# THE EFFECTS OF VOCABULARY MASTERY ON SPEAKING ABILITY
## IN VIEW OF COMMUNICATIVE COMPETENCE OF THE
## MA NW NURUL HAROMAIN GRADERS

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**ABSTRACT**: This research is aimed to measure the correlation between vocabulary mastery and the speaking ability. In this case, the effect of vocabulary mastery on speaking ability is seen as a cause and effect. Furthermore, this research is also intended to look further at how the vocabulary mastery affects the students' speaking ability. Based on these facts, this research is categorized into descriptive research. The data of this research is collected through tests. There are 2 types of tests that have been given to measure the students' ability in mastering vocabulary and speaking ability. Vocabulary test includes translating words (both into Indonesian and into English), and matching items. In doing speaking test, the researcher records the students' performance when they present their oral test; the students are requested to stand in front of the class to speak about the certain topic for 3 to 4 minutes as the speaking test. The result presents that 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. This is obvious that the vocabulary mastery plays an important role in speaking ability. Since the score obtained is high, it indicates that the students at MA NW Nurul Haromain , especially who have been as the subject of this research, have gained better achievement in speaking ability. Mastering vocabulary is one of the solutions for the learners to speak. Vocabulary mastery and speaking ability has close correlation each other since vocabulary is a branch of speaking skill. It is also a foundation to better speaking ability which has relationship to other language aspects.

**Keywords**: Vocabulary Mastery, Speaking Ability

## 1. INTRODUCTION

In daily life, people need language to communicate each other because life and language cannot be separated and the tool of communication is language.

According to warta (2014), the relation between life and language is so intense that every nation and ethnics have their own language and spoken by their native speakers; a study reports that the potential conflict among ethnics of different speakers is due to language use. It is argued that miscommunication leads to misunderstanding; and that misunderstanding is due to the lack of linguistic knowledge. Pandiya (2013) mentions what Glayds G Doty and Janet Ross (1973) stated that language is an instrument to understand the background of people, activities, and values.

From those statements, it can be concluded that understanding language can be saving us from the dangerous of the owner of language and the lack of linguistic knowledge is making up misunderstanding.

There are many kinds of language; one of them is spoken/speaking language. Speaking is one of important parts in teaching language because it includes one of four basic language skills. This research is focused on students' speaking skill which is influenced by their mastery of vocabulary. It is an attempt to identify the students' achievement in improving their speaking ability by using their vocabulary mastery. Friesin Fhonna (2014) states that although the students master some amount of vocabulary they cannot automatically use them in speaking. This is what needs to explained in details in order to find why the students cannot speak fluently although they have mastered some amount of vocabulary.

Based on the background of the research stated above, the researcher formulates the research questions; what is the extent of the relation between the students' vocabulary Mastery and Speaking Ability? How does the vocabulary mastery affect the students' communicative competence to speak fluently?

The purpose of this research is intended to measure the extent of the correlation between vocabulary mastery and the speaking ability of the students of MA NW Nurul Haromain; and describe how the mastery of the vocabulary mastery affects the students' communicative competence in speaking the English as the foreign language fluently.

Significance of the Research

(a) Theoretically-This research can be a reference for both teachers and researchers in studying the correlation between vocabulary mastery and speaking ability; and expected be an alternative for the English teachers in teaching vocabulary and or speaking by looking at the correlation between vocabulary mastery and speaking ability in view of communicative competence.

(b) Practically-The results of this research may offer some views for the English teachers on how to teach vocabulary and speaking by correlating between vocabulary mastery and speaking ability. In this way, teachers can design the planning for teaching vocabulary and speaking.

The researcher limits the subject and the object of this research. The subject is the students of MA NW Nurul Haromain; and the object is limited on the students' vocabulary mastery and their speaking ability.

## 2. REVIEW OF RELATED LITERATURE
**Vocabulary Mastery**

In our daily communication we need many words to be able understand our partner in doing communication; because knowing many words can minimize miscommunication, and misunderstanding. Kusumayati (2010) defines that vocabulary is the basic competence that must be reached by students in order to get the other competences like reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary. Meanwhile Alqahtani (2015) states that vocabulary is the total number of words that are needed to communicate ideas and express the speakers meaning. Then Budi (2010) also states that vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language. According to Hiebert and Kamil (2005), knowledge of words come in at least two forms, receptive—that which we can understand or recognize; and productive—the vocabulary we use when we write or speak.

