

The Correlation of Students' Speaking Achievement with Vocabulary Mastery of the Second Semester Students in English Education at FKIP Batanghari University Academic Year of 2016/2017.

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This research is aimed at identifying the students speaking achievement vocabulary mastery of the second semester student's un English Education at FKIP Batanghari University Academic Year of 2016/2017. The research is descriptive quantitative by using simple correlation method. The sample of this research is the students of the second semester in English Education at FKIP Universitas Batanghari Academic year 2016/2017. In collecting the data, the researcher uses students semester score in Speaking 2 course and using a test in identifying the student ability in mastering vocabulary. The data is analyzed by on the result of the research, it is shown that there is a significant correlation between students speaking achievement and vocabulary mastery of the second semester students in English Education at FKIP Batanghari University Academic Year 2016/2017 to the amount 0.585.

Keywords: Students's speaking achievement, Vocabulary mastery

Introduction

Language is a communication tool used by humans as a means to convey the idea of thoughts, ideas, attitudes and feelings. Humans get along and communicate to seek information and control their thoughts, attitudes and actions using the language, both spoken language and written language. As a global language, English plays an important role which also affects the field of education, economics-business, and technology. To face the global competition, many schools in Indonesia have put English inside main curriculum. In some schools even

have use English as major language in teaching and learning process. In learning English, students should master four language skills namely listening, speaking reading and writing. The four skills are closely linked to each other.

Among the four skills, speaking is the most important one due to the large number of the students who want to study English in order to be able to use English for communicative purpose. Speaking is one of the ways in communication which is needed in human life; with communication the human can be to convey the message to another human being. To

master speaking ability, the students not only talk, but also they need to know what they are talking about and have a good speaking achievement. Speaking achievement is the achievement of students refers to the score from their speaking test, and the score of the students' speaking achievement can be improved with their vocabulary because the vocabulary is the one of components that influences in speaking test.

Vocabulary is the supporting elements in learning process and supporting elements in all ability. These conditions prove that speaking can help students to improve the vocabulary they have. This is because speaking ability depends on how good the students can express their ideas through the words; it is because if the student has a lot of English word, the easier they can speak. Therefore, in this study the researcher focused on students' speaking achievement with their mastery of vocabulary.

At teacher training and education faculty Batanghari University Jambi, students get speaking study that they learn in the first semester to see their basic ability in speaking. And then, in

speaking study that they learn how to speak properly, during the learning process the lecturer will assess the students and at the end is by give them the test.

Based on the background given, the problems of the study are formulated:

“How is The Correlation of Students’ Speaking Achievement with Vocabulary Mastery of the Second Semester Students in English Education at FKIP Batanghari University Academic Year of 2016/2017”.

Speaking

According to H.G. Tarigan (1985: 03) linguists say that “speaking is language”, spoken language is a skill that develops in a child's life, which only proceeded by listening skills, and the ability to speak during the study. Lynne (2001:40-41) say speaking is the active use of language to express meanings so that other people can make sense of them.

Ganjapar dkk (2007: 01) says speaking is the ability to say the words to express, stated and convey thoughts, ideas and feelings. Thornbury (2005: 01) 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 may produce even more than that. And then, Douglas Brown (2004:140-142) state speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

a. Elements of Speaking

To speak English well, learners need to be able to know some elements which are very important to develop this skill. Harmer (2001:269-271) mentions these elements which refer to the language features should have knowledge about:

1. Language Features
2. Mental/Social Processing

b. Characteristics of Speaking Performance

In the communication approach, fluency and accuracy are of the main characteristics of this approach. Douglas Brown (2001: 269) say that fluency may in many

communicative language courses be an initial goal in language teaching; accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. The conclusion from the some definition, the speaking performance there are two characteristic: fluency and accuracy. Fluency is the ability to speak fluently and quickly. Accuracy is the suitability of the use of grammar, pronunciation, and vocabulary.

c. The Aim of Speaking

According to H.G. Tarigan (1985: 15) speaking was more than just the pronunciation sounds or words. Speaking is a tool for communicating ideas organized and developed according to the needs-needs as the listener. The main aim of the speaking is to communicate. In order to convey thoughts effectively, then the speaker should understand the meaning of everything that wants to communicate; he should be able to evaluate the effects of communication on (the) audience; and he must know the principles that underlie all situations talks, both in general and individual.

