, while language use, in turn, contributes to the expansion and improvement of vocabulary knowledge. The significance of language is demonstrated on a daily basis, both within educational settings and in other contexts

beyond the confines of the classroom. The students that excel academically possess the most comprehensive lexicon within the educational setting.

The study done by Khan et al. (2018), examined the significance of vocabulary knowledge in the development of speaking skills among Saudi learners of English as a foreign language (EFL). The focus of the study is on the speaking proficiency of Saudi EFL students as it relates to their vocabulary deficiencies. The examination of the data indicated that vocabulary insufficiency was identified by both educators and students as a key factor contributing to students' inability to communicate effectively in the English language.

The study conducted by Nouralian et al. (2013) examined the influence of vocabulary proficiency on the speaking skills of intermediate English as a Foreign Language (EFL) learner in Iran. The study's findings revealed that providing vocabulary knowledge can help EFL students enhance their speaking abilities.

A similar research finding was discovered by Supriadi et al (2014) in the use of wordlists to improve students' speaking ability at Pondok modern Al-Istiqomah. They discovered that the students have a positive response to the fact that wordlists in boarding schools are effective and supportive of the learning process, particularly in English learning, where the students can find new vocabulary related to English, solve their English problems, and improve their English speaking abilities.

Based on the researcher's observations and discussions with the English teacher at SMAN 1 Kec Payakumbuh, it may be inferred that students' speaking competence is well below the requirements that have been set for foreign language learners. According to the English teacher, speaking English is incredibly tough because they have a limited vocabulary. The teachers assess students' speaking proficiency by evaluating their active participation in various classroom speaking exercises, such as role play and reading out loud activity.

Prior studies using diverse participants and variables, including various writing styles, have provided evidence supporting a positive correlation between vocabulary mastery and speaking skills. As a result, the exact correlation between the two features and how strong the correlation is with a different population and sample will be discussed in this research. The researcher expects to explore more about a significant association between students' vocabulary mastery and their speaking abilities at SMAN 1 Kec Payakumbuh.

METHOD

Due to the numerical nature of this study's data, the researcher concluded that this study comes under the quantitative research design. According to Creswell (2012), the quantitative method involves the processes of obtaining, evaluating, and analysing data. Pearson's correlation product moment approach will be employed in this study. This technique is employed by the researcher to determine the relationship between student vocabulary knowledge and speaking competence.

Cresswell (2012) defines a population as a group of individuals who share a characteristic. This study's populations are all eleventh graders at SMAN 1 Kec Payakumbuh during the academic year 2021/2022, which are 5 classes with the total 160 of students. According to Arikunto (2006), if the subject includes more than 100 individuals, the sample size should be between 20 and 25 percent. Given Arikunto's comment and the fact that there were more than 100 pupils in the population, the researcher sought to select a sample size of 20% of the population. In this study, the researcher decided to sample the population using cluster random sampling. The sample chosen is XI IPA 3, with 31 students.

To determine the relationship between students' vocabulary mastery and speaking ability, the researcher must first determine the students' vocabulary mastery and speaking ability levels. Consequently, the researcher administered a speaking and vocabulary mastery test. The speaking test is used to collect the data of students' speaking ability. The vocabulary test is meant to assess the data of students' vocabulary mastery. Vocabulary test consisting of nouns, verb, and adjectives, thirty multiple-choice questions with four alternative responses (A, B, C, or D) comprised the exam. The researcher will use speaking test, the test consists of a read-aloud exercise in which students will perform role play based on given situation. According to Brown (2004), this type of examination provides lines for observing speaking skills and identifying students' issues. According to Fraenkel and Norman (2006), content validity ensures that the instrument's (test's) material is suitable. The researcher validated the instrument using content validity.

First, the researcher prepared the test materials based on the theories mentioned in chapter two, and then an expert reviewed the test to see whether or not the instruments can be used in this research.

Creswell (2012) defines reliability as the consistency and stability of an instrument's scores. Also, according to Brown (2004), a reliable test is consistent and dependable. It denotes that the output of the instrument must be consistent and usable at all times.

