

**THE CORRELATION BETWEEN STUDENTS' VOCABULARY AND
GRAMMAR MASTERY TOWARDS THEIR ABILITY IN SPEAKING**

SKRIPSI

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By

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ABSTRACT

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This research was aimed to find out the correlation between students’ vocabulary and grammar mastery towards their ability in speaking an interview about students’ experience. The hypothesis of this research was that if there was a significant correlation between students’ vocabulary and grammar mastery towards their ability in speaking an interview students’ experience.

The number of population was 40 students. There were distributed into two classes, IX TPIK and IX TKR. The reseacher took all population became the sample by using total sampling technique, so the number of sample is 40 students. The reseacher gathered the data by using vocabulary test, grammar test, and speaking test an interview students’ experience. To analyze the data the researcher used the Person Product Moment Formula and Multiple Correlation Formula.

After analyzing the data, The value of coefficient correlation between students’ vocabulary and speaking ability by interviewing students’ experience was 78,6 %The value of coefficient correlation betweenstudents’ grammar mastery and speaking ability by interviewing students’ experience was 66,2 % The value of coefficient correlation between students’ vocabulary and grammar mastery towards their ability in speaking by interviewing students’ experience was 83,3 %

Therefore, the relationship between three variables, between students’ vocabulary and grammar mastery towards their ability in speaking an interview students’ experience was significant. it means that the alternative hypothesis stating “ there is a significant correlation between students’ vocabulary and grammar mastery towards their ability in speaking by interviewing student’s experience” was accepted. Learning from the result, there was a significant correlation between student’s vocabulary and grammar mastery towards’ their ability in speaking by interviewing students’ experience.

Keyword : Speaking, students’ vocabulary and grammar mastery

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The researcher

Sella Yulanda

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CHAPTER I

INTRODUCTION

A. The Background of The Study

English is one of the languages in the world used by many people in lot of countries. It is also recognized as the main language for communication with other people from different countries and cultures. Due to the importance of English as an international language, many people try to learn and master it as soon as possible so that they will not find any difficulties in communicating with others especially coming from abroad and English is taught to the young learners (children) early age in indonesia and almost all over the world. In Indonesia, English has been taught to young learners at elementary school until university. Nattanael and Roswita(2014 : 1), add that in learning English the students should master four skills, they are listening, speaking, reading and writing.

Teaching speaking is a second language that is not easy. It needs hardwork and a long process at least there are five components in speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension. Vocabulary and grammar are included in components of speaking. Speaking is a productive skill of language learning. It involves communicative performance and other important elements, such as pronunciation, intonation, grammar, vocabulary and etc. They should be taught in any language learning to make the learners be able to use the target language to communicate.

According to Cameron (2001:4) speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event.

Grammar has its own important role in English. It is one of the language components that students should be familiar with. They are expected to write good grammatical sentences or to speak grammatically to express their ideas. According to Huddleston and Pullum cited in Septiani (2014 : 6), grammar deals with the form of sentences and smaller units such as clauses, phrases, and words. If students are not good in grammar, they will get difficulties in those language skills especially in spoken form. In grammar, there are many kinds of materials, for example: simple past, past future, present continuous, gerund, question tag and so on. In this case, the researcher chose simple past as her material. Based on the researcher's experience, there are still many errors in grammar on the students's tasks. The students have not been able to arrange the grammatical sentences perfectly.

Moreover, vocabulary is one of the language components that the students should master. It is impossible to master English well without vocabulary. It is also stated by Hattati(2015:2) that by having an adequate mastery of vocabulary, students can learn language easier. The students will be easier to speak or write if they have many vocabularies but based on the data that I got in SMK BAHARI HANG TUAH MEDAN, even though the students have mastered 80 percent vocabularies, they can not speak well, they are still afraid to express their ideas, they still have lack of confidence to stand in front of the class. The method of the teachers are still

conventional method, it made them bored to study English and lack of confidence because they never practice to stand in front of the class.

Based on the government K-13 curriculum, the students must be able to achieve speaking goals. The government curriculum has made the regulation for all of teachers, the students must be able to get 75 score in speaking, but in reality, the students still can not achieve the speaking score, they still got low scores, they are less than 75. Why did the government make this regulation ? because our country, Indonesia has face MEA, Asean economic society, so the students must master speaking skills in order to they can join to face MEA itself. As far as we know that the students in vocational school are ready to get a job after they graduate, so the goverment really suggested the teachers to increase their speaking ability in order to they can get a job easily in MEA era. And the researcher found the problems in her experience in one of schools. The problems of speaking are the limited of vocabulary that the students have and also the students didn't understand about grammar, that's why the students still got low score in speaking.

So based on the phenomena above, the researcher wanted to know whether there is a significant positive correlation between students' vocabulary and simple past tense mastery towards their ability in speaking by using interviewing students' experience. The reseacher was interested in conducting a study about “ a correlation between students' vocabulary and grammar mastery towards their ability in speaking at eleventh grade students in SMK HANGTUAH BAHARI MEDAN.

B. The Identification of Problem

The problems of this reserach can be identified as follows,

1. The students can not speak well because they still have limited vocabulary and they can not arrange the sentences grammatically
2. The students' speaking scores are still under KKM, the government basic curriculum is not achieved.
3. The students have still lack of self confidence because the teachers are rare to motivate them.

C. The Scope and Limitation

Based on the identification of problem, the scope of this research is grammar and speaking at SMK BAHARI HANGTUAH MEDAN. The limitation of this research is simple past tense mastery and interviewing about students' experience at SMK BAHARI HANG TUAH for the eleventh grade of academic year 2016/2017.

