

# RELATIONSHIPS OF THE VOCATIONAL POWER WITH THE ABILITY TO SPEAK

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**Abstract**---This study aims to determine the relationship between vocabulary mastery with students' speaking abilities. The research method uses a quantitative descriptive approach using correlation research techniques. The research design used in this study is the One-Shot Case Study design. The subjects in this study were fifth grade elementary schools with a total of 112 students. Validity test is calculated using the Product Moment formula and reliability is tested by the Cronbach Alpha formula. The data analysis technique used is descriptive statistical analysis. Hypothesis testing uses correlation analysis with the Pearson Product Moment formula. The results showed that there was a significant relationship between the mastery of vocabulary with the ability to speak, as indicated by the calculated value of 0.708 greater than the table of 0.185. It can be concluded that the mastery of vocabulary with the ability to speak has a positive and significant relationship. This study is recommended to teachers to introduce various Indonesian vocabulary words to students, so that students' mastery of Indonesian vocabulary is increased which can then make it easier for students to choose the words to be spoken.

**Keywords**---Mastery of vocabulary, ability to speak

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## I. Introduction

Speaking is a language skill that is very important for humans. Through speaking skills will be able to give birth to a critical future generation because they have the ability to express ideas, thoughts, or feelings to others in a coherent and systematic way. In fact, speaking skills will also be able to give birth to future generations who are cultured because they are accustomed to communicating with their environment in accordance with the context and situation of the speech while speaking. Therefore, speaking skills are taught at every level of education starting from elementary, junior high, and high school.

The teacher's role is very important in helping students to speak skillfully. The teacher must motivate students to dare to speak in front of the class, foster student curiosity so students want to ask questions and facilitate students with innovative media so that it can stimulate students to speak because classes filled with active students will influence the classroom atmosphere to be conducive and interactive. As expressed by Jannah (Rahmawati, Ali, & Sutarmanto, 2015) revealed that the development of speaking skills can be done by educators with exploratory activities while discussing the results, telling their experiences, telling the work, asking questions, retelling stories, and so forth. The teacher or parent must be a good listener when the child is talking because the child is very happy when he speaks and is heard by both the teacher and his parents.

But in reality, learning to speak in schools is still weak. The teacher does not invite students to learn languages, but tends to be invited to learn about grammar. That is, what is presented by the teacher in the class is not directing students to be

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good at speaking, but invited to learn theories about language. As a result, speaking skills are only inherently rational and cognitive to students, and are not yet emotionally and affective integrated. Low speaking skills can be a barrier for students to become intelligent and creative students (Samsul, 2016).

Based on the results of observations made on the fifth grade students of Tegalsawah I Elementary School, it shows that the students' speaking ability is still low. This is evidenced by the sentences used by students which are still not systematic enough so that the meaning is not understood. Students have difficulty issuing words so that they are not fluent when speaking. Students tend to be shy and afraid of being wrong when expressing their ideas and opinions, they are also confused about choosing the right words to convey in front of the class when speaking.

There are factors that affect the ability to speak, the vocabulary students have. aspects of the vocabulary are considered to be the basic aspects that are more primary, because without mastery of vocabulary it is impossible for people to be able to speak properly. Students who have a lot of vocabulary tend to think fluently and easily choose words when speaking. Whereas students who have a little vocabulary will be confused to put out words when speaking. Tarigan (Pauji, 2017) explains that the quality of a person's language skills depends on the quantity and quality of their vocabulary. The richer the vocabulary is, the more likely we are skilled in language. This means that mastering one's vocabulary determines the quality of the person's language. Without having adequate vocabulary mastery, it is very difficult for the person to have good interactions.

Thus students' speaking ability is influenced by internal factors, one of which is student vocabulary. Vocabulary has a very important role in daily language life. Through vocabulary, we can understand a reading or word and communicate with the environment. Through vocabulary, we can do a lot, for example expressing feelings or giving information to others. "Based on the above background review, the researcher will examine through correlation research with the title" Relationship of Vocabulary Mastery with Students' Speaking Ability in Elementary Schools. "

## II. Literature Review

Humans are social creatures who always socialize and interact with other humans. One way humans socialize is by talking. Humans need to have the ability to speak to express what is thought, and felt. In line with Tarigan (Jaya, Melinda, P, 2017) argues that speaking is the ability to say articulation sounds or words to express, express or convey thoughts, ideas, and feelings.