Data analysis is the process of carefully searching and organizing the materials collected by a researcher in order to boost comprehension and facilitate the researcher's ability to deliver their findings to others. The data analysis processes were presented in chronological order as follows:

a. categorizing the student's vocabulary mastery

In order to define the students' vocabulary mastery, the researcher determined the mean score on the vocabulary exam using the following pattern and method:

Classifying the Student's Vocabulary Mastery

No	Rate of Score	Categories
1	96-100	Excellent
2	86-95	Very good

No	Rate of Score	Categories
3	76-85	Good
4	66-75	Fairly good
5	56-65	Fair
6	36-55	Poor
7	00-35	Very poor

b.categorizing the student's speaking ability

The result of the speaking examination will be transcribed from the recording of the speaking performance/role play and analyzed using Brown Oral Proficiency Scoring (2004)

Brown Categorization of Students' Speaking Ability

No.	Score Interval	Category
1.	20	Excellent
2.	16-19	Very good
3.	11-15	Good
4.	6-10	Average
5.	0-5	Poor

Source: Brown (2004)

To determine the correlation between the two variables, SPSS was used to statistically calculate the data in order to process and evaluate them.

The normality test was utilized to verify if sample data were collected from a regularly distributed population (within some tolerance or not). The researcher asked an expert help to analyse the data using SPSS. And then there is linearity test. The purpose of the linearity test is to assess whether or not the variables have a substantial linear connection. A good data set must have a linear relationship between two variables. The researcher asked an expert help to analyse the data using SPSS.

2. Data Analysis Testing

After the preconditions have been met, the data from the two variables can be evaluated. Using SPSS, the data analysis testing was conducted.

a. Correlation Analysis

The purpose of correlation analysis is to determine the strength of the association (X) with Y. (Y). Utilizing the Pearson Product Moment Coefficient, the correlation

between the two variables was determined. Using SPSS, the analysis technique was measured.

b. The coefficient determination

The coefficient determination is used to determine how much vocabulary mastery affects speaking skill.

The result of the association between students' vocabulary knowledge and their speaking ability was then interpreted using the criteria outlined in the table below. The following table provides an understanding of the correlation between two variables:

The Interpretation of Correlation

Correlation value (r)	Interpretation
0,000-0,200	Very low
0,200-0,400	Low
0,400-0,600	Moderate
0,600-0,800	High
0,800-1,000	Very High

Arikunto (2002)

RESULT AND DISCUSSION

Research Finding

The primary objective of this study is to collect information on the vocabulary and speaking abilities of students. To achieve this, students took vocabulary and speaking examinations, and their performance was assessed. The purpose of the study was to determine if there is a correlation between students' vocabulary mastery and their speaking skills, in order to comprehend the relationship between these two aspects of language acquisition.

Random cluster sampling was employed by the researchers in order to obtain a representative sample. They chose 31 students to represent the entire population. After data collection, the next stage was data analysis. The researcher examined the test results and other information using the techniques explained in Chapter III.

1.   Result of Students' Vocabulary Mastery

In order to respond to the first research question, "What is the vocabulary mastery level of eleventh graders in SMAN 1 Kec Payakumbuh?", the researcher conducted a vocabulary test to assess their proficiency. The total students that participated in this study were 31 students and there are 30 questions that used to investigate the level of students' vocabulary mastery. The following exemplifies the outcome of the students' vocabulary mastery: The descriptive statistical analysis of vocabulary mastery revealed that the highest score was 100 and the lowest score was 27. The mean of vocabulary mastery score was 68.26, and the standard deviation was 16.717. The descriptive statistics analysis result was presented in the table below:

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary test	31	27	100	68.26	16.717
Valid N (listwise)	31				