D. The Formulation of the Study

The formulation of problem of this study is formulated as the following:

Is there any significant correlation between students' vocabulary and grammar mastery towards their ability in speaking ?

E. The Objectives of the Study

The Objective of the Study could be explained as follows:

To find out the correlation between students' vocabulary and grammar mastery towards their ability in speaking.

F. The Significance of the Study

The result of the study are expected to be useful for :

a. Theoretically

The theoretically explains that useful research results contribute ideas or enrich the concepts, theories on the science of the study, useful for other researchers.

b. Practically

1. For the reseacher

By doing the research, the researcher hopes that he can study and get more information to identify the problem in mastering both vocabulary and grammar toward their ability.

2. For the students

By learning grammar and vocabulary, they can know increase their ability in speaking. They can identify their problems in mastering both of them in their speaking ability.

3. For the teachers

This research is expected to provide the information about students' vocabulary and grammar mastery towards their ability in speaking. The teachers can use the result of the study as a feedback on teaching vocabulary activities and grammar activities.

CHAPTER II

REVIEW OF LITERATURE

A. THEORETICAL FRAMEWORK

1. Speaking

1.1 Definition of speaking

There are some concepts of speaking that have been explained such Nunan (2003:38) (cited in Mart, 2012:91) speaking is a productive oral skill which consists of constructing systematic verbal utterances to convey meaning. Besides, according to Brown (2004:140) points out that “speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”. In speaking, the students learn how to organize ideas, arrange sentences, and express language in spoken form with good pronunciation and comprehensible language. They must also learn about how to deliver the meaning of the language according to the context they are speaking.

According to Richards and Willy a. Renandya (2007) speaking is one of the elements of communication. Where communication is the output modality and learning is the input modality of language acquisition

In addition, speaking is the ability to produce words in language practice. It is expressing thought a loud using the voice or talk. It means that, when someone interact with other by using a language as a mean, certainly, they want to convey something importantt in uttering their feeling and their thought. It is strongly impossible for someone to make a communication with other without having any purpose. As people communicate, there must be speaker and interlocutor.

1.2 The components of Speaking

According to Brown (2003), There are some components that indicate students' achievement in speaking such as the following :

a) Grammar

Grammar is the system of foreign language. People sometimes describe grammar as the rule of a foreign language. But in the fact no language has rule grammar deals with the organization or morpheme units into meaningful combination. It can be denied that be used of language is governed by rules .

b) Vocabulary

Vocabulary is part of language. There is no language without vocabulary, so it is very essential for us in learning language. A vocabulary is the body of words used particular sphere of activity, the body of the word know to an individual person.

c) Comprehension

Comprehension is the act or the capacity of understanding. It is an ability to understanding the meaning or the importance of something (or knowledge acquired as a result).

d) Fluency

Fluency is being able to speak easily and smoothly. People who speak English are considered to be a good speaker. Fluency here does not mean that the speaker without any pause. It is impossible to arrange a compete set rules to determine where to have pauses because speakermight have different thought, this does not mean that is free to push between any words.

e) Pronunciation

Pronunciation still obviously by first language thought clearly intelligible. In this case, the students who were able pronounce correctly will be mark has “ foreign accent”. Not two people pronounce exactly alike. The differences are from the variety of causes such a locality, early influences and social surrounding. However, standard pronunciation is demanded in speaking ability. It means that a good speaker must have a good pronunciation.

1.3 Speaking ability factors

Speaking Ability Factors Speaking is a complex skill. In addition, to know the sound structure and grammar system of language, the speaker should think the idea that she or he wishes to express. Actually there are two main factors:

1. Internal factors. These factors come from the students themselves that consist of physiological aspect (the organ body) and psychological aspect such as intelligence, attitudes, interest, talent and motivation.
2. External factors These factors consist of social environment such as: family,teacher, staffs, society, and friends; and non social environments such as: house, school equipment and atmosphere.

1.4 Principle for Teaching Speaking

According to Nunan (2003:54) the teachers also need to know for teaching speaking as follows :

1. Be aware of the differences between second language and foreign language contexts. Speaking is learned in two based contexts: foreign language and the second language situations. The challenges you face as a teacher are determined partly by the target language context.
2. Give the students practice with both fluency and accuracy. Accuracy is the context to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or the unnatural pauses, false starts, word searches, etc.
3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. Research has repeatedly demonstrated that teachers do approximately 50 to 80 percent of talking in the classroom. It is important for us as language teachers to be aware of how much we are talking in class so we do not take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.
4. Plan speaking task that involves negotiation for meaning.

Research suggest the learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood.
5. Design classroom activities that involves guidance and practice in both transactional and interactional speaking.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purpose. Interactional speech is communicating to get something done. Including the exchange of good services.

2. Vocabulary

2.1 Definition of Vocabulary

According to Hiebert and Kamil (2005:3), the vocabulary is the knowledge of words' meaning. In accordance, Strickland et al (2007:397) says that learning vocabulary is not simply as learning words, it is because words are not only helping one in naming things but also help them to think and talk about ideas. Furthermore, Cameron (2001:78) says that knowing about a word is involving the knowledge of its form (sounds, spells and grammatical changes can be made to it), its grammatical meaning (the conceptual content and the relation to other concepts and words), and its use (the pattern of occurrence with other words and in particular types of language use). Therefore, one knows how to put the letters in the correct order and knows how to make grammatical changes of that word.

However, knowing the form of a word and its meaning is not enough. Nation (2008:48) explains that one not only needs to know the form of a word and its meaning. They need to be able to connect those two. For example, one might know the form 'chair' and might know the meaning that is something that you can sit on to. However, there is possibility that one might know the form of the word "chair" but does not know a word, one must know the form and the meaning of the word and also know how to connect the form and the meaning. Moreover, one can be said mastering a word when they also know how to choose a word that can represent what

they are referring. Furthermore, a word can share similar meaning with other word. These words can be substituted each other in a sentence since they share familiar meaning.