2. Learning Achievement

According to Muhibbin Syah (2003: 135) learning achievement is learning activity efficiency, with specific learning efforts that provide high academic achievement. In principle, the disclosure of ideal learning achievement includes all psychological realms changed by experience and learning process of students.

Irham & Wiyani (2013: 120) say that learning achievement is as a consequence, it means the student learning achievement in the form of value will be good or bad. This is a consequence of learning because learning achievement is very dependent on the learning process itself, the readiness of student, material, material or media, and so on. Thus there will always be a positive learning achievement and negative as a consequence of the implementation of learning whether sincerely or carelessly.

Nasution (2008: 189) states that learning achievement is a series of words that are consolidated with a lot of repetition. However, when something truly understood, then repeat and practice is not how to play a role.

Based on the explanation

above, the researcher can conclude that the learning achievement is the results obtained from the learning process and learning experience, both in the form of good or bad value.

Vocabulary

According to Jack & Willy (2002: 255) Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them. Vocabulary is the basis of language, in the form of words used to be able to express or reveal something.

Vocabulary can be identified according to its category. Everyone can combine these into a meaningful vocabulary to convey meaning and purpose in using the language. This is in accordance with the views expressed by Louise and Sally (2003: 18):

Table 1
The Function of Vocabulary

Word Class	Description	Example
Noun	a word which names	boat, telephone, sausage,

	people, things, ideas, or qualities	cyclone, discussion, disaster
Pronoun	a word used instead of a noun	it, that, he/she/the y, those, them, this
Verb	a word used to say what someone or something does, what they are or what happens to them	eat, search, slice, drive, discuss, think, talk, is, has, like, laugh, sneeze, cause
Adverb	a word that tells something about a verb or adjective to indicate such things as when, how, where or in what circumstances	slowly, carefully, quickly, soon, now, overhead, beautifully, occasionally
Adjective	a word used to tell you more about a person or thing	green, dusty, enormous, old, smelly, tall, sharp, frightening
Article	'a', 'an' or 'the' placed before a noun to introduce a person or	There are only three articles: a, an, the

	thing	
Preposition	a word that begins a phrase used to talk about place, time, manner etc.	on, in, for, from, by, at, onto, above, after, to, below
Conjunction	a word used to link two clauses, groups or words	and, but, or, then, if, also, when, because

a. Vocabulary Mastery

According to Hornby (2010) mastery is great knowledge about or understanding of a particular thing. And vocabulary is all the words that a person knows or uses. So, vocabulary mastery understands of all the words that someone had. Vocabulary mastery is always being an essential part of English.

Lewis and Hill (1990: 12) state that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Vocabulary mastery refers to great skill of a list of words for a particular language including the

meaning.

Methodology

The design of this research is quantitative research with correlation method. The population of the research were all student of the second semester students' English education at teacher training and education faculty Batanghari University Jambi academic year 2016/2017. In this study, the population was less than 100, so in this research used all of the population as a sample, the number of the students was 62 students as the sample.

Quantitative data that has been used in this study were based on a method of preparing the figures. To obtain the data used in study used the following techniques:

1. Documentation

Documentation used to take the data of the students' speaking achievement in the second semester student's English education at teacher training and education faculty Batanghari University Jambi academic year 2016/2017.

2. Test

In this test, to vocabulary exercise Has been given 40 questions, for each indicator (noun, pronoun,

verb, adverb, adjective, article, preposition, and conjunction) there are 5 question.

To get the data the researcher used the documentation from speaking learning achievements in the second semesters and for vocabulary mastery will use test.

In this research used determine the degree of correlation between the independent variable and dependent variable. To know the correlation between students' speaking achievement and students' vocabulary mastery. It used Spearman Rho formula taken from Riduwan (2013:135). To analyze the correlation between variables used the Product-Moment correlation formula.

