

**THE CORRELATION BETWEEN VOCABULARY MASTERY AND
SPEAKING ABILITY OF EIGHT GRADE STUDENTS OF MTs NEGERI
7 KEDIRI**

THESIS

**Presented to
State Islamic Institute of Kediri
in Partial to Fulfillment of the Requirements
for Degree of *Sarjana* in English Language Education**



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2019

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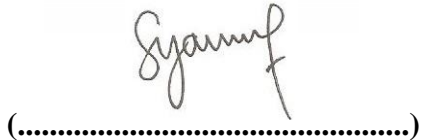


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Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Satu (S-1).

Bersama ini terlampir satu berkas naskah skripsinya dengan harapan dalam waktu yang telah ditentukan dapat diajukan dalam sidang munaqosah.

Demikian agar maklum dan atas kesediaan Bapak, kami ucapkan terimakasih.

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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntutan yang diberikan dalam siding munaqosah yang dilaksanakan pada tanggal 30 Mei 2019 kami dapat menerima dan menyetujui hasil perbaikannya.

Demikian agar maklum adanya.

Wassalamu'alaikum Wr.Wb

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MOTTO

مَثَلُ الْفَرِيقَيْنِ كَالْأَعْمَىٰ وَالْأَصْمَىٰ وَالْبَصِيرِ وَالسَّمِيعِ ۚ هَلْ يَسْتَوِيَانِ مَثَلًا ۗ أَفَلَا تَذَكَّرُونَ

The similitude of the two parties is as the blind and the deaf and the seer and the hearer. Are they equal in similitude? Will ye not then be admonished?

(al-Hud :24)¹

¹ Abdullah Yusuf Ali, *The Holly Qur'an*, (Islamic Propagation Centre International, 1993)

DEDICATION

This thesis is dedicated to:

Education system, especially of Indonesia

My beloved mother (Ikfi Khoiro Ulit Taufiqoh) and father (Khoirudin), my two younger sisters (Fudhla and Salma) and my little brother (Nehru), thanks for your pray, patience, and care.

My advisors, Chottibul Umam.M.Pd. and Dr. H.Burhanudin Sayifullah.M.Ed

Thanks for your criticism and suggestion.

Thanks to all my lectures in STAIN Kediri who had taught me during the study in the Faculty of Education.

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Firstly, praise be to Allah, the Almighty, the merciful and beneficial who has blessed me, so that I can finish this thesis. Shalawat and salam always be upon to my prophet Muhammad SAW.

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1. Dr. Nur Chamid, M.M, the chief of IAIN Kediri
2. Chottibul Umam.M.Pd. and Dr. H.Burhanudin Sayifullah.M.Ed, as my advisors, who have guided me and advised me during the process of my thesis
3. The eleventh graders of MTs Negeri 7 kediri academic year 2018/2019 who has helped me to collect my thesis data
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5. My beloved parents, sisters and all relations thank you so much for your support.

Additionally, my appreciation goes to all my friends, senior, and everyone whom I can not entirely.

Finally, I truly realize that this thesis is still being perfect. Thus I will always appreciate for the constructive criticism and suggestion from the readers. Hopefully, this study can give valuable contribution to education system.

Kediri, May 9th, 2019

Liwaul Hamdi Husnul Maab

ABSTRACT

Hamdi Husnul Maab, Liwaul. 2019. *The Correlation Between Vocabulary Mastery and Speaking Ability*. Thesis, Tarbiyah, English Department, State Islami Institute of Kediri, Advisors (1) Choribul Umam.M.Pd. (2) H. Burhanudin Syaifulah.M.Ed.

Keyword : Correlation, Vocabulary and Speaking

This study aims to measure the correlation between mastery of vocabulary and speaking of eight grade student at MTs Negeri 7 Kediri. This type of research is a quantitative approve to find out reasearch problem. The subject of this study were all eight grade students in language lass at MTs Negeri 7 Kediri and the number of subject was 36 students.

In this study the author uses quantitave methode design to correlate two variable, namely vocabulary mastery (variable X) and speaking ability (variable Y). In olleting data, the author uses two test namely vocabulary test and speaking test. The auhor analyses the data using Pearson Product Moment Correlation with the calculation of SPSS 22 Program to test hypotheses.. this methode uses quantitative research.