According to Yule(2006:104), two or more words with very closely related meanings are called synonym. Although some words are sharing similar words, it is necessary for one to choose the appropriate word to use in the sentence. Yule (2006:104) says that there are many occasion when one word is appropriate in a sentence, but its synonym would be odd. For example , the word “answer’ will be appropriately used in sentence “ she had to answer the call” and the word ‘reply’ will not appropriate to substitute the word ‘answer’ in that sentence. In addition, one can be said mastering a word when it is used in a sentence.

In order to know how to use a word, one needs to know what word classes or part speech itself is divided into nine : noun, verb, pronoun, adjective, adverb, preposition, conjunction, article, and interjection. Moreover, each class has its own function in a sentence. Therefore, mastering a word is not only mastering its form but also mastering its meaning and use in which those three can not be separated. It is necessary for one to know the form of the words and connect them with their meaning, then use them by considering the function of the words. By knowing them, it helps one to be able to choose the appropriate words to use in sentences.

2.2 Types of Vocabulary :

There are various ways to classify the types of vocabulary. According to Belisle (2007:64) also states that productive vocabulary is what learners can use effectively in communication to express their ideas.

a. Reading vocabulary:

A literate person's reading vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.

b. Listening vocabulary:

A person's listening vocabulary is all the words he or she can recognize when listening to speech.

c. Speaking vocabulary:

A person's speaking vocabulary is all the words he or she uses in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.

d. Writing vocabulary:

Words used in various forms of writing from formal essays to Twitter feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating.

e. Focal vocabulary:

Focal vocabulary is a specialized set of terms and distinctions that are particularly important to a certain group: those with a particular focus of experience or activity.

2.3 Technique to help one acquire new vocabulary

The national reading panel (2000) mentions many techniques to help acquire new vocabulary as following :

a) Memorization

Hadzibeganovic and Cannas (2009:12) state that “ although memorization can be seen as boring, associating one word in the native language with the corresponding word in the second language until memorization is considered one of the best methods of vocabulary acquisition. “Moreover, Sagarra and Alba (2006) add” although many argue that memorization does not typically require the complex cognitive processing that increases retention, it does typically require a large amount of repetition.

b) The keyword method

The keyword method requires deeper cognitive processing. Thus increasing the likelihood of retention (Sagarra and Alba, 2006). This method uses both verbal and image memory system. It is the best words that represent concrete and imageable things. Abstract concepts or words that do not bring a distinct image to mind are difficult to associate. In addition, studies have shown that associative vocabulary learning is more successful with younger students (Sagarra and Alba, 2006).

c) Word-list

Several word lists have been developed to provide people with limited vocabulary either for the purpose of rapid language proficiency or for effective communication. These include Basic English (850 words) Special English (1500 words) and Oxford (3000 words).

d) Multiple exposures in multiple contexts

One principle of effective learning is to provide multiple exposure of a word's meaning. There is great improvement in vocabulary when students encounter vocabulary words. Moreover, Kamil and Hiebert (2005) argue that extensive reading gives students repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich cont

2.4 Strategies for Learning Vocabulary

According to Beck et al (2002), he indicated three strategies for learning vocabulary as follows :

a. Dictionary use

Dictionary use teaches students about multiple word meanings, as well as the importance of choosing the appropriate definition to fit the particular context.

b. Morphemic analysis

Morphemic analysis is the process of deriving a word's meaning by analyzing its meaningful parts, or morphes. Such word parts include root words, prefixes, and suffixes.

c. Contextual analysis

Contextual analysis involves inferring the meaning of an unfamiliar word by scrutinizing the text surrounding it. Instruction in contextual analysis generally involves teaching students to employ both generic and specific types of context clues. Furthermore, Diane August and her colleageus (2005) suggest several

strategies that appear to be especially valuable for building the vocabularies of ELLs. These strategies include taking advantage of students' first language if the language share cognates with English, teaching the meaning of basic words, and providing sufficient review and reinforcement.

According to Stahl (2005:13), students probably have to see a word more than once to place it firmly in their long-term memories. Graves (2000:89) also confirms that computer technology can be used effectively to help teach vocabulary. The researcher concludes that dependence on a single vocabulary constructional method will not result in optimal learning, so we must choose the best one which suits our students.

3. Grammar

3.1 Definition of Grammar

According to Sidney and Gerald (2010), grammar is referring to the set of rules that allow us to combine words in our language into larger unit. And according Leech (2005), grammar is referring to the mechanism according to which language works when it is used to communicate with other people. From the statements above the writer concludes that grammar is the basic principle in structure to create the sentences. Grammar can help you to understand the words that you are now reading as well speaking and writing the words and sentences of your own. So, grammar is very important to be understood in learning English language.

According to Rodney Huddleston and Geoffrey (2010:1) "Grammar gives language users the control of expression and communication in everyday life. " grammar deals with the form of sentences and smaller units such as clauses, phrases

and words”. Mastery over words helps the speakers to communicate their emotions and purpose more effectively. Otherwise, communication can sound like a toddler getting frustrated because she or he does not have many words to express his or her thoughts well. Written communication skills with grammatical precision evince professionalism. Employing inappropriate grammar in a written communication in a letter or email – such as using “LOL” or flawed subject – verb agreement like “ we was” – makes the message less effective because the errors will distract from the intent. Understanding basic principle of word, sentence and paragraph structures bestows writers with flexibility to plan how they communicate a message, from a simple text to a presentation. If people can not successfully speak or write to one another, they cannot share their thoughts to other people.

