

**THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND  
STUDENTS' SPEAKING ABILITY IN LEARNING ENGLISH  
AT SMK MINHAJUT THULLAB DOLOPO MADIUN**

**THESIS**



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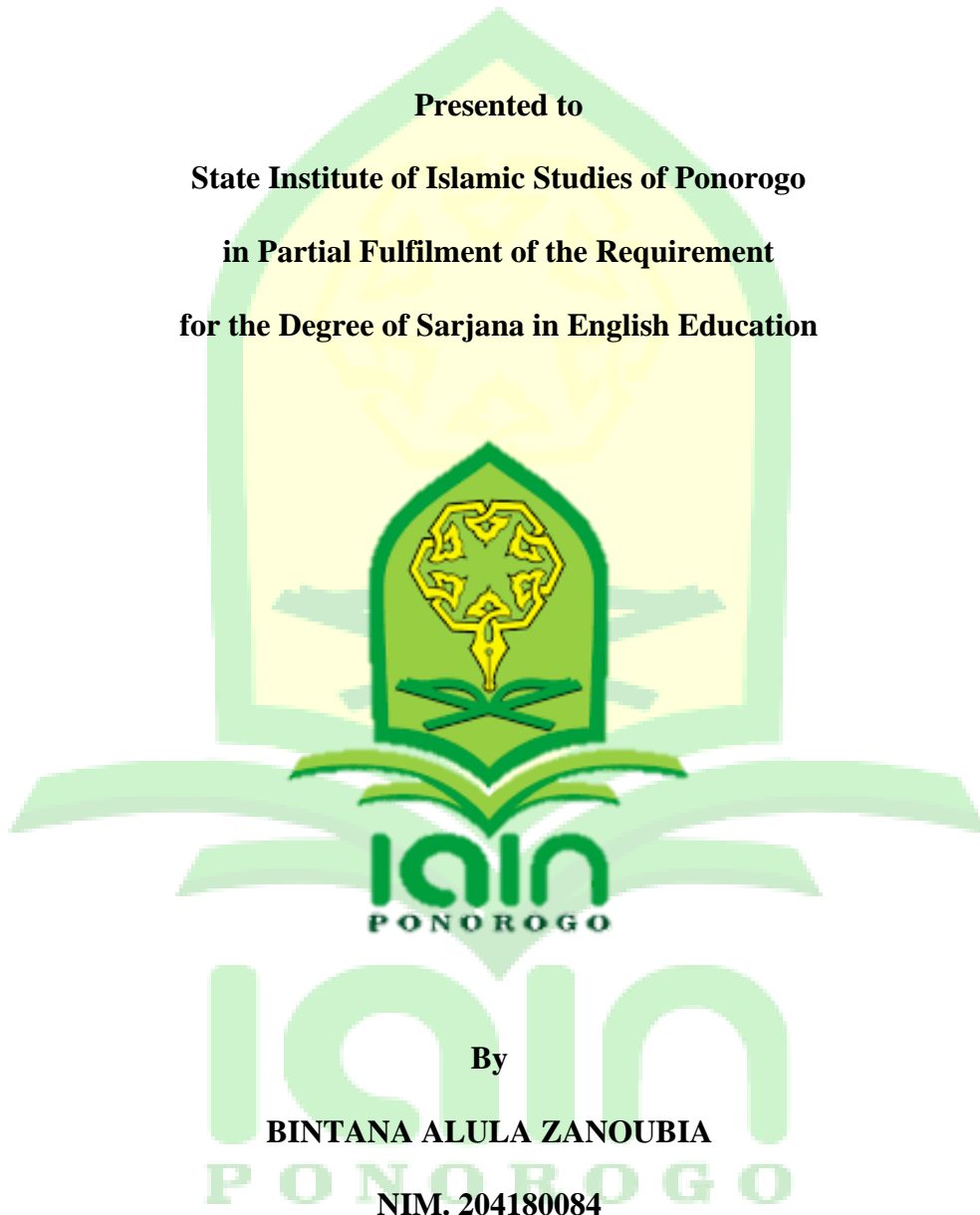
**JUNE 2022**

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AT SMK MINHAJUT THULLAB DOLOPO MADIUN**

**THESIS**

**Presented to**

**State Institute of Islamic Studies of Ponorogo  
in Partial Fulfilment of the Requirement  
for the Degree of Sarjana in English Education**



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**JUNE 2022**

## ABSTRACT

**ZANOUBIA, BINTANA ALULA.** 2022. *The Correlation between Students' Vocabulary Mastery and Students' Speaking Ability in Learning English at SMK Minhajut Thullab Dolopo Madiun.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo. Advisor Dr. Dhinuk Puspita Kirana, M.Pd.

*Key Words: Vocabulary Mastery, Speaking Ability, Learning English, Part of Speech*

A language cannot be separated from the presence of vocabulary. Vocabulary is one of the aspects that has to be learned when people are learning a language because vocabulary or word becomes the key of the language to communicate. Vocabulary is the total number of words in a language which has meaning. Thus, in the scope of speaking skills, adequate mastery of vocabulary is needed. Vocabulary has a very essential role in the language learning process especially in speaking English, because without mastering an adequate vocabulary mastery it will be difficult for the language learners to speak fluently. Speaking is the ability to orally express our ideas, feelings, thoughts, and needs.

The purpose of this research was to examine the correlation between students' vocabulary mastery and their speaking ability at SMK Minhajut Thullab Dolopo Madiun. The researcher conducted the research in XII grader students of SMK Minhajut Thullab Dolopo Madiun academic year 2021/2022. This research applied a quantitative approach and used correlational design. The population of this research is all students at second semester of twelfth grade of SMK Minhajut Thullab Dolopo Madiun. This study used the total population as the sample of the research that consist only 20 students. The procedure of data collection was through test. To analyse the data, the researcher used Pearson Correlation Product Moment formula in SPSS program version 21 for Windows to determine whether or not there was correlation between students' vocabulary mastery and their speaking ability at SMK Minhajut Thullab Dolopo Madiun.

Based on the data analysis, it was found that the correlation coefficient between students' vocabulary mastery (X) and students' speaking ability (Y) at SMK Minhajut Thullab Dolopo Madiun is 0.853, it means that both variables have a positive correlation and the interpretation of the score is high correlation. Afterwards, the significance (2-tailed) value is 0.000. Test of significance is when  $\text{Sig} < 0.05$  ( $0.000 < 0.05$ ) the alternative hypothesis ( $H_a$ ) is accepted, it means that there is correlation between students vocabulary mastery and their speaking ability at SMK Minhajut Thullab Dolopo Madiun.



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Date : 16 June 2022

And has been accepted as the requirement for the degree the *Sarjana* in English Education on:

Day : Monday

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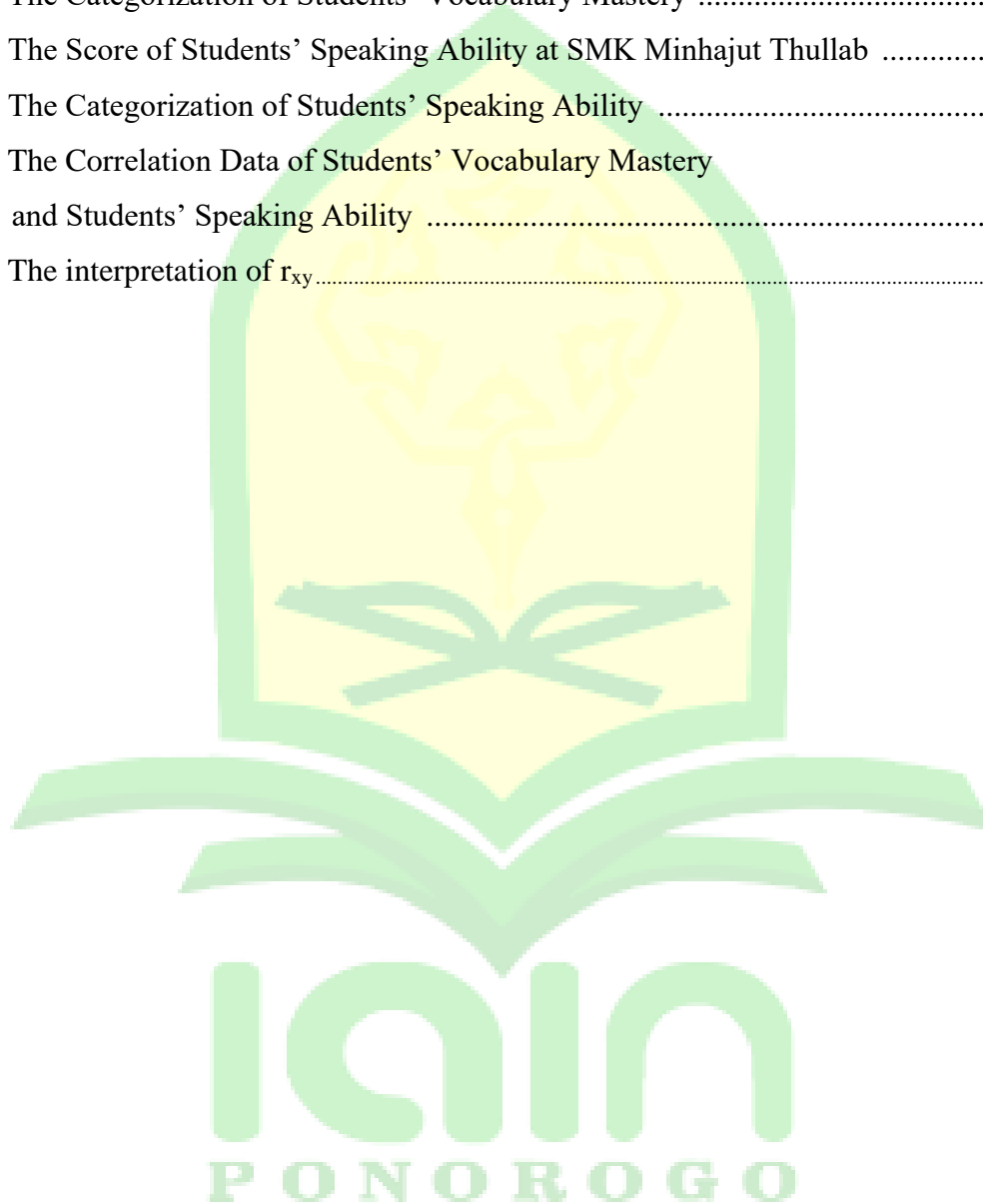


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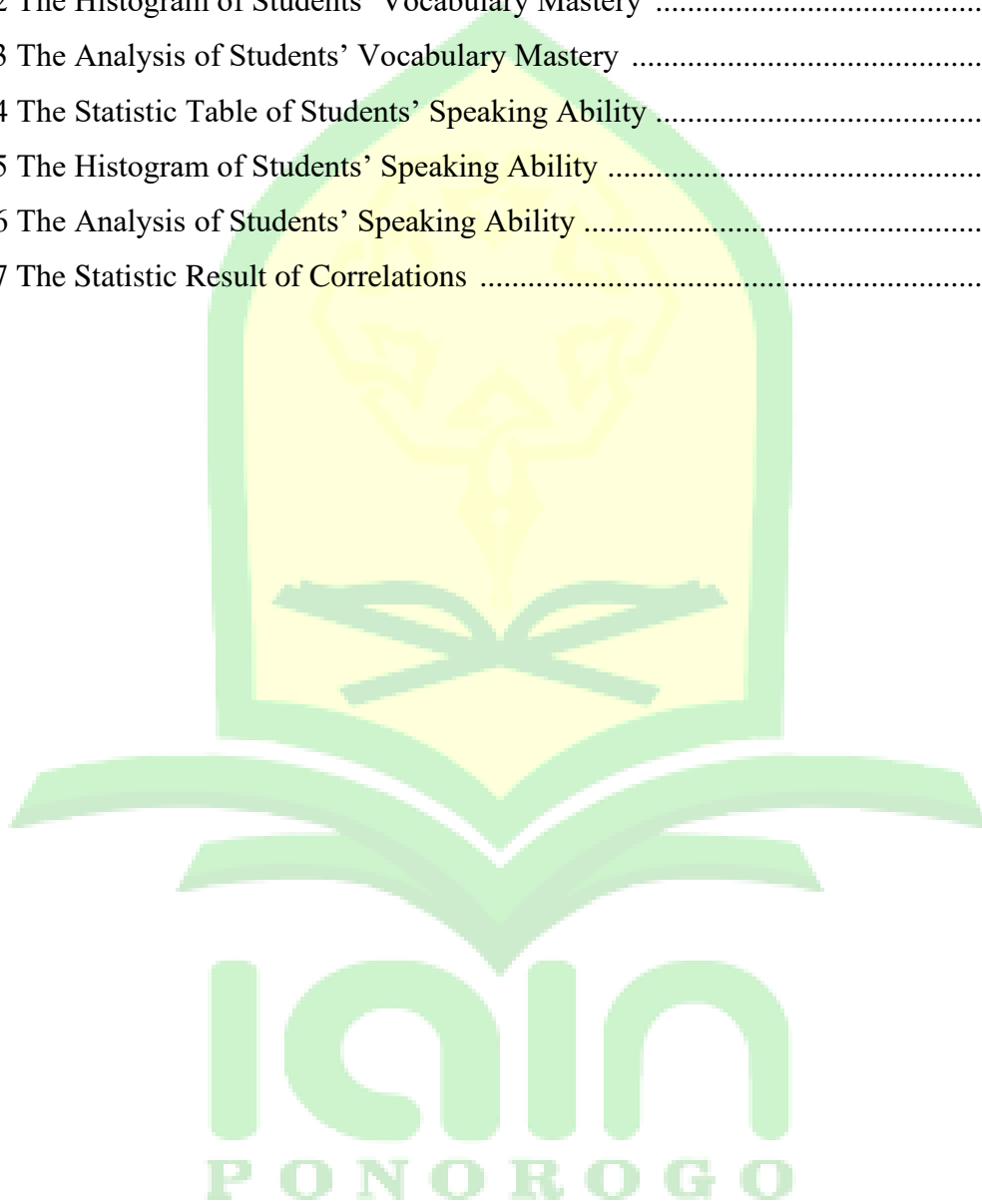
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# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, research focus, research questions, research objectives and significance of the research