Discussion

Based on the research which is conducted by researcher in the Department of English Education at teacher training and education faculty Batanghari University Jambi, there are some of the results found as follows: students' speaking achievement from documentation shows that the highest percentage is 40.32% for the score of B and the lowest percentage is 3.23% for the score of D. It means showed that the score of their speaking is

good. On the results of tests in their vocabulary mastery showed the highest percentage is between 60.00 and 69.99 is 35.48%, and the lowest percentage in the 0.00 and 49.99 is 16.13%. It means showed that the score of their vocabulary mastery is medium. From the discussion above, it can be concluded that the existence of a significant relationship between speaking achievement and vocabulary mastery is positive.

the researcher found that to calculate the correlation between variable X and Y with Pearson Product moment formula and by using SPSS 17.0 program as the tool to count it. The result of the correlation of students' speaking achievement with vocabulary mastery was getting score 0.585. It means the correlation between two variables is Substantial correlation (see table 3.5). So, the researcher it can be concluded that there is positive and significant correlation of students' speaking achievement and vocabulary mastery the significant can be accepted. It is suitable with the research which is done by Yeni Triana dkk with the title "A correlation study of the third year students' vocabulary mastery and

speaking ability at English Department Bung Hatta University Padang in academic year 2010/2011". From the research which is done by Yani Triana dkk it can be found that there is a significant and positive correlation between vocabulary mastery and speaking ability. The coefficient correlation is 0.5, it can be said as substantial correlation. Both of the researches show that there is there is a significant and positive correlation. This is accordance with the opinion by Kundharu (2014: 55) Says that speaking is an important communication tool to express themselves as members of society. In relation to the function of language, speaking use as a means to gain knowledge adapt, learn, and environmental control. Thornbury (2005: 01) 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 may produce even more than that. And then, According to John and Shane (2004:1) states that the major way in which we "use" vocabulary is when we speak and write; the term expressive vocabulary is use to refer to both

since these are the vocabularies we use to express ourselves. These conditions prove that vocabulary can help students to improve the speaking ability, because the vocabulary is the one of components that influences in speaking test. In speaking tests are assessed using valuation procedures, including: stresses, grammar, vocabulary, fluency and comprehension, Foreign Service Institute (FSI) in Suddono and Slamet (2014: 93). It can be said that there is a correlation of the students' speaking achievement with the vocabulary mastery. Besides that, the vocabulary mastery can help to improve and to develop for their speaking achievement.

Conclusion

The researcher can take conclusion as bellow:

1. The students' speaking achievement of the second semester students' English Education at Teacher Training and Education Faculty Batanghari University academic year 2016/2017 can be classified at A categories. It means that the students have a

good speaking ability.

2. Students' vocabulary mastery of the second semester students' English Education at Teacher Training and Education Faculty Batanghari University academic year 2016/2017 can be classified at good categorized as a highest score.
3. There is significant correlation of students' speaking achievement with vocabulary mastery of the second Semester Students' English Education at teacher training and education faculty Batanghari University Jambi academic Year 2016/2017. It can be proved with the result of r_s is 0.585. The correlation is positive and can be categorized as substantial correlation.

1. Suggestion

1. Based on the research that has been done, the researcher suggests to the lecturer in the Department of English Education at teacher training and education faculty Batanghari University Jambi,

as followed:

2. For the lecturer to further improve the teaching of speaking skill in their students, because many of their students are still embarrassed and hesitant to speak English. In addition, environmental factors are also less support for them to train their speaking skills, thus causing them not accustomed to speak in English. The lecturer may give additional tasks, such as giving the task of dialogue with interesting topics. And then, the lecturers are also able to give them the opportunity to express an opinion, or any advice at each end of the material by using English at every lecture course speaking.
3. The students should realize that speaking ability is important. So, that they have to improve their vocabulary.
4. The researcher hopefully, there will be other researchers who investigate with the similar topics, and find the other indicator for completing the

research.

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