

**THE CORRELATION BETWEEN STUDENTS' MASTERY OF  
VOCABULARY AND THEIR SPEAKING SKILL AT THE ELEVENTH  
GRADE OF SMAN 1 KEC PAYAKUMBUH**

**Thesis**

*Submitted as Partial Fulfillment of the requirements to Obtain Bachelor of Education  
(B. Ed) in English Language Education*



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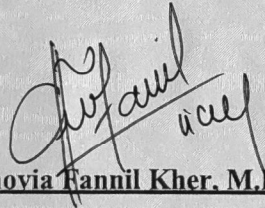
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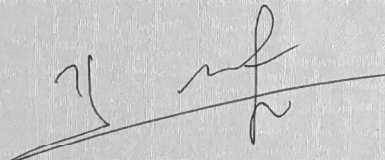
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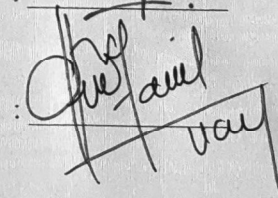
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At last, the writer acknowledges that this thesis is still imperfect. Nevertheless, the author aspires for this thesis to be beneficial to individuals of diverse backgrounds. Moreover, any critique and feedback are welcome in order to enhance this thesis by addressing its flaws.

Padang, Oktober 2023

The Writer



## ABSTRACT

**Khairani, Siti (2023): Hubungan Antara Penguasaan Kata dan Kemampuan Berbicara Siswa Kelas Sebelas SMAN 1 Kec Payakumbuh. Thesis, Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni**

Penelitian korelasional ini menyelidiki hubungan antara penguasaan kosakata dan kemampuan berbicara siswa kelas sebelas di SMAN 1 Kecamatan Payakumbuh. Peneliti menggunakan metode kuantitatif dengan menggunakan korelasi Pearson untuk mengukur hubungan antara dua variabel: penguasaan kosakata siswa (variabel independen, X) dan kemampuan berbicara mereka (variabel dependen, Y). Populasi penelitian ini mencakup seluruh siswa kelas XI di SMAN 1 Kec Payakumbuh untuk tahun ajaran 2021-2022 yang berjumlah 160 siswa. Sampel sebanyak 31 siswa dari kelas XI IPA 3 dipilih. Tes kemampuan berbicara dan penguasaan kosakata dilakukan untuk mengetahui penguasaan kosakata dan tingkat kemampuan berbicara mereka dan menilai hubungan antara kedua variabel tersebut. Temuan dari penelitian ini menunjukkan adanya hubungan yang divalidasi dengan pemeriksaan statistik data-antara pengetahuan kosakata siswa dan kemampuan mereka untuk berkomunikasi secara lisan. Terungkap bahwa ada hubungan yang substansial antara pengetahuan kosakata siswa di kelas sebelas di SMA N 1 Kec Payakumbuh dan kemampuan berbicara mereka. Penelitian ini menunjukkan korelasi positif, yang menunjukkan bahwa peningkatan kosakata terkait dengan kemampuan berbicara yang lebih baik. Analisis statistik mendukung hal ini, dengan nilai p-value yang signifikan di bawah 0,05, yang memvalidasi hipotesis.

**Keywords:** Korelasi, Penguasaan kosakata siswa, Kemampuan berbicara siswa

## ABSTRACT

**Khairani, Siti (2023): The correlation between mastery of vocabulary and speaking skill of the eleventh graders of SMAN 1 Kec Payakumbuh. Thesis Padang: English Language and Literature Department. Faculty of Language and Arts. Universitas Negeri Padang.**

This correlational study investigated the correlation between eleventh-grade students' vocabulary mastery and speaking skills at SMAN 1 Kec Payakumbuh. The researcher employed a quantitative method using Pearson's correlation to measure the relationship between two variables: students' vocabulary mastery (independent variable, X) and their speaking ability (dependent variable, Y). The study population included all 11th graders at SMAN 1 Kec Payakumbuh for the academic year 2021/2022, totaling 160 students. A sample of 31 students from class XI IPA 3 was selected. Tests for speaking ability and vocabulary mastery were conducted to find out their vocabulary mastery and their speaking skill level and assess the correlation between those two variables. The findings of this study demonstrated a connection — one that was validated by statistical examination of the data — between the students' vocabulary mastery and their speaking skill. It was revealed that there was a substantial correlation between the vocabulary mastery of students in the eleventh grade at SMA N 1 Kec Payakumbuh and their speaking ability. The research revealed a positive correlation, indicating that improved vocabulary was linked to better speaking ability. Statistical analysis supported this, with a significant p-value below 0.05, validating the hypothesis.