### A. Background of the Study

There are many factors that cause the problem in learning English, and the main factor is vocabulary. The vocabulary mastery is one of the main skills when the language learners try to learn English. However, there are many difficulties in vocabulary mastery. English has a very large and varied form of vocabulary, for example the present, past, future, plural or singular forms and even regular and irregular verbs. From these points of view it can be identified that in mastering vocabulary, the students have to memorize and understand the meaning also the right structure of English vocabulary and it is possible that the students will often forget the meaning of certain word, students can't implement new words to the right context or students don't know the certain form of some word and so on. In fact, vocabulary is very essential to be learnt in English, especially in the scope of speaking ability.

Speaking ability is an ability that is needed in communication. By speaking people can transfer our ideas, opinions, or feelings to others. However, in speaking ability, especially in the context of English, there are many problems that need to be considered. For instances, mistakes in pronunciation, confidence in speaking, lack of ideas, grammatical errors, and the last is lack of vocabulary. This happens because English is the second and even third language that learned by Indonesians in addition to their mother tongue and regional language.

In honing speaking skills, adequate mastery of vocabulary is needed. Vocabulary has a very essential role in the language learning process, because without mastering an adequate vocabulary it will be difficult for the language learners to speak fluently and even they could not be able to speak. In addition, without an understanding of vocabulary and grammar, the language learners would have problems in accessing information or understanding the meaning of a conversation. Hasan states that: “one of the most challenging tasks students encountered is mastering vocabulary.”<sup>1</sup> Meanwhile, Maruyama states that: “point the reason why students lack vocabulary is because they believed that they did not need to know words because they were not common, even rarely used in their daily lives. Therefore, they have no motivation to learn the words.”<sup>2</sup>

A language cannot be separated from the presence of vocabulary. Vocabulary refers to the richness of a word in a certain language. In this regard, many definitions of vocabulary have been proposed by experts. Expert opinions can differ from one another, but basically have the same intent. In compiling sentences to become effective sentences, it is very important to master vocabulary, because without mastering vocabulary, someone will difficult to compose a good and correct sentence. The definition of vocabulary according to Mawardin: “vocabulary is a list or collection of words which have meanings.”<sup>3</sup> On the other hand, Nurgiantoro stated that: “vocabulary is a wealth language that belongs to (includes) a language. Vocabulary is a very important component and can even be called as the key in learning a foreign language, because by the richness of vocabulary, someone also determines the quality of the person's language skills.”<sup>4</sup> Meanwhile, according to Herlina: “Vocabulary can be interpreted as a collection of words

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<sup>1</sup> Hasan, L. N. K, *The Effect of Lack of Vocabulary on English Language Learners' Performance with Reference to English Departments Students at Salahaddin University-Erbil* (ZANCO Journal of Pure and Applied Sciences, 2016), 211-227

<sup>2</sup> Maruyama, H, *Difficulties in Teaching Technical English in Japan* (Revista de Lenguas para Fines Especificos, 1996), 3

<sup>3</sup> Mawardin, & Said, *English Vocabulary* (Bandung: CV. Media Sains Indonesia, 2020), 7

<sup>4</sup> Nurgiantoro, B, *Penilaian Pembelajaran Sastra Berbasis Kompetensi* (BPFE Yogyakarta, 2016), 338



that are understood by somebody.”<sup>5</sup> In line with the statement by Herlina, according to Brewster: “There are four ways to understand the vocabulary, namely (a) form, (b) pronunciation, (c) word meaning, and (d) usage.”<sup>6</sup>

In learning English as a foreign language, besides the problems related to vocabulary, the problems related to speaking ability must also be considered. According to Hasnawan that: “in English, there are four skills learned; listening, speaking, reading, and writing. Among four skills, speaking seems intuitively difficult to master.”<sup>7</sup> English speaking skills are often considered difficult to learn because that aspect relates to producing a series of words orally for convey an idea or message. When people want to speak well, then people must able to use a series of words that the listener can understand well. Speaking strategies also need to be learned in order to avoid miscommunication or distraction in communicating. According to Oxford that: “speaking in English is stressful for students. It's because they feel that they are afraid of making grammatical mistakes and also lack of vocabulary in English to fluent their speaking activities.”<sup>8</sup> In this regard, the differences in the learning process and learning motivation of English has made a difference in students' English speaking skills. That's why there are students who are able to use English well to communicate actively (active English), students who are able to understand what others are saying but are unable to convey what they want to convey actively (passive English), and there are students who even still unable to understand what other people are saying and unable to convey what they want to say.

Speaking is an oral language skill that is functional in everyday human life because by speaking people can obtain and convey information. Speaking is known as a productive

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<sup>5</sup> Herlina, *Meningkatkan Pemahaman Kosakata Bahasa Inggris Melalui Metode Permainan Bingo* (Jurnal Ilmiah VISI PPTK PAUDNI-Vol.10, No.2, 2015), 115

<sup>6</sup> Brewster, J. Ellis G, & Girard, *The Primary English Teacher's Guide* (London' Penguin English, 2003)

<sup>7</sup> Hasnawan, Dedi, *Improving Speaking Skill Through Problem-Based Learning (A Quasi Experimental Research on the Fourth Semester Students' of English Department at IAIN Ponorogo)* (Journal of English Language Learning, Vol.2, No.2, ISSN 2599-1019), 35

<sup>8</sup> Oxford, R.L, *Language Learning Strategies. What Every Teacher Should Know* (Boston: Heinle & Heinle, 1990)

skill. As stated by Simaibang that: “speaking is one of the four skills that is called under productive skill. It is concerned with the ability to utter words or articulate sounds with the ordinary voices.”<sup>9</sup> Meanwhile, according to Hornby that: “speaking is the ability to orally express our ideas, feelings, thoughts, and needs.”<sup>10</sup> By this statement it can be identified that speaking skill plays an important role in communication and also in the process of language learning. Speaking is a way to express what we feel and then manifested in the form of spoken language processes between two or more people.

According to Arsjad that: “speaking skill consist of four aspects, they are (a) social, (b) semantic, (c) phonetic and (d) vocal skills.”<sup>11</sup> (a) social skills are the ability to participate effectively in public relations, (b) semantic skill is the ability to use words appropriately and comprehensively, (c) phonetic skill is the ability to form the phonetic elements of our language correctly and (d) vocal skill is the ability to create an emotional effect that desired by sound. However according to Harmer that: “speaking has many different aspects including two major categories namely (a) accuracy, involving the correct use of vocabulary, grammar and pronunciation practised through controlled and guided activities and (b) fluency, considered to be the ability to keep going when speaking spontaneously.”<sup>12</sup>

Based on the explanation above, it can be said that the mastery of vocabulary is very important for language practice, especially for speaking skills. If the students have low vocabulary mastery, students will find it difficult to arrange and assemble words into a sentence, so that the variation of sentences in a person's speaking skills is irregular. On the other hand, if people have a high vocabulary mastery, they will easily arrange and string

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<sup>9</sup> Simaibang, B, *English Language Teaching in a Foreign Situation* (Palembang: Citra Books, 2016), 79

<sup>10</sup> Hornby, A. S, *Oxford Advanced Learner's Dictionary 5<sup>th</sup> Ed.*, (London: Oxford University Press, 1995), 826

<sup>11</sup> Arsjad & Mukti, *Kemampuan Berbicara Bahasa Indonesia* (Jakarta: Erlangga, 1991), 87

<sup>12</sup> Harmer, J. *The Practice of English Language Teaching* (Harlow: Pearson Education, 2001), 269

words into a sentence, so that the variety of sentences in the speaking skills of a person can be said to be good and orderly.

Similar facts regarding the low mastery of vocabulary and English speaking skills that researcher found in students of XII grade of SMK Minhajut Thullab Dolopo Madiun. Based on the preliminary observation on the 15<sup>th</sup> October 2021, the researcher collects various information about problems related to the English learning process in the school by conducting interviews with the English teacher at SMK Minhajut Thullab Dolopo, Madiun. The English teacher said that the students still have a low understanding of English. Among the four skills in English, speaking skill is the most difficult skill for students to learn. There are several factors that affect student achievement in learning English, the first is motivation or interest in learning English and the second is that they are afraid of making mistakes and also lack of confidence to practice. According to the English teacher there are two things that underlies the students' problem, the first is the students still have a low vocabulary mastery and the second is low understanding in grammar.<sup>13</sup>

In line with the results of preliminary observations and also the explanations from several experts regarding vocabulary and speaking skills, the researcher identified that vocabulary and speaking are things that influence each other, especially in the learning process at SMK Minhajut Thullab Dolopo Madiun. Based on this background, the formulation of the problem in this study is focused on the correlation between students' vocabulary mastery and students' speaking ability in learning English at SMK Minhajut Thullab Dolopo, Madiun. The reason that makes the researcher chose the location or region was because the researcher come from the region or area and know enough about conditions of educational development in the area that is the research objective.

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<sup>13</sup> Laksono, Cipto. *The Students' English Learning* (Personal Interview: 15 October 2021, SMK Minhajut Thullab Dolopo, Madiun)

## **B. Identification and Limitation of the Study**

The study is focused on the twelfth graders of SMK Minhajut Thullab Dolopo, Madiun in academic year 2021/2022. Concerning the limitation that the researcher has, this study administered the students' vocabulary mastery and the student's speaking ability at the twelfth graders of SMK Minhajut Thullab Dolopo, Madiun. In this study, the researcher will focus on the part of speech components, they are; common and proper noun; subjective and possessive adjective pronoun; adverb of manner; descriptive adjective; and action verb. Then, describing picture performance focus on describing noun.

## **C. Statements of the Problem**

Based on the explanation above, the research questions in this study: Is there any correlation between students' vocabulary mastery and students' speaking ability in learning English at XII grade students of SMK Minhajut Thullab Dolopo, Madiun in academic year 2021/2022?

## **D. Research Objective**

The objective of the research is to find out whether there is correlation between the students' vocabulary mastery and students' speaking ability in learning English at XII grade students of SMK Minhajut Thullab Dolopo, Madiun in academic year 2021/2022.

## **E. Significances of the Study**

This research is expected to be beneficial for:

- a. The finding of this research is expected to become a source of useful information that can give information to the English as a Foreign Language Teachers about the correlation between students' vocabulary mastery and students' speaking ability. Therefore, the teacher could motivate and create a new method that are easy and appropriate for the students in mastering vocabulary and improve the speaking ability.
- b. The finding of this research is expected to become evidence that represents students' ability in learning foreign language.

- c. The finding of this research is expected to become one of the considerable sources or reading material either to enrich English Student Department reference in writing their thesis or to improve their knowledge in English teaching and learning processes.

## **F. Organization of the Study**

The researcher organizes the process of this research report systematically. This thesis covers five chapters in which the organization of the study. At the beginning before the first chapter, the researcher included the cover, approval sheet, ratification, dedication page, motto, abstract, acknowledgement, table of content, list of tables, list of figures and appendices. The following show the content covered in this research.

In chapter one that is introduction, the researcher explains about the general background of the study, limitation of the problem, statement of the problem, objective of the research, significances of the research, and organization of the study.

Then, in chapter two that is literature review which consists of the theoretical background, previous studies, theoretical framework, and hypothesis.

Meanwhile, in chapter three that is research methodology which consists of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

In addition, in chapter four that is research result, the researcher explains the data description, data analysis and discussion.

