

**THE CORRELATION BETWEEN STUDENTS VOCABULARY  
MASTERY AND SPEAKING ABILITY OF SMP NEGRI 1  
SINGOSARI**

**UNDERGRADUATE THESIS**

**BY**

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**ENGLISH LANGUAGE EDUCATION PROGRAM  
DEPARTMENT OF LANGUAGE EDUCATION  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA  
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AND SPEAKING ABILITY AT SMP NIGRI 1 SINGOSARI**

**UNDERGRADUATE THESIS**

**Presented to  
Universitas Brawijaya  
In partial fulfilment of the requirements  
For the degree of Sarjana Pendidikan**



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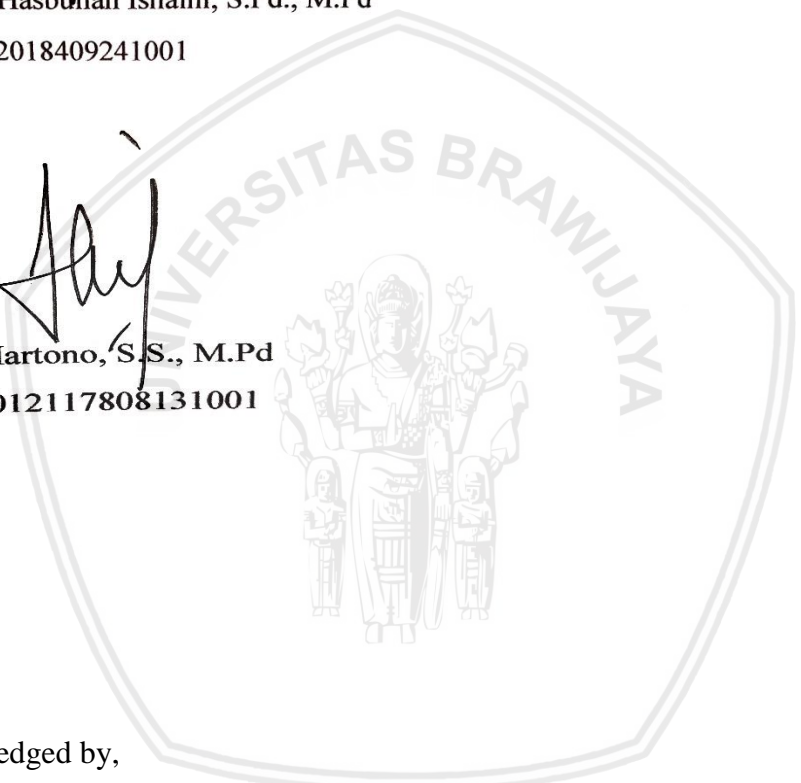
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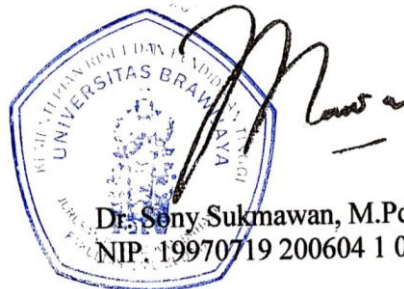

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## ABSTRACT

Fitriah, M. 2019. **The Correlation Between Students Vocabulary Mastery and Speaking Ability at SMPN 1 Singosari.** English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor : Didik Hartono, S.S, M.Pd.

Keywords: Vocabulary mastery, Speaking ability.

The purpose of this study are to find the correlation between students' vocabulary mastery and speaking ability among 8A grade students at SMPN 1 Singosari Malang academic year 2018/2019. This study used correlation design with quantitative approach. The population taken was the A8 grade students' at SMPN Singosari. In this study, the researcher took 30 students from eight classes as the sample from 263 students of eight grade at SMPN 1 Singosari. The writer used two tests in collecting the data of this study. The first test was vocabulary mastery test. The second test was speaking test. After collecting the data, the writer used the Pearson Product Moment correlation in analyzing the data.

The result of this study showed that students mean on vocabulary was 85,6 greater than the ideal mean 80. the mean of students' speaking was 88,2 close to the ideal mean 80. based on the result, it is shown that there is a positive and significant correlation between vocabulary mastery and speaking ability. It means that vocabulary mastery influences writing ability. Teacher are suggested to teach vocabulary while teaching speaking since vocabulary is an essential thing while learning speaking.



## ABSTRACT

Fitriah, M. 2019. **Korelasi Antara Penguasaan Kosakata Siswa dan kemampuan Berbicara di SMP Negeri 1 Singosari.** Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Supervisor. Didik Hartono. S.S. M.Pd

Kata kunci: penguasaan kosakata, kemampuan berbicara.

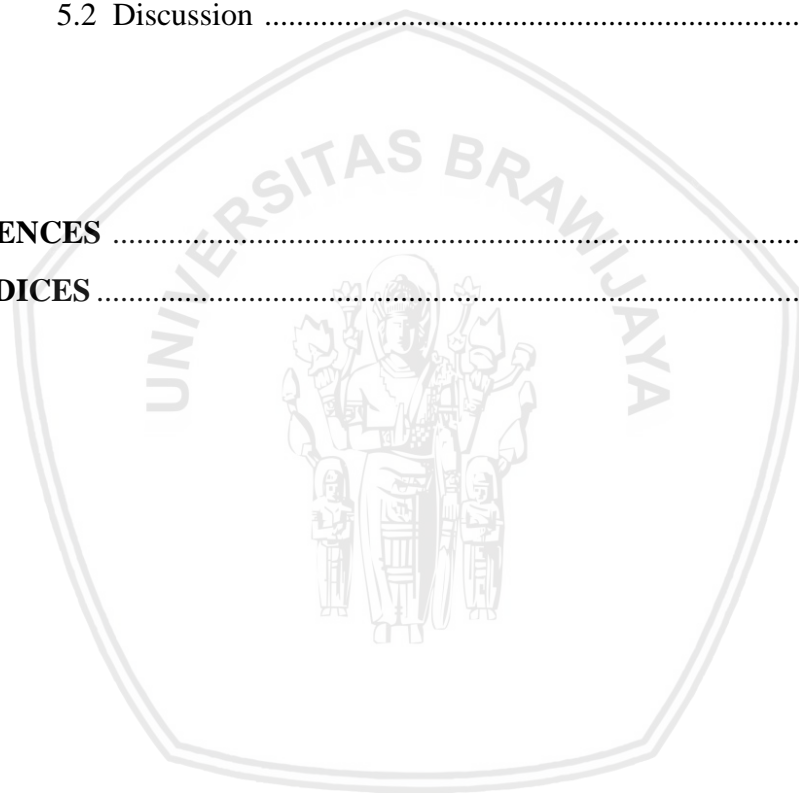
Tujuan penelitian ini adalah untuk menemukan korelasi antara kemampuan kosa kata siswa dan kemahiran berbicara diantara siswa kelas 8A di SMPN 1 Singosari tahun akademik 2018/2019. Studi ini menggunakan korelasi desain dengan pendekatan kuantitatif. Populasi yang diambil adalah siswa kelas A8 di SMPN Singosari. Dalam studi ini, peneliti mengambil 30 siswa dari delapan kelas sebagai contoh dari 263 siswa kelas delapan di SMPN 1 Singosari. Penulis menggunakan dua tes dalam mengumpulkan data dari studi ini. Tes tinju adalah Kosakata penguasaan tes. Tes kedua berbicara tes. Setelah mengumpulkan data, penulis menggunakan "Pearson produk Moment" dalam menganalisis data.

Hasil studi ini menunjukkan bahwa siswa berarti pada kosa kata adalah 85, 6 freater maka ideal mean 80. mean dari siswa berbicara adalah 88, 2 dekat dengan ideal mean 80. Berdasarkan hasil, ditunjukkan bahwa ada korelasi positif dan signifikansi antara Kosakata penguasaan dan kemampuan berbicara. Ini berarti bahwa penguasaan Kosakata mempengaruhi kemampuan menulis. Guru di anjurkan untuk mengajarkan kosakata saat mengajarkan kemahiran berbicara sejak kosakata menjadi hal yang perlu saat belajar kemahiran berbicara.

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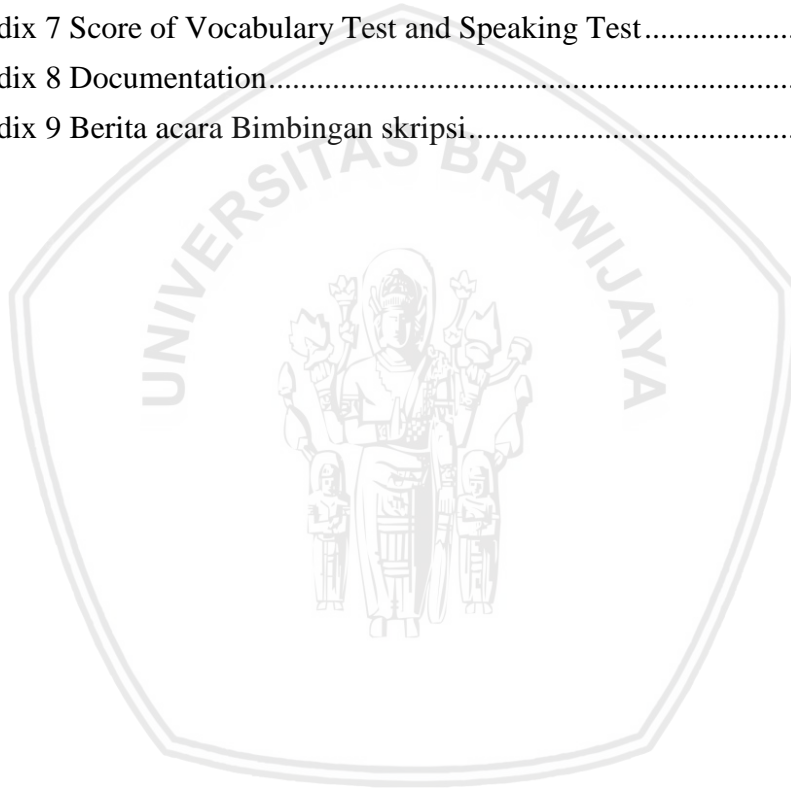
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## CHAPTER I

### INTRODUCTION

This chapter discuss about the background of the study, research problem, purpose of the study, significance of the study, scope and limitation of the study, and the definition of key terms.