In scientific writing : easy when you know how”, According to Peat (2002) state that “ grammar is about knowing why something reads badly and knowing how to fix it. It is impossible to speak well without using words correctly”. It means that when people want to write something or want to speak, they should know about grammar because it shows the meaning and relation with every single word that becomes a sentence. So in this case grammar is the big importance item to make a good sentence.

3.2 The components of Grammar

According to Sydney and Gerald(2010) grammar consists of:

1. Sentences

A. What is a sentence?

Grammar deals with the rules for combining words into larger units. The largest unit that is described in grammar is normally the sentence. Combinations of words that conform those patterns are then grammatical sentences.

B. The types of sentence.

There are four major types of sentences:

1. Statements are used chiefly to convey information. example: She was attracted to an open-air job.
2. Questions are used chiefly to request information. Example: Where will you be going for your holiday?
3. Directives are used chiefly to request action. Example: Take a seat
4. Exclamations are used chiefly to express strong feeling. Example: What a good friend you are!

C. Sentences are either positive or negative.

If an auxiliary ('helping') verb is present, we can usually change a positive sentence into a negative sentence by inserting not or n't after the auxiliary. In the following examples, the auxiliaries are has, is, and can: Positive: Nancy has been working here for over a year. Negative: Nancy has not been working here for over a year.

D. Sentences are either active or passive. We can often choose whether to make a sentence active or passive. The choice involves differences in position and differences in the form of the verb:

- a. Active: Charles Dickens wrote many novels.

- b. Passive: Many novels were written by Charles Dickens.

2. The Part of the Simple Sentence

- a. Structure, form, function Sentence has a structure in that there are rules that decide the units that can co-occur in the sentence and the order in which they can occur. Every sentence has own function. It is based on the sentence itself.
- b. Subject, predicate, verb. It is traditional to divide the sentence into two main constituents: the subject and the predicate. The predicate consists of the verb and any other elements of the sentence apart from the subject
- c. Transitive and intransitive sentence Transitive sentence, If a main verb requires a direct object to complete the sentence, it is a transitive verb. The term 'transitive' comes from the notion that a person (represented by the subject of the sentence) performs an action that affects some person or thing. Example: Helen received my email
- d. Intransitive sentence, If a main verb does not require another element to complete it, the verb is intransitive. Example: The protestors (S) were demonstrating (V)

3. Word classes

Word classes such as noun, verb, adjective, etc., are traditionally called parts of speech. There are not a fixed number of word classes. We can set up as many classes and subclasses as we need for our analysis. The more detailed our analysis, the more classes and subclasses we need. Word classes can be divided

into open classes and closed classes. Kinds of word classes: noun, verb main, adjective, adverb, pronoun, determine and auxiliary.

4. Tenses

Besides the components of grammar above, there is one thing that we should consider in every language. Grammar has many patterns that depend on situation and condition, generally called by tenses. According to Graham (2006) there are three absolute tenses:

1. Present: location at the moment of speaking or writing, or an extended period including the moment of speaking and writing.
2. Past : a time before the moment of speaking or writing
3. Future: a time after the time of speaking or writing

3.3 The form of Simple past tense

Simple past tense verb forms are made with verb-2 (past tense). The simple past is used to talk about many kinds of past events, such as, short, quickly finished actions and happiness, longer situation and repeated events. It also states facts. It can be true as Comrie states that the past tense only locates the situation in the past, without saying anything about whether the situation continues to present or into the future. What the core meaning of the past tense adds is a sense of remoteness. The event can be remote in time, such as the toronto blues jays won the world series 1992. And even if the event is a recent one, such as i finished my paper!

He “remoteness” comes in the feeling that the event is over and done with. Let us now examine uses of the past tense to see how these notions of completeness and remoteness apply :

- a. A define single completed event/ action in the past for example:

I attended at meeting of the committe last week

- b. Habitual or repeated action/event in the past for example :

It snowedd almost very weekend last winter

- c. An event with duration that applied in the past with the implication that longer applies in the present, for example:

Professor nelson taught at yale for 30 years

- d. With staates in the past, for example :

He apperaed to be creative genius

- e. imaginative conditional in the subordinate clause, for example :

if he took better care of himself, he wouldn't be absent so often

- f. social distancing, for example :

did you want to sit down and stay a while

3.4 The Indicator of Grammar Mastery of Simple Past Tense

- a. The students are able to identify the appropriate verb form for first singular and plural person as subject.
- b. The students are able to identify the appropriate verb form for second singular and plural person as subject.
- c. The students are able to identify the appropriate verb form for third singular and plural person as subject.
- d. The students are able to identify the appropriate verb be.
- e. The students are able to identify the adverb of time

B. CONCEPTUAL FRAME WORK

In some cases, speaking is the most important things that we need. Generally we can speak, if we have many vocabularies but it doesn't guarantee that you can speak because you are difficult to arrange these words become a good sentence, so it means that you also need grammar to help you speak, not only vocabulary but also grammar is one of important things in speaking. Both of them have the same parts in speaking.

Speaking ability means the capability of being able to deliver the information to the other. Whether, speaking is an exchange thoughts and ideas about one or more topic between two or more speaker. Vocabulary and grammar are the important things which can support the active process in speaking which the vocabulary plays a very active part in constructing the words that the speaker want to say. Grammar also has the big role to make a good structure of sentences that the speaker want to build. Interviewing a students' experience is the active way that the researcher do with her students.

C. THE HYPOTHESIS

Ha : There is significant correlation between student vocabulary and grammar mastery towards their ability in speaking.