The last chapter in this research is chapter five that is closing which consists of the conclusion and suggestion.



## CHAPTER II

### LITERATURE REVIEW

This chapter presents the theoretical background, previous studies, theoretical framework, and hypothesis.

#### A. Theoretical Background

##### 1. Concept of Vocabulary

###### a. The Definition of Vocabulary

Vocabulary is one of the language aspects that have to be learned when people are learning a language because vocabulary or word becomes the key of the language to communicate. Like stated by Stuart Webb & Paul Nation that: “words are the building blocks of language. They are central to listening, speaking, reading, and writing. In the other words, vocabularies are viewed as being key to communication, and are therefore an essential component of almost every aspect of our lives.”<sup>14</sup> Meanwhile, Lessard, M. & Clouston stated that: “vocabulary is central to English language teaching and learning. Without sufficient vocabulary, students cannot understand others or express their own ideas.”<sup>15</sup> Furthermore, Lessard defined the vocabulary as the words of language, including single items and phrases or chunks of several word which convey a particular meaning.<sup>16</sup>

According to Stain (as cited in Vaclav) that: “vocabulary is undoubtedly useful for working with dictionaries, evidence is needed for the claim that is also useful beyond this function (e.g. that the mastery of

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<sup>14</sup> Stuart Webb & Paul Nation. *How Vocabulary is learned*. (Oxford University Press: 2017)

<sup>15</sup> Lessard, M. & Clouston. *Teaching Vocabulary*. (Alexandria: TESOL International Association, 2015, ISBN: 978-1931185974)

<sup>16</sup> Ibid,

these words would improve learners' ability to express meaning)."<sup>17</sup> Schmitt (as cited in Iman) stated that: "Vocabulary as a list of words arranged in alphabetical order with their definitions. A word, in most linguistic analyses, is described as a set of properties, or features, each word is the combination of its meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken form (pronunciation) and frequency. To master a word is not only to learn its meaning but also to learn these seven other aspects. All these properties are called word knowledge."<sup>18</sup> Hornby (cited in Mofareh) defines that: "vocabulary as the total number of words in a language, vocabulary is a list of words with their meanings".<sup>19</sup> Mawardin stated that: "vocabulary is a list or collection of words which have meanings."<sup>20</sup> Overall, based on the statements by several experts above we can conclude that vocabulary is the basic element of language which someone needs in learning a language especially to communicate effectively with others. Vocabulary is all the words in a particular language that an individual knows or uses to communicate effectively.

#### **b. Kinds of Vocabulary**

Vocabulary has been discussed and divided into several kinds or types. Some experts are divided the vocabulary into two kinds that is active and passive vocabulary. Harmer (cited in Mofareh) distinguishes between these two kinds of vocabulary. The first kinds of vocabulary refer

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<sup>17</sup> Vaclav, Brezina and Dana Gablasova. *How to Produce Vocabulary List? Issues of Definition, Selection and Pedagogical Aims. A Response to Gabriel Stein.* (Oxford University Press: 2017)

<sup>18</sup> Iman, Alizadeth. *Vocabulary Teaching Techniques: A Review of Common Practices.* (International Journal of Research in English Education Vol. 1, No. 1. November 18, 2016)

<sup>19</sup> Mofareh, Alqahtani. *The Importance of Vocabulary in Language Learning and How to be taught.* (International Journal of Teaching and Education, Vol. III, No.3, 2015)

<sup>20</sup> Mawardin, Dr & Said, M. *English Vocabulary.* (Bandung: CV. Media Sains Indonesia, 2020)

to the one that the students have been taught and that they are expected to be able to use. And the second one refers to the words which the students will recognize when they meet this vocabulary, but which they will probably not be able to pronounce it.<sup>21</sup> Furthermore, Hatch and Brown (cited in Susanto) divided the vocabulary into two kinds of vocabulary, namely as receptive vocabulary and productive vocabulary.

#### 1. Receptive Vocabulary

According to Stuart Webb (cited in Mofareh,) Receptive vocabulary is word that the students recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that the students recognize when they see or meet in reading text but do not use it in speaking and writing.

#### 2. Productive Vocabulary

Productive vocabulary is the words that the students understand and can pronounce correctly and use constructively in speaking and also in writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.<sup>22</sup>

#### c. Vocabulary Mastery

In understanding the language, vocabulary becomes a crucial and essential part to be mastered by the students. Zimmerman (cited in Mufida) stated that: “vocabulary is central to language and a critical

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<sup>21</sup> Mofareh, Alqahtani. *The Importance of Vocabulary in Language Learning and How to be taught*. (International Journal of Teaching and Education, Vol. III, No. 3, 2015)

<sup>22</sup> Ibid.,

importance to the typical language learner. Therefore, students should have stocks of vocabulary to make them master a language easily.”<sup>23</sup>

Vocabulary mastery is needed to express our ideas, opinion and to be able to understand other people when they are saying. Hornby (cited in Mofareh) defines that: “mastery as a complete knowledge or complete skill.”<sup>24</sup> It means, mastery is a complete knowledge or excellent skill that makes someone to be a master in a certain subject. Susanto & Fazlinda stated that: “vocabulary mastery refers to the great skill in processing word of a language.”<sup>25</sup> Mastering vocabulary is an individual achievement and possession. Therefore, it might be a biggest responsibility for individuals in increasing the knowledge. The success in honing and mastering vocabulary requires to their own motivation and interest on the words of a language.

Susanto & Fazlinda stated that: “vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.”<sup>26</sup>

From the definition above we can conclude that vocabulary mastery is an individual’s great skill in using a word of a language. Vocabulary mastery is a complete skill to understand the stock of words and their meanings of a particular language.

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<sup>23</sup> Mufida H, Hilmi. *Improving the Vocabulary Mastery Using Inquiry-Based Learning (A Classroom Action Research in the Fifth of SDN Wates Tanjunganom Nganjuk in the Academic Year 2016/2017)*. (Simki-Pedagogia Vol. 01 No.04, 2017, ISSN: AAAA-AAAA)

<sup>24</sup> Mofareh, Alqahtani. *The Importance of Vocabulary in Language Learning and How to be taught*. (International Journal of Teaching and Education, Vol. III, No. 3, 2015)

<sup>25</sup> Susanto, Alpino & Fazlinda. *English Vocabulary Acquisition through Vocabulary Learning Strategy and Socio-Educational Factors: A Review*. (Applied Science and Technology, Vol. 1 No. 1, 2017)

<sup>26</sup> Ibid.,

#### d. Assessment of Vocabulary Mastery

To get a good quality in English learning process, an evaluation process is needed. Evaluation in English learning process is an activity that aims to obtain information related to the students' performance where the result of the evaluation can be used to measure the success of an English learning process. Assessment is a part of the evaluation which the function is to assess the students' learning outcomes in terms of knowledge, skills and attitude during the learning process. Assessment is a series of activities to obtain, analyse and interpret data about the process and learning outcomes of the students. By conducting an assessment, the teachers would be able to know the abilities of the students. In terms of vocabulary mastery, as Sismona argue that: "to able to know the students' mastery in vocabulary, an English teacher need to do an assessment."<sup>27</sup> According to Djiwandono (cited in Bhardiansyah) that: "the vocabulary test is part of the language proficiency test. This test is carried out to assess or obtain information about the results of language learning achieved by students, which indirectly will also provide information about various aspects of teaching. Vocabulary tests are conducted to measure students' abilities, both receptive and productive. Thus, in the vocabulary test, receptive abilities and productive abilities must be related to one another."<sup>28</sup> However, deciding which kind of vocabulary to test and review is another essential decision that the language teacher has to make. Heaton (cited in Abduh) stated that it is important that the outset that the

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<sup>27</sup> Sismona, Silvia. *The Effect of Using Video on Students' Vocabulary Mastery*. (Atlantis Press : Advances in Social Science, Education and Humanities Research, Volume 504, 2020)

<sup>28</sup> Bradhiansyah, Tri Suryanto. *The Correlation between Students' Vocabulary Mastery and Speaking Skill*. (International Journal of English Education & Linguistics. Vol. 03 No. 01, June 2021)



teacher decide which word that expected the students to recognize (i.e., their passive or receptive vocabulary). Selecting the appropriate kind of vocabulary test is very important.<sup>29</sup>

According to Nurgiyantoro (cited in Bhadiansyah) in the vocabulary test, two things need to be considered, namely: (a) choosing the vocabulary to be tested and (b) choosing the form and method of testing, especially regarding the preparation of tests that are following the levels of certain cognitive aspects. The level of the vocabulary mastery test in this study refers to the cognitive level which is commonly called Bloom's Taxonomy. This level consists of six levels, namely the first level is level of knowledge/memory, the second level is level of understanding, the third level is level of application, the fourth level is level of analysis, the fifth level is level of evaluation, and the last level is level of creativity. For the cognitive level vocabulary mastery test that is used up to the level of analysis. Based on this opinion, the vocabulary mastery test in this study uses four levels, namely the level of memory/knowledge, level of understanding, level of application, and level of analysis. The high-level cognitive vocabulary tests were not used in this study because these cognitive-level tests demand deeper abilities and simultaneously assess thinking processes. Besides, the fifth and the sixth level vocabulary tests are more appropriate when used for essay form tests.<sup>30</sup>

In testing the students' abilities in English, the instrument of the assessment is very much needed. In the research field, the instrument is

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<sup>29</sup> Abduh, Al-Manar, M. *Reviewing Students' Vocabulary Mastery by Using Kahoot at Holmesglen Partnering with University Muhammadiyah Tangerang*. (Acitya: Journal of Teaching & Education, Vol. 1 No. 2, 2019)

<sup>30</sup> Bradhiansyah, Tri Suryanto. *The Correlation between Students' Vocabulary Mastery and Speaking Skill*. (International Journal of English Education & Linguistics. Vol. 03 No. 01, June 2021)

defined is a tool for collecting data on research variables for research needs. According to Azwar that “there are two kinds form of instrument in collecting data, namely a test and non-test. The test or assessment is a measure of data collection that encourage participants to give their maximum performance. Whereas, the non-test instrument is a measuring tool that encourages students to give a typical appearance, namely reporting their own condition by responding honestly according to their thoughts and feelings.”<sup>31</sup>

- Test as an instrument of assessment

Tests as an instrument of assessment are several questions which are given to the students to obtain answers. There are many forms of test. For instances, oral test form, written form test, and action form test. Furthermore, there are many techniques that can be used to assess vocabulary such as: multiple choice, cloze test, dictation, transformation, matching, translation, synonym and antonym, definitions, re-arranging, and true or false.

- Non-test as an instrument of assessment

The non-tests is very needed in evaluating the students’ affective and psychomotor domains, different with the test instrument which emphasizes more on the students’ cognitive aspects. There are several types of non-tests as an instrument of assessment such as: observation, interview, and questionnaire.

Considering the explanation about the tests as an assessment instrument above, the researcher attempts to use a test form as the instrument to assess the students’ vocabulary mastery.

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<sup>31</sup> Azwar, Saifuddin. *Tes Prestasi*, (Yogyakarta: Pustaka pelajar, edisi kedua 2016), 13

## 2. Concept of Part of Speech

### a. The Definition of Part of Speech

Basically, all sentences in English, both of oral and written will consists of words. Words are a tool to communicate and convey an idea or opinion. Therefore, learning a language especially English language must start from understanding a function and grammar in arranging a sentence which is consists of part of speech. Part of speech is a traditional term, which is used to form sentences, such as noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. According to Carnie said that parts of speech tell how a word is going to function in the sentence.<sup>32</sup> Furthermore, according to Leech that part of speech distinguishes between minor and major parts of speech, the minor parts of speech are pronoun, preposition, conjunction, and interjection. And the major parts of speech are verb, noun, and adjective. In short, part of speech is the class of word used to form a sentence that has different functions. According to Herring said that the importance of learning part of speech is to be able to understand about parts of speech, the learners can better understand how and why people structure words together to form sentences.<sup>33</sup>

### b. Components of Part of Speech

There are eight components of part of speech. According to Chakravaty that is in a sentence, a word may play one of eight parts. It

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<sup>32</sup> Carnie, Andrew. *Syntax: A Generative Introduction (2<sup>nd</sup> Edition)*. (Oxford: Blackwell Publishing Ltd, 2006), 35.

<sup>33</sup> Herring, Peter. *The Farlex grammar Book: Complete English Grammar Rules*. (Ireland: Farlex International, 2016), 10.

may be either noun, adverb, pronoun, preposition, verb, conjunction, adjective and interjection.

#### 1. Noun

Nouns are words that refer to person, places, thing or idea.

Noun can function as the subject of sentence and an object of a verb.

For example: Tina, Table, Island.

#### 2. Verb

Verb is word that shows the actions, process, conditions, or states of beings of people or things.