The result of the analysis using calculatian using the SPSS 22 program reveals that test significance at 0.40-0.599. Since the significant value was smaller than 5%, statistically there was enough evidence to accept H_a , then H_0 was rejected. It means that the students who were taught by vocabuary test and speaking.

TABLE OF CONTENTS

THESIS	i
APPROVAL PAGE	ii
RATIFICATION SHEET	iii
NOTA KONSULTAN	v
NOTA PEMBIMBING	vi
MOTTO.....	vii
ACKNOWLEDGEMENTS	ix
ABSTRACT	x
TABLE OF CONTENTS.....	xi
CHAPTER I	1
INTRODUCTION.....	1
A. Background of the Study	1
B. Formulation of Research Problem.....	3
C. Research Objective.....	4
D. Research Hypothesis	4
E. The Significance of the study.....	4
F. The Scope and Limitation of the Study.....	5
G. Definition of Key Terms	5
CHAPTER II.....	7
A. Vocabulary	7
B. Speaking	13
C. The Correlation between vocabulary mastery and speaking ability.....	15
CHAPTER III.....	17
RESEARCH METHOD	17
A. Research Design	17
B. Population and Sample.....	17

C. Instrument of the Study	18
D. Data Collection.....	21
E. Data Analysis	22
CHAPTER IV	24
FINDINGS AND DISCUSSION	24
A. Findings	24
B. Discussion	29
BIBLIOGRAPHY	34
APPENDIXES	

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research problem and the objective of the study. This chapter also includes the hypothesis, the significance of the study, the scope and limitation, and the definition of key terms.

A. Background of the Study

Language is a means of communication which is used by humans to communicate and interact with each other. Using language, people could express their ideas and emotions. In human lifetime, language has a significant role so that learning a language becomes a crucial thing for non-English spoken people to do especially English as an international language.

In Indonesia, English is the first foreign language that is learned in every schools. It is the language used by almost every country in the world. Learning who realize the importance of this international language. Because of its importance, English becomes a compulsory subject in schools starting at junior high school. In this era, there some places starting to learning English even from elementary school.

Richards and Willy (2002:p201) stated that speaking is used for many different purposes. When we used casual conversation, for instance, to made social contact with people, and find some information. When we take part in discussion with someone on the other hand, the purpose maybe to seek or to express opinion, to persuade some about something or to clarify information.

In some situations, we use speaking to give instructions or to get things done. We may use speaking to describe things, to complain about people behaviour, to make polite request, or to entertain people with jokes and anecdotes. Because there are many purposes and functions of speaking, for some people, speaking is always viewed as the skill that shows the mastery of English language. So that if the students are able to speak English fluently and properly, actually, it becomes their advantage because they are going to be able to engage in many international activities or open the window of the world. Furthermore, a large percentage of the world's language learners study English in order to develop proficiency in speaking.

Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, the researcher needs to apply the language in real communication. According to Gert and Hans (2008:207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Brown and Yule (1999:14) stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say. Rebecca (2006:144) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.

Speaking consisted of procedure general to convey meaning. Speaking is an interaction with other person and processing information. So, the students

must have a lot of vocabulary to speak fluently, especially for those in MTs Negeri 7 Kediri where the research takes place. Some students in that school stay in Islamic Boarding School and others stay at home. The research about their speaking ability in daily activity, because some the student stays in Islamic Boarding School from 36 students learns English especially in speaking to memorizing vocabularies. The student still low in speaking ability.

Vocabulary is important in learning a foreign language. It is one element that links the four of listening, speaking, reading and writing altogether. In order to communicate well in a foreign language, students would acquire a sufficient number of words and know how to use item accurately.

Based on the background above, the researcher is interested in searching the correlation between students' vocabulary mastery and their speaking ability. This research is done for the intention of exploring how significant the vocabulary mastery and speaking ability of the students especially speaking ability. Accordingly, the research is entitled "***THE CORRELATION BETWEEN STUDENT'S VOCABULARY MASTERY AND SPEAKING ABILITY OF EIGHT GRADE STUDENTS OF MTS NEGERI 7 KEDIRI***"

B. Formulation of Research Problem

Based on the background of the study, the problem is formulated as follow:

Is there any correlation between vocabulary mastery and speaking ability of eight grade students of MTs Negeri 7 Kediri?