According to Nihayah, Yukesty, and Pujiati (2013), learning vocabulary is important because it helps students in speaking, writing, reading and listening; while vocabulary mastery is important for language learners in learning the whole language. When learners try to develop their vocabulary mastery, their thinking and understanding of speaking will improve. Then, they can communicate effectively. Anisa (2009) adds that vocabulary mastery means an ability to use words in conducting communication, and students understand the set of words. According to Nihayah, Yukesty, and Pujiati (2013), vocabulary and mastery are parts of set in learning vocabulary, mastery is clearly shown by learners' ability in expressing vocabulary that known with understanding. It also shown by their ability of making sentences using vocabulary. Vocabulary mastery is purposed of learning vocabulary, because when learners mastery vocabulary they are able to use it in daily life. Quoting webster (2010), Kusumayati states that mastery refers to (1a) the authority of a master: dominion, (1b) the upper hand in contest or competition. It means the superiority or the ascendancy. Mastery also means (2a) possession or display or great skill or technique, (2b) skill or knowledge that makes one master of a subject comment.

Based on the views and discussions above, it can be concluded that vocabulary mastery is complete knowledge or complete skill that makes someone master in a certain subject. Knowing with understanding in expressing vocabulary, it can be called vocabulary mastery because vocabulary knowledge depends on the person motivation, desires, and need for the words. The effectiveness of communicative process is depending on the extent of mastering the vocabulary. It will be hard to master the language without mastering or understanding a certain number of vocabularies.

**Speaking Ability**

Speaking is one of important parts in teaching language because it includes one of four basic language skills. According to Tarigan

(in kusmaryati, 2009), speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. In addition, she also mentions what Lado (1961) points out that speaking ability is described as the ability to report acts or situation, in precise words, or  the ability to converse or to express a sequence of ideas fluently. Furthermore, Furqon (2013), defines that speaking ability is a communicative competence in expressing ideas by medium of spoken language; and then many experts believe that speaking is a media to interact with the surrounding people in terms of sharing ideas and releasing problems.

Bashir, Azim, and Dogar (2011) add that language learners need to recognize that speaking involves three areas of knowledge:

➢ Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation

➢ Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)

➢ Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom. in what circumstances, about what, and for what reason

Meanwhile Richards (2008) mentions the style of speaking in using of an important dimension of conversation that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness. In other hand, Torky (2006) states that the purpose of speaking can be either transactional or interactional. Analyzing speaking purposes more precisely, Torky (2006), quoting Kingen, combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

1. Personal - expressing personal feelings, opinions, beliefs and ideas.
2. Descriptive- describing someone or something, real or imagined.
3. Narrative-creating and telling stories or chronologically sequenced events.
4. Instructive-giving instructions or providing directions designed to produce an outcome.
5. Questioning-asking questions to obtain information.
6. Comparative-comparing two or more objects, people, ideas, or opinions to make judgments about them.
7. Imaginative-expressing mental images of people, places, events, and objects.
8. Predictive-predicting possible future events.
9. Interpretative-exploring meanings, creating hypothetical deductions, and considering inferences.
10. Persuasive-changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.
11. Explanatory-explaining, clarifying, and supporting ideas and opinions.
12. Informative-sharing information with others

From quoting and discussions above, it can be concluded that Speaking is an interactive process between speaker and listener in doing communication; then the speaker should be pay attention on the listener situation in order to avoid misunderstanding. Meanwhile the purpose of speaking is to express, explain, clarify, and support ideas and opinions to the listener; and good communication in expressing ideas by using spoken language can be called speaking ability.

## 3. RESEARCH METHOD

Research methods in education are often divided into two main types: quantitative and qualitative methods. According to Arikunto (2010), quantitative research is kinds of research that uses number in process of collecting data, analysis data, and in presenting the result of the research.

In this research, the researcher uses descriptive quantitative research. This research is aimed to measure the correlation between vocabulary mastery and the speaking ability. In this case, the effect of vocabulary mastery on speaking ability is seen as a cause and effect. Furthermore, this research is also intended to look further at how the vocabulary mastery affects the students' speaking ability.  Based on these facts, this research is categorized into descriptive research.