For example: watch, eat, run.

#### 3. Adjective

Adjective is one of the parts of speech that used to explain the noun or pronoun which can be a thing, place, animal, and etc.

For example: red, rich, poor, beautiful, smart.

#### 4. Adverb

An adverb refers to any element in a sentence used to adjust a verb, adjective, every other adverb, or may be a whole clause.

There are many categories of adverb. For instance; adverbs of time (example: now, today); adverbs of frequency (example: always, usually, sometimes); adverbs of place (example: north, everywhere, here, up, there); adverbs of manner (example: beautifully, wonderfully, slowly).

#### 5. Pronoun

Pronoun stands in for nouns in a sentence. Pronouns are more generic versions of nouns that refer only to people. Examples: I, you, we, they, he, she, it, ours, them, who.

#### 6. Preposition

Prepositions show spacial, temporal, and role relations between a noun or pronoun and the other words in a sentence.

Preposition comes at the start of a preposition phrase which contains a preposition and its object. Example: up, over, against, by, for, into, close to, out of.

#### 7. Conjunction

Conjunctions join words, phrases, and clauses in a sentence.

There are coordinating, subordinating, and correlative conjunctions. Examples: and, but, or, so, yet, with.

#### 8. Interjection

Interjections are expressions that can stand on their own or be contained within sentences. These words and phrases often carry strong emotions and convey reactions. Examples: ah, whoops, ouch, yabba dabba do.

In this research, the researcher only used five components of part of speech those are noun, pronoun, verb, adverb, and adjective. The noun focuses on common and proper noun. Then, the pronoun focuses on subjective and possessive adjective pronoun, the adverb focuses on adverb of manner, the adjective focuses on descriptive adjective, and the verb focuses on action verb.

### **3. Concept of Speaking**

#### **a. The Definition of Speaking**



Speaking plays an important role in communication. Communication divided into two forms, they are oral and written communication. Speaking is an oral form and most used by people in communication. In English, there are four skills that have to be mastered by the language learners, they are speaking, writing, listening and reading. From the four skills are divided by two kinds of skill, they are producing skill and receiving skill. Speaking and writing are categorized into a producing skill, while listening and reading are the receiving skill. Speaking is a form of producing skill. Therefore, speaking has very essential role specially to obtain information, than the students are expected to have be able to take and give information clearly, effectively, and acceptable. Speaking is the skill that should be mastered by the students because by speaking, students are able to speak English and able to give and take the information well.

According to Hornby (cited in Afna) “speaking was to utter words to express thought by words, speech, discourse, or argue, to talk, to make mention, to tell by writing, and to communicate ideas in matter.”<sup>34</sup> McDonough stated that: “people want to speak something to achieve a particular goal. This activity involves expressing ideas and opinion, expressing wish or desire to do something, negotiating or solving problem, or establishing and maintaining the relationship.”<sup>35</sup> Meanwhile, Simaibang argue that: “speaking is one of the four language skills that is called under productive skill. It is concerned with the ability to utter words

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<sup>34</sup> Afna, Mauloeddin. *The Correlation between Vocabulary and Speaking Skill*. (J3LT: Journal of Linguistics, Literature & Language Teaching. Vol. IV, No. 1 June 2018)

<sup>35</sup> McDonough, J. *Materials and Methods in ELT: A Teacher's Guide, Third Edition*. (West Sussex: John Wiley & Sons, Inc. 2013)

or articulate sounds with the ordinary voices.”<sup>36</sup> Based on the definition by some experts above, we can conclude that speaking is essentially an expression of someone’s thoughts and feelings in the form of sounds language. In this context, the ability of speaking can be understood as the ability to speak and pronounce the articulation of the sounds or pronounce words to express and convey thoughts, ideas, argument, and feelings.

#### **b. The Aspects of Speaking**

According to Hornby that there are five aspects of speaking<sup>37</sup>, namely:

##### 1) Pronunciation

Pronunciation is the way in which a language or a particular word or sound is spoken.

##### 2) Grammar

Grammar is the way that words can be put together in order to make sentences.

##### 3) Vocabulary

Vocabulary is the total number of words in a language which has meaning.

##### 4) Fluency

Fluency is the quality of consistently applying skill correctly in the manner of one well-practiced at it, requiring little deliberate thought to perform without mistakes. In short, fluency is defined as the ability to speak or write a language easily and accurately.

##### 5) Comprehension

<sup>36</sup> Simaibang, B. *English Language Teaching in a Foreign Situation*. (Palembang : Citra Books, 2016)

<sup>37</sup> Hornby, *Oxford Advanced Learner Dictionary of Current English*,(Oxford University Press, 1995), 928

Comprehension refers to the ability to understand something, or someone's actual understanding of something or the action or capability of understanding a particular thing.

### c. Speaking Ability

Skills can be defined as a person's ability to use thoughts, reason, and actions in doing a certain subject or thing effectively and efficient. In term of speaking, a person can be categorized as skilled if they are able to speak effectively and efficiently. Arsjad (cited in Kuncoro) stated that in speaking, there are several factors that support the effectiveness of speaking, namely linguistic and non-verbal factors language. Linguistic factor include accuracy in pronounce of sound, duration, stressing placement, appropriate tone of voice, choosing the right words, and using effective sentences. Meanwhile, non-verbal language factors include the flexibility of speech, visual contact with the listener, appropriate gestures and expressions, adequate volume, fluency of speech and mastery of the material.<sup>38</sup>

Speaking skill is also consists of four aspects, they are social, semantic, phonetic and vocal skills. Social skills are the ability to participate effectively in public relations. Social skills demand that we know of what to say, how to say it, where to say it, and when not to say it. Meanwhile, semantic skill is the ability to use words appropriately and comprehensively. To acquire semantic skills, we must have broad knowledge of the meanings contained in words and accuracy and practicality in the use of these words. And phonetic skills is the ability to

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<sup>38</sup> Kuncoro, Adhityo. *Korelasi Penguasaan Kosakata dengan Keterampilan Berbicara Siswa dalam Bahasa Inggris*. (Jurnal SAP Vol.1 No. 3 April 2017. P-ISSN: 2527-967X E-ISSN:2549-2845)

form the phonetic elements of our language correctly. This skills are needed because it participates in carrying out and determining social approval or rejection. Vocal skill is the ability to create an emotional effect that desired by sound.<sup>39</sup> However, Harmer in Afna stated that there are two features of elements of speaking skill which necessary for influent oral production. The first is knowledge of language features such as grammar, vocabulary, and structure. The second is ability to process information on the spot (mental/social processing).<sup>40</sup>

#### d. Assessment of Speaking Ability

Language testing is the subfield linguistics. It mainly focuses on the assessment of first, second or other languages in educational institutions to rate the learning of a particular language. Language assessment is also utilised for citizenship, workplace, immigration, and asylum purposes. Speaking is doubtlessly one of the most complicated skills to assess. It involves such skills as may have no or little connection with one another.<sup>41</sup> Speaking assessment can be obtained through the procurement of test given to the students. The test is a tool to measure or determine the ability of the students to follow the learning process that has been taking place. According to Shihabuddin in Hilaliyah defined that “The speaking test is a measurement for obtaining information about a person's ability in a skill of speak”<sup>42</sup> In principle, the students’ speaking skills test is focused on speaking practice test. The assessment in the

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<sup>39</sup> Ibid.,

<sup>40</sup> Afna, Mauloeddin. *The Correlation between Vocabulary and Speaking Skill*. (J3LT: Journal of Linguistics, Literature & Language Teaching. Vol. IV, No. 1 June 2018)

<sup>41</sup> Ahmad, Muhammad. Qasim & Khushi. *Specifying Criteria for the Assessment of Speaking Skill: A Library Based Review*. (Int J Edu Sei, 24(1-3): 23-33, 2019 P-ISSN: 0975-1122, O-ISSN: 2456-6322)

<sup>42</sup> Hilaliyah, Tatu. *Tes Keterampilan Berbicara Siswa Dalam Pembelajaran*. (Jurnal Membaca Vol. 2, No. 1, April 2017, e-ISSN 2580-4766, p-ISSN 2443-3918), 85

speaking test consist of two things, they are linguistic and non-linguistic factors. Assessment of linguistic factors includes pronunciation, grammar, language structure and vocabulary. Meanwhile, the assessment of non-linguistic factors includes calmness when speaking, appropriate volume, fluently in speaking, and understanding of the material presented.<sup>43</sup>

There are a various forms of test for assessing speaking skills. For instance, speaking based on pictures, speaking based on voice stimulus, speaking based on visual stimuli and sound, interview, storytelling, speeches, and discussions. In this study, the researcher would like to use speaking test based on picture. To reveal the students' speaking abilities in a language, pictures can be used as a stimulus for a good conversation. Butr in Hilaliyah argue that “establish the interesting pictures that are meant to reveal the students' potential in speaking ability for a pragmatic test. Picture which is then referred to as the *Bilingual Syntax Measure*.”<sup>44</sup>

Pictures designs that can be used as a speech stimulant can be grouped into object pictures and story pictures. An object picture is a picture that each has a one-word name. The object picture is a picture which stand-alone such as picture of animals, vehicles, clothes, nature and various other objects which the presence does not require the help of another picture. Whereas, story pictures are a series pictures that make up a story. Story pictures are arranged pictures that consist of a number of interconnected picture panels that as a whole form a story. In the terms of

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<sup>43</sup> Bradhiansyah, Tri Suryanto. *The Correlation between Students' Vocabulary Mastery and Speaking Skill*. (International Journal of English Education & Linguistics. Vol. 03 No. 01, June 2021)

<sup>44</sup> Hilaliyah, Tatu. *Tes Keterampilan Berbicara Siswa Dalam Pembelajaran*. (Jurnal Membaca Vol. 2, No. 1, April 2017, e-ISSN 2580-4766, p-ISSN 2443-3918), 87

this study, the researcher prefer to use object images as a form of speaking test. To facilitate the assessment, the researcher will use an assessment rubric as the guidance which consists of speaking aspects.

## B. Previous Studies

Many researchers have written about the correlation between vocabulary mastery and speaking skill. The previous studies have helped the researcher finish this research. Each of them has its own similarities and differences with this study. The previous studies are used as references for the researcher to accomplish the study.

The first writer is Suryadi.in his research under the tittle *The Effect of Self-Confident and Vocabulary Mastery on Students' Speaking Skill at Class XI MA Negeri 1 Serang in the academic year 2017/2018*. This research used descriptive verification method through ex post facto approach and survey. The aims of the research were to find out the effect of self-confidence and vocabulary mastery on students' speaking skill. The result of this study shows that there are significant effect of self –confidence and vocabulary mastery jointly on students' speaking skill.<sup>45</sup> Based on the finding and discussion of the research, the researcher found that the similarity between this previous research and this thesis in term of impact on students' vocabulary mastery towards students' speaking skill. Meanwhile the difference deals with the research method. This research used correlation method and the previous research used descriptive verification method.

The second writers are Lei Mei Leong and Sayadeh Masaoumeh Ahmadi in *An Analysis of Factor Influencing Learners' English Speaking Skill*. The aim of this paper was to establishing the need to focus on the factors affecting the speaking performance.<sup>46</sup> Based

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<sup>45</sup> Suryadi. *The Effect of Self-Confidence and Vocabulary on Students' Speaking Skill*. (Journal of English Language Studies Vol 3: 2018)

<sup>46</sup> Lai Mei Leong, Seyedeh Masoumeh Ahmadi. *An Analysis of Factors Influencing Learners' English Speaking Skill*. (International Journal of Research in English Education : 2017)

on this study, the researcher found the similarity in term of factor which affects speaking skill that is vocabulary, and the difference deals with the method of the research. This research applied quantitative research, meanwhile this previous research applied qualitative research method.