#### 1.1 Background of The Study

Every country has communication media that can facilitate a relationship between individuals. Which is called as language. English is the most important language in the world since English is an international language. The number of speakers spread throughout the world, whether as the first language, second language or foreign language. In Indonesia, English is applied as a foreign language. Then Indonesia is the one of countries that puts English into the education curriculum.

It is stated in current 2013 curriculum that English has many functions. One of them is for the students who want to prepare themselves to continue their studies to the next level and be able to speak English to another people all around the world. The final objective of learning process in English is that students can master the four skill of language such as reading, listening, writing, and speaking. (Effilius, 2014).

As we know, speaking is one of the abilities to carry out a conversation in language. According to Littlewood (1992:45), speaking is communication or

conversation between two people who are exchanging information or they who are having a communication or conversation needs. Based on Maghira, Mahum, and Safar (2015), speaking is a prominent skill in conversation. Speaking skill becomes the most important skill in learning English language because it is one of the abilities to carry out the conversation. Brown (1992:25) and Yule (1992:25) said that learning speaking as the second language is considered to be one of the most important aspects for teachers to help the students to learn the language.

In Indonesia, students still find speaking difficult to learn. According to Richard (2002), speaking foreign language is difficult to be used by EFL learners in effective oral communication. Many students in English class think that they face some problems when they try to speak. According to Brown (2001) the problem in speaking foreign language are redundancy cluster, pronunciation, rhythm and delivering their ideas.

The students first problem is how to deliver their ideas, to share their idea on front their friends since they are afraid of making mistake. The second problem is they are afraid to utter wrong grammar and mistaken pronunciation. Based on the expert, Dewi and Jimmi (2018), vocabulary as one component of language knowledge can help learner's ability to communicate properly.

In learning speaking, students need to learn first about vocabulary because vocabulary is a crucial thing in acquiring and understanding language. When we speak, we need to know the words that we use in speaking or in our conversation. Based on Thornbury (2002), vocabulary is the stock of words used in a language.

When students can master vocabulary, they have more stock of words used in language, will help their performance in speaking.

Mastering vocabulary means that people have ability to receive lots of words. By mastering vocabulary someone will know how to use a word in the context and also know the meaning of the word or vocabulary. It can also help to prohibit in making mistake while delivering the meaning in speaking.

To overcome the problems of speaking, it does not only need a media or strategy but also need to be supported by students' ability. By mastering vocabulary, students will be able to communicate their ideas more effectively and fluently due to the fact that vocabulary is one of the components of language and language doesn't exist without words. Based on Mahfiroh (2010), words symbols for ideas. Without word, human cannot communicate and interact each other. Students of SMPN 1 Singosari also experience the speaking problem.

According to the result of an interview with English teacher, the students in 8A grade score of English class is higher than the other classes in the same level. In this research, the researcher used three previous studies which discuss the correlation between students vocabulary mastery and speaking ability. The first study is Yuwinda 2015 entitled The Correlation Between Students Vocabulary Mastery and Speaking Ability of the Eleventh Grade Students at MAN Model Palang karaya. Meanwhile the second is Fariz 2017 entitled A Correlation Between Students Vocabulary Mastery and Speaking Skill on Third Semester Students of English Department at university of Muhamdaiyah Malang. Then the third study entitled The Correlation Between Vocabulary Mastery and English

Speaking Ability of Tenth Grade Students of Senior High School 12 Palembang by ernandez. Based on those previous studies The first study was found that correlation coefficient was 0.948, then the second study was 0.525, and the third study was 0.320. Therefore, based on the differences of coefficient value of those studies, the researcher need to conduct this study in order to know wether there is correlation between vocabulary mastery and speaking ability or not

### **1.2 Research Problem**

Based on the background of the study above, the research formulated the problem:

What is the correlation between English foreign language students' vocabulary mastery and speaking ability?

### **1.3 Objective of the Study**

Based on the research problem, the purpose of this study is to find out the correlation between the students' vocabulary mastery and speaking ability of the eight graders of SMPN 1 Singosari.

### **1.4 Significance of the Study**

The result of this study is expected to give theoretical and practical contribution. This study provides information about the correlation between vocabulary mastery and speaking ability. Practically this study can help future researcher who want to conduct a research on the same topic.



For English teacher, the result of this study can provide information how to prepare students with enough vocabulary to speak well.

### 1.5 Hypothesis

The researcher made two hypotheses in order to summarize the result of this study, which are H<sub>0</sub> (null hypothesis) and H<sub>1</sub> (alternative hypothesis), there were as follows:

H<sub>1</sub> = There is a correlation between students' vocabulary mastery and speaking ability at the 8th grade in SMP N 1 Singosari.

H<sub>0</sub> = There is no correlation between students' vocabulary mastery and speaking ability at the 8th grade in SMP N 1 Singosari.

### 1.6 Definition of Key Terms

In this study, the researcher defines the definition of the terms used in this study.

**Vocabulary mastery** refers to mastery of vocabulary by students in junior high (SMPN 01 Singosari) school level.

**Speaking ability** refers to students speaking fluency by students in junior high (SMPN 01 Singosari) school level.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of theoretical frame work and previous studies. The theoretical frame work covers vocabulary mastery, speaking ability, and the correlation between vocabulary mastery and speaking ability.

#### **2.1. Vocabulary Mastery**

Vocabulary expresses a meaning and forms of language. Based on Laufer (2004) vocabulary is the knowledge of meaning of words. Then, vocabulary will be useful in every aspect in terms of learning English language and also to support four skills in learning language. Vocabulary is a collection of words that people used to speaking and writing. As an obvious components of language means that vocabulary is very important in learning language. The more students mastery their vocabulary, it help them to make better in speaking, writing, reading and listening.

The essential thing in learning foreign language for the learners is to master vocabulary. Based on Heibert and Kamil (2005) defined that vocabulary help students to know the meaning of many words. that way mastering vocabulary is needed because it will help the students in learning foreign language. When the learner know the meaning of the words they do not only know about the definition but also the logical relationship with the other words.

Teaching vocabulary is clearly more than just learning or knowing new words. There are some issues in learning vocabulary such as students hear a lot of vocabulary words in their foreign language class like English class but they do not have to memorize all of the new vocabulary but just important vocabulary in their level of study a topic in class.

Every students have different types of learning, especially in learning new vocabulary. As human being, there is a mand set of blueprint set in human being brain control that controls human way to learn. On of the types for learning new vocabulary is labeling and categorizing. Thornbury (2002 :18) mentioned that acquiring vocabulary requires labeling and categorizing. The basic understanding of a word is that the form, or the shape, and the meaning Based on Thornbury (2002: 150) students should know that vocabulary covers words classes (noun, pronoun, verb, adjective, adverb, preposition conjunction, and determiner).

According to British council (2010) vocabulary is divided into terms passive vocabulary and active vocabulary, a learner's passive vocabulary is the words that they understand but have not use yet. That can be compared with active vocabulary of the words that learners understand and use in speaking and writing. The active and passive vocabulary changes constantly like they start using words, try new meaning, forget words, abandon words that have no use, and revise words.

In conclusion vocabulary is one of the language aspects which should be learn. A person said he or she know a word if they can recognize the meaning

when they say it. Learning vocabulary we have to know the meaning of it also understand and can use it in sentence context.

## **2.2 Speaking Ability**

Speaking is a communication process which is a primary medium to express ideas and speaking happens in daily life. Speaking is the delivery of language through the mouth and speaking gets into the part of four skills. Colvin (1976: 6) said that someone who cannot express their ideas or understand the language is cut off from the community of life.

Speaking can be distinguished into two categories; informal and formal. Speaking in informal is typically used with family and friends, or people known well, used in everyday conversation. The occasions for informal speaking are class discussions, introductions, talking with a friend, and giving direction. Based on Fhonna (2014) the speaker in informal speaking share their ideas and information to the other without worry. Furthermore, formal speaking occurs in business or academic situations, or when meeting people for the first time. Formal speaking refers to speeches and presentations delivered to an audience. These are used in serious text and situations. The occasions for formal speaking are official speeches, weddings and formal parties, presentation in the workplace, board education meeting, and other public forums. Based on Fhonna (2014) the speaker must pay more attention while speaking in informal circumstances since the listeners have various backgrounds of understanding.

The components of speaking skill are the first speakers who are the people that produce the sound. The second is the listeners are people who receive or get the speaker's opinion or feeling. The last is the utterances are words or sentences, which are produced by the speaker to state the opinion (Vanderkevent 1990).

According to Harris (1974) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency. Comprehension is oral communication, it certainly requires a subject to respond, to speech as well as to initiate it. Grammar is necessary for students to arrange a correct sentence in conversation. Vocabulary means the appropriate diction which is used in communication. Pronunciation is the way for students to produce clearer language when they speak. Then fluency is when the speaker can understand and respond in a language clearly and concisely while relating meaning and context.

Speaking is a tool to convey information with other people for certain reason. According to Harmer (1985: 41) there are some reason why someone speaks, as in the following:

1. She wants to speak maybe to be forced on her some way.
2. She has some communicative purposes, for sharing information or expressing pleasure and to agree or to complain.

3. She selects from his language store which means that she might have an infinite capacity to create new utterances capacity to create new utterances if she is a native speaker.

### **2.3 Correlation Between Vocabulary and Speaking**

Fhona (2014) said Vocabulary mastery and speaking ability has close correlation each other since vocabulary is a branch of speaking skill. It is also a foundation to construct better speaking ability which has relationship between other language aspects, such us spelling , pronunciation and many others. Mastering vocabulary is crucial for learners of a foreign language to develop their conversation. By having many stocks of word, students could more comprehend about the conversation, give a quicker response or speak fluency in some kinds of topic. That why vocabulary and speaking has correlation each other.

Based on Anova, Antoni and Kasyulita (2015) vocabulary is important parts of language, vocabulary influence part of speech such as speaking. Vocabulary and speaking are related, it construct better speaking ability which has relationship to other language aspect, such as spelling, and pronunciation.

