

**THE CORRELATION BETWEEN VOCABULARY
MASTERY AND PRONUNCIATION ABILITY
WITH ENGLISH SPEAKING ABILITY
(Correlation Study at Eleventh grade of MAN 1 Bandar Lampung)**

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Abstract

The purpose of the research is to finding out correlation between students' vocabulary mastery and English speaking ability, students' pronunciation ability and English speaking ability, and students' vocabulary mastery together with pronunciation ability towards English speaking ability. This correlation research was conducted for all of students at eleventh grade of MAN 1 Bandar Lampung, Lampung. The used methods for this research were quantitative and survey. The population was students' eleventh grade. The sample was 10% from the population selected through Stratified Proportional Random Sampling Technique. To find out the correlation and regression among the variables, product moment and multiple correlation formula were technically used. The findings indicates that there is a positive correlation between students' vocabulary mastery and English speaking ability, a positive correlation between students' pronunciation ability and English speaking ability, and also a positive correlations together students' vocabulary mastery and pronunciation ability towards English speaking ability. Because of the positive correlations to all correlated variables, it recommends to increase students' vocabulary and pronunciation ability which directly have significant impact towards English speaking ability at English class.

Key Words: *pronunciation, speaking, and vocabulary.*

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara penguasaan kosakata bahasa Inggris siswa dan kemampuan berbicara bahasa Inggris, kemampuan pelafalan siswa dan kemampuan berbicara bahasa Inggris, dan penguasaan kosakata bahasa Inggris siswa secara bersama-sama dengan kemampuan pelafalan terhadap kemampuan berbicara bahasa Inggris siswa. Penelitian korelasi ini sudah dilakukan pada seluruh siswa-siswi kelas sebelas MAN 1 Bandar Lampung, Lampung. Metode yang digunakan dalam penelitian ini adalah kuantitatif dan survei. Populasi dalam penelitian ini adalah siswa-siswi kelas sebelas. Sampel diambil 10% dari total populasi yang dipilih melalui teknik Stratified Proportional Random Sampling. Untuk mengetahui hubungan dan regresi antara variabel, peneliti melakukan analisis dengan rumus product moment dan multiple correlation. Temuan penelitian mengindikasikan bahwa terdapat sebuah

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hubungan positif antara penguasaan kosakata bahasa Inggris siswa, sebuah hubungan positif antara kemampuan pelafalan siswa dan kemampuan berbicara bahasa Inggris siswa, dan juga sebuah hubungan positif secara bersama-sama antara penguasaan kosakata bahasa Inggris siswa dan kemampuan pelafalan terhadap kemampuan berbicara bahasa Inggris siswa. Karena terdapat hubungan yang positif terhadap keseluruhan variabel, hal tersebut dapat memberikan rekomendasi bahwa peningkatan penguasaan kosaka bahasa Inggris siswa dan kemampuan pelafalan yang secara langsung memiliki dampak yang signifikan terhadap kemampuan berbicara bahasa Inggris siswa dikelas.

Kata Kunci: *berbicara, kosakata dan pelafalan.*

INTRODUCTION

Speaking is the active use of language to express meanings so that other people can make sense of them (Cameron, 2001: 40). In learning speaking, it is better that speaking is done communicatively. And it will be difficult for students to speak without oral practice, because speaking is part of language. If student speaks it means that he or she uses language to communicate orally. The idea above is supported by Thornbury that speaking is so much a part of daily life that we take it for granted (Thornbury, 2005: 1).

Verhoeven in Cameron stated that oral skill in the new language is an important factor in learning to be literate (Cameron, 2001: 137).” It means, when we learn new language, we should speak or practice so that we can know it quickly. It is supported by Brown’s statement that part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversation, and to change the subject (Brown, 1994: 276). Based on the statement of

Paul, if we want children to learn to speak English, each of them must have many opportunities to speak during our lesson, so giving opportunities as much as possible to speak; it is able to increase students’ speaking (Paul, 2003: 76).

Based on Thornbury statement that there are some indicators in speaking skill like a capability to know the meaning and use appropriate utterances and words for making sentences, to pronounce their sentences correctly and also to express their ideas fluently (Thornbury, 2005). If we know and understand about it, we can communication with other people by the English. In speaking, there must be at least two people one is as the speaker, who gives or transfers some information and the other is as listener who receives the information from speaker.

Sometime people want to say or give response from what they listen but some peoples feel confused and do not understand what they will say because their vocabulary is still low. It means that vocabulary is much

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needed in language, including in teaching and learning English. Cathy et al. states, "It is the experience of most language teachers that the single, biggest component of any language course is vocabulary (Carthy, Michael, & O'Dell, 2003: 1)." So vocabulary is necessary to represent our expression, idea and feeling, so our communication will be fluency.