According to Dyer, the ability to speak consists of various sounds that people make with their mouths to convey a message, it is a means used to communicate. This statement implies that the ability to speak is related to a person's ability to produce sounds by mouth to communicate the message to be conveyed (Jaya, Melinda, P, 2017).

Nurgiyantoro said that speaking was the second language activity after listening (Nurgiyantoro, 2012). Based on the sounds (language) that he hears then humans learn to say and finally be able to speak, further, Mulgrave (Kariani, 2016) states speaking is more than just the pronunciation of sounds or words. Speaking is a tool for communicating ideas that are arranged and developed according to the needs of the listener or listener. Starting from the opinions of some of the experts above, it can be concluded that speaking is an ability to pronounce articulation sounds or pronunciation of words with the aim of expressing, expressing and conveying thoughts, ideas, and feelings verbally.

Communication via oral is indeed often done but to be able to speak properly and correctly is not easy, because speaking ability is the most complex component of language and requires continuous practice to reach the most advanced level. Furthermore, Brown (Jaya, Melinda, P, 2017) states that these components include mastery of grammar and vocabulary,

pronunciation, fluency, understanding of the context and involvement of nonlinguistic components, such as body language, voice, and so on.

To be able to be a good speaker, a speaker in addition must give the impression that he mastered the problem being discussed, the speaker must also show courage and excitement. In addition the speaker must also speak clearly and precisely, in this case there are several factors that must be considered by the speaker for the effectiveness of speaking, namely linguistic and non-linguistic factors. Aspects of language according to Arsjad and Mukti U.S include (1) the accuracy of speech; (2) placement of pressure, tone, joint, and duration accordingly; (3) word choice; (4) accuracy of the target conversation. For non-linguistic aspects include (1) reasonable, calm and not rigid attitude; (2) the view must be directed towards the interlocutor; (3) willingness to respect the opinions of others; (4) proper gestures and expressions; (5) loudness of sound; (6) fluency; (7) reasoning; (8) mastery of topics (Kariani, 2016).

Based on some of the above theories, speaking ability is the ability of a person to pronounce articulation sounds with the aim of expressing and expressing feelings, ideas, opinions, and messages verbally by paying attention to several linguistic and non-linguistic factors.

One aspect of language in speech is vocabulary. Vocabulary plays an important role in everyday human life as a thought process and the main tool a person has when communicating and interacting with each other. This is because the vocabulary functions to form sentences and express the contents of thoughts and feelings perfectly. Both verbally and in writing. Vocabulary will always be seen in the use of language. As stated by Ismawati (Miranti, Engliana, & Hapsari, Fitri, 2015) that vocabulary is a very important language element, because one's thoughts can only be clearly understood by others if expressed using vocabulary.

The vocabulary of a language is the whole word owned by a language (Keraf, 2003). While Gougenheim explains that vocabulary as a language subsystem that has meaning includes the number of words a language has or the number of words a person has. He explained that the vocabulary of a language is the sum of all the individual vocabularies of all speakers of that foreign language (provided that the vocabulary is used in that language and is not recognized by speakers of that language as the vocabulary of other languages) (Gougenhim, 2007).

People who have a lot of vocabulary can easily make communication with other people. How often we cannot understand others simply because we do not have ideas or vocabulary or the people we talk to do not have enough ideas or vocabulary, so we are unable to express their intentions clearly. There is no denying that vocabulary mastery is a very important part of language learning. As stated by Miranti, vocabulary is a collection of words that are known by someone or another entity, or is part of a particular language. A person's vocabulary is defined as a set of all words understood by that person or all words that that person is likely to use to construct a new sentence. A person's vocabulary wealth is generally considered to be a picture of his intelligence or level of education (Miranti et al., 2015).

Kasno (Pramesti, 2015) revealed that vocabulary as one of the Indonesian language learning materials in schools occupies a very important role as a basis for students to master Indonesian subject matter and mastery of other subjects. Vocabulary mastery influences students' way of thinking and creativity in the language learning process so that vocabulary mastery can determine a student's quality in language.

The quality and quantity of vocabulary or vocabulary possessed can help these students absorb various information conveyed by teachers or information from various other learning sources. Good vocabulary mastery also greatly affects students' ability to communicate, both oral and written. With enough vocabulary, students more easily express all opinions, ideas, thoughts, and feelings to others who appear in 4 language competencies, namely reading, listening, speaking, and writing.

Based on the explanation that has been described above, the mastery of vocabulary is all the words contained in a language that is owned or mastered by someone who contains all the information about the meaning and usage of words in language.