Descriptive Statistics of Vocabulary Mastery

Subsequently, the outcome of the vocabulary test revealed that 1 student got excellent level of vocabulary mastery, ranging from 96-100, 3 students got very good level of vocabulary mastery, ranging from 86-95, 6 students got good level of vocabulary mastery, ranging from 76-85, 11 students got fairly good level of vocabulary mastery, ranging from 66-75, 7 students got fair level of vocabulary mastery, ranging from 56-65, 1 student got poor level of vocabulary mastery with the, ranging from 36-65, 2 students got very poor level of vocabulary mastery, ranging from 0-35. The distribution of vocabulary mastery was presented in the table below:

Rate of Score	Level of Vocabulary Mastery	Number of Students	Percentage
96-100	Excellent	1	3.2%
86-95	Very good	3	9.7%
76-85	Good	6	19.4%
66-75	Fairly good	11	35.5%
56-65	Fair	7	22.6%
36-55	Poor	1	3.2%
00-35	Very poor	2	6.5%
Total		31	100%

Distribution of Vocabulary Mastery Score

Based on the data above, it has been determined that there are 3.2% of students with an excellent level of vocabulary mastery, 9.7% of students with a very good level of vocabulary mastery, 19.4% of students with a good level of vocabulary mastery, 35.5% of students with fairly good level of vocabulary mastery, 22.6% of students with a fair level of vocabulary mastery, 3.2% of students with a poor level of vocabulary mastery, 6.5% of students with a very poor level of vocabulary mastery.

1. **Result of Students' Speaking Ability**

The second method employed in this study involved evaluating the speaking ability of the students. The assessment was conducted by the administration of a speaking test to the respondents. The provided information is to answer the second research question: "What is the speaking skill level of eleventh graders in SMAN 1 Kec Payakumbuh?" During the examination, students were required to perform a role-play that related to one subject matter they had acquired in their educational curriculum.

Students' speaking ability can be summarized as follows: After the researcher analyzed their speaking ability, she found that the highest score was 16 and the lowest was 4. On average, students scored 8.39, with standard deviation, 3.030. Detailed results were shown in the table below.

	N	Minimum	Maximum	Mean	Std. Deviation
Score	31	4	16	8.39	3.030
Valid N (listwise)	31				

Upon analyzing the data, the following findings have been observed: No student achieved scores in the excellent speaking category (25) and the very good category (21-24). 2 students achieved good category of speaking ability, in the range of 16 to 20. 3 students, on the other hand, achieved average category of speaking ability, ranging from 11 to 15. 20 students, however, got poor category of speaking ability, ranging from 6 to 10. A total of six students fell inside the lowest category of academic performance, with scores ranging from 0 to 5. The information can be observed in the table provided below.

Rate of Score	Category of Speaking Ability	Number of Students	Percentage
20	Excellent	0	0%
16-19	Very good	2	6,5%
11-15	Good	3	9,7%
6-10	Average	20	64,5%
0-5	Poor	6	19,4%
Total		31	100%

Distribution of Speaking Ability Score

The presented data in the table provides an overview of the speaking ability of students. The information reveals that no students achieved excellent speaking ability. A very good level of speaking ability was observed in 6.5% of students, while a good level was seen in 9.7% of students. The majority, 64.5% of students, demonstrated an average level of speaking ability, and a poor level was evident in 19.4% of students.

3. Analysis Correlation

3.1. The Result of Normality Test

Before conducting the Pearson Correlation test, the researcher must first check if the data meets certain criteria for linearity and normality. The normality test helps determine if the data follows a typical pattern. To do this, the Shapiro-Wilk test in SPSS is used when there's less than 50 data points. If the p-value from the Kolmogorov-Smirnov test is higher than 0.005, it means the data is distributed normally. The results of this normality test in SPSS are shown in the table below.

One-Sample Kolmogorov-Smirnov Test

		Vocabulary Mastery	Speaking Skill
N		31	31
Normal Parameters[a,b]	Mean	68.26	8.39
	Std. Deviation	16.717	3.030
Most Extreme Differences	Absolute	.154	.136
	Positive	.112	.136
	Negative	-.154	-.127
Test Statistic		.154	.136
Asymp. Sig. (2-tailed)		.061[c]	.152[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Normality Test

From the table above, the results of the normality test are displayed. It showed that the data for each variable—vocabulary mastery and speaking ability— were all normal, with significance values of 0.061 and 0.152 respectively. If the p-value is greater than 0.05, the data is considered normal. This means the data in the research followed a normal distribution.