Based on the description above, it can be assumed that there is a close correlation between mastering vocabulary and speaking ability.

### **2.4 Previous Studies**

Yuwinda (2015) has conducted research with the title “The Correlation Between Vocabulary Mastery and Speaking Ability of the Eleventh Grade Students at MAN Model Palangkaraya”. It was carried out in November 2015 at

MA Negeri Model Palangkaraya. The population was all of the eleventh grade students of language class at MAN Palangkaraya in academic year of 2015/2016 and the number of the subject was 27 students. The instruments were tests. In collecting data, the writer used some test; vocabulary test and speaking test. Therefore, the data was in form of students' score of vocabulary mastery and speaking ability.

The technique used was Linear Regression analysis statistic by using SPSS version 16. the result of the analysis calculation was 0.948 the  $R_{table}$  at 5% and 1% significant level was 0.396. it meant that  $r$  value 0.949 was also higher than  $r_{table}$  at 5% and 1% significant level or 0.396. therefore, that there is a significant positive correlation between vocabulary mastery and speaking ability of the eleventh grade at MAN Model Palangkaraya.

There are similarities and differences from her study and this present study. The similarities are in both of these researches focus on the correlation between vocabulary mastery and speaking ability. The instruments are same, vocabulary and speaking tests. Meanwhile, the difference is in the subject of the study. The subject of her study is in senior high school level. While the subject of presents study is in junior high school level. The reason is that students in junior high school not really tend to use their cognitive maximal than senior high school students. The reason also supported by their achievements especially in English.

Another study is conducted By Fariz (2017) A Correlation Between Vocabulary Mastery and Students' Speaking Skills on Third Semester Students of

English Department at University of Muhammadiyah Malang. It was carried out in April 2017 at English department University of Muhammadiyah Malang. The population on the third semester students of English department. This study used correlation design with quantitative approach. In this study, the writer took 25 students from five classes as the sample from 235 students of English language department. The writer used two tests in collecting the data of this study. The first test was vocabulary mastery test. The second test was speaking test.

The result of this study showed that the correlation coefficient (r-value) was 0.525 which is higher than the critical value (r-critical which is 0.396 in the level of significance 5%. Moreover, this study found a strong connection between vocabulary mastery and students' speaking skill.

There are similarities and differences from her study and this present study. The similarities are in both of these researches focus on the correlation between vocabulary mastery and speaking ability. The instruments are same, vocabulary and speaking tests. Meanwhile, the difference is in the subject of the study. The subject of his study in English department. While the subject of presents study is in junior high school level. The reason is that students in junior high school not really tend to use their cognitive maximal than English department. The reason also supported by their achievements especially in English.

Based on the previous studies above, the researcher give a conclusion that learners who are mastering vocabulary will have ability in comprehending a test.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter present research design, the data and source of data, the research procedures, research instrument, data collection, data analysis, and validity of the study.

#### 1.1 Research Design

Quantitative research deals with statistical computation in order to analyze data. Quantitative research methods are research methods deal with numbers and anything that is measured in systematic way of investigation of phenomena and their relationship. According Bath (2018) affirmed four broad classifications of quantitative research covering survey research, correlation research, experimental research, and casual-comparative research. Then the tool used in quantitative research while in the process of data collation are structured questionnaires, outlook test and the assessments whereas in qualitative research, participant observation, content analysis and in-depth interviewing are being used (Ary et al., 2014). In this study, the researcher only identified the correlation between two variables and did not give any treatment into the variables. Therefore this study can be classified into non-experimental research. The researcher wanted to know the correlation between two variables whether the result has correlation or no correlation. Correlation itself is based on Creswell (2012) stated that correlation is statistical test to determine the tendency or pattern for two variables.

## **3.2 Data and source of data**

### **3.2.1 Population**

The total number of second grade students of SMP Negeri 1 Singosari is 264 students. Population will determine the sample that were studied in this research. According to Cresswell (2008: 151) a population is a group of individuals who have the same characteristic. Population can be small or large. In this research, the researcher will take the 8 grade students of SMPN 1 Singosari that involve 30 persons as the population.

### **3.2.2 Sample**

Sampling is the process of taking sample. It is concerned with selection of a subset of individual of individuals from within a statistical population to estimate characteristics of the whole population. The suggestion came from an English teacher urged the researcher to choose VIII A based on several considerations as explained in chapter 1. thus, the researcher used purposive sampling to choose VIII A as the sample of this study. The purpose of this study was to find out the correlation between vocabulary mastery and speaking ability in this class.

## **3.3 Research Procedure**

The first step that the researcher did was decide the focus of the study based on the issue got from preliminary study. The purpose of the study was to investigate the correlation of vocabulary mastery and speaking ability with Quantitative correlation study. Then the researcher chose the subject of the study.

Then the researcher decide to choose 8 grade of SMP Negri 1 Singosari for the subject of the study because of the attributes they had. In order to have further preliminary study the researcher met with English teacher in SMP Negri 1 Singosari, to get the simple interview regarding the terms and condition in school and class. From that interview, the researcher got condition of the school, the population of the students, and a procedure for doing the research in the SMP Negri 1 Singosari.

Shohamy (1985:3) support that a test is a sample of knowledge and needs to be a good representation of it. then is a method of measuring a person's ability. This statement is fits the focus of the study which was to find the measurement of vocabulary and speaking. Therefore the researcher used test as the instrument to obtain the data. First, the researcher made test prompt and scoring rubric. The test for testing student vocabulary aspect and scoring rubric for speaking aspect. The researcher give the test in paper for students vocabulary test and give the test in speak by scoring rubric for students speaking test.

After making the draft of the test prompt and the scoring rubric, the researcher asked for second opinion from some lecturer. In order to have a valid instrument, the researcher asked expert to validate it. The researcher chose the 8 grade years English teacher of SMP Negri 1 Singosari as the expert. The consideration is because she understands her students' condition and performance, so she can give suggestions to make an eligible test for the student.

### 3.4 Research Instrument

In collecting this data researcher used test as the instrument. Therefore the test will know how good they understand and master the knowledge. According to Arikunto (2010:192), instrument is an aid which used to collect the data in conducting data. The test will covering two aspects in this study, the first to intended to measure students' vocabulary. The second to intended students' speaking ability.

#### 3.4.1 Vocabulary Mastery Test

To score vocabulary test, the researcher used a Formula by Arifin (2009, p 241). The formula as follow:

$$S = C/N \times 100$$

Where:

S = Final test score

N = Number of question

C = Number of correct answer

In order to know how is correlation between students' vocabulary mastery and speaking ability, the researcher need to know the achievement of both variables. Consequently, the researcher need conducted a test to assess the variables. The test was only in form of vocabulary. The vocabulary mastery was scored by how

many correct answer that answered by the students. The vocabulary test consisted of 20 items in form of multiple choices questions with the time allocation 45 minutes for answering the test. Thus, the researcher uses the S formula to counting the vocabulary mastery score. The formula is:

### **3.4.2 Speaking Ability**

On speaking ability test the researcher used the test that was only in the form of speaking. Scoring rubric was used to determine the score of speaking ability. There are 4 aspects in speaking ability scoring rubric which are fluency, grammar, pronunciation, and vocabulary. The scoring was doing after the speaking test recorded by the researcher. The raters were transcript the recording then analyzed the tense error made by the students. First the raters were listening the recorder while checked the scoring rubric for speaking test.

### **3.5 Data collection**

After having the final instrument of two variables, the researcher began to collect the data by distributing the vocabulary test on first day in 8A class. Then, in second day the researcher collect the data of speaking fluency. On those steps the researcher explain the procedure of answering the tests clearly to the participants. The process of collecting the data started from 25 March – 25 April 2019.

### 3.6 Data analysis

The data was in form of score, both vocabulary mastery and speaking ability. The researcher used statistical application program namely SPSS v. 23 to calculate the data. The calculation of the data will be explained in chapter IV.

The researcher used pearson product moment formula to find the correlation coefficient between two variables and how significant the correlation between them. According to ary et. al. (2011), the person product moment is very useful statistic showing the correlation between two variables. Moreover, the result of the calculation also will be interpreted by using interpretation table below:

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

Notes:

$r_{XY}$  : correlation coefficient

N : the total of sample participation in this study

$\sum X$  : the total of students' vocabulary score

$\sum Y$  : the total of students' speaking score

$\sum_{XY}$  : the total multiple from students' vocabulary and speaking score

$\sum Y^2$  : the total square of students' vocabulary score

$\sum X^2$  : the total square of students' speaking score

Arikunto (2010) in Muhlikh (2014)

The r score scales	Interpretation of r correlation
0.800 – 1.00	Very high
0.600 – 0.800	High
0.400 – 0.600	Moderate
0.200 – 0.400	Low
0.000 – 0.200	Very low

After calculating the result, it will be interpreted with the table below:

( Arikunto, 2006, p. 201 )

Before the research use statistical to find correlation between the two variables. There are several steps in analyzing the data. Sarwo (2006, p 134) states that the steps in data analysis are as follows:

1. **Data editing:** the researcher clarifies the consistency, readability, and completeness of the data that has been collected.
2. **Variable Developing:** the researcher specifies all variables needed for the study to check whether it already in data or not.
3. **Data Coding:** the researcher converted the data into codes (usually in the form of numbers) so it can be used in next analysis process.
4. **Error Checking:** the researcher check the data that will be analyzed before inputting it into computer.

5. **Creating Data Structure:** the research creates a detailed list about the data to make sure that are no misses data and all data needed in study can be analyzed by the computer.
6. **Pre-computer Analysis Checking:** the research prepared all final data by rechecking it again before inputting it into computer to make sure that all final data are complete.
7. **Tabulation:** after the data are analyzed by the computer, the researcher represents the result by using certain ways. The researcher can create paragraph that describe the result of data analysis, or create a table that provide detailed information about the result of data analysis.