**Method of Collecting Data**

In collecting the data, the researcher uses a descriptive quantitative research because the data are taken from numeral or students' scores. The data of this research is collected though tests. There are 2 types of tests that will be given to measure the students' ability in mastering vocabulary and the speaking ability. Vocabulary test includes translating words (both into Indonesian and into English), and matching items. In doing speaking test, the researcher records the students' performance when they present their oral test. Furthermore, the students are requested to stand in front of the class to speak about the certain topic for 3 to 4 minutes as the speaking test.

The steps that followed by the researcher in collecting the data:

 a. The researcher gives each student the question and answer sheets.

b. The researcher instructs to the students to write their identity completely.

c. The researcher gives ninety minutes to answer vocabulary test, and 3-4 minutes for speaking test.

d. Finally, the researcher continues to analyze the students' result base on students' scores of vocabulary mastery test and speaking ability test.

**On Scoring Students' Oral Performance, The Researcher Uses Rating Scale As Follows:**

| Rating | Oral Performance |
|---|---|
| | **Fluency (psychological aspects)** |
| 6 | Very fluent and close to native English speaker |
| 5 | Very fluent but sometimes makes mistakes |
| 4 | Fluent but often with hesitant and some mistakes |
| 3 | Slow but the points are understandable |
| 2 | Slow and the points are not clear |
| 1 | Very slow and full of hesitant |
| 0 | Very slow and the words chosen are wrong |
| | **Vocabulary (aspects of vocabulary)** |
| 6 | Using every word without difficulty |
| 5 | Using most words without difficulty |
| 4 | Using most words but with a little difficulty |
| 3 | Frequent use of wrong words |
| 2 | Very frequent use of vocabulary and difficult to understand |
| 1 | Very limited use words that makes speaking difficult to understand |
| 0 | Saying not more than 3 words |
| | **WORD UTTERED (aspects of ideas and vocabulary mastery)** |
| 6 | 300 words or more in 3 minutes |
| 5 | 250 to 299 words in 3 minutes |
| 4 | 200 to 249 words in 3 minutes |
| 3 | 150 to 199 words in 3 minutes |
| 2 | 100 to 149 words in 3 minutes |
| 1 | 50 to 99 words in 3 minutes |
| 0 | 0 to 49 words in 3 minutes |

Method of Analyzing Data

Technique of data analysis used in this study is descriptive qualitative researcher, so in analyzing the data in this research the research uses descriptive analysis. To obtain the information concerning the students' vocabulary mastery and speaking ability, the research formulates the table of correlation as follows:

Levels of Correlation between Vocabulary Mastery and Speaking Ability:

| No. | Differences between (VM SA or SA-VM) | Levels of Correlation | Note |
|---|---|---|---|
| 1 | If VM-SA or SA-VM is -5 up to +5 points | Highly Correlated | HC |
| 2 | If VM-SA or SA-VM is -6 up to +10 points | Averagely Correlated | AC |
| 3 | If VM-SA or SA-VM is -11 up to +15 points | Low Correlated | LC |
| 4 | If VM-SA or SA-VM is -16 up to +20 point | Not Correlated | NC |

After knowing the students' scores, the researcher measures the extent of the correlation between the students' vocabulary mastery and speaking ability and tries to describe how the vocabulary mastery affect the speaking ability.

**4. RESULT AND DISCUSSION**

In this part, the researcher present about the answer of the problems which have been stated on the research questions that were what

is the extent of relation between the students' vocabulary mastery and speaking ability? And how does vocabulary mastery affect the students' communicative competence to speak fluently?

## The Relation between the Students' Vocabulary Mastery and Speaking Ability

The relation between the students' vocabulary mastery and speaking ability of MA NW Nurul Haromain was calculated. To find out the correlation between these two variables, the researcher calculated the scores of vocabulary mastery test and speaking ability test. The result of both tests is shown in the following table:

Table: Mastering Vocabulary (VM) Score and Speaking Ability (SA) Score

| No | Name | Score of VM | Score of SA | Differences | Classifi Cation |
|----|------|-------------|-------------|-------------|-----------------|
| 1 | ABG | 91 | 80 | -10 | Averagely Correlated |
| 2 | AMD | 77 | 80 | 3 | Highly Correlated |
| 3 | ANT | 88 | 90 | 2 | Highly Correlated |
| 4 | ANN | 80 | 90 | 10 | Highly Correlated |
| 5 | ALP | 93 | 80 | -13 | Low Correlated |
| 6 | BRH | 70 | 80 | 10 | Highly Correlated |
| 7 | ERN | 92 | 90 | -2 | Averagely Correlated |
| 8 | ELM | 92 | 90 | -2 | Averagely Correlated |
| 9 | FTR | 83 | 80 | -3 | Averagely Correlated |
| 10 | HLM | 89 | 90 | 1 | Highly Correlated |
| 11 | HRN | 52 | 70 | 18 | Averagely Correlated |
| 12 | JLN | 77 | 70 | -7 | Averagely Correlated |
| 13 | SLH | 74 | 70 | -4 | Averagely Correlated |
| 14 | MHM | 84 | 90 | 6 | Averagely Correlated |
| 15 | MHD | 95 | 90 | -5 | Averagely Correlated |
| 16 | NRS | 89 | 90 | 1 | Highly Correlated |
| 17 | MLN | 85 | 90 | 5 | Highly Correlated |
| 18 | NRG | 85 | 90 | 5 | Highly Correlated |
| 19 | NRL | 80 | 80 | 0 | Highly Correlated |
| 20 | NRH | 75 | 80 | 5 | Highly Correlated |

Based on scores above, the classification for the students' vocabulary mastery and speaking ability were 10 students who included to highly correlated. Furthermore, there were 9 students included to averagely correlated and 1 student was included to low correlated. Moreover, there 0 student included to not correlated.

Table: The Number of Students' Classification

| Number | Difference | Classification |
|--------|------------|----------------|
| 10 | 2 up to 10 | Highly Correlated |
| 9 | -2 up to -10 | Averagely Correlated |
| 1 | -3 | Low Correlated |
| 0 | - | Not Correlated |

Based on the explanation above, the relation between vocabulary mastery and speaking ability for MA NW Nurul Haromain is categorized into highly correlated.

## Vocabulary Mastery Affect the Students' Communicative Competence to speak fluently

As has been mentioned previously, vocabulary divided into two types: active and passive vocabulary. And another expert also defines that knowledge of words come in at least two forms, receptive-that which we can understand or recognize: and productive-the vocabulary we use when we write or speak. Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is the vocabulary that the learners recognize when they see or meet in reading text but do not use in speaking and writing. Meanwhile productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. There for, productive vocabulary can be seen as an active process, because the learners can produce words to express their thoughts to others. Further, receptive vocabulary is word that learners get by comprehending and expressive vocabulary is

producing words from the words that learners have learned.

Looking at explanation about, mastering vocabulary is one of the solutions for the learners to speak. Vocabulary mastery and speaking ability has close correlation each other since vocabulary is a branch of speaking skill. It is also a foundation to better speaking ability which has relationship to other language aspects. Such as spelling, pronunciation, structure, and many others. It is therefore essential for students to master vocabulary in order to acquire any language skill proficiently. In communication, the most important items that have to be mastered by English language learners are vocabularies, because they will not be able to state their ideas with limited vocabularies .it can be seen from the date that has found by the researcher. Based on the date description above, it can be assumed that there is a close correlation between mastering vocabulary and speaking ability.

MA NW Nurul Haromain is one of favorite boarding school in west Lombok which has many supporting facilities, such as, student's dormitory (for male and female students), prayer room, library, laboratory and canteen. Beside those facilities, both students and teachers build a good interaction to succeed teaching and learning process. The teachers used various materials and media in teaching English as well as changeable teaching methods in order to engage students' attention.

The result also presents that 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. This is obvious that the vocabulary mastery plays an important role in speaking ability. Since the score obtained is high, it indicates that the students at MA NW Nurul Haromain, especially who have been as the subject of this research, have gained better achievement in speaking ability.

## 5. CONCLUSION

Speaking is essential in all areas of life. Focusing on speaking context, it cannot be separated from the vocabulary mastery as it links each other to produce better comprehension while communication occurs.

Based on the data analysis it can be concluded that the students at MA NW Haromain has qualified ability in speaking since they master various vocabularies. The result also indicates that the students attained better achievement due to they are able to convey the ideas, thoughts and feelings well. However, it needs some more practices to maintain the ability they have to avoid misunderstanding and unconfident.

After collecting the data, the researcher found that the students' speaking ability is much influenced by their vocabulary mastery; the vocabulary mastery plays an important role in speaking ability. The result also presents that there is strong correlation between students' vocabulary mastery and speaking ability.

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