***Keywords:*** Correlation, Students' mastery of vocabulary, Students' speaking skill

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the problem**

The English plays a major role in many fields such as medical, science, school, postgraduate, industry, technology, finance, electronics, tourism, and other fields. International commerce, science, and research are conducted in English. According to Weijen (2012), more than 80% of academic newspapers are produced in English, and an estimated 85% of international organizations utilize English as one of their working languages. This is not just about promoting the success of the sector, but also about strengthening international relationships. Proficiency in the English language holds significant value for numerous enterprises and institutions, particularly those that often interact with individuals who speak English as their first or second language. This makes English proficiency in the workplace a vital talent. English language proficiency, especially speaking, is crucial for professional success and progress. In order to communicate effectively in the widespread usage of English over the globe, it is imperative for students to attain mastery in the language's communication capacities, such as in the area of verbal communication.



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

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

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

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

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

The study done by Khan et al. (2018), examined the significance of vocabulary knowledge in the development of speaking skills among Saudi learners of English as a foreign language (EFL). The focus of the study is on the speaking

proficiency of Saudi EFL students as it relates to their vocabulary deficiencies. The examination of the data indicated that vocabulary insufficiency was identified by both educators and students as a key factor contributing to students' inability to communicate effectively in the English language.

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

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

Based on the researcher's observations and discussions with the English teacher at SMAN 1 Kec Payakumbuh, it may be inferred that students' speaking competence is well below the requirements that have been set for foreign language learners. According to the English teacher, speaking English is incredibly tough because they have a limited vocabulary. The teachers assess students' speaking

proficiency by evaluating their active participation in various classroom speaking exercises, such as role play and reading out loud activity.

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

### **B. Identification of the problem**

Regarding the background of the problem, speaking is really important skill in order to succeed in particular industries, and it has been widely recognized that pupils have significant difficulty in speaking English. There are several reasons that contribute to difficulties in speaking, such as anxiety, concerning about making errors, afraid of being judged, lack of motivation, and lack of vocabulary. Hence, the purpose of this study is to investigate the relationship between students' proficiency in vocabulary and their speaking abilities in the eleventh grade of SMAN 1 Kec Payakumbuh. The researcher was interested in learning more about students' vocabulary mastery and its relationship to their speaking skill.

### **C. Limitation of the problem**

This study is focused on investigating the relationship between students' proficiency in vocabulary and their speaking ability in the eleventh grade of SMAN 1 Kec Payakumbuh.

#### **D. Formulation of the problem**

The research problem formulated based on the preceding explanation is as follows: What is the correlation between the level of vocabulary mastery among eleventh-grade students at SMAN 1 Kec Payakumbuh and their speaking skills?

#### **E. Research questions**

Research questions the researcher formulates based on the previous explanation are:

1. What is the vocabulary mastery level of eleventh graders in SMAN 1 Kec Payakumbuh?
2. What is the speaking skill level of eleventh graders in SMAN 1 Kec Payakumbuh?
3. Is there any correlation between mastery of vocabulary and speaking skill of the eleventh graders of SMAN 1 Kec Payakumbuh?

#### **F. Purpose of the research**

The study purposes based on the research topic above are:

1. To examine the vocabulary mastery level of eleventh graders in SMAN 1 Kec Payakumbuh.
2. To examine the speaking skill level of eleventh graders in SMAN 1 Kec Payakumbuh.
3. To determine the relationship between students' proficiency in vocabulary and their oral speaking skills among eleventh-grade students at SMAN 1 Kec Payakumbuh.

### **G. Significance of the research**

The primary objective of this study is to examine the potential correlation between students' vocabulary mastery and their speaking skills. This study contributes to the improvement of both practical and theoretical aspects of speaking activity, as conducted by the researcher.

#### **1. Theoretically**

The primary objective of this study is to investigate the correlation between students' vocabulary knowledge and their speaking ability. The anticipated outcome is an enhancement in the instructional method for teaching and learning the English language, with a specific focus on spoken communication skills.

#### **2. Practically**

Based on the findings of this study, teachers have the capacity to generate innovative concepts and effective treatments aimed at enhancing students' speaking abilities. Furthermore, other ELT researchers may be motivated to perform additional study on speaking skill, vocabulary mastery and other abilities as needed.

## **H. Definition of the Key Terms**

### **1. Speaking Ability**

The capacity to successfully communicate is commonly referred to as speaking abilities. They facilitate the exchange of information through vocal means, ensuring comprehension by the recipient. The ability to communicate clearly and effectively is something that youngsters will learn in school and will benefit them throughout their lives.

### **2. Vocabulary Mastery**

The ability of a person to communicate effectively through the use of language is measured by their vocabulary. The concept of mastery extends beyond just understanding the meaning of particular phrases. Someone is considered to have vocabulary mastery if they understand and can use their words in communication.