

**THE CORRELATION OF STUDENTS' VOCABULARY
MASTERY ON SPEAKING ABILITY (At the Eighth Grade of
SMPN 1 Kroya in the Academic year 2023/2024)**

**HUBUNGAN PENGUASAAN KOSA KATA SISWA TERHADAP
KEMAMPUAN BERBICARA (Pada Kelas VIII SMPN 1 Kroya Tahun Ajaran
2023/2024)**

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Abstrak

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Penelitian ini bertujuan untuk mengetahui bagaimana hubungan penguasaan kosakata siswa terhadap kemampuan berbicara dan memperoleh bukti bahwa terdapat hubungan yang signifikan antara kedua variabel tersebut. Metodologi penelitian ini menggunakan metode kuantitatif dengan model korelasional, dimana jenis penelitian korelasional adalah jenis penelitian non eksperimen. Penelitian dilakukan pada siswa kelas VIII SMPN 1 Kroya, dari jumlah populasi kelas VIII sebanyak 305 siswa dan diambil sampelnya sebanyak 62 siswa atau diambil dua kelas, oleh karena itu pengambilan sampel menggunakan teknik clusterrandom sampling pada kelas yang dipilih. Siswa akan diuji pengetahuannya melalui tes pilihan ganda dan tes kedua adalah tes lisan, materi yang diujikan fokus pada mendeskripsikan sesuatu, untuk tes lisan siswa mendeskripsikan tiga objek yang telah disiapkan peneliti.

Hasil penelitian menunjukkan bahwa terdapat hubungan antara penguasaan kosakata siswa dengan keterampilan berbicara siswa kelas VIII SMPN 1 Kroya. Penelitian ini memperoleh data skor yang diperoleh dari tes penguasaan kosakata siswa dan tes kemampuan berbicara siswa, dimana skor terendah adalah 24 poin untuk penguasaan kosakata siswa dan 25 poin untuk kemampuan berbicara, sedangkan skor tertinggi adalah 100 poin untuk penguasaan kosakata siswa. penguasaan dan 100 poin. kemampuan berbicara adalah 100 poin, dengan demikian dari data tersebut peneliti menyimpulkan bahwa terdapat hubungan antara penguasaan kosakata siswa (X) dengan kemampuan berbicara (Y), yang mana pada data tersebut menunjukkan bahwa jika variabel X meningkat

maka variabel Y meningkat ($X = 100, Y = 100$) dan jika variabel menurun maka variabel Y juga menurun ($X = 24, Y = 25$). Dari hasil perhitungan dengan menggunakan program SPSS 23 diperoleh nilai koefisien korelasi sebesar 0,969. Artinya kedua variabel tersebut mempunyai korelasi dan interpretasinya korelasinya sangat tinggi dan nilai signifikansinya (2-tailed) sebesar 0,000. Uji signifikansi jika $Sig < 0,05$ maka ($0,000 < 0,05$) berarti hipotesis alternatif (H_a) diterima. maka hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima, artinya ada hubungan antara penguasaan kosakata siswa dengan kemampuan berbicaranya di SMPN 1 Kroya.

Abstract This research aims to find out how students' vocabulary mastery relates to speaking ability and obtain evidence that there is a significant relationship between these two variables. This research methodology uses quantitative methods with a correlational model, where the type of correlational research is a type of non-experimental research. The research was conducted on class VIII students at SMPN 1 Kroya, from a total class VIII population of 305 students and a sample of 62 students was taken or two classes were taken, therefore sampling used a cluster random sampling technique in the selected classes. Students will be tested on their knowledge through a multiple choice test and the second test is an oral test, the material tested focuses on describing something, for the oral test students describe three objects that have been prepared by the researcher.