C. Research Objective

Regarding to the research problems stated above, this study is intended to know the correlation between vocabulary mastery and speaking ability of eight grade students of MTs Negeri 7 Kediri.

D. Research Hypothesis

Hypothesis is statement about relationship between two or more variables that are being studied. Based on the research problem and the research objective in this study, the for thesis is formulated as follow

1. The null hypothesis (H_0) There is no between vocabulary mastery and their speaking ability.
2. The alternative hypothesis (H_a) There is between vocabulary mastery and their speaking ability.

E. The Significance of the study

The result of this study will be beneficial such as providing additional knowledge about vocabulary and speaking ability study to English teachers, students, and future researchers.

1. The English teachers

The result of this research will be useful as a reflection in order to increase and develop their method in teaching vocabulary relating to its importance in their speaking ability.

2. Students

The finding of the research will motivate them to practice vocabulary by speaking activity more than they did before. It also will encourage them to

learn English by improving their vocabulary mastery through some fun ways. In addition, by improving their vocabulary mastery, they will be able to increase their speaking ability.

3. The future researcher

The researcher hopes that the research will be useful for the future researcher, as the reference to make a further research. It is expected to future researcher, to conduct the same research on wider area. So, it will be more advantageous and beneficial to the development of English education.

F. The Scope and Limitation of the Study

The scope of this study is correlation between vocabulary mastery and speaking ability of eight grade students of MTs Negeri 7 Kediri. The researcher investigated students in their daily activities. The number of students is 36 to receive the vocabulary test and speaking test. The subjects of the study are eight graders of MTs Negeri 7 Kediri.

G. Definition of Key Terms

1. Correlation

Correlation is a connection between two or more things, often one in which one of them causes or influences the other. In this study, the objects being correlated are students' vocabulary mastery and speaking ability whether or not their mastery in vocabulary will give a significant influence to their speaking ability is finding out after the data as well as the result are obtained.

2. Vocabulary Mastery

According to Hatch and Brown (1995, p1), the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. Since vocabulary is a list, the only system involved is that alphabetical order. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. It needs the process of learning in context to get the meaning of words as stated by Allen French (1983, p4).

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown:1994 ; Burns & Joyce:1997 as stated in Florez:1999).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the researcher reviews the literature about definition of vocabulary, academic vocabulary, academic vocabulary mastery, definition speaking ability, and the aims of speaking.

A. Vocabulary

In order to live in the world, we must name the things in and on it. Names are essential for the construction of reality. Without a name it is absolutely difficult to accept the existence of an object, an event, a feeling, an emotion, etc. By assigning names we impose a pattern and a meaning which allow us to manipulate the world.

When students recognize a great number of names whether the names of noun, adjective, adverb, pronoun, verb, etc., they might be familiar with or know many words. A set of words known by a person or other entity is usually defined as Vocabulary.

Vocabulary plays an important role in improving our skills in English. It is a core component of language as well as source or base when students speak English language. As Jack C. Richards and Willy A. Renandya (2002) stated that Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means that, as have already known, without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making

use of language learning opportunities around them such as English club, discussion, reading English novel, reading English newspaper, listening to radio etc.

1. Definitions of Vocabulary

There are some definitions of Vocabulary. AS Hornby in “Oxford Advanced Learner’s Dictionary of Current English” states that vocabulary is: a) total number of words which (with rules for combining them) make up a language, or b) (range of) words known to, or used by, a person, in a trade, profession. Hornby (1987, p959).

Another dictionary, Webster’s New World College Dictionary (2002:p1600), defines vocabulary as a list of words and, often, phrases, abbreviations, inflectional forms, etc., usually arranged in alphabetical order and defined or otherwise identified, as in a dictionary or glossary. In addition, according to Penny Ur, vocabulary (1996, p60) can be defined roughly as the words we teach in foreign language.

Based on the definition above, the writer defines and limits vocabulary as a collection of words, terms, and phrases which is arranged and explained to make up the meaningful language used by a person in expressing ideas, delivering speech, and describing things or people.