Ho : There is no the significant correlation between students' vocabulary and grammar mastery towards their ability in speaking.

CHAPTER III

RESEARCH METHOD

A. Location and Time

The research will be conducted at SMK BAHARI HANG TUAH MEDAN. That is located at Jalan Serma Hanafiah No.05 Medan of the academic year of 2016/2017. It was chosen because the researcher found some problems in students' vocabulary, grammar mastery and speaking through interview student's experience. This research was carried out to the twelfth grade students of the academic year of 2016/2017

B. Population and Sample

1. Population

The population of this research are twelfth grade students of SMK HANG TUAH BAHARI MEDAN of the academic year 2016/2017. There are two classes, they are XI TIPK and XI TKR, TKR consists of 20 students and XI TKR consists of 20 students. So all the population is 40

2. Sample

Based on Arikunto's theory if the members of the students consist less than 100 the sample becomes all the population, so the sample is taken by using total sampling technique by arikunto (2010 : 177). They consisted of 40

C. Design of Research

This research use the descriptive quantitative method. This research applied the descriptive quantitative to count calculated the coeficient the relationship between two variable or more by analyzing the data of the research. The researcher uses this design because he wanted to find out the degree of relationship between students' vocabulary and simple past tense mastery toward their ability in interview accident investigation of the twelfth grade students at SMK BAHARI HANG TUAH MEDAN.

There are three kinds variable in this research. The first variable is students' vocabulary and it is considered as the first independent variable (variable x1). The second variable is simple past tense mastery, and it is considered as the second independent variable (x2). The third variable is their ability in speaking and it was considered as the dependent variable (variable y). The researcher will try to determine that are there any correlation between students' vocabulary and grammar mastery towards their ability in speaking in interviewing students' experience? These scores of two set will be correlated by pearson product moment formula and these scores of three sets will be collected by using multiple variable that is suggested by sugiyono.

D. Instrument of the Research

There are three variables to be measured in this research, namely the correlation between students' vocabulary and simple past tense mastery towards their ability in speaking in interviewing students' experience . The researcher prepared three variables, two kind of tests and interview. The materials of the test will be taken from simple past tense in multiple choice and the vocabulary test, the researcher will ask the student to choose the best answer od multiple choice which she has given. And the last is speaking test by interviewing the students about their experience in their life.

Because the students have learned about the subject material. These instruments were set below:

1. In vocabulary test, the students will answer the questions about antonym and synonym in essay test. It consisted of 20 questions.
2. For the grammar test of simple past tense, the students will answer the questions by using simple past in essay test. It consisted of 20 questions.
3. Meanwhile, for the speaking test, the researcher will interview the students about their experience. It consisted of 5 questions.

E. Technique of Collecting Data

To collect the data of this research , the researcher will use three kinds of instruments. They are vocabulary test, grammar test and speaking test. Vocabulary will consist of 20 items, and grammar will consist of 20 items, and speaking will consist of 5 questions.

The researcher gathered the data of vocabulary and grammar test by the following steps:

1. The researcher will give the test to the students
2. The researcher will collect the students' answer sheets
3. The researcher will give score 5 for correct answer and 0 for incorrect answer
4. The researcher will the total score of each students

To collect the data on students' speaking test, the researcher follow the steps :

1. The researcher will the test to the students by giving 5 questions about their experience by using simple past form
2. The researcher will listen the students' answer one by one
3. The reseacherwill give score for 1 the exact question, and 0 score for disconnected question.

F. Technique of Data Analysis

To analyze the data, the researcher will use quantitative analysis. Quantatitative analysis is an analysis that is used to count a group of numbers as the basic source. The data analysis methods that the researcher use such as

1. The researcher will the total score of students' vocabulary, grammar, and speaking.
2. The researcher will find the coeficient correlation between students' vocabulary and speaking ability, and between students' grammar mastery and their speaking ability by using formula suggested by Sugiyono(2010:190)

$$r_{xy} = \frac{n \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{[n \cdot \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Where :

r_{xy} = the correlation of coefficient

X = the students' score of vocabulary / simple past tense

Y = the students' score in speaking

$\sum x$ = the Sum of vocabulary / sum of simple past tense

$\sum y$ = the Sum of speaking score

$\sum xy$ = the Sum of multiplication between vocabulary score and speaking

3. The researcher will calculate the coefficient correlation between students' vocabulary and grammar mastery towards their ability in speaking by using multiple correlation formula suggested by Sugiyono (2010:185)

$$r_{x_1x_2y} = \sqrt{\frac{(r_{x_1y})^2 + (r_{x_2y})^2 - 2(r_{x_1y})(r_{x_2y})(r_{x_1x_2})}{1 - (r_{x_1x_2})^2}}$$

Where :

$r_{y x_1 x_2}$ = multiple correlation between variable x_1 and x_2 with a variable y

$r_{y x_1}$ = correlation product moment between variable x_1 and y

$r_{y x_2}$ = correlation product moment between x_2 and y

$r_{x_1 x_2}$ = correlation between variable x_1 and variable x_2

4. The researcher will find the coefficient correlation is significant or not by using formula by Sugiyono (2010:185)

$$r_{table} = df = n$$

Where :

$r^{counted} > r^{table}$ = there is significant

$r^{counted} < r^{table}$ = there is no significant

5. The researcher will find the coefficient correlation is generalisation or not by using formula suggested by Sugiyono (2010:192)

$$F_{counted} = \frac{\frac{r^2}{k}}{\frac{(1-r^2)}{n-k-1}}$$

$F_{table} = (1-0.05)(dk = k), dk = n-k-1$

Where :

$F^{counted} > r^{table} =$ there is significant

$F^{counted} < r^{table} =$ there is no significant

G. Statistical Hypothesis

The statistical hypothesis will be given as follows:

$H_a \neq 0$, it means that X1 and X2 has relationship toward Y

$H_o = 0$, it means has X1 and X1 has no relationship toward Y

CHAPTER IV

RESEARCH FINDINGS

A. Description Data

As it has been mentioned in the previous chapter, the researcher used the field research. He held field research by taking the scores of 40 students as an experiment test and analyzed those scores in order to find out whether there is any correlation between students' vocabulary and grammar mastery towards their ability in speaking by using the person "r" formula. So, in total there are 50 scores because the samples had 3 sets of scores.