### 3.7 Validity of the Study

An instrument can be said valid if it measure what supposed to be measured. Activecampaignn (2009) said that validity is used to determine whether researcher measure what it intended to measurement to approximate the truthfulness of the result. In this study, the instrument was in form of test; vocabulary mastery and speaking ability test. The instrument should be valid first before it used to collect the data because a valid instrument can be obtain valid data too and it will reflected the real condition of the sample.

Cresswell (2012, p.162), if instrument the data is valid also may reflect the real condition of the sample. Then the researcher will fulfilled the validity of the instrument by conducting expert validation. As for reliability test result, the



instrument used has achieved the Cronbach's Alpha score .938 which means the instrument has high consistency as supported by George and Mallery (2003) that closer the Cronbach's Alpha score 1.0, will be the greater the internal consistency is.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter provides the result of this research which is including findings and discussion. Moreover, this chapter also answer the research problem and verify the suggestion hypothesis.

#### 4.1 Findings

This section discussed the answer of research problem. As the researcher has explained in the previous chapter, the research problem of this study is to find out the correlation between students' vocabulary mastery and speaking ability. Thus, the researcher explains about students' achievement in vocabulary test and the speaking test since vocabulary is an essential thing while learning speaking.

##### 4.1.1 Students Achievement in Vocabulary Mastery

The result showed that students have variant of scores and they should pass the *Kriteria ketuntasan minimal* or a minimum score which is 80. Among 30 students, they have passed the *kriteria ketentuan minimal* (KKM) since their mean score of vocabulary is 85,6.

##### 4.1.2 Students' achievement in Speaking Ability

The result of the speaking test showed that the students made some improvements while they got better score in vocabulary one of the improvements is more they used variant expressions to express their idea. It showed that they have more confidence and knew what is the intension they have to make while

delivering their idea. Then it showed that all of students who passed the *Kriteria Ketentuan Minimal* (KKM) that have been determine by English teacher. Therefore, the speaking ability score indicated batter score then vocabulary mastery test.

#### 4.1.3 Correlation Coefficient

The researcher used SPSS v.23 to Pearson Product Moment Formula is used to figure out the correlation coefficient between students' vocabulary mastery and speaking ability score. Based on the calculation process, the result is shown in Table 4.3.

**Table 4.3 Correlation Coefficient**

		Vocabulary	Speaking
Vocabulary test	Pearson Correlation	1	.808"
	Sig.(2tailed)		.000
	N	30	30
Speaking test	Pearson Correlation	.808"	1
	Sig. (2-tailed)	.000	
	N	30	30

The table shows that correlation coefficient ( $r_{value}$ ) was 0.808. it shows the two variables speaking and vocabulary are correlated to another. The coefficient 0.808 indicated that these two variables are significance correlated. in order to find the significance and accepted hypothesis, the researcher had to find the degree of freedom ( $df$ ). The value of  $df$  was used in determining  $r_{table}$  and  $t_{table}$  which will

be explained below. By using the formula of  $df = N - 2$ , the researcher found that the value of  $df$  was 28, because  $33 - 2 = 28$ . then the researcher used  $r_{table}$  to find out the  $r_{value}$  at significance level 0/05 or 5% with  $df$  28 is 0.3610 ( see appendix 5 ). Hence, the result showed that  $r_{value}$  was higher than  $r_{table}$  ( $r_{value} > r_{table} = 0.808 > 0.3610$ ) which indicate that both variables were correlated.

#### 4.1.4 Vocabulary and Speaking Item Analysis

In this research, a test was conducted to find students' achievement in vocabulary mastery and speaking ability. The test was in the form of vocabulary and speaking test. The students were given 45 minutes to answer the vocabulary test and the students given 3 minutes to speak in front of the researcher. They had to work in pairs in order to describe them to the other students, based on the topic options. The option that is given in this test is they are asked to tell the difference based on 3 questions: (1) How old are they? (2) How tall are they? (3) What's their weight?. Then they are asked to compare the differences that exist in themselves. This topic have learn, means that they already knew so it is easier for them and manage their speaking.

The test did to detect students' score in vocabulary mastery and speaking ability. Those scores used to see whether there is correlation or not between the variables. The correlation found is high positive significance correlation, with 0.808 as the  $r_{value}$  this value showed that the variables is supporting each other, because they had positive correlation. It means that students' vocabulary mastery and speaking ability is not against each other. Most of the students tent to be

good at vocabulary mastery when they have to a good speaking ability, and vice versa, students who have a good speaking ability will also have a good vocabulary mastery.

Here, the research found some problems faced by the students. The first is some of students gave wrong answer in vocabulary test on choose the right antonym and synonym. Student vocabulary score indicated that some of students have good vocabulary mastery while some of them are not good which proved by the mean score is 85,6, the highest score is 100 and the low score is 55. The students who answered incorrectly in the part of synonyms and antonyms did indeed have a little vocabulary on it. It is not really affected speaking ability score because only some of students who gave the wrong answer in vocabulary test and it is only on synonyms and antonyms part. So, it is not affected the speaking ability score because in speaking ability test the student did not use a lot of synonyms and antonyms word. In this test, speaking ability have high achievement. The mean score is 88,2, the highest score is 100, and the lowest score is 75.

The second problem on speaking ability test is pronunciation and accent which is closely related to vocabulary mastery. From the result, there were another couple of findings which do not seem to conform the generalization describe above. There were several students who scored quite low in vocabulary mastery yet perform better in speaking ability.

## 4.2 Discussion

The Purpose of this study is to find the correlation between students' vocabulary mastery and speaking ability of 8 grade at SMPN 01 Singosari Malang. The researcher found that there are some factors which affect the result of this study.

First, the researcher found that students laid on the high level compared to KKM. The mean score found eightyone point six which is above KKM score eighty. It meant the students' vocabulary mastery is good enough. Result showed twenty-three students or seventysix point six percent passed the KKM score and seven or twenty three point three percent did not pass it. It was effected students' high score in speaking ability.

Therefore, the correlation of the variable was 0.808 which showed high positive correlation. The correlation is positive because the variables was supporting each other. Vocabulary mastery and speaking ability was going in one direction.

The result of analysis showed that there was significant positive correlation between vocabulary mastery and speaking ability of the eight grade students at SMPN 1 Singosari. It meant that the students whose much vocabulary, they got high score of speaking test and the students whose lack of vocabulary, they got low score of speaking test. On the other hand, when the vocabulary increased, the speaking ability increased at the same time. These finding were supported by Fhona (2014) Vocabulary played important role in

improving the students speaking ability. While according to Yuwinda (2015) that the students vocabulary stock gave much contribution in speaking.

Based on the data analysis it can be concluded that the students speaking ability is much influenced by their vocabulary mastery, More than half students obtained high score both in mastering vocabulary test and speaking ability test. These finding were supported by Desita (2017) the students attained better achievement due to they are able to convey the ideas, thoughts and feeling well by mastering vocabulary. Than the students who have enough vocabulary can expres their opinion will it is supported by Taufiqullah (2009) by having enough vocabulary the students Have word to deliver their concepts.

In line with Fariz (2017) who states that the more students practice in speaking the more vocabulary will be got. The researcher suggests to give that the teacher have to teach vocabulary while teaching speaking since vocabulary lesson is not explicitly specified in the curriculum and in the teaching and learning process, to make them master the vocabulary mastery and improving their speaking ability.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study. The conclusion was gotten from the result of the study and then the suggestion is the recommendation from the researcher for futher researcher.

#### 5.1 Conclusion

Regarding to the research finding, it can be concluded that the correlation between vocabulary mastery and speaking ability are positive and significance, which means that vocabulary has relation to the students to improve their speaking skill.

The result of data analysis showed that there a significant positive correlation between students' vocabulary mastery and their speaking ability, it could be seen from the following facts.

First, from the result of given test, it shows that the higher score of students' vocabulary mastery was 100 and the lowest score was 55. meanwhile for the speaking ability, the highest score was 100 and the lowest score was 81. The average score of vocabulary mastery of the second years students of SMPN 1 Singosari is in good to excellent level (81.66) than the average score of speaking ability is in to good level (88.26).

Second, the value of r table with the level significance 5%= 0.361 and 1%= 0.463. the Ho hypothesis was rejected. In conclusion, there was a significant



correlation between vocabulary mastery and speaking ability of 8 grade SMPN 1 Singosari.

The implication of the research result, the teachers should help students to improve their speaking by identifying the problems which could be related to linguistics factors or internal factors. In terms of linguistics factor, vocabulary as a basic component of the language has t been taught to the students with various techniques which make it easily to adopt.

## 5.2 Suggestions

Based on the result, the researcher proposes the following suggestion:

### 1. For English teacher

Based on the research finding, there was a significant positive correlation between vocabulary mastery and speaking ability of 8 grade at SMPN 1 Singosari. Therefore, the writer suggested the teachers should develop and improv their teaching learning strategies of delivering their material to make students more enggaged in learning English.

### 2. For students

Based on research finding, students with high achievement in vocabulary performed comparably with the students with low achievement vocabulary. In sum, the writer suggested the students to practice more in speaking English in order to get better in speaking ability, and to Increase their stock of vocabulary by learning more about English.

3. For further researcher

Since this research is only focuses on vocabulary mastery and speaking ability, future researcher were suggested to conduct a similar study on the other skills or components like listening, reading, writing skill and grammar for the improvement of the teaching English.