The results of this research show that there is a correlation between students' vocabulary mastery and the speaking skills of class VIII students at SMPN 1 Kroya. This research obtained data on scores obtained from students' vocabulary mastery tests and students' speaking ability tests, where the lowest score was 24 points for students' vocabulary mastery and 25 points for speaking ability, while the highest score was 100 points for students' vocabulary mastery and 100 points. speaking ability is 100 points, thus from this data the researcher concludes that there is a relationship between students' vocabulary mastery (X) and speaking ability (Y), which in the data shows that if variable X increases then variable Y increases ($X = 100, Y = 100$) and if variable decreases, variable Y also decreases ($X = 24, Y = 25$). From the results of calculations using the SPSS 23 program, a correlation coefficient value of 0.969 was obtained. This means that the two variables have a correlation and the interpretation is that the correlation is very high and the significance value (2-tailed) is 0.000. Significance test if $Sig < 0.05$ then ($0.000 < 0.05$) means the alternative hypothesis (H_a) is accepted. then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, meaning that there is a relationship between students' vocabulary mastery and their speaking ability at SMPN 1 Kroya.

Keywords *Keywords: Correlation, Students' Vocabulary Mastery, Speaking Ability, Describing Things.*

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INTRODUCTION

In Indonesia, English still feels foreign, only a few people master English, especially in the world of education. English is one of the subjects in school that is mandatory for students, where a student must master four basic skills, including speaking, listening, writing and reading. This is useful for supporting English language skills. In Indonesia, English still feels foreign, only a few people master English, especially in the world of education. English is one of the subjects in school that is mandatory for students, where a student must master four basic skills, including speaking, listening, writing and reading. This is useful for supporting English language skills. This skill can be a better hope for people around them in interpreting and obtaining what they want in line with their needs (Jamlan in Aristiawan, 2022).

Language is very important in life, especially for communicating between individuals. Language is verbal communication that is able to express a person's desire to express something. The main function of language is as a communication tool (Chaer and Agustina in Ernawati et al, 2023). In language it is closely related to speaking ability, whereas when someone wants to convey ideas or feelings about something to other people it will be an obstacle, because they do not master the vocabulary so it is difficult to express something, especially in communication. The basis of language learning is vocabulary (Loraine in Tawarik, 2021). That means vocabulary is closely related to speaking ability. English is a foreign language and is a second language (ESL), in language skills learning vocabulary has an important role. Language cannot be separated from life because there are many things that can be applied, such as in the world of education, society, politics, economics and culture. Language is a means for people to communicate with each other verbally (Nursyamsi in Aristiawan, 2022). Vocabulary is one of the main factors why students are not proficient in English, someone will experience difficulty when they want to speak because what they want to talk about is not in their brain's memory. especially English for Indonesians when they want to speak but can't translate because they lack mastery of vocabulary so most people take the trouble to open a dictionary first to use Google Translate to translate it, therefore mastery of vocabulary is very important in speaking English. Allah says in Surah Al-Baqarah verse 31, as follows:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُوا نِسَاءَ هَذَا بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

On the verse it is explained that Allah taught Adam As the names of the objects in the heavens and the earth, then showed them to the angels, saying, "Tell Me the names of all these (objects), if you are correct." Therefore, vocabulary is very important because everything in this world must have a name. Based on the hypothesis that I obtained regarding the initial data that I obtained, the author measured students' understanding regarding students' speaking abilities in English. The researcher focused on describing things, while for vocabulary mastery, using multiple choice test to get data on the results. Students can access it via cell phone to answer this will be time efficient and save costs. Using a multiple choice test in the form of an instrument we can find out how far students have mastered vocabulary (Yani Octavia, 2020). Regarding vocabulary and speaking skills, researcher identified that the correlation of students' vocabulary mastery on speaking ability is related to these two variables, especially at SMPN 1 KROYA. such as students not yet mastering many vocabulary words that are considered common in English. This has a big impact on students' speaking abilities. because delivering a conversation is related to delivering sentences in which you must master the vocabulary that will be put together. This can contain the assumption that vocabulary mastery affects students' speaking abilities or vice versa. Apart from that, English teachers in particular must know the extent of their students' mastery of vocabulary and constructions which have an impact on the students' ability to speak English. For this reason, based on this background, the problem formulation in this research is focused on the correlation students' vocabulary mastery on students' English speaking abilities.