The first score is vocabulary that consists of 20 items and the second is grammar mastery that consists of 20 items. The third is speaking by interviewing them about their experience that consists of 5 questions. The data of vocabulary test, grammar test and speaking test score can be seen in the following tables.

Table 4.1

Score of Students' vocabulary test

NO	Name	Vocabulary (x1)
1	Aldi Nasution	75
2	Alex Mail Bail	70
3	Anggi Febrian Sinaga	80
4	Boston Sibutar – Butar	70
5	Dahlan Silaban	70
6	David	60
7	Didi Wahyudi	65
8	Geovani	70
9	Harif Afdillah	80
10	Irfan Ade silaban	80
11	Join Simosir	60
12	Josua Samosir	65
13	Khairul Anhar	80

14	M. Rizky Ramadhan	80
15	Prayoga Sukma	75
16	Rizky Wahyu Ramadhan	75
17	Sergio	80
18	Suryadi	80
19	Tomi Dion Simbolon	75
20	Zexson	75
21	Agung Mulyadi	75
22	Agus Gunawan	80
23	Alfandi Margatha Siregar	70
24	Budi Waluyo	70
25	Bukhori	70
26	Donna Ria Simanjuntak	75
27	Edward Joseph	80
28	Fengky Roito	85
29	Ira Puja Lestari	80
30	Joshua Leo Marco	80
31	Joshua Hutapea	70
32	Martin Harianto	70
33	M. Faisal	60
34	M. Harris Suprayatna	60
35	M. Zaini Azhuri	75
36	Natalia	80
37	Obed Nego Sitompul	70
38	Fikri Ramadhan	65
39	Satya Dana Harja	70
40	Togi Graha	80

Table 4.2
Score of students' grammar test

NO	Name	Grammar (X ₂)
1	Aldi Nasution	70
2	Alex Mail Bail	60
3	Anggi Febrian	80

	Sinaga	
4	Boston Sibutar – Butar	75
5	Dahlan Silaban	95
6	David	70
7	Didi Wahyudi	65
8	Geovani	75
9	Harif Afdillah	80
10	Irfan Ade silaban	80
11	Join Simosir	60
12	Josua Samosir	70
13	Khairul Anhar	90
14	M. Rizky Ramadhan	80
15	Prayoga Sukma	90
16	Rizky Wahyu Ramadhan	75
17	Sergio	90
18	Suryadi	75
19	Tomi Dion Simbolon	70
20	Zexson	75
21	Agung Mulyadi	80
22	Agus Gunawan	75
23	Alfandi Margatha Siregar	70
24	Budi Waluyo	80
25	Bukhori	65
26	Donna Ria Simanjuntak	70
27	Edward Joseph	80
28	Fengky Roito	85
29	Ira Puja Lestari	90
30	Joshua Leo Marco	70
31	Joshua Hutapea	75
32	Martin Harianto	75
33	M. Faisal	70
34	M. Harris Suprayatna	65
35	M. Zaini Azhuri	75
36	Natalia	65
37	Obed Nego Sitompul	60
38	Fikri Ramadhan	50
39	Satya Dana Harja	70
40	Togi Graha	80

Table 4.3

NO	Name	speaking (y)
1	Aldi Nasution	78
2	Alex Mail Bail	71
3	Anggi Febrian Sinaga	83
4	Boston Sibutar – Butar	67
5	Dahlan Silaban	73
6	David	69
7	Didi Wahyudi	73
8	Geovani	79
9	Harif Afdillah	82
10	Irfan Ade silaban	83
11	Join Simosir	63
12	Josua Samosir	68
13	Khairul Anhar	85
14	M. Rizky Ramadhan	85
15	Prayoga Sukma	74
16	Rizky Wahyu Ramadhan	81
17	Sergio	75
18	Suryadi	76
19	Tomi Dion Simbolon	74
20	Zexson	72
21	Agung Mulyadi	70
22	Agus Gunawan	77
23	Alfandi Margatha Siregar	73
24	Budi Waluyo	72
25	Bukhori	70
26	Donna Ria Simanjuntak	73
27	Edward Joseph	83
28	Fengky Roito	88
29	Ira Puja Lestari	83
30	Joshua Leo Marco	79
31	Joshua Hutapea	74
32	Martin Harianto	74
33	M. Faisal	66
34	M. Harris Suprayatna	69

35	M. Zaini Azhuri	71
36	Natalia	73
37	Obed Nego Sitompul	63
38	Fikri Ramadhan	61
39	Satya Dana Harja	75
40	Togi Graha	82

Score of Students' speaking test

B. Analysis Data

It has been mentioned before, the data gained from the student score of SMK Hang Tuah Medan of the academic year 2016/2017. Then the researcher analyzed those scores by using Pearson Product Moment correlation formula, and the result is as follow :