The third writer are Aulia Putri and Refnaldi in their research journal *The Correlation between Students' Vocabulary Mastery and Speaking Ability at Grade 8 of Junior High School* on 2020 was aimed to find out the correlation between students' vocabulary mastery and speaking ability at grade 8 of SMP Negeri 26 Padang. This research was quantitative research which used correlational technique design. And the result of this research is the researcher found that students' vocabulary mastery and speaking ability was fair. And they were proved that there was a strong correlation between students' vocabulary mastery and speaking ability. Based on the finding and discussion of the research, the researcher found that the similarity between the research method and variable. Meanwhile the difference deals with research object <sup>47</sup>

The fourth writer is Rahayu in *The Correlation between Students' Vocabulary Mastery and Their Speaking Performance at Al-Mawaddah Islamic Boarding School Ponorogo* on 2021. The aim of this study was to examine the correlation between students' vocabulary mastery and their speaking performance at Al- Mawaddah Islamic Boarding School Ponorogo. This study applied a quantitative approach and used correlational design. The result of this study shows that there was coefficient correlation between students' vocabulary mastery and their speaking performance. Based on the finding and discussion of the research, the researcher found that the similarity between the research method and variable. Meanwhile the difference deals with research object<sup>48</sup>

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<sup>47</sup> Putri, Aulia & Refnaldi. *The Correlation between Students' Vocabulary Mastery and Speaking Ability at Grade 8 of Junior High School*. (Journal of English Language Teaching, Vol. 9, No. 1, March 2020, ISSN 2302-3198), 44

<sup>48</sup> Rahayu, Anik, *The Correlation between Students' Vocabulary and their Speaking Performance at Al-Mawaddah Islamic Boarding School Ponorogo* (E-Thesis IAIN Ponorogo,2021)



### C. Theoretical Framework

In the previous sub chapter, the review of the theoretical background, the researcher explains some theories underlying two variables used in this research, those are:

1. Independent variable: Students' vocabulary mastery (X)
2. Dependent variable: Students' speaking ability (Y)

The theories will be used to test the hypothesis: There is correlation between students' vocabulary mastery and the students' speaking ability at th twelfth grade of SMK Minhajut Thullab Dolopo, Madiun in Academic year 2021/2022.

This study found out the correlation between students' vocabulary mastery and their speaking ability in learning English. The students' vocabulary mastery will be measured through written test. On the other hand, students' speaking ability will be measured by oral test that is describing picture test and scored by the rubrics. Later, the result of each test will be correlated each other to prove the hypothesis. Therefore, the way of thinking for this research can be illustrated as the following figure:

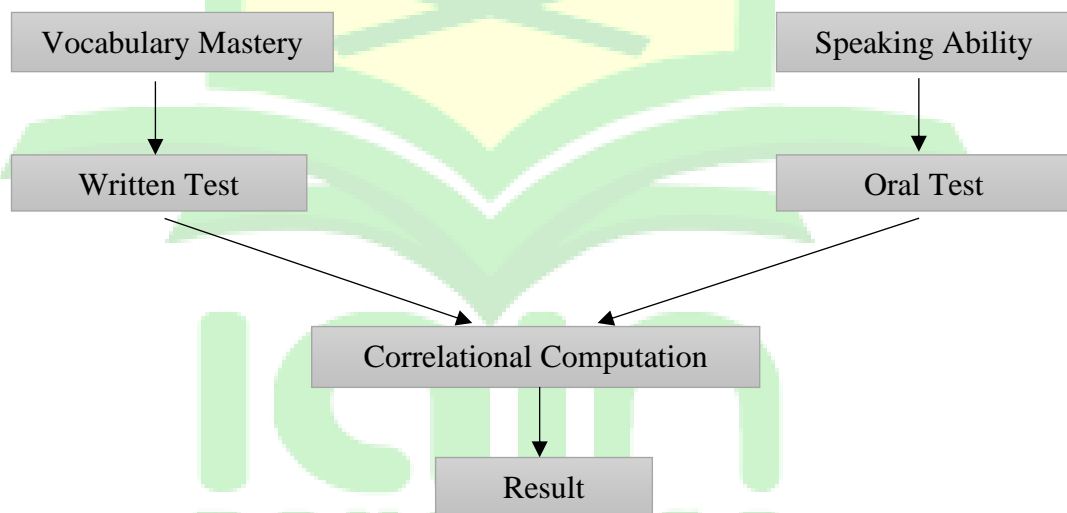


Figure 2.1

### Theoretical Framework

### D. Hypothesis

Hypothesis is a combination of the words 'hypo' which means under, and 'thesis' which means truth. Overall, the hypothesis means under the truth (not necessarily true) and can only be appointed as a truth if it has been accompanied by evidence. A hypothesis is a

temporary answer to a research problem that the truth must be tested empirically. The hypothesis states what relationship that the researcher seek or the researcher want to learn. Hypothesis is a provisional statement of the relationship of complex phenomena.<sup>49</sup>

Therefore, the formulation of hypotheses becomes very important in a study. The general purpose of scientific research is to solve problems through the scientific method so that new scientific knowledge is obtained. Before the problem solving process is carried out, a researcher has various alternative solutions that are conjectural or exist element of uncertainty. These predictions will be further substantiated empirical using the scientific method. In this research, the researcher used two variables. The first is students' vocabulary mastery as the 'X' or independent variable, and the second is students' speaking ability as the 'Y' or dependent variable. The hypothesis of this research is:

1. Null Hypothesis ( $H_0$ )

There is no correlation between students' vocabulary mastery and the students' speaking ability at the twelfth grade of SMK Minhajut Thullab Dolopo, Madiun in academic year 2021/2022.

2. Alternative Hypothesis ( $H_a$ )

There is correlation between students' vocabulary mastery and the students' speaking ability at the twelfth grade of SMK Minhajut Thullab Dolopo, Madiun in academic year 2021/2022.



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<sup>49</sup> Dodiet Aditya, S. *Handout Metodologi Penelitian: Hipotesis*. (Kementrian Kesehatan RI: Politeknik Kesehatan Surakarta, 2014), 2

## CHAPTER III

### RESEARCH METHODS

This research was undertaken to find out and describe about how is the students' skill in vocabulary and speaking and also to find out the correlation between vocabulary and speaking at the twelfth grade of SMK Minhajut Thullab Dolopo, Madiun. In order to answer the research problems, this chapter elaborates some important points, such as: Research Design, Population and Sample, The Operational Definition of the Variable, Research Instrument and Data Collection Technique, Validity and Reliability, and the last is Data Analysis Technique.

#### **A. Research Design**

Research design is one of the stages that must be passed or made in order that research achieved its objectives. Research design is a work plan to make a construction that every question can be answered. Research design is basically a strategy to obtain data that is used to test hypotheses including determining the selection of subject, from which information or data will be obtained, the technique used to collect data, the procedures taken for collection and the treatment will be held. Research design is made reference to the hypotheses that have been built. Choosing the right design is very needed to guarantee the correct proof of the hypothesis. According to Kerlinger, research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research question or problems. The plan is the complete scheme or program of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data.<sup>50</sup> In addition, according to Creswell,

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<sup>50</sup> Ranjit Kumar, *Research Methodoly : A Step-By-Step Guide for Beginners Third Edition*. (New Delhi: SAGE Publications, 2011)

research designs are the specific procedures involved in the research process: data collection, data analysis, and report writing.<sup>51</sup>

In this research, the researcher attempt to applied correlational research method. According to Sukardi in Afna Mauloeddin that correlational research was a research study that involves collecting data in order to determine whether and to what degree a relationship exist between two or more quantifiable variable.<sup>52</sup> Furthermore, according to Creswell that correlational research designs are procedures in quantitative research in which investigators or researcher use a relation statistical test to measure the degree of association (or relationship) between two or more variables or sets of scores. 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.<sup>53</sup>

The purpose of this research is dealing with the correlation between two variables, they are independent and dependent variable. The independent variable (X) was the students' vocabulary mastery and the dependent variable (Y) was the students' speaking ability.

## **B. Place and Time of the Research**

### 1. Place

The research will be conducted at SMK Minhajut Thullab which addressed at Bulu, Candimulyo, Dolopo District, Madiun Regency, East Java.

### 2. Time

The time the researcher used for this research was carried out from the date of issuance of the research permit within a period of less than more than 2 (two)

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<sup>51</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th edition* (USA: Pearson, 2012), 20

<sup>52</sup> Afna, Mauloeddin. *The Correlation between Vocabulary and Speaking Skill*. (J3LT: Journal of Linguistics, Literature & Lantage Teaching. Vol. IV, No. 1 June 2018), 59

<sup>53</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th edition* (USA: Pearson, 2012), 338

months, 1 month of data collection that is February and 2 month, March and April of processing data which includes presentation in the form of a thesis and the guidance process take place.

## C. Population and Sample

### 1. Population

According to Creswell that population is a group of individuals who have the same characteristic.<sup>54</sup> In addition, according to Neil J. that a population is defined as all members of any well-defined class of people, events, or object.<sup>55</sup> The population is the whole elements or constituents that will be examine and investigate. Therefore, the population of this research is all of the students at second semester of twelfth grade of SMK Minhajut Thullab Dolopo, Madiun in Academic Year 2021/2022 which consists only 20 students.

### 2. Sample

According to Creswell that a sample is a subgroup of the target population that the researcher plans to study generalizing about the target population.<sup>56</sup> Furthermore, according Arikunto, if the amount of the population is less than 100 persons it is better to take all of the population, but if the amount of the population is more than 100 persons it is better to take 10-15%, 25%, or more.<sup>57</sup> Based on the explanation of the population above, the amount of the population is less than 100 persons. It means that the researcher may took all of the population as participants. Therefore, the researcher used the total population as the sample of the research.

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<sup>54</sup> Ibid.,

<sup>55</sup> Neil J. Salkind, *Exploring Research "Eight Edition"*, (USA: Perason Education, 2012), 203.

<sup>56</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th edition* (USA: Pearson, 2012), 142

<sup>57</sup> Arikunto Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta:Rineka Cipta, 2006), 134

## D. The Operational Definition of the Variables

The operational definition of variables used to describe the characteristic of the variable that investigated by the research.

### 1. Independent variable (X)

Independent variable is a variable that affects (influence) or is the cause of the change or the emergence of the dependent variable (bound). In this term, the independent variable of the research was the students' vocabulary mastery which focused on the part of speech.

### 2. Dependent variable (Y)

Dependent variable is a variable that is influenced or which is the result, because of the independent variable. In this line, the dependent variable of the research was the students' speaking ability which focused on describing picture.

## E. Research Instrument and Data Collection Technique

### 1. Research Instrument

Research instruments are tools that are needed or used to collect data. This means, using these tools data is collected. According to Ibnu Hadjar that instrument is a measurement tool that used to obtain the quantitative information about the variation of the variable characteristic objectively. The research instrument has a very essential role in quantitative research, because the quality of the data obtained strongly influenced by instrument quality used.<sup>58</sup> In addition, according to Creswell that an instrument is a tool for measuring, observing, or documenting quantitative data. The instrument may be a test, questionnaire, tally sheet, log, observational checklist, inventory, or assessment instrument.<sup>59</sup> Therefore, the instrument that the

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<sup>58</sup> Ibnu Hadiar, *Dasar-Dasar Metodologi Penelitian kuantitatif dalam Pendidikan*, (Raja Grafindo Persada, 1996), 142.

<sup>59</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th edition (USA: Pearson, 2012), 151

researcher used in this study were in the form of test, namely vocabulary and speaking test. In the vocabulary test, the students were given a vocabulary test which consists of 25 questions in the form, the vocabulary test will be focus in the Part of Speech Material. Meanwhile, the assessment of speaking test was adapted from the rubric of speaking which consists of accuracy, intonation, pronunciation, fluency and vocabulary.

**Table 3.1**  
**The Research Instrument of Data Collection**

Research Title	Variable	Indicator	Form of the Instrument	Instrument	Item Number
The Correlation Between Students' Vocabulary Mastery and Students' Speaking Ability in Learning English at SMK Minhajut Thullab Dolopo, Madiun	Variable X: Students' Vocabulary Mastery	Students are able to find out the vocabularies which consists of noun (common and proper noun), pronoun (subjective and possessive adjective pronoun), verb (action verb), adverb (adverb of manner), and adjective (descriptive adjective).	25 of multiple choice	Test (written/printed)	a. Noun 5, 18, 19, 7, 9, 25 b. Pronoun 14, 16, 20 c. Verb 2, 4, 6, 11, 17, 21, 23 d. Adverb 3, 8, 10, 12, 13, 15 e. Adjective 1, 22, 24
	Variable Y:	1. Accuracy 2. Pronunciation	Performance	Test (Oral)	



	Students' Speaking Ability	3. Intonation 4. Fluency 5. Vocabulary			
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## 2. Data Collection Technique

This research is going to collect the data through:

### A. Test.

A test is a method (which can be used) or a procedure (which need to be taken) in the context of measurement and assessment in the field of education, in the form of assignments or a series of tasks so that values can be produced that symbolize behaviour or achievement. Furthermore, according to Brown that test is used to measure the skills of abilities of the observed object.<sup>60</sup> A test functions to measure the level of skill or progress that has been achieved by students after they take the teaching and learning process within a certain period of time. In addition, the test also functions as a measuring tool for the success of the teaching program, because through the test will be able to know how far the teaching program has gone and has been achieved. In using the test method, researchers use instruments in the form of tests or questions test. The questions test consist of many test items, each measuring one type variable. In this study, the researcher used 2 types of test:

#### 1. Written test

The researcher conducted the written test to measure the students' vocabulary score. The type of test used is the multiple choices form which focused on part of speech material those are:

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<sup>60</sup> Douglas Brown. *Principles of Languages Learning and Teaching*. (New York; Pearson Education Company, 2000), 384.

noun (common and proper noun), pronoun (subjective and possessive adjective pronoun), verb (action verb), adverb (adverb of manner), and adjective (descriptive adjective). .