Without vocabulary people cannot say anything, without vocabulary people cannot response what they listen. It is deal with Wilkins' statement in Thornburry without vocabulary nothing can be conveyed (Thornburry, 2002: 3). Vocabulary also can be defined as knowledge of words and word meanings in both oral and print language and in productive and receptive forms. Vocabulary is very important to learn and to teach because vocabulary can support language skill and has correlation with each other skill. It means that teach vocabulary can help to reach the goal of teaching and learning English such as pronunciation and speaking, because vocabulary is one of language component. As Cameron states, "Building up a useful vocabulary is central to the learning of a foreign language at primary level (Cameron, 2001: 72)." In other page, Cameron stated that vocabulary has been seen as a major resource for language use (Cameron, 2001: 94). The writer assumes that vocabulary is need in learning language from

improving in oral, without words communication cannot run well. So if students study hard, they will not get difficulties in reading, listening, writing especially in speaking. If students know the meaning of words widely, they will improve their speaking easier because they can comprehend what they speak automatically by mastering vocabulary.

Based on Faerch, et al., there are four indicators of vocabulary. The first is the students know the meaning of words, it means by learn vocabulary students are able to know the meaning of the English words. The second is the students are able to recognize the English words in communication whether in spoken or written form, by know the vocabulary well they can be familiar with English words so there is not difficulties in communication. The third is the students are able to pronounce and spell the words correctly. And the last is the students are able to use the words in the appropriate grammatical forms (Faerch, Haastrup, & Philipson, 1984).

Pronunciation is study about the sound of word or how to pronounce the word. It is very important for students, so the teacher should teach pronunciation clearly. Pronunciation is the language feature that most readily identifies speakers as non-native (Murcia, 2001: 117). According to Dalton and Barbara stated that pronunciation in general terms as the production of significant

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sound in two senses (Dalton & Barbara, 2004: 3). It is clear to make communicative efficiency in pronunciation, so the teacher should teach about component of pronunciation and pronounce the words clearly.

A consideration of learner's pronunciation errors and of how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom (Harmer, 2000: 11). From the statements above, to get successful in communication, students need to learn about pronunciation, because by having good pronunciation it will avoid misunderstanding in doing communication, especially in meaning of speech. On other hand, teaching pronunciation should be followed by elements of pronunciation such as; vowels, consonant, stress, intonations and pitch. Means, without these elements students' pronunciation cannot be perfect.

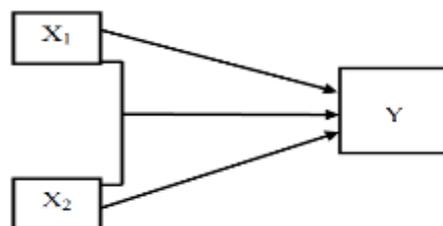
There are some indicators in study of pronunciation, like how to produce English sounds correctly and how to pronounce the words English correctly because if you want to communication with English well you must understand about the process or technique to produce and pronounce English. It is deal with Harmer statement that there are two indicator of pronunciation, the first is students are able to produce or articulate English sounds correctly and can

pronounce the words and sentences correctly (Harmer, 2000).

METHODOLOGY

This research was conducted to determine: 1) the correlation between students' vocabulary mastery with English speaking ability, 2) the correlation between students' pronunciation ability with English speaking ability, and 3) the correlation between students' vocabulary mastery together with pronunciation ability towards English speaking ability.

Research constellation correlation between variables;



In this research, the researchers used a quantitative approach, with correlation techniques. The dependent variable is English speaking ability, and the independent variables are students' vocabulary mastery and pronunciation ability. Correlation research is research that aims to find out the correlation between the dependent variable (Y) English speaking ability or called as variable criteria with two other independent variables or commonly referred to as predictor variables:

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vocabulary mastery (X_1) and pronunciation ability (X_2).

To be able to collect research data is needed special instruments whose form depends on the form of the variables. Form of the instrument used to collect and obtain data in vocabulary mastery (X_1) through multiple choice tests, and the form of the instrument used for pronunciation ability (X_2) through oral tests, while the form of the instrument used for English speaking ability (Y) through oral tests.

The research was conducted at eleventh class of MAN 1 Bandar Lampung. Sample was taken by Stratified Proportional Random Sampling 10% of the 397 population in order to get a sample of 40 respondents. Before doing this research, researchers tested a form of instruments. The instrument of vocabulary mastery (X_1) consists of 60 items. These instruments tested the validity by content validity and construct validity in determining the validity of the test because that was suitable with current curriculum, while reliability by the split-half technique. The result of calculation above, vocabulary mastery consists of 50 items that valid and reliable. For instrument of pronunciation ability (X_2) and English speaking ability (Y), the validity were not empirical tested but based on validity test conducted in a rational way by experts judgment consisting of three panelists.