2. Kinds of Vocabulary

According to Paul Nation (1994, p3) for the premise, vocabulary can be partitioned into two types: high frequency and low frequency. High repetition vocabulary consists of words that are used unusually in ordinary dialects used in all four talents and in the overall conditions of use. It consists of most English function words and the most important substance words. High repetition vocabulary consists of 2000 word families, of which about 87% of words run in formally compiled content and more than 95% of the words in the content are commonly discussed.

The Low Frequency Vocabulary, on the other hand, covers only small proportion of the running words of a continuous text. It means that low frequency vocabulary is rarely used in a common activity of English language. This group includes well over 100.000 word families.

Besides, Evelyn Hatch and Cheryl Brown (1995, p30) partition vocabulary into a dynamic and separate vocabulary. Dynamic vocabulary is learned by students, can articulate accurately, and utilize it appropriately in speaking and composing. Meanwhile, separate vocabulary is words that are understood by students and get them when they occur in a new thing, but they cannot make them themselves accurately.

I.S.P. Nation (1990, p6) recognize vocabulary to expand vocabulary and arrange vocabulary. Extending the lexicon implies

bringing students to words that are not used and hence initiating their learning. Building vocabulary implies building reinforcing this introductory information, empowering certain words of information to make and expand.

3. Vocabulary Achievement

From time to time, learners in schools try and practice English to get wider range of vocabulary. By having wider range of vocabulary in their mind it can help them to communicate in English better. Bachman defined the vocabulary ability includes both knowledge of language and the ability to put language in context. According John Read (2000, p28) Thus, its three components are as follows :

1. The context of vocabulary use
2. Vocabulary knowledge and fundamental processes
3. Metacognitive strategies for vocabulary use

In the correlation between vocabulary and speaking, according to Robert Lado, a 2000-word vocabulary represented the opinion of these leaders as to the size of a minimum vocabulary for speaking. In line with Robert Lado, Norbert Schmitt (2000, p1425) stated :

A vocabulary of 2000 words would be realistic goal as found people (Australian in their study) regularly use about this many different words in their daily conversation. Of course, this will not enable a conversation on every topic, and certainly not an in-depth conversation on most topics. But it should still allow satisfying interaction with native speakers on topic focusing on everyday events and activities.

In fact, 2000 words seem to be the most commonly cited initial goal for learners. In addition, to allow basic conversation this number of words is seen as providing a solid basis for moving into more advanced study.

4. Ways of Presenting New Vocabulary

John Haycraft (1986, p2) stated that accessing large vocabulary is not an easy job. However, accessing is unavoidable when we learn English dialects. We have realized that it is difficult to be out of doubt or memorize modern words but it is very easy to ignore them. When we memorize a new word once to four times, it will not ensure that the word will be embedded into our intelligence. So, as a rule, it takes some strange ways to display modern vocabulary. Here are some of them.

a. In Context

If the word occurs in a text or passage, the meaning can often be deduced when the other words in the sentence are already known.

This deductive process applies particularly to the use of reading passage or stories, whether taped, read or told;

b. Outside the Classroom

Taking the students out of the class room and introducing words for things seen in a shop window, or in the street is also a good way to a teacher in teaching vocabulary in a living context.

c. Drawing

A teacher can represent simple objects on the board. If he draws badly, a guessing game ensures to determine what he actually has drawn.

d. Mime

This is particularly useful for actions: 'eating', 'drinking', 'tripping up', etc. It can also involve the objects connected with these verbs: 'drinking coffee', eating sandwich.

e. Flash cards / Pictures

The existence of a wide assortment of magazines and illustrated advertisements means that pictures can be easily found for special vocabulary areas such as kitchen, clothes, cars, interiors, and so on. The pictures or cuttings can be pasted on to a piece of cardboard to make a flash-card

f. Wall Charts

These are valuable because they also present vocabulary in a visual context, as long as they are clearly visible.

g. Create a context

Norbert Schmitt (2000, p142) stated the only way to teach the meaning of many abstract words is by creating a context or situation from which the students can then deduce the meaning. From all the ways or techniques above the writer could not agree more to Norbert Schmitt who stated that there is no "right" or "best" way to teach Vocabulary. The best practice in any situation

will depend on the type of student, the words that are targeted, the school system and curriculum, and many other factors.