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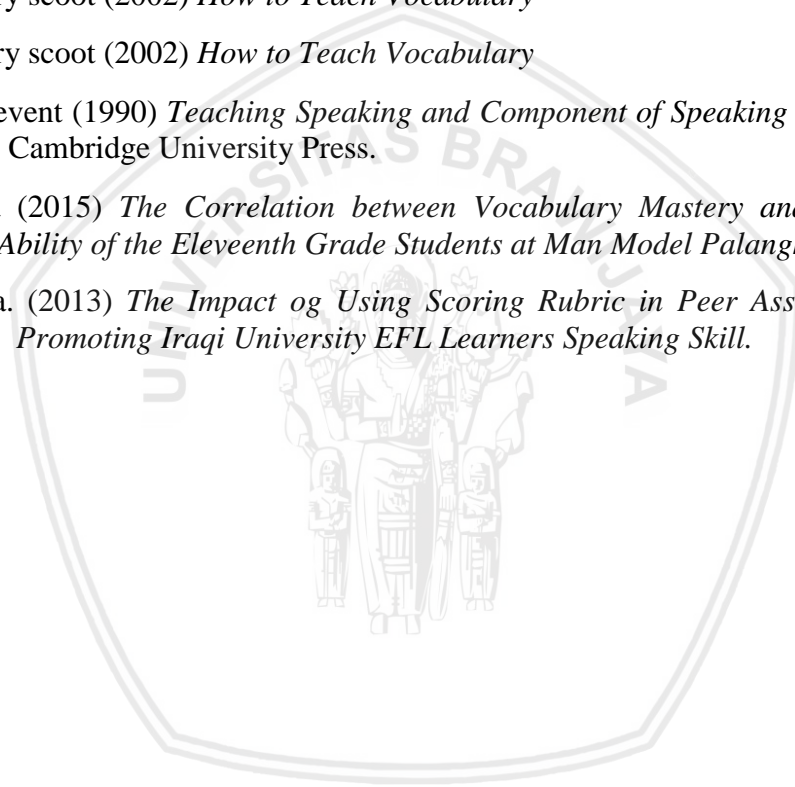
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# APPENDICES

### APPENDIX 1. Speaking Ability Scoring Rubric

Criteria	Superior (4)	Advance (3)	Intermediate (2)	Novice (1)
Fluency	<input type="checkbox"/> Continuous speech with almost no pauses or hesitations	<input type="checkbox"/> Continuous speech with some pause to search for adequate words	<input type="checkbox"/> Frequent pauses to organize thoughts and/or for lack of vocabulary	<input type="checkbox"/> Frequent pauses to with incomplete thoughts
Grammar	<input type="checkbox"/> No or almost no errors	<input type="checkbox"/> Some minor errors that do not obscure meaning	<input type="checkbox"/> Many errors that do not obscure meaning	<input type="checkbox"/> major errors that obscure meaning
Pronunciation & accent	<input type="checkbox"/> Pronunciation is excellent; Pretty well effort at Accent.	<input type="checkbox"/> Pronunciation is good; Good effort at Accent.	<input type="checkbox"/> Pronunciation is okay; No effort towards a native Accent	<input type="checkbox"/> Pronunciation is lacking and hard to understand; No effort towards a native Accent
vocabulary	<input type="checkbox"/> Rich use of handout vocabulary	<input type="checkbox"/> Some use of handout vocabulary	<input type="checkbox"/> Rare use of handout vocabulary	<input type="checkbox"/> Misuse of word for lack of vocabulary
	<input type="checkbox"/> No use of native language	<input type="checkbox"/> Rare use of native language	<input type="checkbox"/> Use of native language for about half the speech	<input type="checkbox"/> Frequent use of words and phrases from the native language

Adopt from Auda, Zainab Jaafar (2013)

## APPENDIX 2. Speaking Test

Exercise description :

The activity is called : show their differences.

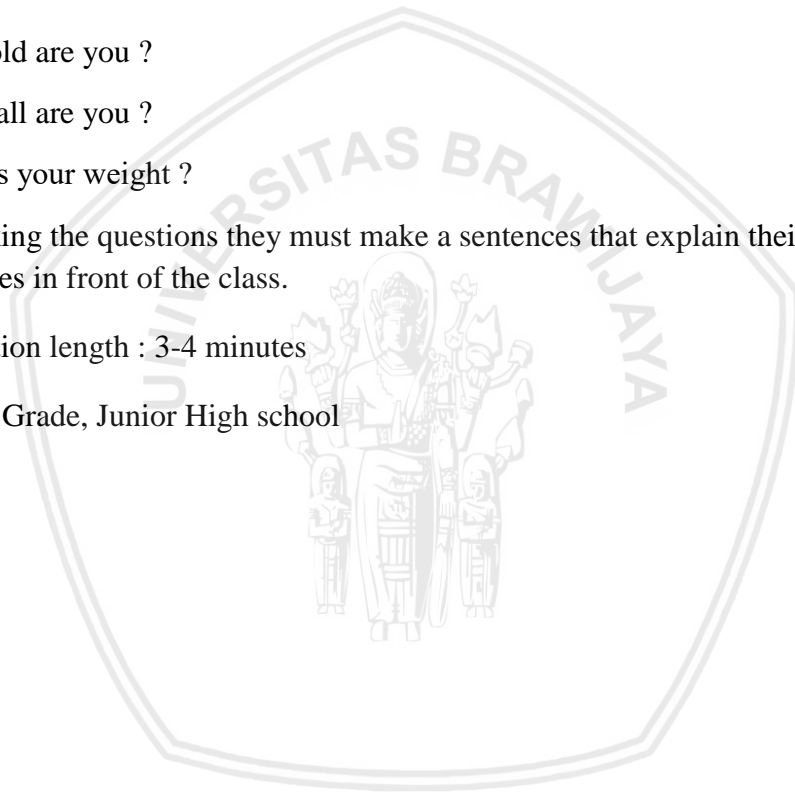
In this activity, the students must work in pairs in order to tell the differences of them to the other students. They will prepare the presentation with the following questions :

1. How old are you ?
2. How tall are you ?
3. What's your weight ?

After asking the questions they must make a sentences that explain their differences in front of the class.

Presentation length : 3-4 minutes

Grade: 8 Grade, Junior High school



**APPENDIX 3. Vocabulary Test**

Time : 45 Minutes

General Instruction :

1. You are provided with 20 questions.
2. The test are divided into three parts.
3. Answer the question based on each instruction.
4. Choose the best answer by giving answer a cross mark (X) at your answer (A), (B), (C), or (D) on your answer sheet.

-- GOOD LUCK--

**A. Complete the phrase in each number by choosing the right word from the answer options.**

1. Mother : " It's raining now. Don't forget to wear your .... if you go out."  
winda : " Yes, Mom."
  - a. umbrella
  - b. jacket
  - c. sweater
  - d. raincoat
2. The following animals are usually kept as pets, except ....
  - a. elephant
  - b. dogs
  - c. horses
  - d. cats
3. X : " Look! The waiter is very .... to serve the customers."  
Y : " That's right, She is tired too."
  - a. sick
  - b. busy



- c. strong  
d. pale
4. Life in the country side is more relaxed than in the city. You can wake up in the morning and have a nice ....
- a. breakfast  
b. lunch  
c. dinner  
d. supper
5. Angga : " Where will you go, Hafidz?"  
Hafidz : " I will go to the ....  
I want to read some books and magazines."  
Angga : " Oh, I see."
- a. laboratory  
b. library  
c. hospital  
d. bookstore
6. I went to Vina's birthday party last night. It lasted until late at night. My mother must be angry with me. I was .... to go home.
- a. ready  
b. glad  
c. afraid  
d. happy

**B. Choose the best word to describe each picture.**



7. I was at the beach yesterday. It was so awesome because the weather was

- a. Raining  
b. Cloudy  
c. Sunny

d. Windy



8. My brother had an extreme hobby.  
Last week, he.... the precipice.

- a. Climbed
- b. Hiked
- c. Rode
- d. Ran

9. When i want to Dubai, I saw a building called Burj Khalifah, and it was  
so .....



- a. Tall
- b. Short
- c. Far

d. High



10. Two days ago i saw a .... in Kediri  
when i visited my grandmother's  
house.

- a. Storm
- b. Rain
- c. Wave

d. Tornado

11. The man..... so high.



- a. Jumped
- b. Ran
- c. Shot
- d. Passed

12. The chef was .... the celery  
gently.



- a. Cutting

- b. Slicing
- c. Chopping
- d. Stabbing



13. Lionel Messi .... the ball strongly. Therefore, he scored an awesome goal.

- a. Passed
- b. Throw
- c. Kicked
- d. Blocked

**C. Choose the right synonym from the underline word.**

14. She was so terrible in writing.
- a. Good
  - b. Awful
  - c. Great
  - d. Awesome
15. My uncle resigned from his job last month.
- a. Applied
  - b. Got
  - c. Added
  - d. Quit
16. My brother ran so fast last night because he feared of ghost.
- a. Quick
  - b. Slow
  - c. Go
  - d. Hurry

17. My brother **received** additional salary yesterday.

- a. Gave
- b. Sent
- c. Got
- d. Produced

**D. Choose the right antonym from the underlined word.**

18. He was so **diligent** boy.

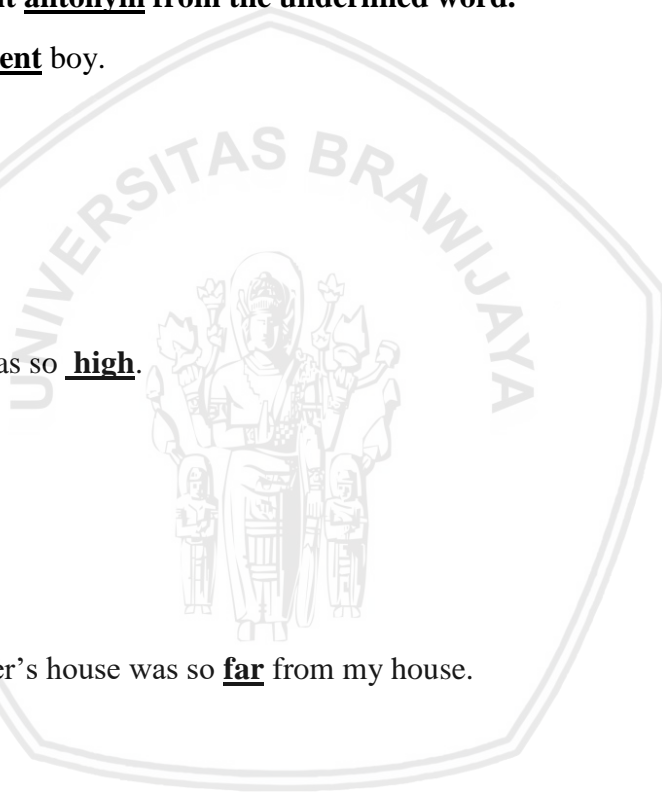
- a. Stupid
- b. Lazy
- c. Smart
- d. Cleaver