Table 4.4

The result of vocabulary test and speaking test

No	X1	Y	X1Y ²	X ²	Y ²
1	70	78	5850	5625	6084
2	70	71	4970	4900	5041
3	80	83	6640	6400	6889
4	70	67	4690	4900	4489
5	70	73	5110	4900	5329
6	60	69	4140	3600	4761
7	65	73	4745	4225	5329
8	70	79	5530	4900	6241
9	80	82	6560	6400	6724
10	80	83	6640	6400	6889
11	60	63	3780	3600	3969
12	65	68	4420	4225	4624
13	80	85	6800	6400	7225
14	80	85	6800	6400	7225

15	75	74	5550	5625	5476
16	75	81	6075	5625	6561
17	80	75	6000	6400	5625
18	80	76	6080	6400	5776
19	75	74	5550	5625	5476
20	75	72	5400	5625	5184
21	75	70	5250	5625	4900
22	80	77	6160	6400	5929
23	70	73	5110	4900	5329
24	70	72	5040	4900	5184
25	70	70	4900	4900	4900
26	75	73	5475	5625	5329
27	80	83	6640	6400	6889
28	85	88	7480	7225	7744
29	80	83	6640	6400	6889
30	80	79	6320	6400	6241
31	70	74	5180	4900	5476
32	70	74	5180	4900	5476
33	60	66	3960	3600	4356
34	60	69	4140	3600	4761
35	75	71	5352	5625	5041
36	80	73	5840	6400	5329
37	70	63	4410	4900	3969
38	65	61	3965	4225	3721
39	70	75	5250	4900	5625
40	80	82	6560	6400	6724
	$\sum X_1=2930$	$\sum Y=2987$	$\sum X_1 Y=22015$	$\sum X^2=216400$	$\sum Y^2=224729$
			5		

Based on the data above, we can apply those data into this formula to get the coefficient correlation between students' vocabulary and students' speaking ability as follow :

$$N=40$$

$$\sum X_1=2930$$

$$\sum Y=2987$$

$$\sum X_1 Y=22015$$

$$\sum X^2=216400$$

$$\sum Y^2 = 224729$$

$$r_{xy} = \frac{n \cdot \sum x_1 y - (\sum x_1)(\sum y)}{\sqrt{[n \cdot \sum x_1^2 - (\sum x_1)^2][n \sum y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{40 \cdot 220155 - (2930)(2987)}{\sqrt{[40 \cdot 216400 - (2930)^2][40 \cdot 224729 - (2987)^2]}}$$

$$r_{xy} = \frac{8806200 - 8751910}{\sqrt{[8656000 - 8584900][8989160 - 8922169]}}$$

$$r_{xy} = \frac{54290}{\sqrt{[71100][66991]}}$$

$$r_{xy} = \frac{54290}{\sqrt{4763060100}}$$

$$r_{xy} = \frac{54290}{69014,92664}$$

$$r_{xy} = 0.786$$

Table 4.5

The result of grammar test and speaking test

No	X	Y	X2Y	X2 ²	Y ²
1	7	78	5460	4900	6084
2	6	71	4260	3600	5041
3	8	83	6640	6400	6889
4	7	67	5025	5625	4489
5	9	73	6935	9025	5329
6	7	69	4830	4900	4761
7	6	73	4745	4225	5329

8	7	79	5925	5625	6241
9	8	82	6560	6400	6724
10	8	83	6640	6400	6889
11	6	63	3780	3600	3969
12	7	68	4760	4900	4624
13	9	85	7650	8100	7225
14	8	85	6800	6400	7225
15	9	74	6660	8100	5476
16	7	81	6075	5625	6561
17	7	75	5250	4900	5625
18	7	76	5700	5625	5776
19	7	74	5180	4900	5476
20	7	72	5400	5625	5184
21	8	70	5600	6400	4900
22	7	77	5775	5625	5929
23	7	73	5110	4900	5329
24	8	72	5760	6400	5183
25	6	70	4550	4225	4900
26	7	73	5110	4900	5329
27	8	83	6640	6400	6889
28	8	88	7480	7225	7744
29	9	83	7470	8100	6889

30	7	79	5530	4900	6241
31	7	74	5550	5625	5476
32	7	74	5550	5625	5476
33	7	66	4620	4900	4356
34	6	69	4485	4225	4761
35	7	71	5325	5625	5041
36	6	73	4745	4225	5329
37	6	63	3780	3600	3969
38	5	61	3050	2500	3721
39	7	75	5250	4900	5625
40	8	82	6560	6400	6724
N= 40	$\sum X_2=2955$	$\sum Y=2987$	$\sum X_2Y=222215$	$\sum X_2^2=221575$	$\sum Y^2=224729$

Based on the data above, we can apply those data into this formula to get the coefficient correlation between students' grammar mastery and students' speaking ability as follow:

$$N=40$$

$$\sum X_2=2955$$

$$\sum Y=2987$$

$$\sum X_2Y=222215$$

$$\sum X_2^2=221575$$

$$\sum Y^2 = 224729$$

$$r_{xy} = \frac{n \cdot \sum x_2 y - (\sum x_2)(\sum y)}{\sqrt{[n \cdot \sum x_2^2 - (\sum x_2)^2][n \sum y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{40.22215 - (2955)(2987)}{\sqrt{[40.221575 - (2955)^2][40.218521 - (2987)^2]}}$$

$$r_{xy} = \frac{8888600 - 8826585}{\sqrt{[8656000 - 8732025][8989160 - 8922169]}}$$

$$r_{xy} = \frac{62015}{\sqrt{[130975][66991]}}$$

$$r_{xy} = \frac{62015}{\sqrt{8774146225}}$$

$$r_{xy} = \frac{62015}{93670,41275}$$

$$r_{xy} = 0.662$$

The result of coefficient correlation between students' vocabulary and grammar mastery towards their ability in speaking by using multiple correlation formula as follow :