### III. Methodology

This research uses a quantitative descriptive approach using correlation research techniques, namely research that aims to determine whether or not there is a relationship between vocabulary mastery and speaking ability. The research design used in this study is the One Shot Case Study design that uses one-time data collection.



Figure 1. Research Design (Sugiyono, 2014)

Information :

X: Vocabulary

Y: Speaking ability

The population in this study were all fifth grade students in Cluster 04 SD Karawang Timur District Karawang regency which consisted of eight elementary schools totaling 616 students. The number of samples of this study were 112 students who carried out using Simple Random Sampling, namely taking a random sample that is by shaking using some paper in which already written the names of elementary schools that will be selected to be sampled.

Data collection techniques used two tests, namely the speaking ability test and the vocabulary mastery test. The speaking ability test is a test of students' performance on their ability to speak with indicators, namely the accuracy of pronunciation, placement of pressure, tone, joints, and the appropriate duration, choice of words (diction) and accuracy of target speech. Furthermore, the vocabulary mastery test is in the form of multiple choice tests regarding material related to students' vocabulary mastery such as choosing words that have the same meaning (synonyms), choosing words that have opposite meanings (antonyms), understanding word terms and being able to complete a sentence. "

The data analysis technique was done statistically descriptive with statistical measures classified into two groups, namely the size of the mean and the size of the deviation. For the measure of the middle value consists of the mean (mean), median, and mode. As for the size of the deviation consists of variance, standard deviation, coefficient of variation, and the value of the distance (range). "

Data normality testing is done by using the Lilifors test technique, variant homogeneity is done by the Barlet test technique, linearity of the regression equation seen from the form of the equation, the significance of the regression is tested by the F test, and the significance of the correlation is tested by the t test.

### IV. Results and Discussion Research Data Description Speaking ability

Data regarding speaking skills were obtained through speaking tests conducted by 112 fifth grade elementary school students. The results of the frequency distribution analysis for the variable of speaking ability can be seen in the following table:

Table 1 Analysis of the Frequency Distribution of Speaking Abilities

Statistics		
N	Valid	112
	Missing	0
Mean		11,08
Median		12,00
Mode		12
Std. Deviation		2,678
Variance		7,174
Range		11
Minimum		5
Maximum		16

Based on the Speaking Ability test on 112 respondents, the highest score was 16 and the lowest score was 5 with a mean of 11.08, a median of 12.00, mode 12, standard deviation of 2.678, variance of 7.174 and range 11.

## V. Vocabulary Mastery

The vocabulary mastery data is obtained from multiple choice tests. The test used in this study is known for its validity and reliability. Scores used in this study are 0 and 1, score 0 for wrong answers and score 1 for correct answers. Based on these scores, the vocabulary mastery test has a range of scores between 0 to 40. The results of the frequency distribution analysis for the vocabulary mastery variants can be seen in the following table:

Table 2. Analysis of Vocabulary Mastery Frequency Distribution

Statistics		
N	Valid	112
	Missing	0
Mean		27,97
Median		27,00
Mode		28
Std. Deviation		4,451

Variance	19,810
Range	22
Minimum	18
Maximum	40

Based on the research test distributed to 112 respondents, obtained the highest score of 40 and the lowest score of 18, with a mean of 27.97, a median of 27.00, mode 28, a standard deviation of 4.451, a variance of 19.810 and a range of 22.

## VI. Testing Data Analysis Requirements Normality test

Normality calculation is used to find out whether a data distribution is normal. Normality test in this study was calculated using the Kolmogorov Smirnov formula. If the value of sig. > 0.05 is obtained, the data is normally distributed, whereas if the value of sig. < 0.05, the data is not normally distributed. Calculation of normality test results can be seen in table 3.

Table 3 Normality Test with Kolmogorov Smirnov One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		112
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	1,89138805
	Absolute	,104
Most Extreme Differences	Positive	,079
	Negative	-,104
Kolmogorov-Smirnov Z		1,104
Asymp. Sig. (2-tailed)		,175

a. Test distribution is Normal.

b. Calculated from data.

Based on table 3 shows that the significance value on Asymp. Sig. (2-tailed) of 0.175 is greater than 0.05. So according to the basis of decision making in the Kolmogorov-Smirnov normality test above, it can be concluded that the

data are normally distributed. Thus, the assumptions or normality requirements in the regression model have been fulfilled.

### Linearity Test

Linearity test is used to determine whether the relationship between two linear variables. If the value of Deviation from Linearity Sig.  $> 0.05$ , then there is a significant linear relationship between the independent variable and the dependent variable. However, if the value of Deviation from Linearity Sig.  $< 0.05$ , there is no significant linear relationship between the independent variable and the dependent variable. The results of the linearity test analysis can be seen in table 4.