## 2. Oral test

The researcher would like to use the oral test for measuring the students' speaking ability which focused on the students' speaking performance in describing picture. These tests would be applied to the students of twelfth grade of SMK Minhajut Thullab Dolopo, Madiun.

To collect the data, the researcher did the procedure of this research as follows:

- To begin with, the researcher provide the instrument in the form of written test for assessing the students' vocabulary and oral test instrument for assessing the students' speaking ability.
- In addition, the researcher entered to the class to explain to the students about the test.
- At last, the researcher conducted the tests for collecting the data from the students.

## B. Document

Documentation provides information that is used to support the available data. Documentation is a way of getting information or data through notes, transcripts, books, newspapers, magazines, agendas, etc.

documentation is used to collect data through printed material. The documentation that used in this research are the result of students test, the picture during conducting the test, and the transcript of interview.

## F. Validity and Reliability

### 1. Validity

Validity is the most important thing in the criteria of a good and correct instrument. According to Budiastuti that validity is an accuracy of research tools/instruments in measuring what the research wants to measure.<sup>61</sup> It means that the validity of a study is related to the extent to which a researcher measures what it is supposed to measure. In particular, quantitative research validity is rooted in the view of empiricism which emphasizes evidence, objectivity, truth, deduction, reason, facts and numerical data.<sup>62</sup> Furthermore, Bachma argues that validity is one of the degrees of accuracy or rehabilitation measurement instruments regarding to the content of the question. Validity always refers to degree to which that evidence support the inferences that are made from the score.<sup>63</sup> Thus, in checking the validity of the instrument, the researcher ask 11 students to do the test. Furthermore, in this study, the researcher attempt to check the validity of the assessment instruments using the SPSS program version 21.00 for Windows. SPSS (Statistical Program for Social Science) is an application program that is useful for analysing fairly high statistical data and data management systems in a graphical environment using descriptive menus and simple dialog boxes so that it is easy to understand how to operate. Some activities can be done easily by using mouse pointing and clicking.

SMK Minhajut Thullab Dolopo, Madiun has only one class of XII graders. Therefore, the researcher took the validity and reliability of the instrument at the other school that was SMK PGRI 2 Ponorogo. The researcher took 11 students of SMK PGRI 2 Ponorogo to do the test for validity and reliability. The tests were

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<sup>61</sup> Dr. Dyah Budiastuti, Agustinus Bandur. *Validitas dan Reliabilitas Penelitian*, (Jakarta: Mitra Wacana Media, 2018), 168

<sup>62</sup> Ibid. 146,

<sup>63</sup> Lyle F Bachma, *Fundamental Consideration Language Testing*, (United Kingdom: Oxford University Press, 1997), 236.

done by online using the Google form. See appendix 1 for the name of students of SMK PGRI 2 Ponorogo that have helped the researcher to do the test and their score.

After analysing the students score of the vocabulary and speaking test using SPSS program, here the result of the validity test of students' vocabulary mastery and students' speaking performance:

**Table 3.2**

**The Validity Result Statistic of Students' Vocabulary Mastery**

No. item	"r" hitung	"r" tabel	Criteria
Soal 1	0,923	0,5214	Valid
Soal 2	0,914	0,5214	Valid
Soal 3	0,797	0,5214	Valid
Soal 4	0,600	0,5214	Valid
Soal 5	0,679	0,5214	Valid
Soal 6	0,614	0,5214	Valid
Soal 7	0,741	0,5214	Valid
Soal 8	0,741	0,5214	Valid
Soal 9	0,632	0,5214	Valid
Soal 10	0,632	0,5214	Valid
Soal 11	-0,082	0,5214	Invalid
Soal 12	0,600	0,5214	Valid
Soal 13	-0,205	0,5214	Invalid
Soal 14	0,679	0,5214	Valid
Soal 15	0,689	0,5214	Valid
Soal 16	0,741	0,5214	Valid
Soal 17	-0,205	0,5214	Invalid
Soal 18	0,632	0,5214	Valid
Soal 19	0,741	0,5214	Valid
Soal 20	0,127	0,5214	Invalid
Soal 21	-0,278	0,5214	Invalid

Soal 22	0,493	0,5214	Invalid
Soal 23	0,825	0,5214	Valid
Soal 24	-0,264	0,5214	Invalid
Soal 25	0,089	0,5214	Invalid

From the result of validity analysis, the researcher concluded that the valid instrument were 17 items and the invalid instrument was 8. Based on the validity analysis above, the researcher reduced the invalid item based on the necessary of each instrument item.

The following table is the result of validity test of students' speaking performance:

**Table 3.3**

**The Validity Result Statistic of Students' Speaking Performance**

No. item	"r" hitung	"r" table	Criteria
1. Fluency	0,9283	0,5214	Valid
2. Accuracy	0,8700	0,5214	Valid
3. Pronunciation	0,8342	0,5214	Valid
4. Intonation	0,7789	0,5214	Valid
5. Vocabulary	0,9370	0,5214	Valid

Based on the data above, it is concluded that all items are valid.

## 2. Reliability

Reliability is the consistency of the methods, conditions, and results. It means that reliability is defined as a consistency research result using various research methods in conditions (places, and time) are different. Specifically, the concept of reliability refers to consistency score results on the items that contained in the questionnaire or instrument used, so that the reliability test actually test the

accuracy of the measurement scales of research instruments.<sup>64</sup> Thus, the main purpose of the research instrument reliability test is to measure the consistency of the measuring instruments used in quantitative research. In this context, researchers want to know whether there is accuracy in the measurement results in the same sample and at the different times. In other words, a research instrument, for example, a questionnaire is said to be reliable if the instrument can provide a consistent score results on each measurement. Therefore, the measurement tool (statements/questions items) still provide consistent measurement results in a different time.<sup>65</sup> In this study, the researcher attempt to use Alpha Cronbach's formula to find out the instrument reliability that would like to calculated in the SPSS program version 21.0. The Alpha Cronbach's formula is as follow:

$$r_{11} = \left( \frac{n}{n-1} \right) \left( \frac{s^2 - \sum pq}{s^2} \right)$$

s = standard deviation of test score

p = number of true answers on every item of the test

q = number of wrong answers on every item of the test

A criterion of instrument reliable if the number of reliability coefficient is  $(r_{11}) > 0.7$ . According to Nunnally (in Steiner) states that the instrument is said to be reliable if the Cronbach's Alpha reliability coefficient is more than 0.7.<sup>66</sup>

<sup>64</sup> Dr. Dyah Budiastuti, Agustinus Bandur. *Validitas dan Reliabilitas Penelitian*, (Jakarta: Mitra Wacana Media, 2018), 210

<sup>65</sup> Ibid.,

<sup>66</sup> Yusup, Febrianawati. *Uji Validitas dan Reliabilitas Insrument Penelitian Kuantitatif*. (Jurnal Tarbiyah: Jurnal Ilmiah Kependidikan Vol. 7 No. 1. Januari- Juni 2018), 22

### The Reliability Result Statistic of Students' Vocabulary Mastery

Cronbach's Alpha	N of Items
.734	26

**Figure 3.1**

Based on the table above the instrument which consists of 25 questions means reliable. The number of reliability coefficient is  $r_{11} = 0.734 > 0.7$ .

The following is the reliability result of students' speaking performance:

### The Reliability Statistic Result of Students' Speaking Performance

Cronbach's Alpha	N of Items
.821	6

**Figure 3.2**

Based on the table above the instrument which consist of 5 questions means reliable. The number of the reliability coefficient is  $r_{11} = 0.821 > 0.7$ .

### G. Data Analysis Technique

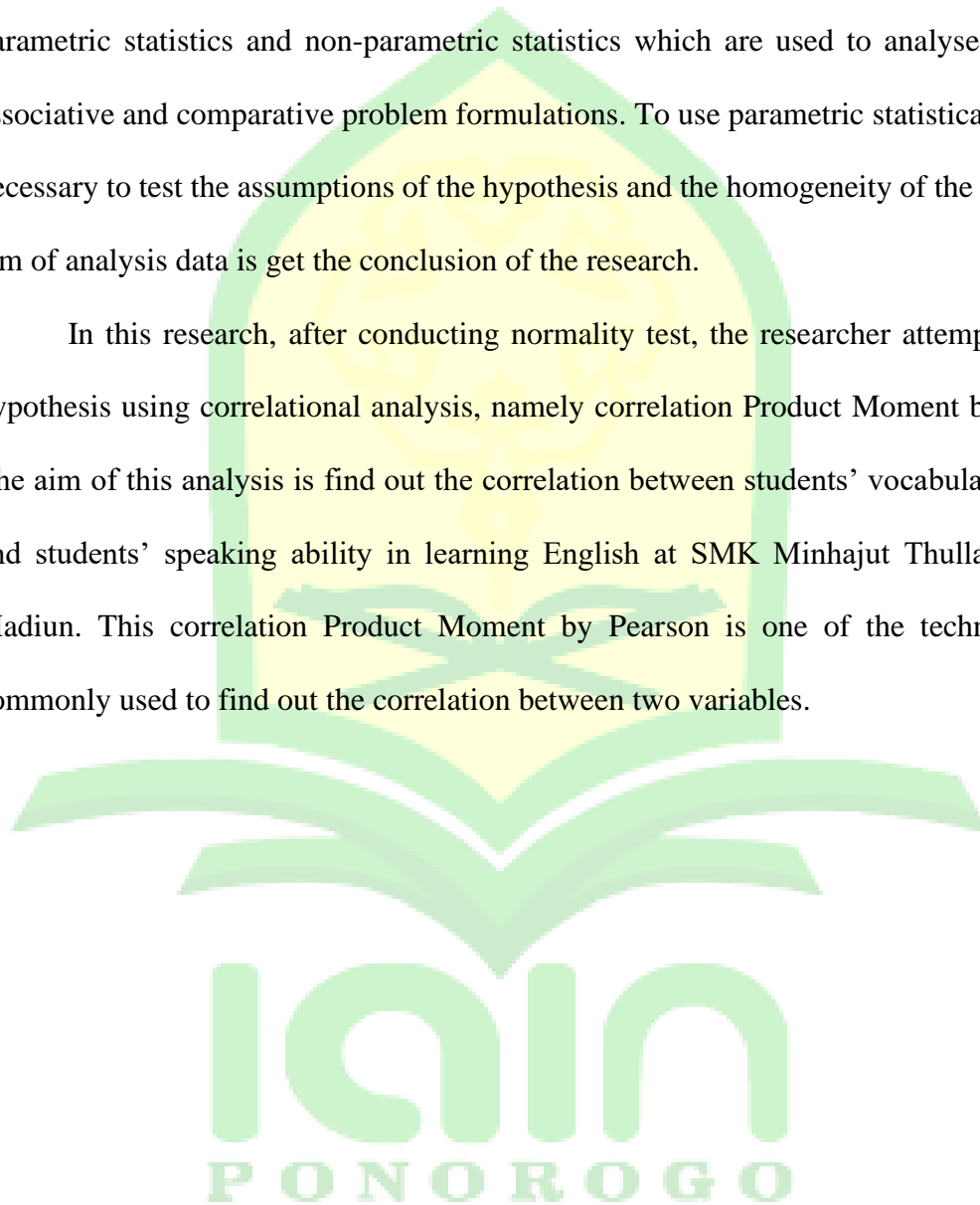
Data analysis is often referred to as quantitative analysis, statistical analysis, or test statistics. It is called quantitative analysis because what is analysed is data that quantified by a mathematical model. Then, called statistical analysis because generally the data were analysed using statistical methods, although many were also that used quantitative method. It is called statistical test because generally data analysis is aimed to test hypotheses, especially in research with a correlation study design or association.<sup>67</sup> In short, the process

<sup>67</sup> Ade Heryana, *Analisis Data Penelitian Kuantitatif Bahan Ajar Mata Kuliah: Metodologi Penelitian Kuantitatif*, (universitas Esa Unggul: 2020), 1



of data analysis in quantitative research is the processing of data in statistical form. This activity is basically an interpretation of data through numbers. There are two kinds of statistics that can be used to analyse quantitative research data, namely descriptive statistics and inferential statistics. The descriptive statistic is used to analyse the data from the quantitative descriptive problem formulation. Meanwhile, the inferential statistics include parametric statistics and non-parametric statistics which are used to analyse data from associative and comparative problem formulations. To use parametric statistical tests, it is necessary to test the assumptions of the hypothesis and the homogeneity of the data.<sup>68</sup> The aim of analysis data is get the conclusion of the research.

In this research, after conducting normality test, the researcher attempt to tested hypothesis using correlational analysis, namely correlation Product Moment by Pearson. The aim of this analysis is find out the correlation between students' vocabulary mastery and students' speaking ability in learning English at SMK Minhajut Thullab Dolopo, Madiun. This correlation Product Moment by Pearson is one of the techniques that commonly used to find out the correlation between two variables.