When I visited SMPN 1 Kroya for the first time, I found that the students and teachers seemed enthusiastic about learning, especially English, and the atmosphere was conducive, making me interested in conducting research there, especially examining the correlation students' vocabulary mastery on their speaking abilities.

RESEARCH METHOD

In research, a researcher must be careful in his investigation, especially in the use of appropriate methods so that the results of his research are clearly structured. As Kerlinger (in Zanoubia, 2022) said, research design is research to obtain answers to a problem where the investigation is planned, structured and the strategy is arranged in such a way. In this research plan, the researcher use quantitative methods with a correlational model. The correlational method is a procedure for quantitative research that is used by a researcher to test the degree of relationship between two or more variables using statistical procedures of correlational analysis (Creswell in Taslim et al, 2019). This research uses a correlational design because it is in accordance with the aim of this research, namely to determine the relationship between students' vocabulary mastery and

speaking ability. Correlation research is non-experimental research where in a study the researcher only looks for the coefficient of the relationship between the two variables, namely vocabulary mastery and speaking ability without any manipulation (Sukardi in Oktavianti, 2019). The data analysis researcher used descriptive and inferential statistics. In handling raw numerical data into a usable form is a technique given from descriptive statistics (Bernstein & Bernstein in Tawarik, 2021). Descriptive statistics is used to analyze data from quantitative descriptive problem formulation. Meanwhile, inferential statistics includes parametric statistics and non-parametric statistics which are used to analyze data from associative and comparative problem formulations (Sugiyono in Alifianti et al, 2023). In this research, the statistical analysis technique used is the correlation test. The data analysis technique uses IBM SPSS 23. Before testing the hypothesis, data analysis is carried out for the prerequisite tests, namely the normality test, linearity test and homogeneity test (Sahid Raharjo, 2021).

According to Creswell (in Taslim et al, 2019) Population is a characteristic shared by a group of individuals. A population is a characteristic shared by a group of individuals. In another sense, population is a generalized area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. So population is not only people, but also objects and other natural objects. Population is also defined as the entire number of members in it without exception, both objects and predetermined per sites. The population in this study is all students of SMPN 1 Kroya in class VIII for the 2023/2024 academic year, totaling 9 classes, totaling 305 students.

Table 1. Population of class VIII students at SMPN 1 KROYA

No	Class	Gender of Students		Amounts
		Male	Female	
1	VIII A	14	18	32
2	VIII B	15	19	34
3	VIII C	14	20	34
4	VIII D	15	20	35
5	VIII E	16	19	35
6	VIII F	15	19	34
7	VIII G	14	20	34
8	VIII H	15	19	34
9	VIII I	16	17	33
Total				305

Source: Personal documents.

Sample is a subset of the target population that researcher plan to study in order to leveling about the intention population. A sample is a part of a population. The members chosen are not individuals but a group of people who naturally work together, which is a type of probability sampling

called clustersampling (Ary in Taslim etal, 2019). The sample taken in this research amounted to 62 students, 20% of the 305 population. The Good of research data sampling is between 20-30% of the population (Arikunto In Awwaabiin Et Al, 2019). The sampling technique used in this research is cluster random sampling. Cluster random sampling is used to determine the sample if the object to be used as a data source is very broad. The cluster random sampling technique is used to group samples by class, after which the classes are randomized to determine the class that will be used to collect data (Julia Simkus, 2023). The classes obtained by researcher from SMPN 1 Kroya were Class VIII A and Class VIII D.

Table 2. Sample of class VIII students at SMPN 1 KROYA

No	Class	Gender of Students		Amounts
		Male	Female	
1	VIII A	14	16	30
2	VIII D	14	18	32
Total				62

Source: Personal documents.