19. The building was so **high**.

- a. Short
- b. Mini
- c. Low
- d. Near

20. My grandmother's house was so **far** from my house.

- a. Near
- b. Short
- c. Long
- d. Distance



## APPENDIX 4. Validity and Reliability of The Test

### Surat Pernyataan

Yang bertandatangan di bawah ini,

nama : Maulidatul Fitriah  
NIM : 155110500111036  
semester : VIII (Delapan)  
program studi : S1 Pendidikan Bahasa Inggris  
waktu : 25 Maret - 25 April 2019

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi program sarjana saya dengan judul,

THE CORRELATION BETWEEN STUDENTS VOCABULARY MASTERY AND SPEAKING ABILITY

akan menjaga kerahasiaan data yang diperoleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

17 Desember 2018  
Yang membuat pernyataan,



Maulidatul Fitriah  
155110500111036


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19 MAR 2019

Nomor : 541 /UN10.F12/PN/2019  
 Lampiran : 1 (satu) lembar  
 Hal : Permohonan Ijin Penelitian

Yth. SMP Negri 1 Singosari  
 Jl. Raya Singosari No.1, Losari, Candirenggo, Singosari,  
 Kabupaten Malang  
 Jawa timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu  
 Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

nama : Maulidatul Fitriah  
 NIM : 155110500111036  
 semester : VIII (Delapan)  
 program studi : S1 Pendidikan Bahasa Inggris  
 waktu : 25 Maret - 25 April 2019

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung  
 berkaitan dengan usulan skripsi berjudul:

**THE CORRELATION BETWEEN STUDENTS VOCABULARY MASTERY AND SPEAKING  
 ABILITY**

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya  
 digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.

Dekan,  
  
 Prof. Dr. Agus Suman, SE., DEA  
 NIP. 196006151987011001

### Surat Permohonan Expert Validation

Hal : Surat Permohonan menjadi Expert Validator  
Lampiran : Vocabulary Test dan Speaking Test

Kepada  
Yth. Dra. RR. Wiwik Widowati  
Di Tempat

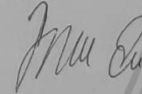
Dengan Hormat,

Sehubungan dengan penelitian yang akan saya lakukan dengan judul "The Correlation Between Students Vocabulary Mastery and Speaking Ability", maka dengan ini saya memohon Ibu untuk berkenan memberikan masukan terhadap instrument penelitian sebagai Expert Validator. Masukan dari Ibu sangat membantu tingkat kepercayaan hasil penelitian yang saya lakukan.

Demikian permohonan ini saya sampaikan, besar saya agar Ibu berkenan dengan permohonan ini. Atas perhatiannya saya ucapkan terima kasih.

Malang, 18 Maret 2019

Peneliti



Maulidatul Fitriah  
NIM. 155110500111036

Expert validator : Yth. Dra. RR. Wiwik Widowati

Petunjuk:

1. Untuk memberikan penilaian terhadap format tes vocabulary mastery. Khususnya dalam pilihan ganda sebagai alat ukur untuk menilai penguasaan kosakata bahasa inggris untuk siswa kelas 8A SMPN 1 Singosari. Ibu cukup memberikan tanda centang (✓) pada kolom yang sudah disediakan.
2. Aspek-aspek yang di nilai adalah sebagai berikut:
  1. Kesesuaian indikator dengan tujuan
  2. Kesesuaian pertanyaan dengan indikator yang diukur
  3. Kesesuaian pertanyaan dengan tujuan
  4. Bahasa yang di gunakan baik dan benar
3. Angka-angka yang terdapat dalam kolom yang dimaksud berarti
  - 0 = tidak valid
  - 1 = kurang valid
  - 2 = cukup valid
  - 3 = valid
  - 4 = sangat valid
4. Huruf-huruf yang di maksud dalam kolom yang dimaksud berarti:
  - A = dapat digunakan tanpa revisi
  - B = dapat digunakan dengan sedikit revisi
  - C = dapat di gunakan dengan revisi sedang
  - E = tidak dapat di gunakan

ITEM	KRITERIA	VALIDASI				
		0	1	2	3	4
1	Mengerjakan soal pilihan ganda selama 45 menit (20 soal)					✓
2	Jumlah seluruh pertanyaan (20 soal)					✓
3	Grammar yang di gunakan				✓	
4	Petunjuk pengerjaan tes				✓	



Penilaian instrumen secara umum

URAIAN	A	B	C	D	E
Penilaian secara umum terhadap instrumen					

Saran-saran :

Need to write clear instruction for the question.



Malang, 18 Maret 2019

Validator,

Yth. Dra. RR. Wiwik Widowati  
NIP. 196802111995122002



## Output SPSS

### Reliability

Scale: ALL VARIABLES

#### Case Processing Summary

		N	%
Cases	Valid	10	100,0
	Excluded <sup>a</sup>	0	,0
	Total	10	100,0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
,938	2

## APPENDIX 5. R Table

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254

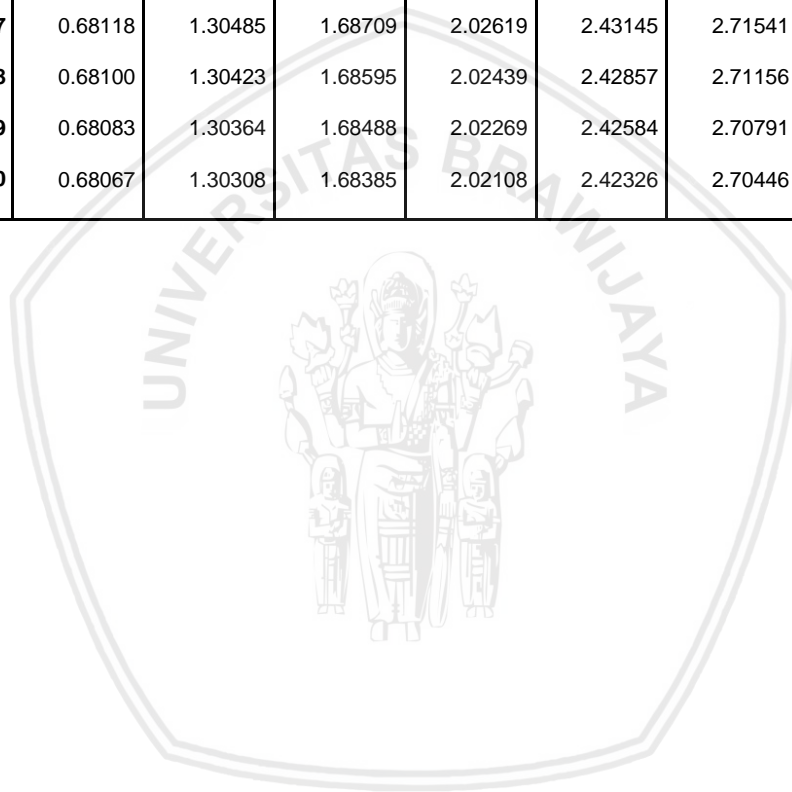
<b>35</b>	0.2746	0.3246	0.3810	0.4182	0.5189
<b>36</b>	0.2709	0.3202	0.3760	0.4128	0.5126
<b>37</b>	0.2673	0.3160	0.3712	0.4076	0.5066
<b>38</b>	0.2638	0.3120	0.3665	0.4026	0.5007
<b>39</b>	0.2605	0.3081	0.3621	0.3978	0.4950
<b>40</b>	0.2573	0.3044	0.3578	0.3932	0.4896
<b>41</b>	0.2542	0.3008	0.3536	0.3887	0.4843
<b>42</b>	0.2512	0.2973	0.3496	0.3843	0.4791
<b>43</b>	0.2483	0.2940	0.3457	0.3801	0.4742
<b>44</b>	0.2455	0.2907	0.3420	0.3761	0.4694
<b>45</b>	0.2429	0.2876	0.3384	0.3721	0.4647
<b>46</b>	0.2403	0.2845	0.3348	0.3683	0.4601
<b>47</b>	0.2377	0.2816	0.3314	0.3646	0.4557
<b>48</b>	0.2353	0.2787	0.3281	0.3610	0.4514
<b>49</b>	0.2329	0.2759	0.3249	0.3575	0.4473
<b>50</b>	0.2306	0.2732	0.3218	0.3542	0.4432



## APPENDIX 6. T Table

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816

29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688



## APPENDIX 7. Score of Vocabulary Test and Speakin Test

Students Name : Andhika Diva R.

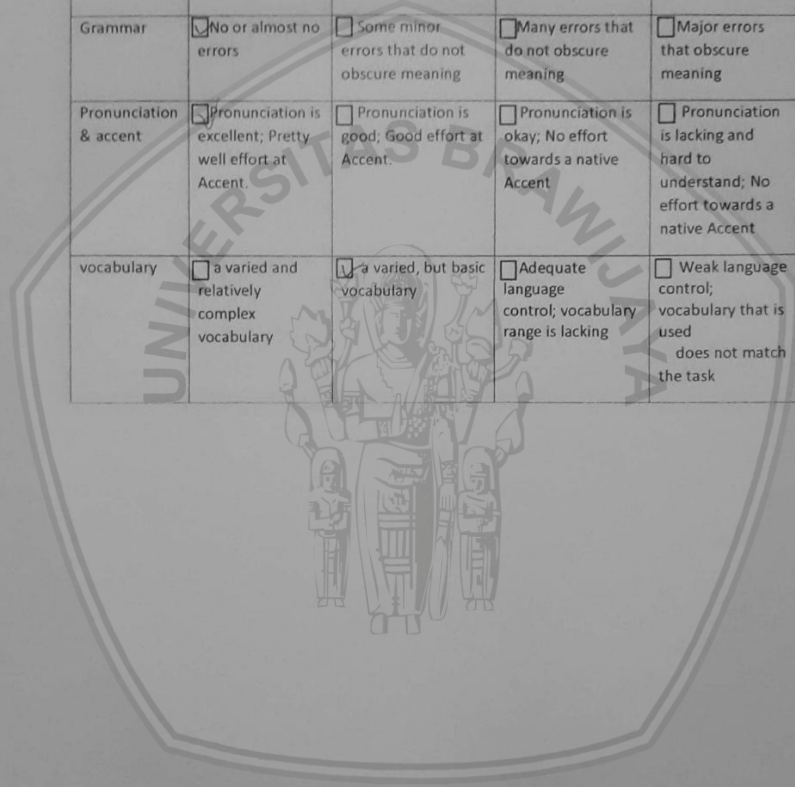
Score : .....