B. Speaking

When a student learns English language, it cannot be perfect without learning speaking skill. To get the ability in speaking, it is not as simple as learning other skills in English. It takes a long period and needs consistency to practice it. In fact, some students have got the English lesson during education in formal institution for some years. However, their tongue is still having rigid in conveying argumentation or information in English orally. Why does it happen? It is because speaking is dealing with many things, it is thinking of what one wishes to say, choosing the right words from our vocabulary, putting the words in the proper grammatical framework, communicating the feelings we have, and so on. Speaking when it is seen from its process systematically is also a complicated one. There are some organs that continuously support it so that some voices produce. The producing voice is through the use of the vocal cords and vocal apparatus to create a linguistic act designed to convey information. Sandra Cornbleet (p17) stated when we speak, a great deal more than just mouth is involved: the nose, pharynx, epiglottis, trachea, lungs and more. Such a highly complex and sophisticated mechanism produces a vast range of highly-controlled sound and air combinations which result in speech. But, one thing that we need to know, speaking is not just about making sounds. Birds,

animals, babies, make sound and, though it may be communication of sorts, it is not speaking.

1. Definitions of Speaking

According to Dictionary Noah Webster, speaking has some definitions:

- a. To tell, to say, to make known or as by speaking; to declare ; to announce;
- b. To proclaim; to celebrate;
- c. To use or be able to use (a given language) in speaking
- d. To address

In addition, Hornby stated that speaking is making use of language in an ordinary, not singing, voice. From the definitions that are taken from some dictionaries, Sandra Cornbleet (p18) and Ronald Carter (New York; Routledge, p18) gives opinion as follows:

It is little more than a list of synonyms, and more debatable at that! Does it really tell us what speaking is ? We can 'utter words'- for example, 'fish', 'avenue', 'definite', - but that is not really speaking. We can add grammar- to use world famous linguist Noam Chomsky's much quoted example 'Colourless green ideas sleep furiously'- but it is still is not speaking. We can attempt a closer definition by saying that speaking is combining sounds in a recognized and systematic way, according to language-specific principles, to form meaningful utterances.

2. The Aims of Speaking

In our real life, we easily see that everybody moves to do their activities to get what they want and need. Some of them

go to office to work. Students go to school to study hard because they want to pass the examination. A child acts politely and warmly because he wants to get a prize from his father. A mother treats her child mercifully because she wants him to grow up and become a wise man. In short, everybody has some purposes when he or she does an activity or when people do something, they have some aims with it. It also happens when someone speaks to others. He or she has aims. These aims are relatively intended to get easy in communication because the easiest way of communication is by speaking. Here are some opinions about the aims of speaking.

C. The Correlation between vocabulary mastery and speaking ability

Vocabulary mastery and speaking ability have close correlation each other since vocabulary is a branch of speaking skill. It is also a foundation better speaking aspect, such as spelling, pronunciation, structure and many others. It is therefore essential for student to master vocabulary in order to acquire any language skills proficiently.

Al-Kufaisi (1988, p42) stated that in communication, the most important thing that English dialect students must face is vocabulary, because they will limit vocabulary. According to Rahmi Fhonna (2014), it really has become a major problem in talking or associating with other people, for example, how to

deliver news or broadcasts on radio, TV, and other media if they limit their vocabulary. "

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

CHAPTER III

RESEARCH METHOD

This chapter presents the research method used in this study. It comprises research design, population and sample, research instrument, validity and reliability testing, data collection method, and data analysis.

A. Research Design

This research uses the quantitative method, with the analysis of Product Moment according to Karl Pearson. Prof. Drs. Anas Sudijono (2008, p177-178) It is usually used to correlate two variables based on its correlation coefficient value. It is useful to describe and find out the significance of the correlation between those two variables, variable X and variable Y. The first variable is the students Vocabulary Mastery score which is taken by test vocabularies that they know from the test given; it is considered as independent variable (variable X). The second variable is their Speaking ability test which is taken from their speaking daily activities, we considered it as dependent variable (variable Y).