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<sup>68</sup> Tim Penyusun, *Pedoman Penulisan Skripsi Revisi 2021 (Fakultas Tarbiyah dan Ilmu Keguruan IAIN Ponorogo)*, (Ponorogo:2021), 23

The formula of correlation product moment Pearson as follows:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

$r$  = Coefficient of correlation between X variable and Y variable

$n$  = Number of Class

$\sum X$  = Sum of X score

$\sum Y$  = Sum of Y score

$\sum X^2$  = Sum of X quadrate

$\sum Y^2$  = Sum of Y quadrate

$\sum XY$  = Sum of multiplication of X and Y score



## CHAPTER IV

### RESEARCH RESULT

In this chapter, the researcher discusses about data description, data analysis, the interpretation of the data, and the test of hypothesis.

#### A. Data Description

The variable of this research consisted of two variables namely students' vocabulary mastery (X) and students' speaking ability (Y). This sub chapter explain two main description as follow:

The first is the data description about students' vocabulary mastery at the twelfth grade of SMK Minhajut Thullab Dolopo, Madiun and the second data is the data description about students' speaking ability at twelfth grade of SMK Minhajut Thullab Dolopo, Madiun.

##### 1. The Data Description about Students' Vocabulary Mastery at the Twelfth Grade of SMK Minhajut Thullab

The description of this data is measured by an instrument in the form of a multiple choice test. The researcher asked students to identify the word class of the words that have been bolded in the text. The test is spread to the students when the English class is begin. However, from 20 students of the twelfth grade, only 16 students that entered into the class.

**Table 4.1**

#### The Score of Students' Vocabulary at

#### SMK Minhajut Thullab Dolopo, Madiun

NO.	NAME	CLASS	SCORE
1.	Rendiva Cahyatul A.	XII TKJ	6
2.	Umi Humairoh	XII TKJ	7
3.	Imroatu Nafiah	XII TKJ	9

4.	Devi Sri Rahayu	XII TKJ	8
5.	Muhsin Miftahur Rohman	XII TKJ	7
6.	Fitra Noviana Haidaroh	XII TKJ	7
7.	Mohamad Ilham S.	XII TKJ	8
8.	Lilik Rohmiati	XII TKJ	8
9.	Muhammad Lutfi K	XII TKJ	8
10.	Fatimatizzahro	XII TKJ	8
11.	Andin Setiyawan	XII TKJ	7
12.	Amelia Amsa Oktavia	XII TKJ	9
13.	Ervi Yana Sari	XII TKJ	9
14.	Lulu Ningamatul Ngamik	XII TKJ	9
15.	Ifa Faiqotun Nafi'ah	XII TKJ	9
16.	Desi Anjarwati	XII TKJ	8

Students (N)	Students' Vocabulary Mastery
N = 16	$\sum X = 127$

**The Statistic Table of Students' Vocabulary Mastery**

**Statistics**

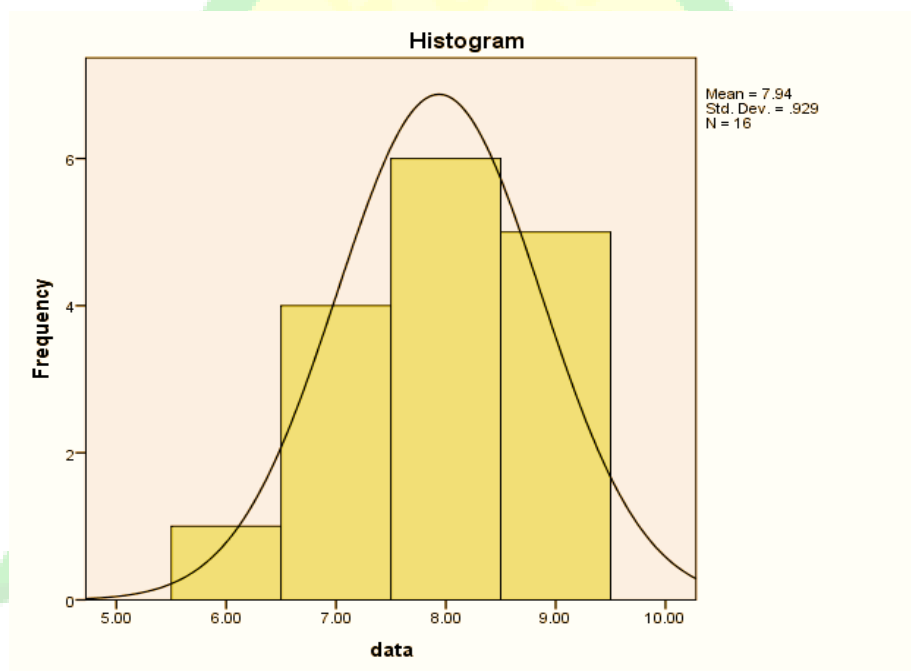
data

N	Valid	16
	Missing	0
Mean		7.9375
Std. Error of Mean		.23218
Median		8.0000
Mode		8.00
Std. Deviation		.92871
Variance		.863
Range		3.00
Minimum		6.00
Maximum		9.00
Sum		127.00

**Figure 4.1**

From the table above, we can see that the total score of 16 respondents is 127. By applying SPSS version 21.0, it shows that the mean of students' vocabulary mastery score is 7.94, the median is 8, the range is 3, the minimum score of the students' vocabulary mastery is 6, and the maximum score of the students' vocabulary mastery is 9. The histogram of students' vocabulary mastery as follow:

### The Histogram of Students' Vocabulary Mastery



**Figure 4.2**

The distribution of students' vocabulary mastery is a mention below:

## The Analysis of Students' Vocabulary Mastery

**data**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6.00	1	6.3	6.3	6.3
	7.00	4	25.0	25.0	31.3
	8.00	6	37.5	37.5	68.8
	9.00	5	31.3	31.3	100.0
	Total	16	100.0	100.0	

**Figure 4.3**

To see the categorization of students' vocabulary mastery, the researcher grouped the data by determining top and bottom score which use the term below:

- a. If the score more than  $Mx1 + SDx1$ , it indicates good vocabulary mastery.
- b. If the score between  $Mx1 + SDx1$  and  $Mx1 - SDx1$ , it indicates average vocabulary mastery.
- c. If the score less than  $Mx1 - SDx1$ , it indicates low vocabulary mastery.

Determine the calculation of categorization of students' vocabulary mastery.

$$\text{Mean} = 7.94$$

$$\text{Std. Deviation} = 0.93$$

$$\begin{aligned} \text{a. } Mx1 + SDx1 &= 7.94 + 0.93 \\ &= 8.87 \text{ (rounded 9)} \end{aligned}$$

$$\begin{aligned} \text{b. } Mx1 - SDx1 &= 7.94 - 0.93 \\ &= 7 \end{aligned}$$

From the description above if the score  $\geq 9$  it means the vocabulary mastery is good. Meanwhile, if the score is between 7-8, it means the vocabulary mastery is average and if the score  $< 7$  it means that the vocabulary mastery is low.

**Table 4.2**

**The Categorization of Students' Vocabulary Mastery**

No	Score	Frequency	Percentage	Category
1	$\geq 9$	5	31.25%	Good
2	7 – 8	10	62.5%	Moderate
3	$< 7$	1	6.25%	Low
Total		16	100%	

From the table above, we can see that there are 5 students or 31.25% of students have a good category. Meanwhile, 62.5% or 10 students are in medium or average category, and 6.25% or 1 student has a low category of vocabulary. Thus, we can conclude that all students' vocabulary mastery at the twelfth grade of SMK Minhajut Thullab Dolopo, Madiun has many variation, and most of them are in the medium or average category.

**2. The Data Description about Students' Speaking Ability at the Twelfth Grade of SMK Minhajut Thullab**

The researcher taken the score of speaking ability by given a describing picture test to the students. The researcher gives the students three object pictures, and the researcher ask students to choose one picture to describe in front of the class. The researcher obtain the students' score of speaking ability test as follow:



**Table 4.3**  
**The Score of Students' Speaking Ability at**  
**SMK Minhajut Thullab Dolopo, Madiun**

NO.	NAME	CLASS	SCORE
1.	Rendiva Cahyatul A.	XII TKJ	5
2.	Umi Humairoh	XII TKJ	6
3.	Imroatu Nafiah	XII TKJ	15
4.	Devi Sri Rahayu	XII TKJ	11
5.	Muhsin Miftahur Rohman	XII TKJ	6
6.	Fitra Noviana Haidaroh	XII TKJ	6
7.	Mohamad Ilham S.	XII TKJ	7
8.	Lilik Rohmiati	XII TKJ	9
9.	Muhammad Lutfi K	XII TKJ	10
10.	Fatimatizzahro	XII TKJ	10
11.	Andin Setiyawan	XII TKJ	6
12.	Amelia Amsa Oktavia	XII TKJ	15
13.	Ervi Yana Sari	XII TKJ	14
14.	Lulu Ningamatul Ngamik	XII TKJ	8
15.	Ifa Faiqotun Nafi'ah	XII TKJ	15
16.	Desi Anjarwati	XII TKJ	9

Students (N)	Students' Speaking Ability
N = 16	$\sum Y = 152$

### The Statistic Table of Students' Speaking Ability

**Statistics**

data

N	Valid	16
	Missing	0
Mean		9.5000
Std. Error of Mean		.89443
Median		9.0000
Mode		6.00
Std. Deviation		3.57771
Variance		12.800
Range		10.00
Minimum		5.00
Maximum		15.00
Sum		152.00

**Figure 4.4**

From the table above, we can see that the total score of 16 respondents is 152. By applying SPSS version 21.0, it shows that the mean of students' speaking ability score is 9.50, the median is 9, the range is 10, the minimum score of the students' speaking ability is 5, and the maximum score of the students' speaking ability is 15. The histogram of students' speaking ability as follow:

**IAIN**  
**PONOROGO**

### The Histogram of Students' Speaking Ability

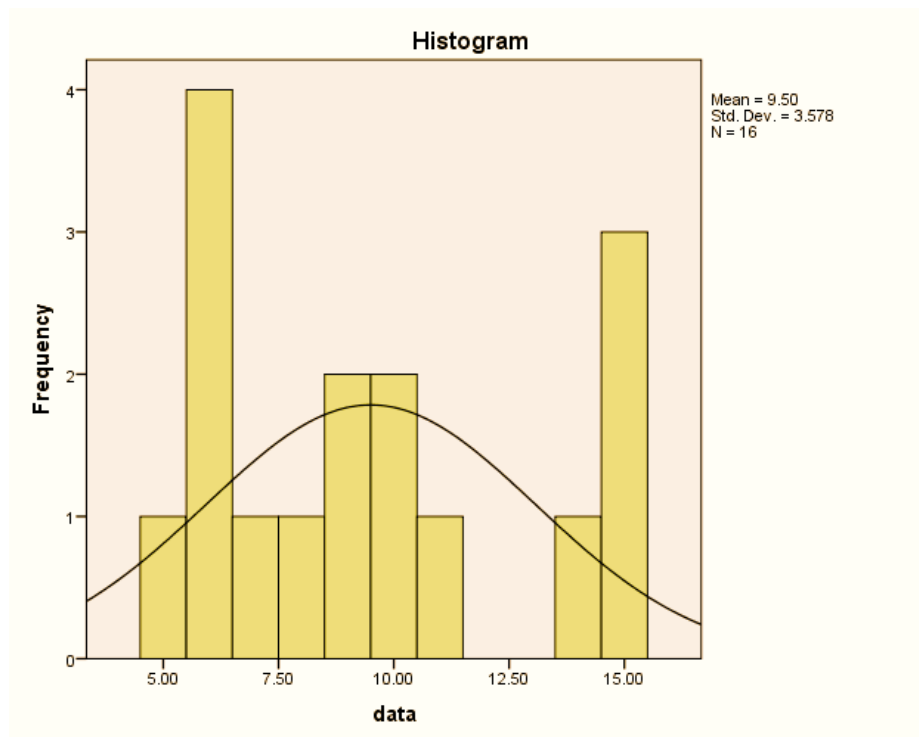
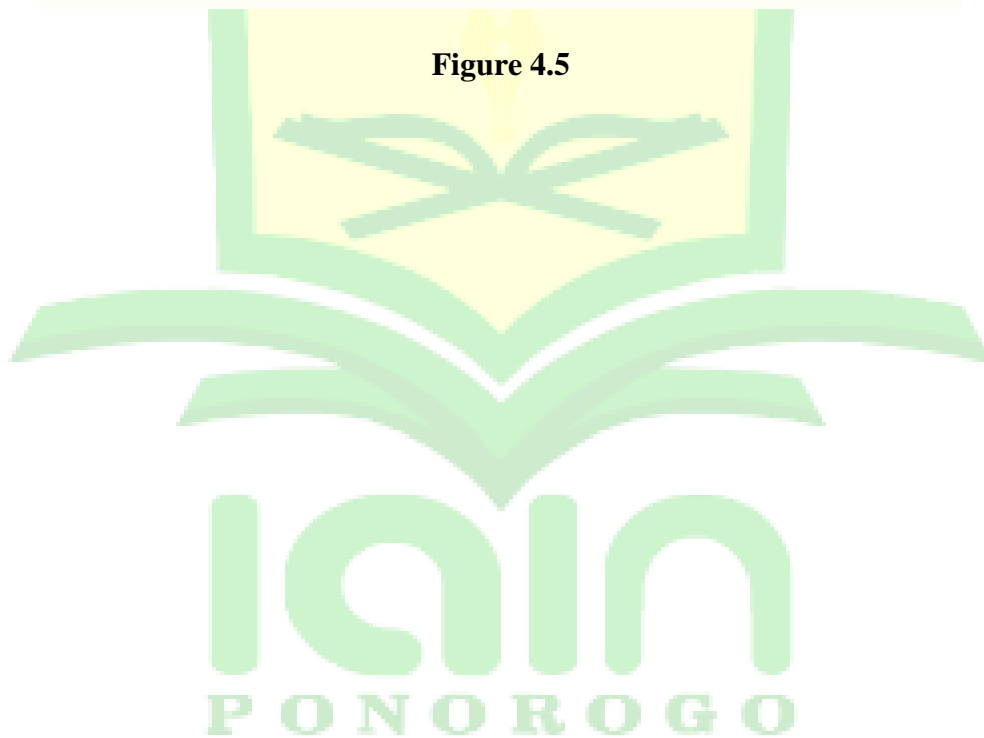