criteria	Superior (4)	Advance (3)	Intermediate (2)	Novice (1)
fluency	<input checked="" type="checkbox"/> Continuous speech with almost no pauses or hesitations	<input type="checkbox"/> continuous speech with some pause to search for adequate words	<input type="checkbox"/> Frequent pauses to organize thoughts and/or for lack of vocabulary	<input type="checkbox"/> frequent pauses to with incomplete thoughts
Grammar	<input checked="" type="checkbox"/> No or almost no errors	<input type="checkbox"/> Some minor errors that do not obscure meaning	<input type="checkbox"/> Many errors that do not obscure meaning	<input type="checkbox"/> Major errors that obscure meaning
Pronunciation & accent	<input type="checkbox"/> Pronunciation is excellent; Pretty well effort at Accent.	<input checked="" type="checkbox"/> Pronunciation is good; Good effort at Accent.	<input type="checkbox"/> Pronunciation is okay; No effort towards a native Accent	<input type="checkbox"/> Pronunciation is lacking and hard to understand; No effort towards a native Accent
vocabulary	<input checked="" type="checkbox"/> a varied and relatively complex vocabulary	<input type="checkbox"/> a varied, but basic vocabulary	<input type="checkbox"/> Adequate language control; vocabulary range is lacking	<input type="checkbox"/> Weak language control; vocabulary that is used does not match the task

Students Name : Intan Nuraini

Score : .....

criteria	Superior (4)	Advance (3)	Intermediate (2)	Novice (1)
fluency	<input checked="" type="checkbox"/> Continuous speech with almost no pauses or hesitations	<input type="checkbox"/> continuous speech with some pause to search for adequate words	<input type="checkbox"/> frequent pauses to organize thoughts and/or for lack of vocabulary	<input type="checkbox"/> frequent pauses to with incomplete thoughts
Grammar	<input checked="" type="checkbox"/> No or almost no errors	<input type="checkbox"/> Some minor errors that do not obscure meaning	<input type="checkbox"/> Many errors that do not obscure meaning	<input type="checkbox"/> Major errors that obscure meaning
Pronunciation & accent	<input checked="" type="checkbox"/> Pronunciation is excellent; Pretty well effort at Accent.	<input type="checkbox"/> Pronunciation is good; Good effort at Accent.	<input type="checkbox"/> Pronunciation is okay; No effort towards a native Accent	<input type="checkbox"/> Pronunciation is lacking and hard to understand; No effort towards a native Accent
vocabulary	<input type="checkbox"/> a varied and relatively complex vocabulary	<input checked="" type="checkbox"/> a varied, but basic vocabulary	<input type="checkbox"/> Adequate language control; vocabulary range is lacking	<input type="checkbox"/> Weak language control; vocabulary that is used does not match the task





Students Name NASYWA IGNA SHAFRIIYA

Score .....

criteria	Superior (4)	Advance (3)	Intermediate (2)	Novice (1)
fluency	<input type="checkbox"/> Continuous speech with almost no pauses or hesitations	<input type="checkbox"/> continuous speech with some pause to search for adequate words	<input type="checkbox"/> Frequent pauses to organize thoughts and/or for lack of vocabulary	<input type="checkbox"/> frequent pauses to with incomplete thoughts
Grammar	<input checked="" type="checkbox"/> No or almost no errors	<input type="checkbox"/> Some minor errors that do not obscure meaning	<input type="checkbox"/> Many errors that do not obscure meaning	<input type="checkbox"/> Major errors that obscure meaning
Pronunciation & accent	<input checked="" type="checkbox"/> Pronunciation is excellent; Pretty well effort at Accent.	<input type="checkbox"/> Pronunciation is good; Good effort at Accent.	<input type="checkbox"/> Pronunciation is okay; No effort towards a native Accent	<input type="checkbox"/> Pronunciation is lacking and hard to understand; No effort towards a native Accent
vocabulary	<input type="checkbox"/> a varied and relatively complex vocabulary	<input checked="" type="checkbox"/> a varied, but basic vocabulary	<input type="checkbox"/> Adequate language control; vocabulary range is lacking	<input type="checkbox"/> Weak language control; vocabulary that is used does not match the task

Answer Sheet

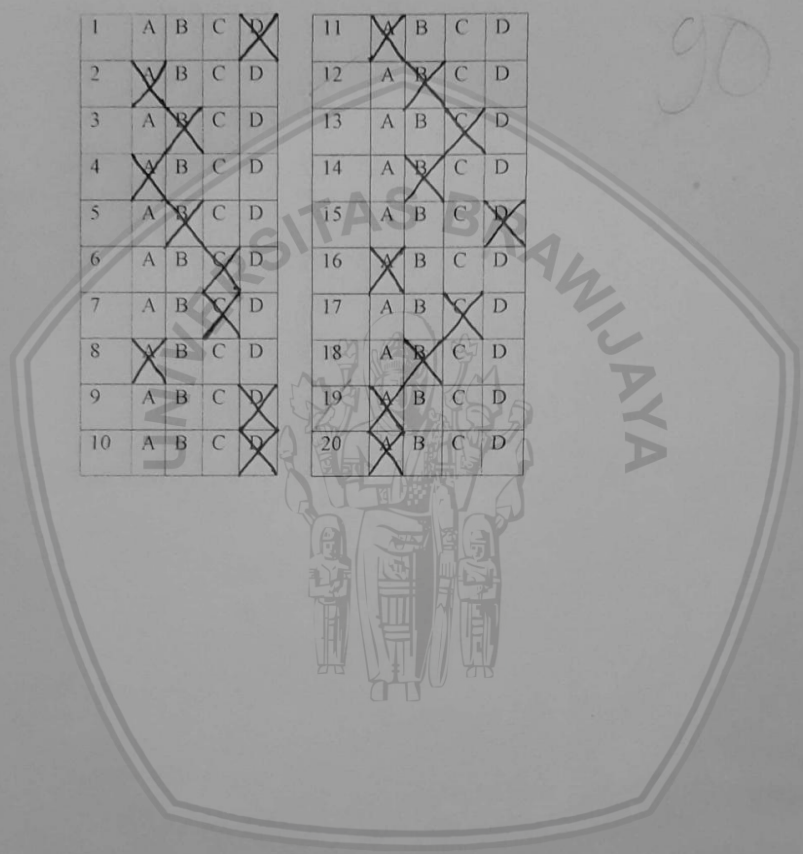
Name Andhita Diva Ramadhani

Date March 28th 2019

Give a cross mark (X) on your answer (A), (B), (C) or (D)

1	A	B	C	<input checked="" type="checkbox"/> D
2	<input checked="" type="checkbox"/> A	B	C	D
3	A	<input checked="" type="checkbox"/> B	C	D
4	<input checked="" type="checkbox"/> A	B	C	D
5	A	<input checked="" type="checkbox"/> B	C	D
6	A	B	<input checked="" type="checkbox"/> C	D
7	A	B	<input checked="" type="checkbox"/> C	D
8	<input checked="" type="checkbox"/> A	B	C	D
9	A	B	C	<input checked="" type="checkbox"/> D
10	A	B	C	<input checked="" type="checkbox"/> D
11	<input checked="" type="checkbox"/> A	B	C	D
12	A	<input checked="" type="checkbox"/> B	C	D
13	A	B	<input checked="" type="checkbox"/> C	D
14	A	<input checked="" type="checkbox"/> B	C	D
15	A	B	C	<input checked="" type="checkbox"/> D
16	<input checked="" type="checkbox"/> A	B	C	D
17	A	B	<input checked="" type="checkbox"/> C	D
18	A	<input checked="" type="checkbox"/> B	C	D
19	<input checked="" type="checkbox"/> A	B	C	D
20	<input checked="" type="checkbox"/> A	B	C	D

90



Answer Sheet

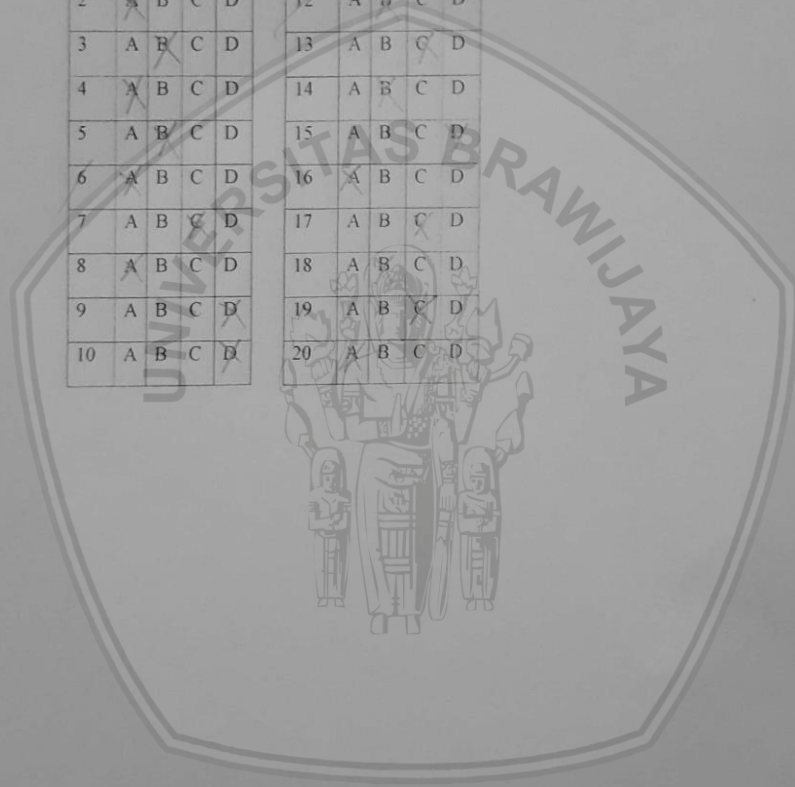
Name : Intan Nuraini

Date : Tuesday, 26<sup>th</sup> March 2019

Give a cross mark (X) on your answer (A), (B), (C) or (D)