3.2. The Result of Linearity Test

Once the normality assessment is conducted on the data, the researcher proceeds to examine the presence of a linear connection between two variables: students' vocabulary mastery outcomes and their level of speaking ability. An observation of linearity deviation was made during this assessment. If the probability surpasses 0.05, it indicates that the two variables exhibit a linear relationship.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Speaking Skill * Vocabulary Mastery	Between Groups	(Combined)	220.022	11	20.002	6.868	.000
		Linearity	178.084	1	178.084	61.149	.000
		Deviation from Linearity	41.937	10	4.194	1.440	.237
	Within Groups		55.333	19	2.912		
	Total		275.355	30			

The findings revealed a deviation of 0.237 in the linearity of vocabulary mastery and speaking ability. Thus, it is reasonable to infer that a linear association exists between the scores obtained for students' vocabulary proficiency and their speaking skill.

3.3 Pearson Product Moment Analysis

This section of the study addressed the third research question; Is there any correlation between mastery of vocabulary and speaking skill of the eleventh graders of SMAN 1 Kec Payakumbuh? To address this question, Pearson's correlation analysis was utilized to determine the presence and strength of any interdependence between the independent and dependent variables.

As per SPSS Indonesia's guidelines, the Pearson correlation analysis employs three methods for interpretation:

1. If the two-tailed significance value (Sig.) is less than 0.05, a correlation exists between the variables. Conversely, if Sig. > 0.05, no correlation is present.

2. The correlation between variables is confirmed if the computed correlation coefficient (r count) exceeds the critical value (r table); conversely, no correlation is established if r count is less than r table.

3. The presence of an asterisk () in the Pearson Correlation output indicates a correlation between variables X and Y. Absence of an asterisk denotes the absence of correlation. An asterisk () signifies a correlation at the 1% significance level (0.01), while double asterisks (**) signify a significant correlation at the 5% level (0.05).

The resulting outcomes are displayed in the table below.

Correlations

		Vocabulary Mastery	Speaking Skill
Vocabulary Mastery	Pearson Correlation	1	.804**
	Sig. (2-tailed)		.000
	N	31	31
Speaking Skill	Pearson Correlation	.804**	1
	Sig. (2-tailed)	.000	
	N	31	31

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

Correlation between vocabulary mastery and speaking ability

By using the Pearson Product Moment Correlation Coefficient, the researcher found that at a significance level of 5% (α=0.05), the initial assumption (H$_0$) was rejected. This decision was driven by the fact that the significance value (Sig. 0.000) is lower than the threshold (α 0.05), indicating a significant correlation between vocabulary mastery and speaking skill. The outcome also revealed a strong positive connection between these two aspects, with a correlation coefficient of 0.804. Correlation research outcomes can be categorized into two types: positive (+) and negative (-). This sign signifies the direction of the relationship between the items being studied.

A positive correlation sign suggests that the variables move in the same direction; for instance, if one variable increases, the other variable also tends to increase. The correlation coefficient's results reveal a positive correlation, implying that as

students' vocabulary mastery improves, their speaking ability results also show improvement.

Correlation Coefficients

Based on the provided table, it is evident that the correlation coefficient value of 0.804 falls into the strong group. Consequently, it can be inferred that a strong correlation exists between the outcomes of vocabulary mastery and the scores obtained in speaking ability.

B. Discussion

The research results revealed a strong correlation between the vocabulary mastery and speaking skill of eleventh-grade students at SMAN 1 Kec Payakumbuh. The examination of test responses indicates that some students exhibit proficient vocabulary mastery, while others have less developed vocabulary skills. Similarly, the analysis of students' speaking ability shows a mix of strong and weak performances among the students.