B. Population and Sample

The population of this study is student MTs Negeri 7 kediri. The sample for this research 36 students or only one class to take it in class eight grader at MTs Negeri 7 kediri. Location of the Research

Determining a research location is important in conducting a research. The location where the research conducted is MTs Negeri 7 Kediri. It is located at Kencong village.

C. Instrument of the Study

In this study, the writer uses one instrument to gain the data. The instrument is test. The test is used to get the data of the correlation between vocabulary mastery and speaking ability. Test is a set of tool or a procedure in order to gain the data from the subject of the study. In this study, the test consists of vocabulary and speaking ability.

A. Vocabulary test

This test, the researcher uses multiple choice tests there are 28 questions and match test there are 28 questions. Paul Nation (1994) stated that They are criteria a good vocabulary exercises :

- a. Focuses on useful words, in daily activities
- b. Focuses on a useful aspect of learning burden. It has a useful learning goal.

B. Speaking ability test

This test, by speech students' participation was judged by the post-test. Meanwhile, in order to gain qualified data, the data were collected by using telling story from daily activity. From this test it was discovered that 36 students participated in the teaching learning process.

According to David P. Harris (2011, p27), the students' speaking performances were assessed using a scoring rubric. The rubric is shown in the following table.

Table 3.1 The Speaking Assessment Rubric

No	Criteria	Rating Scores	Description
1	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.

3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although

			occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
		1	Cannot be said to understand even simple conversation.

This test is done in the classroom and there is an English teacher. This test is carried out in turns by going forward one by one with the themes of several themes that have been prepared by the researchers and they have chosen the theme

D. Data Collection

1. Vocabulary Test

The researcher prepare the task paper for students. The research uses multiple choice test there are 20 questions and match test there are 22 questions. He takes 36 students. The researcher prepares 42 questions. The students do this task 75 minutes. Then collecting the task to the researcher.

2. Speaking Test

The researcher prepare the short story of daily activities. The researcher gives 3 choices to tell about daily activities to tell the story in

front of the researcher and my friend. So there are 2 examiners by the score given from the researcher. The students talk about daily activities one by one to do it. They are given time for activity the story only 3 minutes after next to other student.

E. Data Analysis

The researcher conduct the research from vocabulary mastery by collecting the task given in the class and give the result to know who get the better vocabulary mastery.

An item is considered had a good difficulty level if it is not too easy or too difficult for students, so they can answer the items. If the test contains many items, which are too easy and too difficult, it cannot be judged as a good test. So, every item should be analyzed first before it is used in a test. The index of difficulty (P) is generally expressing the fraction or percentage of the students who answer the items correctly. It is calculated by using the following formula (Soenardi, 2006).

Table 3.4 Index of Discriminating Power

Interval	Criteria
0,00 - 0,20	Poor
0,21 - 0,40	Satisfactory
0,41 - 0,70	Good
0,71 - 1	Excellent

The valid items are items number 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16, 18, 22, 23, 24, 26, 27, 28, 29, 30, 31, 33, 35, 37, 39, 40 and 41.

For items 4, 13, 15, 17, 19, 20, 21, 25, 32, 34, 36, 38 and 42 are not valid.

Frankel & Wallen (2012, p343) stated that The Analyst employer factual investigation to produce the results of the investigation. Analysts to know the relationship of both factors. When the are connected factors, a relationship coefficient will be delivered.

The researcher computes both of score of the tests with statistical formula. The formula used in the research is product moment coefficient of correlation developed by Karl Pearson and Called Pearson r . the researcher uses this formula because the variables are continuous and have an interval. The data in this research will be analysed by using SPSS 22 to get validity and reliability test.

To interpret the index scores of "r" correlation, product moment (r_{xy}) usually used the interpretation such as bellow (Sugiyono:2011) :

Table 3.5 Score of Product

The score of "r" product moment (r_{xy})	Interpretation
0.00 – 0.199	There is a correlation between X and Y, but the correlation is very weak or little. So it is considered no significant correlation in this rating.
0.20 – 0,399	There is a correlation between X and Y, but it is weak or little
0.40 – 0.599	There is a correlation between X and Y. The value is medium.
0.60 – 0.799	There is high correlation between X and Y.
0.80 – 1.000	There is a very high correlation between X and Y.