1	<input checked="" type="checkbox"/>	A	B	C	D
2	<input checked="" type="checkbox"/>	A	B	C	D
3	<input checked="" type="checkbox"/>	A	B	C	D
4	<input checked="" type="checkbox"/>	A	B	C	D
5	<input checked="" type="checkbox"/>	A	B	C	D
6	<input checked="" type="checkbox"/>	A	B	C	D
7	<input checked="" type="checkbox"/>	A	B	C	D
8	<input checked="" type="checkbox"/>	A	B	C	D
9	<input checked="" type="checkbox"/>	A	B	C	D
10	<input checked="" type="checkbox"/>	A	B	C	D
11	<input checked="" type="checkbox"/>	A	B	C	D
12	<input checked="" type="checkbox"/>	A	B	C	D
13	<input checked="" type="checkbox"/>	A	B	C	D
14	<input checked="" type="checkbox"/>	A	B	C	D
15	<input checked="" type="checkbox"/>	A	B	C	D
16	<input checked="" type="checkbox"/>	A	B	C	D
17	<input checked="" type="checkbox"/>	A	B	C	D
18	<input checked="" type="checkbox"/>	A	B	C	D
19	<input checked="" type="checkbox"/>	A	B	C	D
20	<input checked="" type="checkbox"/>	A	B	C	D

85



Answer Sheet

Name NASYWA ATHA TALITHA

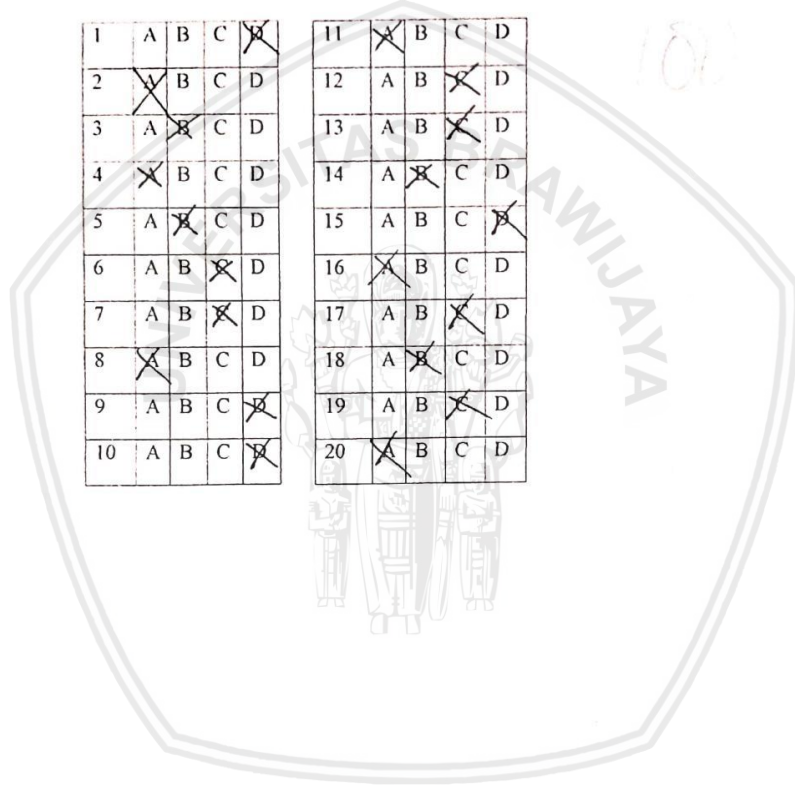
Date Tuesday, 26<sup>th</sup> March 2019.

Give a cross mark (X) on your answer (A), (B), (C) or (D)

1	A	B	C	<input checked="" type="checkbox"/>
2	<input checked="" type="checkbox"/>	B	C	D
3	A	<input checked="" type="checkbox"/>	C	D
4	<input checked="" type="checkbox"/>	B	C	D
5	A	<input checked="" type="checkbox"/>	C	D
6	A	B	<input checked="" type="checkbox"/>	D
7	A	B	<input checked="" type="checkbox"/>	D
8	<input checked="" type="checkbox"/>	B	C	D
9	A	B	C	<input checked="" type="checkbox"/>
10	A	B	C	<input checked="" type="checkbox"/>

11	<input checked="" type="checkbox"/>	B	C	D
12	A	B	<input checked="" type="checkbox"/>	D
13	A	B	<input checked="" type="checkbox"/>	D
14	A	<input checked="" type="checkbox"/>	C	D
15	A	B	C	<input checked="" type="checkbox"/>
16	<input checked="" type="checkbox"/>	B	C	D
17	A	B	<input checked="" type="checkbox"/>	D
18	A	<input checked="" type="checkbox"/>	C	D
19	A	B	<input checked="" type="checkbox"/>	D
20	<input checked="" type="checkbox"/>	B	C	D

100



No.	Name	Vocab Score	Speaking Score
1	Students 1	80	88
2	Students 2	90	94
3	Students 3	80	82
4	Students 4	80	88
5	Students 5	80	88
6	Students 6	85	88
7	Students 7	80	82
8	Students 8	95	94
9	Students 9	55	81
10	Students 10	90	94
11	Students 11	65	75
12	Students 12	65	81
13	Students 13	85	88
14	Students 14	95	94
15	Students 15	80	88
16	Students 16	80	94
17	Students 17	70	88
18	Students 18	80	88
19	Students 19	70	88
20	Students 20	95	94
21	Students 21	85	94
22	Students 22	75	81
23	Students 23	80	87
24	Students 24	70	81
25	Students 25	90	94
26	Students 26	85	88
27	Students 27	85	84
28	Students 28	100	100
29	Students 29	85	88
30	Students 30	95	94



### APPENDIX 8. Documentation



**APPENDIX 9. Berita Acara Bimbingan Skripsi**

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN  
TINGGI  
UNIVERSITAS BRAWIJAYA  
FAKULTAS ILMU BUDAYA  
**JURUSAN BAHASA DAN SASTRA**  
Jalan Veteran Malang 65145, Indonesia, Telp. +62341- 575875, Fax. +62341- 575822  
E-mail : fib\_ub@ub.ac.id - http://www.fib\_ub.ac.id

**BERITA ACARA BIMBINGAN SKRIPSI**

1. Nama : Maulidatul Fitriah
2. NIM : 155110500111036
3. Program Studi : Pendidikan Bahasa Inggris
4. Topik Skripsi : Pendidikan
5. Judul Skripsi : The Correlation Between Student Vocabulary Mastery and Speaking Ability at SMPN 1 Singosari
6. Tanggal Mengajukan : 23 Juli 2018
7. Tanggal Selesai Revisi : 17 Juli 2019
8. Nama Pembimbing : Didik Hartono, S.S., M.Pd

No.	Tanggal	Materi	Pembimbing	Paraf
1.	23 Juli 2018	Pengajuan judul	Didik Hartono, S.S., M.Pd	
2.	05 September 2018	Konsultasi judul	Didik Hartono, S.S., M.Pd	
3.	23 Oktober 2018	Pengumpulan dan konsultasi draft bab 1-3	Didik Hartono, S.S., M.Pd	
4.	03 Desember 2018	Revisi pertama Bab 1 – 3	Didik Hartono, S.S., M.Pd	
5.	07 Desember 2018	Konsultasi kedua Bab 1-3	Didik Hartono, S.S., M.Pd	
6.	12 Desember	Revisi kedua Bab 1-	Didik Hartono, S.S., M.Pd	



	2018	3		
7.	14 Desember 2019	Konsultasi ketiga Bab 1-3	Didik Hartono, S.S., M.Pd	
8.	25 Januari 2019	Revisi ketiga Bab 1-3	Didik Hartono, S.S., M.Pd	
9.	06 Februari 2019	ACC Bab 1-3 dan seminar proposal	Didik Hartono, S.S., M.Pd	
10.	18 Februari 2019	Pelaksanaan seminar proposal	Didik Hartono, S.S., M.Pd	
11.	13 Maret 2019	Konsultasi bab 1-5	Didik Hartono, S.S., M.Pd	
12.	30 Maret 2019	Revisi pertama bab 1-5	Didik Hartono, S.S., M.Pd	
13.	13 Mei 2019	ACC Bab 1-5 dan seminar hasil	Didik Hartono, S.S., M.Pd	
14.	12 Juni 2019	Pelaksanaan seminar hasil	Didik Hartono, S.S., M.Pd	
15.	15 Juni 2019	Revisi masukan seminar hasil	Didik Hartono, S.S., M.Pd	
16.	25 Juni 2019	Konsultasi Masukan Seminar Hasil pertama	Didik Hartono, S.S., M.Pd	
17.	07 Juli 2019	Konsultasi masukan seminar hasil kedua dan ACC ujian skripsi	Didik Hartono, S.S., M.Pd	
18.	12 Juli 2019	Pelaksanaan ujian skripsi	Didik Hartono, S.S., M.Pd	
19.	15 Juli 2019	Revisi masukan ujian skripsi	Didik Hartono, S.S., M.Pd	
20.	17 Juli 2019	ACC penjilidan skripsi	Didik Hartono, S.S., M.Pd	

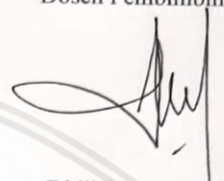
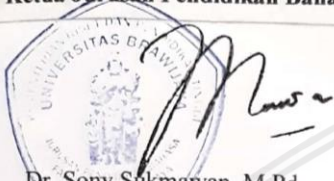


9. Telah dievaluasi dan diuji dengan nilai : B+

Malang, 18 Juli 2019

Mengetahui,  
**Ketua Jurusan Pendidikan Bahasa**

Dosen Pembimbing,



Dr. Sony Sukmawan, M.Pd.  
NIP. 197707192006041001

Didik Hartono, S.S., M.Pd  
NIK. 2012117808131001