The examination of the product-moment correlation test revealed a statistically significant and strong association between students' vocabulary mastery and their speaking skills, as indicated by a correlation coefficient of 0.804. The correlation coefficient analysis reveals a positive correlation, indicating that there is a direct relationship between students' vocabulary mastery, with a mean score of 68.26, and their speaking abilities, with a mean score of 8.39. It may be inferred that the proficiency of students in vocabulary has the potential to impact their oral communication skills, as a notable association exists between these two factors.

According to the findings, these are the things that can be discussed further in light of the chapter II theoretical studies. First, the researcher determined, based on the results of vocabulary mastery and speaking ability analyses that the average student who performed well on the vocabulary test also performed well on the speaking test. It was determined that the mean score for students' vocabulary mastery was 68.26 out of 100 and that the mean score for students' speaking ability was 8.39 out of 20. In addition, the data results demonstrate that the majority of the 3.2% of students with an excellent level of speaking ability are also among the 6.5% of students with a very high level of speaking ability.

Next, this discovery supports Supriadi's idea about using wordlists to improve speaking at Pondok Modern Al-Istiqomah. Supriadi found that students responded positively to using wordlists, which proved effective for learning English, The research showed that most students really like using a wordlist to learn English. About 80% of them strongly agreed that it helps them speak better. Using a wordlist also makes learning English fun and natural for them, and they expect it to be a legal

way of learning English. This aligns with Khan et al.'s theory from 2018. This theory highlights that both teachers and students believe a lack of vocabulary is a major reason for difficulties in speaking English. The null hypothesis, which suggested no significant correlation between the two factors, was rejected. Instead, the alternative hypothesis proposing a meaningful correlation was accepted. In summary, this study establishes a connection between vocabulary mastery and speaking ability, a finding that aligns with the data collected.

The findings of this study demonstrated a connection — one that was validated by statistical examination of the data — between the students' vocabulary knowledge and their ability to communicate verbally. It was revealed that there is a substantial association between the vocabulary knowledge of students in the eleventh grade at SMA N 1 Kec Payakumbuh and their speaking ability.

CONCLUSION

This research employs a correlational study to investigate the potential correlation between students' vocabulary mastery and their speaking skills. The study focuses on eleventh-grade students from a single class at SMAN 1 Kec Payakumbuh. The findings of this research indicate a positive correlation between students' vocabulary mastery and their speaking ability. The correlation sign serves as an indicator of the relationship between the items being studied. When the correlation sign is positive, it means that the variables move in the same direction in relation to the correlation. In simpler terms, if one variable goes up, the other variable also goes up. In the context of the correlation coefficient's findings, it shows a positive correlation. This implies that when students have good vocabulary mastery, their speaking skill tend to be good too. This assertion is supported by the statistical analysis, which reveals a significant two-tailed p-value below the 0.05 threshold, leading to the rejection of the null hypothesis. As a result, the initial hypothesis suggesting that vocabulary mastery contributes to improved speaking skills is validated and accepted.

On the basis of the derived findings, it can be concluded that the level of vocabulary mastery of students has a significant impact on their speaking ability. It becomes evident that a larger vocabulary is positively associated with a greater capacity for communication. In other words, as students increase their vocabulary knowledge, their speaking abilities improve proportionally.

B. Suggestion
1. It's a good idea to start talking about vocabulary before diving into the speaking material. This helps students get familiar with the words they'll encounter when they speak.
2. Teachers at SMAN 1 Kec Payakumbuh should regularly remind students about how important it is to know a lot of words for better speaking English. This can motivate students to work on improving their vocabulary and speaking skills.

3. If students are having trouble with vocabulary in speaking activity, it's a good suggestion for them to spend more time practicing English, especially learning new words. Building a strong vocabulary can make speaking easier to be mastered.

4. For researchers in the future, it's recommended that students choose things that match what they're taught in school. To get accurate results, it's also really important to make sure that students know and understand the language being tested. This will make the test results more reliable and meaningful.

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