RESULTS AND DISCUSSION

The next step, before doing the correlation test between the dependent variable (Y) with the independent variables (X_1) and (X_2) then tested the normality of data. Based on the results of data normality test: 1) the data variable (Y) values obtained $\chi^2_{\text{ratio}} = 4.56$. This value is smaller than $X_{\text{table}} (n = 40, \alpha = 0,05) = 7.81$. Therefore $\chi^2_{\text{ratio}} = 4.56 < X_{\text{table}} (n = 40, \alpha = 0,05) = 7.81$, then the data (Y) derived from the normally distributed population, 2) the variable data (X_1) values obtained $\chi^2_{\text{ratio}} = 4.51$. This value is smaller than $X_{\text{table}} (n = 40, \alpha = 0,05) = 7.81$. Therefore $\chi^2_{\text{ratio}} = 4.51 < X_{\text{table}} (n = 40, \alpha = 0,05) = 7.81$, then the data (X_1) derived from normal distributed population, and 3) the variable data (X_2) value obtained $\chi^2_{\text{ratio}} = 4.79$. This value is smaller than $X_{\text{table}} (n = 40, \alpha = 0,05) = 9.49$. Therefore $\chi^2_{\text{ratio}} = 4.79 < X_{\text{table}} (n = 40, \alpha = 0,05) = 9.49$, data (X_2) derived from normally distributed population. Based on the criteria of normality of variable data (Y , X_1 and X_2) above indicates that the data derived from a normal distributed population.

After the results of normality of variable data (Y , X_1 and X_2) above, then the next results of this research is determine the regression correlation to show; 1) There is a positive correlation between students' vocabulary mastery (X_1) with English speaking ability (Y) with correlation = 0.767, with $n = 40$ for significant level 0.05, it is got 0.312. It is known

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that $0.767 > 0.312$. So, there is positive and significant correlation between students' vocabulary mastery and their speaking ability.

2) There is a positive correlation between students' pronunciation ability (X_2) with English speaking ability (Y) with correlation = 0.743, with $n = 40$ for significant level 5%, it is got 0.312. It is known that $0.743 > 0.312$. So, there is positive and significant correlation between students' pronunciation ability and their speaking ability.

3) There is a positive correlation between students' vocabulary mastery (X_1) together with the pronunciation ability (X_2) towards English speaking ability (Y) with a double correlation = 0.830, it means that there is positive and significant correlation between students' vocabulary mastery and pronunciation ability with their speaking ability because from the calculation of table with $n = 40$ for significant 5 % know that $r_{tab} = 0.312$, so $r_{count} > r_{tab}$. It means that 0.830 is higher than 0.312 and the writer consulted to the criteria based on Arikunto that 0.800 – 1.000 is high correlation (Arikunto, 1997: 245).

To know the problem and hypothesis is rejected or not it can be seen in the fact of research in point of face score $r_{count} = 0.830$ then the hypothesis can be accepted if r_{count} is higher than r_{table} . Based on the result above, it can be said that there is

correlation between students' vocabulary mastery and pronunciation ability with their speaking ability because it can be proved that r_{count} is 0.830.

The result of the data also showed that for vocabulary test there are 7 students who got low score, 5 students for pronunciation test and for speaking test, there are 8 students who got low score. It was occurred because they still got difficulties in using vocabulary and pronunciation in their speaking skill and they were also confused in pronounce appropriate words in speaking skill. Because if the students mastery about using of vocabulary and pronunciation, they can easily to speaking. It means that the students who want to increase their speaking need to improve their vocabulary and pronunciation because vocabulary is the main thing to understand the words and to express anything and then pronunciation as the technique to pronounce English words correctly.

CONCLUSION AND SUGGESTION

Based on data analyze and the discussion above, we can make conclusion as followed; 1). There is positive correlation between students' vocabulary mastery with English speaking ability. It means as good as English vocabulary of the student, and then their English speaking ability is

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getting better. 2). There is positive correlation between students' pronunciation ability with English speaking ability, it means as high as the student in pronunciation ability, and then their English speaking ability is getting better. 3). There is positive correlation between students' vocabulary mastery and pronunciation ability with their English speaking ability. It means as high as vocabulary mastery of the student and students' pronunciation ability, and then English speaking ability is getting better.

Based on the conclusion above, then the suggestion and recommendation to enhance English speaking ability of the student of MAN 1 Bandar Lampung, eleventh grade as followed : 1) It needs to be done the pattern of the learning that pursue the student to active in teaching and learning process, such as : inductive, deductive, evaluative and analogical learning method. This is similar with the pattern of the learning that involve the student to be active to express their own opinion by using discussion learning method and then to be continued with two-way communication based on the topic or theory that has relation with learning material. In this way, the student can enhance their ability to speaking, both of the ideas and academic rules. As good as their logical thinking ability, then their precision in expressing their ideas into exposition text is getting better.

2) To enhance the ability of

the student's English speaking ability, the motivation should be given to the students. Creating the learning atmosphere that comfortable for them is the way to give such of motivation. It should use the appropriate learning method, such as: communicative approach and the interesting learning's tool to enhance their writing motivation. 3) It needs to be afforded the new reference book, whether learning material or educational magazine that can be found easily in the school library. Those reference books are there to enhance the knowledge and give the information to the student. 4) The ability of the whole student that different between each other (heterogenic). To face this situation, the teacher should be use the appropriate strategy and learning technique. In this way, there will appear self motivation in each student to follow the learning process.

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