$$\sum X_1 = 2930$$

$$\sum X_2 = 2955$$

$$\sum X_1^2 = 216400$$

$$\sum X_2^2 = 221575$$

$$\sum Y = 2987$$

$$\sum Y^2 = 8922169$$

$$\sum X_1 X_2 = 217725$$

$$r_{x_1 x_2 y} = \sqrt{\frac{(\Gamma_{x_1 y})^2 + (\Gamma_{x_2 y})^2 - 2(\Gamma_{x_1 y})(\Gamma_{x_2 y})(r_{x_1 x_2})}{1 - (r^2_{x_1 x_2})}}$$

$$r_{x_1x_2y} = \sqrt{\frac{(0,786)^2 + (0,662)^2 - 2(0,786)(0,662)(0,526)}{1 - (0,562)^2}}$$

$$r_{x_1x_2y} = \sqrt{\frac{0,617 + 0,438 - 0,55}{1 - (0,277)^2}}$$

$$r_{x_1x_2y} = \sqrt{\frac{1,05 - 0,55}{0,72}}$$

$$r_{x_1x_2y} = \sqrt{\frac{0,5}{0,72}}$$

$$r_{x_1x_2y} = \sqrt{0,694}$$

$$r_{x_1x_2y} = 0,833$$

This is the result of the calculation from the data derived from variable X_1, X_2 and Y . After using multiple coefficient correlation the final result is $r_{x_1x_2y} = 0,833$.

The researcher will explain in detail on the data analysis to interpret the correlation between three variables.

C. Interpretation of Data

Based on the result of ststistic calculation, it indicates that $r_{x_1x_2y}$ is 0,833 with the degree freedom ($df = N - nr$) is 37. In the table of significance of 5% and 1% and the values are 0,267 and 0,316. By comparing the values of $r_{x_1x_2y} = 0,833$ and $r_t = 0,267$ and 0,361. The researcher makes an assumption of the hyphotesis that $r_{x_1x_2y}$ is biggerthat r_t , namely 0,267(0,833)0,316.

The statistic hypothesis states :

If $r_o > r_t$ signiificance : there is correlation and H_a accepted

If $r_{x1x2y} < r_t$ non significances : there is no correlation H_a is rejected and H_o is accepted

The result of hypothesis is r_{x1x2y} is bigger than r_t , it means that H_a is accepted. It shows there is significance correlation between students' vocabulary and grammar mastery towards their ability in speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data described previously, the conclusion can be drawn that the correlation between students' vocabulary and grammar mastery in speaking ability is significant. It can be seen from the score of the index correlation between variable x_1 , x_2 and y . The result of the analysis of the research is as follows:

1. Students' vocabulary and students' grammar mastery can influence students' speaking ability.
2. The competency of vocabulary and grammar in target language may help students in speaking
3. Based on the data described previously, it shows that there is significant correlation between the score in vocabulary, the score in grammar, and the score in speaking because the result of this research shows a high positive correlation. It means the higher score in vocabulary and the score in grammar influence the students' speaking score.

B. Suggestion

Based on the conclusion above, the researcher had some suggestion for the teachers, the students and the further researcher as follows:

1. For the teachers

It is necessary for the teachers to give more explanation and more exercises in vocabulary and grammar mastery in order to the students' speaking ability will be improved.

2. The students

The students should do more exercises so that they can improve their mastery of vocabulary, grammar, and speaking

3. The researchers

The further researchers are suggested to study about vocabulary, grammar, and speaking in different aspects.

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APPENDIX

Grammar test

Put the verbs into simple past tense!

Name : _____

Class : _____

1. It was warm, so I took _____ (take) off my coat
2. The film was not very good. I didn't _____ (not enjoy) it very much
3. I knew Sarah was very busy, So I _____ (not, disturb) her
4. The bed was very comfortable. I _____ (sleep) very well
5. The hotel wasn't very expensive. It _____ (cost) very much
6. The weather _____ (be) strangely fine
7. Where _____ (spend) your last holiday ?
8. In the morning we _____ (walk) in the street of London
9. I was in a hurry, So I _____ (not, have) time to phone you
10. The rain finally _____ (stop) and we _____ (go) home
11. She _____ (plan) to come but she _____ (have) some problems
12. You _____ (be) at work yesterday morning
13. They _____ (find) this book on their trip to Italy
14. I _____ (feel) so tired that i went straight to bed
15. Who _____ (eat) my chocholate?
16. He thought I _____ (Steal) his umbrella
17. I _____ (Visit) lots of interesting places. I _____ (be) with two friends of mine
18. It was hard work carrying the bags. They _____ (be) very heavy
19. The robber _____ (rob) the jewelry one week ago
20. Sam and Sue _____ (buy) a new house last month

Vocabulary test

Choose the correct answer of the following questions by crossing A, B, C, D on
your answer sheet.

Name : _____

Class : _____

I. Find out the meaning of these words below!

1. Experience =
2. Pleasant =
3. Weather =
4. Important =
5. Vacation =
6. Enjoy =
7. Terrible =
8. Afraid =
9. Togetherness =
10. Well-known =

II. Find out the antonym of these words below !

1. Take =
2. Difficult =
3. Wear =
4. Long =
5. Agree =

III. Find out the synonym of these words below !

1. Brainy =
2. Luxurious =
3. Tidy =
4. beautiful =
5. Large =

Speaking test

The Questions :

1. when you were a child, what was the best moment that you still remembered?
2. What did you do in your last weekend?
3. What was your bad experience when you were in junior high school ?
4. What was the terrifying moment that you can not forget in your life ?
5. Could you tell me about your embarrassing moment ?