In this study, two classes are taken as samples, so the total sample is 62 students taken from a students population of 305 (20%).

Research instruments are tools used to collect data to obtain values according to predetermined criteria aspects. The tool for obtaining quantitative information regarding variations in variable characteristics objectively is an instrument (Zanoubia, 2022). In this study, to measure the extent of students' vocabulary mastery, a multiple choice test was used. This test consists of 25 questions that have gone through a validation test. This vocabulary test focuses on describing things material where the material presented lead to nouns, synonyms, opposite words, adjectives, grammar, translation and sentence construction

Table 3. Grid of vocabulary mastery test research instruments (After Validation)

No	Variable	Indicator	No. Item	Amount
1	Vocabulary Mastery (Variable X)	Identify understanding of nouns and adjectives	3,4,6,13,23,29	6
2		Grammar (Arranging words into sentences correctly, to be, comparisons & prepositions)	1,5,10,11,12,15,30	7
3		Translate into English	14,16,17,19,20,22,25,26	8
4		Antonyms and synonyms of adjectives	2,7,8,9	4
Total				25

In this research, to measure the extent of students' speaking abilities, an oral test was used in the form of a rubric with five aspects, namely: Vocabulary,

Pronunciation, grammar, fluency, and comprehension which focuses on describing things using predetermined criteria (Alias, Azizi, and Kamisah Osman, 2015). In this test the researcher prepared three items such as: Pen, eraser, and pencil case which would later be explained by the students. This test applies to every student who will be tested, especially class VIII students at SMPN 1 Kroya. Based on the results of research conducted above to test the validity of all oral test items, it is said to be valid. Therefore, researchers use all items from the instrument to be tested. The table below shows the grid and shape of the instrument.

Table 4. Grid of speaking ability test research instruments (After Validation)

No.	Variable	Indicator	Form of the Instrument	Instrument
1	Speaking Ability (Variable Y)	Vocabulary	Performance	Test (Oral)
2		Pronunciation		
3		Grammar		
4		Fluency		
5		Comprehension		

Source: Personal documents.

RESULT AND DISCUSSION

From descriptive statistical analysis data obtained from the results of students' vocabulary mastery tests with a sample size of 62 students, the total score obtained was 3240. Furthermore, complete data was taken from the results of the analysis using the SPSS 23 program in the form of the image below.

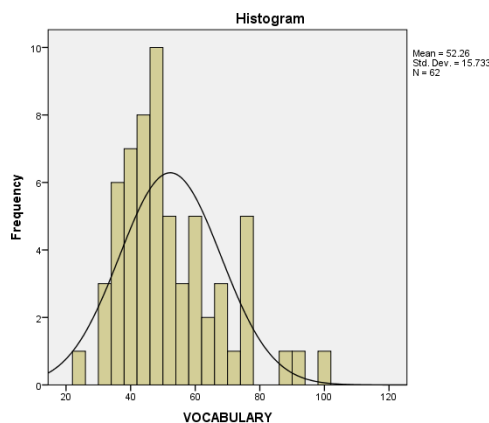
Picture 1. The Statistic Table of Students' Vocabulary Mastery Statistics

VOCABULARY		
N	Valid	62
	Missing	0
Mean		52.26
Std. Error of Mean		1.998
Median		48.00
Mode		48
Std. Deviation		15.733
Variance		247.539
Range		76
Minimum		24
Maximum		100
Sum		3240

Source: Personal documents.

From the table above, it can be seen that the total score of the 62 respondents is 3240. By applying SPSS version 23, it can be seen that the average score for students' vocabulary mastery is 52.26, the median is 48, the range is 76, the minimum score for students' vocabulary mastery is 24, and the maximum score for students' vocabulary mastery is 100. The histogram of students' vocabulary mastery is as follows:

Picture 2. The Histogram of Students' Vocabulary Mastery



Source: Personal documents.