Figure 4.5



The distribution of the students' speaking ability as a mention below:

### The Analysis of Students' Speaking Ability

**data**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5.00	1	6.3	6.3	6.3
	6.00	4	25.0	25.0	31.3
	7.00	1	6.3	6.3	37.5
	8.00	1	6.3	6.3	43.8
	9.00	2	12.5	12.5	56.3
	10.00	2	12.5	12.5	68.8
	11.00	1	6.3	6.3	75.0
	14.00	1	6.3	6.3	81.3
	15.00	3	18.8	18.8	100.0
	Total	16	100.0	100.0	

**Figure 4.6**

To see the categorization of students' speaking ability, the researcher grouped the data by determining top and bottom score which use the term below:

- a. If the score more than  $Mx1 + SDx1$ , it indicates good speaking ability.
- b. If the score between  $Mx1 + SDx1$  and  $Mx1 - SDx1$ , it indicates average speaking ability.
- c. If the score less than  $Mx1 - SDx1$ , it indicates low speaking ability.

Determine the calculation of categorization of students' speaking ability.

$$\text{Mean} = 9.50$$

$$\text{Std. Deviation} = 3.58$$

- a.  $Mx1 + SDx1 = 9.50 + 3.58$   
 $= 13.08$  (rounded 13)
- b.  $Mx1 - SDx1 = 9.50 - 3.58$   
 $= 5.92$  (rounded 6)

From the description above if the score  $\geq 13$  it means the students' speaking ability is good. Meanwhile, if the score is between 6-12, it means the speaking ability is average and if the score  $< 6$  it means that the students' speaking ability is low.

**Table 4.4**

**The Categorization of Students' Speaking Ability**

No	Score	Frequency	Percentage	Category
1	$\geq 13$	4	25%	Good
2	6 – 12	11	68.75%	Moderate
3	$< 6$	1	6.25%	Low
Total		16	100%	

From the table above, we can see that there are 4 students or 25% of students have a good category of speaking ability. Meanwhile, 68.75% or 11 students are in medium or average category, and 6.25% or 1 student has a low category of speaking ability. Thus, we can conclude that all students' speaking ability at the twelfth grade of SMK Minhajut Thullab Dolopo, Madiun has many variation, and most of them are in the medium or average category.

**B. Data Analysis**

In this research, the independent variable (X) is the students' vocabulary mastery. Whereas, the dependent variable (Y) is the students' speaking ability. Then to know the correlation between students' vocabulary mastery and their speaking ability, the researcher analysed both of the data by applying Pearson Correlation Product Moment in SPSS program. In this data, the researcher correlated both the scores of the students' vocabulary mastery and their speaking ability in the table below:

**Table 4.5**  
**The Correlation Data of Students' Vocabulary Mastery and**  
**Students' Speaking Ability**

<b>NO.</b>	<b>NAME</b>	<b>VOCABULARY (X)</b>	<b>SPEAKING (Y)</b>
1.	Rendiva Cahyatul A.	6	5
2.	Umi Humairoh	7	6
3.	Imroatu Nafiah	9	15
4.	Devi Sri Rahayu	8	11
5.	Muhsin Miftahur Rohman	7	6
6.	Fitra Noviana Haidaroh	7	6
7.	Mohamad Ilham S.	8	7
8.	Lilik Rohmiati	8	9
9.	Muhammad Lutfi K	8	10
10.	Fatimatizzahro	8	10
11.	Andin Setiyawan	7	6
12.	Amelia Amsa Oktavia	9	15
13.	Ervy Yana Sari	9	14
14.	Lulu Ningamatul Ngamik	9	8
15.	Ifa Faiqotun Nafi'ah	9	15
16.	Desi Anjarwati	8	9

## The Statistic Result of Correlations

### Correlations

		VOCABULARY	SPEAKING
VOCABULARY	Pearson Correlation	1	.853**
	Sig. (2-tailed)		.000
	N	16	16
SPEAKING	Pearson Correlation	.853**	1
	Sig. (2-tailed)	.000	
	N	16	16

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

Figure 4.7

### C. The Interpretation of the Data

After finishing the process of data analysis, it is obtained that the correlation coefficient between students' vocabulary mastery (X) and students' speaking ability (Y) is 0.853. it means that both of variables have correlation and the interpretation is high correlation. The interpretation can be sees as the following table:

Table 4.6

#### The Interpretation of $r_{xy}$

Product Moment	Interpretation
0.00 - 0.20	Very Weak
0.20 - 0.40	Weak
0.40 - 0.70	Medium
0.70 - 0.90	High
0.90 - 1.00	Very High

The significance (2-tailed) value is 0.000. Test of significance when  $\text{Sig} < 0.05$ , ( $0.000 < 0.05$ ) it means that the alternative hypothesis ( $H_a$ ) is accepted. Therefore, it can be

concluded that there is correlation between students' vocabulary mastery (X) and the students' speaking ability (Y).

#### **D. The Test of Hypothesis**

To prove the result of hypothesis in this study, the researcher calculated the data by the formulation of hypothesis below:

1. Null Hypothesis

There is no correlation between students' vocabulary mastery and students' speaking ability at SMK Minhajut Thullab Dolopo, Madiun

2. Alternative Hypothesis

There is correlation between students' vocabulary mastery and students' speaking ability at SMK Minhajut Thullab Dolopo, Madiun

Based on the data analysis, the result  $\text{Sig } 0.000 > 0.05$ . So, the calculation is:

1.  $H_0$  is rejected (There is no correlation between students' vocabulary mastery and students' speaking ability at SMK Minhajut Thullab Dolopo, Madiun).
2.  $H_a$  is accepted (There is correlation between students' vocabulary mastery and students' speaking ability at SMK Minhajut Thullab Dolopo, Madiun).



## CHAPTER V

### CLOSING

In this chapter, the researcher explains the conclusion and recommendations.

#### **A. Conclusion**

Based on the data analysis and discussion, the researcher can be underlined that of the correlation coefficient between students' vocabulary mastery (X) and students' speaking ability (Y) at SMK Minhajut Thullab Dolopo Madiun is 0.853. it means that both variables have a positive correlation and the interpretation of the score is high correlation. Afterwards, the significance (2-tailed) value is 0.000. Test of significance is when Sig < 0.05 (0.000 < 0.05) the alternative hypothesis ( $H_a$ ) is accepted, it means that there is correlation between students vocabulary mastery and their speaking ability at SMK Minhajut Thullab Dolopo Madiun.

#### **B. Recommendations**

Based on the result of the study, the researcher would like to give some recommendations as follow:

##### **1. For teachers**

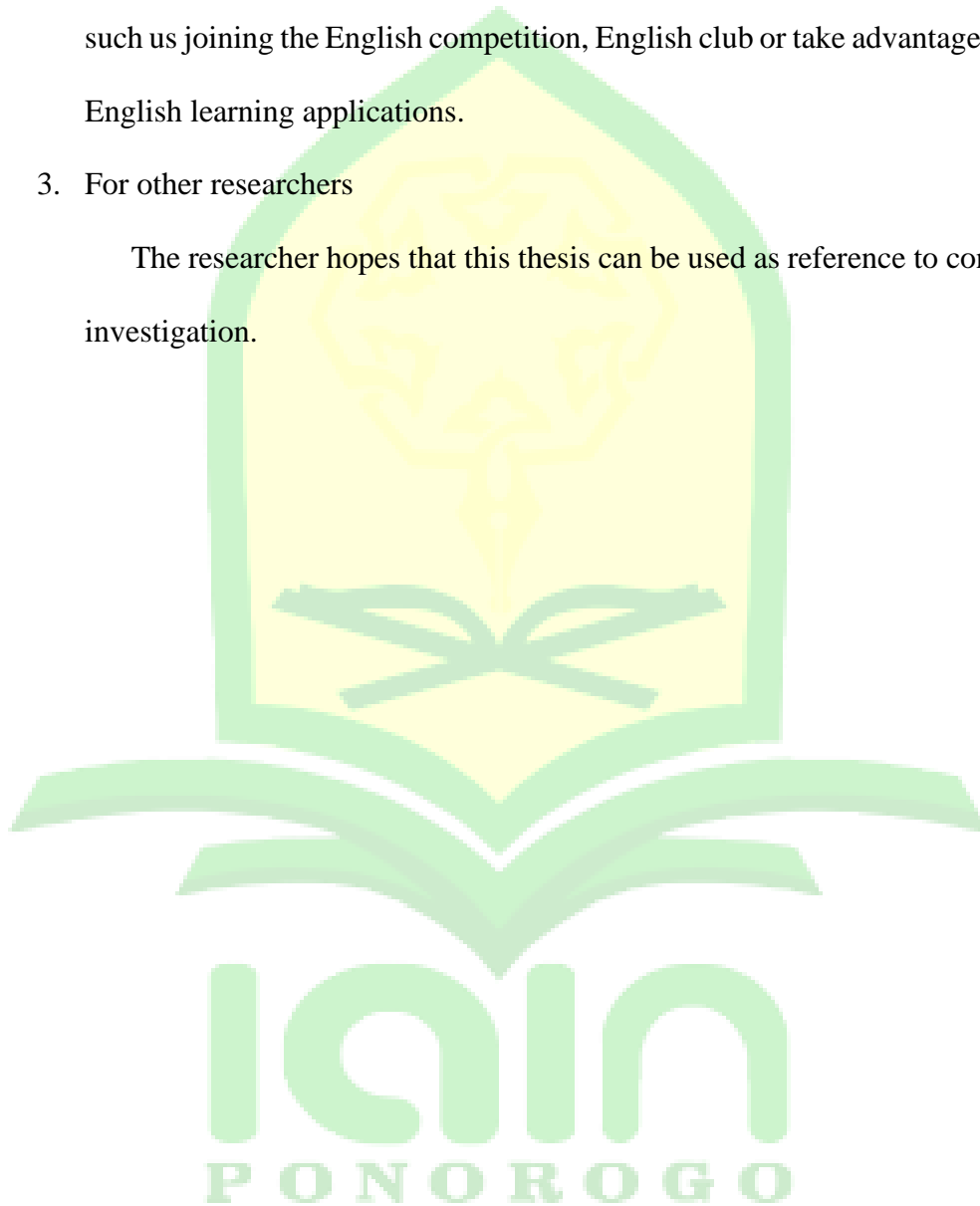
Along with the times, there are lots of media and techniques that can improve students' vocabulary mastery and speaking ability. Therefore, it is expected for the teacher to increase and develop the ability in teaching. The teacher may try various media and technique which is suitable for teaching the students. In addition, teachers are also expected to increase the students' motivation in learning English, and one of which is by utilizing technology that has developed at this time.

2. For students

Students have to increase their motivation to improve their vocabulary mastery and their speaking ability. The students must have a good intention and attention during their learning process. In addition, they need to try some new ways to support their achievement in vocabulary mastery and specially in speaking ability such as joining the English competition, English club or take advantage of existing English learning applications.

3. For other researchers

The researcher hopes that this thesis can be used as reference to conduct other investigation.



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