Table 4 Linearity Tests of Both Variables

### ANOVA Table

			Sig.
			,000
Berbicara * Kosakata	Between Groups	(Combined)	
		Linearity	,000
		Deviation from Linearity	,079
	Within Groups	Total	

Based on the analysis conducted by researchers with the help of SPSS 20, obtained sig. linearity of 0.079. The value obtained is greater than 0.05. Thus, it can be concluded that the relationship between Vocabulary Mastery and Speech Ability is linear.

### Hypothesis test

Hypothesis testing is done using the Pearson Product Moment Correlation formula. The criterion for accepting or rejecting a hypothesis is to look at the acquisition price of  $r$  or  $r$  count with  $r_{table}$  at a significance level of 5%. If  $r \geq r_{table}$  is at the significance level of 5%, then  $H_a$  is accepted and  $H_o$  is rejected. Following are the results of the correlation between the two variables can be seen in table 5.

Table 5. Correlation Coefficients

**Correlations**

		Kosakata	Berbicara
Kosakata	Pearson Correlation	1	,708**
	Sig. (2-tailed)		,000
	N	112	112
Berbicara	Pearson Correlation	,708**	1
	Sig. (2-tailed)	,000	
	N	112	112

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the correlation analysis, it is known that the Pearson correlation coefficient between the vocabulary mastery variables with the ability to speak is  $r = 0.708$  with a significant value of  $0,000$  ( $p > 0.05$ ). Converted into the table value with the number of respondents 112, then a value of 0.185 is obtained. So  $H_0$  is rejected while  $H_a$  is accepted. Thus, the value of  $r_{count} > r_{table}$ , it means that there is a significant relationship between Vocabulary Mastery and Speaking Ability and has a very strong closeness of the relationship. This means that the higher the vocabulary mastery, the higher the results of speaking ability.

**VII. Discussion**

Based on the results of data analysis, obtained a positive correlation coefficient, showing the relationship between mastery of vocabulary with the ability to speak positively students, namely the  $r_{count}$  value of 0.708 which after being converted into  $r_{table}$  with the number of respondents 112, then obtained a value of 0.185. It can be concluded that the higher the students' vocabulary mastery, the higher the students' speaking ability and conversely the lower the students' vocabulary mastery, the lower the vocabulary will be.

In this study, it was found that one of the factors that influenced students' speaking abilities was the mastery of the students' vocabulary. Low mastery of vocabulary results in students experiencing difficulty in speaking. This is due to the



low mastery of student vocabulary, causing students to not be free to choose the words they will say when speaking. Because to develop ideas and ideas, it takes a lot of words and knowledge about the words that will be used. Thus, students who are rich in vocabulary will find it easier to express their ideas and ideas for speaking, while students who are minimal in vocabulary will find it more difficult to express their ideas and ideas to speak Indonesian properly and correctly. Based on the results of the analysis,  $H_a$  is accepted and  $H_o$  is rejected.  $H_o$  accepted in this study is: there is a positive and significant relationship between vocabulary mastery and the speaking skills of fifth grade elementary school students.

## VIII. Conclusion

Based on the results of research and data analysis there is a positive and significant relationship between vocabulary mastery. This is indicated by the correlation coefficient of 0.708 with a significant value of 0.000 ( $p > 0.05$ ). Converted into the table value with the number of respondents 112, then a value of 0.185 is obtained. So  $H_o$  is rejected while  $H_a$  is accepted. Thus, the value of  $r > t_{table}$ , it means that there is a significant relationship between Vocabulary Mastery and Speaking Ability and has a very strong closeness of the relationship. This means that the higher the mastery of vocabulary, the higher the results of speaking ability.

## IX. Recommendation

Based on the results of this study, which shows the mastery of vocabulary has a positive and significant relationship with the ability to speak, the authors' suggestions are as follows:

1. For teachers

Teachers should introduce Indonesian vocabulary to students more, so that students' mastery of Indonesian vocabulary increases, which can then make it easier for students to choose the words to be spoken.

2. For Students

For students, they should increase their vocabulary vocabulary so that they can make it easier for students to speak Indonesian properly and correctly.

3. For other researchers

This research can be used as a reference or reference to assist in conducting research. In addition, because this research only reveals the relationship between vocabulary mastery and speaking ability, other researchers are expected to continue this research by discussing vocabulary mastery associated with other factors.

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