From the picture above it is known that the data is normally distributed where the lines in the table form a bell shape, the shape of the bell does not lean to the left or right but is right in the middle (Koziol, Leonard F., et al., 2016). The following are the results of data analysis on students' vocabulary mastery who got the highest, medium and lowest scores.

Table 5. The Categorization of Students' Vocabulary Mastery

No	Score	Frequency	Percentage	Category
1	≥ 68	12	19,35%	Good
2	37 - 67	40	64,52%	Moderate
3	< 37	10	16,13%	Low
Total		62		100%

Source: Personal documents.

From the table above, it can be seen that there are 12 students or 19.35% of students in the good category. Meanwhile, 64.52% or 40 students were in the medium or moderate category, and 16.13% or 10 students were in the low vocabulary category. Thus, we can conclude that all the vocabulary mastery of class VIII students at SMPN 1 Kroya has many variations, and most of them are in the medium or average category.

The researcher took a speaking ability score by giving a test in the form of three objects, namely a pen, eraser and pencil case which had been prepared by the teacher and then explained orally. In this study,

researcher obtained students speaking ability test scores based on five aspects, namely: vocabulary, pronunciation, grammar, fluency, comprehension which were applied to Excel formulas where each category of the five aspects had its own points, namely for vocabulary 25 points, pronunciation 25 points, grammar 15 points, fluency 20 points, comprehension 15 points. so that if students can speak perfectly then everyone gets a total of 100 points (Mia Fadila, 2022). The following speaking score data is obtained from the test results and has been calculated using the SPSS program, which can be seen in the results below:

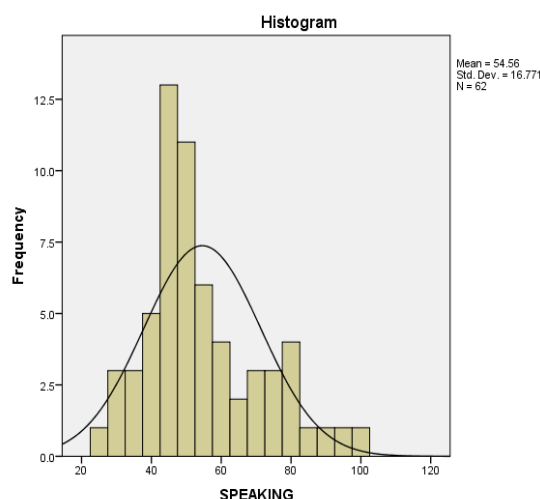
Picture 3. The Statistic Table of Students' Speaking Ability

Statistics		
SPEAKING		
N	Valid	62
	Missing	0
Mean		54.56
Std. Error of Mean		2.130
Median		50.00
Mode		44
Std. Deviation		16.771
Variance		281.266
Range		75
Minimum		25
Maximum		100
Sum		3383

Source: Personal documents.

From the table above, it can be seen that the total score of the 62 respondents is 3383. By applying SPSS version 23, it can be seen that the average score for students' speaking ability is 54.56, the median is 50, the range is 75, the minimum score for students' speaking ability is 25, and the maximum score for students' vocabulary mastery is 100. The histogram of students' speaking ability is as follows:

Picture 4. The Histogram of Students' Speaking Ability



Source: Personal documents.

From the picture above it is known that the data is normally distributed where the lines in the table form a bell shape, the shape of the bell does not lean to the left or right but is right in the middle. The following are the results of data analysis on speaking ability who got the highest, medium and lowest scores.

Table 6. The Categorization of Students' Speaking Ability

No.	Score	Frequency	Percentage	Category
1	≥ 71	13	20,97%	Good
2	38 - 70	42	67,74%	Moderate
3	<38	7	11,29%	Low
Total		62	100%	

Source: Personal documents.

From the table above, it can be seen that there are 13 students or 20.97% of students in the good category. Meanwhile, 67,74% or 42 students were in the medium or moderate category, and 11,29% or 7 students were in the low speaking category. Thus, we can conclude that all the speaking ability of class VIII students at SMPN 1 Kroya has many variations, and most of them are in the medium or average category.

In order to test a statistical hypothesis, the researcher first determines which test statistics are appropriate to use, whether using parametric or non-parametric statistical tests (Supardi in Usmedi, 2020). When using parametric and non-parametric statistical tests, it is necessary to carry out analysis requirement tests. Testing with parametric inferential statistical tests requires a normality test, variance homogeneity test, and linearity test. In this research, before conducting a hypothesis test, the researcher carries out a prerequisite test. The following are the prerequisite tests carried out by researcher:

Picture 5. The result of normality test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		62
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.13438351
Most Extreme Differences	Absolute	.080
	Positive	.080
	Negative	-.068
Test Statistic		.080
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Source: Personal documents.

Based on the data above, the results of the normality test with Kolmogorov-Smirnov can be seen that the data in this study is normally distributed, because the sig value in the table is 0.200 more than the specified limit. If $\text{Sig.} > 0,05$, then the sample comes from the population normally distributed (Juliansyah in Yolanda, 2017).

Picture 6. The results of linearity test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
SPEAKING * VOCABULARY	Between Groups	(Combined)	16419.943	15	1094.663	68.296	.000
		Linearity	16114.561	1	16114.561	1005.386	.000
		Deviation from Linearity	305.382	14	21.813	1.361	.211
	Within Groups		737.299	46	16.028		
Total			17157.242	61			

Source: Personal documents.

Based on the picture above, it is known that the significance value for Deviation from linearity is 0.211. This means that the probability is greater than 0.05, namely $0.211 > 0.05$. So it can be concluded that the relationship between the variables Students' Vocabulary Mastery (X) and Speaking Ability (Y) has a linear relationship (Sahid Raharjo, 2021).

Picture 7. The results of homogeneity test

Test of Homogeneity of Variances

The Result of Speaking Test

Levene Statistic	df1	df2	Sig.
.957	10	46	.493

Source: Personal documents.

Based on the results of the homogeneity test using the Levene test in the image above, it shows a significance value of 0.493, where this value is more than sig 0.05, so the data in this study is homogeneous and means that the sample data studied has the same variance (Getut Pramesti Juliansyah in Yolanda, 2017).

In this research based on the test results of the three prerequisites above, the results for the normality test are normally distributed, then the results of the linearity test between the relationship between variable parametric where the problem formulation in this research is the relationship between students' vocabulary mastery and speaking ability. then the hypothesis test uses a correlation design using Pearson Product Moment Correlation. After carrying out the prerequisite tests, namely normality, linearity and homogeneity tests, the next step is testing the research hypothesis. to find out How is the correlation between students'

vocabulary mastery and speaking ability in class VIII at SMPN 1 KROYA in the 2023/2024 academic year. Researcher analyzed both data using Pearson Product Moment Correlation in the SPSS program.

Picture 8. The Statistic Result of Correlations

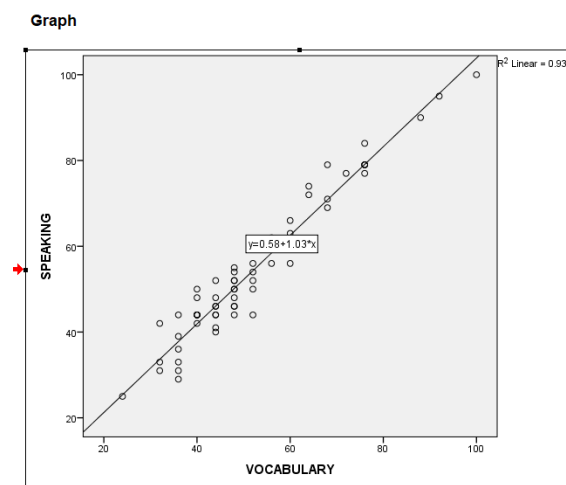
		VOCABULARY	SPEAKING
VOCABULARY	Pearson Correlation	1	.969**
	Sig. (2-tailed)		.000
	N	62	62
SPEAKING	Pearson Correlation	.969**	1
	Sig. (2-tailed)	.000	
	N	62	62

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

Source: Personal documents.

After completing the data analysis process, from the data above, a significance value (2-tailed) is obtained of 0.000. Significance test if $\text{Sig} < 0.05$ then $(0.000 < 0.05)$ means the alternative hypothesis (H_a) is accepted. Therefore, it can be concluded that there is a correlation between student vocabulary mastery (X) and student speaking ability (Y). The correlation coefficient between students' vocabulary mastery (X) and students' speaking ability (Y) was 0.969. This means that the two variables have a correlation and the interpretation is that the correlation is very high (Suhana, Asep, and Acep Haryudin, 2017). From the correlation interpretation image above, the correlation value of 0.969 indicates a very strong positive correlation between the two variables. If the relationship between the data above is made in the form of a curve, it will look like the image below (Pritha Bhandari, 2023).

Picture 9. Correlation test (Graph)



Source: Personal documents.

From the curve research results above, it shows that all points are close to the curve line, which means the absolute value of the linear correlation coefficient is high and the shape of the graph in the direction of the relationship forms a perfect positive relationship.

This significance test aims to test the significance of the relationship found, namely whether the relationship found can be applied to the entire population. Significance testing in this hypothesis test uses the t significance test, namely by comparing the t count value with t table ($dk = n - 2 = 110$, significance level of 5% (0.05) (Ghozali in Koilam Et Al, 2023).

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.579	1.850		.313	.755
The Result of Vocabulary Test	1.033	.034	.969	30.452	.000

a. Dependent Variable: The Result of Speaking Test

Picture 10. Significance Test Results t

Source: Personal documents.

In the table, the value of t count is 30.452, while t table is 2.00030. If the values are compared, $30.452 > 2.00030$, it can be concluded that $t_{count} > t_{table}$ so that H_0 is rejected and H_a is accepted. This is also reinforced by looking at the significant value in picture 4.8 which shows 0.00. The sig value is much smaller than 0.05 ($0.00 < 0.05$), which means there is a significant relationship between students' vocabulary mastery and speaking ability.

CONCLUSIONS

This research focuses on the correlation between students' vocabulary mastery and speaking ability by taking a sample of two classes, namely 62 samples from a total population of 305 students in eighth grade at SMPN 1 Kroya. This research also tries to determine students' vocabulary mastery and speaking ability, where the score obtained from students' vocabulary mastery (X) with the highest score was 12 students and for speaking ability (Y) as many as 13 students, while students who got medium scores for students' vocabulary mastery (X) as many as 40 students and speaking ability (Y) as many as 42 students, and students who got the lowest score for student vocabulary mastery (X) were 10 students and for speaking ability (Y) as many as 7 students. Where the lowest score was obtained by Rhanisa Shinta with a

students' vocabulary mastery score of 24 points and a speaking ability score of 25 points, while the highest score was obtained by Anggita Naya Purnika Putri with a students' vocabulary mastery score of 100 points and a speaking ability score of 100 points, thus from this data the researcher concludes that there is a relationship between students' vocabulary mastery (X) and speaking ability (Y), which in the data shows that if variable X increases then variable Y increases (X = 100, Y = 100) and if variable X decreases then variable Y also decreases (X = 24, Y = 25).

In correlation research, it is said to have a high correlation if the value is between 0.70 to 0.90. Based on data analysis and discussion, the value obtained in the correlation research between students' vocabulary mastery (X) and students' speaking ability (Y) at SMPN 1 Kroyawas 0.969. therefore the researcher concluded that the two variables had a positive correlation and the interpretation of the correlation score was very high. Furthermore, the significance value of the 62 samples is 0.000. The significance test is if $\text{Sig} < 0.05$ ($0.000 < 0.05$), then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, meaning that there is a relationship between students' vocabulary mastery and their speaking ability at SMPN 1 Kroya.

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