THE CORRELATION BETWEEN VOCABULARY MASTERY AND STUDENT'S ENGLISH INTEREST TOWARD STUDENT'S SPEAKING ACHIEVEMENTAT SMP NEGERI 44 SATAP OKU

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Abstract

The objective of this study was to find out the correlation between vocabulary mastery and student's English interest toward speaking ability of the second grade students of SMP NEGERI 44 SATAP OKU; the design of the study was correlational design; to find out the problem of the study. The population of the study is all of the second grade students that have 4 classes VIIIA, VIIIB, VIIIC and VIIID with the total number 125 students and the sample is taken by using sample size to determine the number of the sample based on table of sample size, the writer got 79 students at 99% confidence level from 125 students. The data collected by using test and questionnaire, there are 2 types of test to measure the students' ability in mastering vocabulary and students speakingability and questionnaire is used to collect the data of English interest. The techniques used to analyze the data are multiple correlation and regression by using SPSS 20, normality, homogeneity and linearity. The results of the study show that there is a positive correlation between vocabulary mastery and speaking ability toward student's English interest, both partially and simultaneously. The positive correlation indicates that vocabulary mastery and student's English interest tend to go up or to go down altogether with Speaking Ability.

Key Word: *Vocabulary mastery, speaking ability, English interest*

Penelitian ini bertujuan untuk mengetahui hubungan antara penguasaan kosakata, minat bahasa Inggris siswa dan kemampuan berbicara siswa kelas dua SMP NEGERI 44 SATAP OKU; Desain penelitian ini adalah desain korelasional; untuk mengetahui masalah penelitian. Populasi penelitian adalah semua siswa kelas II yang memiliki 4 kelas VIIIA, VIIIB, VIIIC dan VIIID dengan jumlah siswa 125 siswa dan sampel diambil dengan menggunakan ukuran sampel untuk mengetahui jumlah sampel berdasarkan tabel Ukuran sampel, penulis mendapatkan 79 siswa dengan tingkat kepercayaan 99% dari 125 siswa. Data yang dikumpulkan dengan menggunakan tes dan kuesioner, ada 2 jenis tes untuk mengukur kemampuan siswa dalam menguasai kosakata dan kemampuan berbicara siswa dan kuesioner digunakan untuk mengumpulkan data minat bahasa Inggris. Teknik yang digunakan untuk menganalisis data adalah korelasi ganda dan regresi dengan menggunakan SPSS 20, normalitas, homogenitas dan linieritas. Hasil penelitian menunjukkan bahwa ada hubungan positif antara kemampuan kosa kata dan kemampuan berbicara terhadap minat bahasa Inggris siswa, baik secara parsial maupun simultan. Korelasi positif menunjukkan bahwa penguasaan kosakata dan minat bahasa Inggris siswa cenderung naik atau turun bersamaan dengan Kemampuan Berbicara.

Kata kunci: Penguasaan kosakata, kemampuan berbicara, minat bahasa Inggris

In learning foreign Language it is very important to study vocabulary because vocabulary is one of important aspect in learning foreign language without a proportional amount of vocabulary anyone will get

trouble in speaking, reading, listening, and writing. Without a shred of doubt, the acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred for a better life. Indisputably the chances for progress or success in any kind of fields, like computers, technology, economy, politics, tourism, and educational increase with the size and applications of vocabulary.

Learning vocabulary is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner (Alqahtani : 2015). In our country English is very important subject and Vocabulary plays important roles in mastering English. There are four skills which are needed in order to master English namely listening, reading, speaking, and writing. These skills are taught in schools must develop by the teachers based on curriculum 2004 one of the aimed in learning English is to develop communication skill in spoken and written. Communication skill include of speaking, listening, reading and writing skill.

Speaking need space to apply it because the main purpose of speaking skill is the ability to communicate using target language. Nowadays, along with the strengthening position of English for international communication, the teaching of speaking ability become

increasingly important in the English as a second or foreign language (ESL/EFL) context.

Speaking is one way to express ideas, though a message orally.In order to make the students can communicate; the teacher should provide a situation for the students so they can apply the language in real communication. According to Gert and Hans (2008: 207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Rebecca (2006:144) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact. As language learners who had learned English intensively, the students should be able to interact orally each other through English. But in fact, most of the students in SMP NEGERI 44 SATAP OKU did not perform English. They would rather to use Indonesia language or region language than English as a medium of communication; it because of most of student's lack of vocabulary and they alsodidn't interest in studying English. Interest is very important in learning process. Interest is a factor that influences speaking ability. Slameto (SyaifulBahriDjamarah, 191) defines interest is a preference and awareness to something or activity without any force. When students have self-awareness in English learning, they will be happy

and interested to learn English subject, if they are happy and interested in it, they will study happily and the result they will motivate to always try to speak English.

Colloquially, being interested in something can mean that we care about it, that it isimportant to us, and that we have (mostly) positive feelings towards it. We often say things like, ''I'm interested in the well-being of my child,'' ''I'm interested in playing football this fall,'' and ''I have a research interest in social psychology.'' (Hulleman: 2010). However, interest can also be more fleeting, such as when we see an interesting TV program, or an unexpected noise arouses our curiosity (Yaw: 2011). According to Hidi and Renninger (2006), three factors contribute to the development of interest: knowledge, positive emotion, and personal value. As individuals learn moreabout a topic, they become more skilled and knowledgeable. An increase in knowledgecan bring about positive affect as individuals feel more competent and skilled through task engagement. In addition, as they spend more time with the activity, they may find personal meaning and relevance in the activity, such as when a high school student discovers that an understanding of English can help her pursue her dream of much chance for job such as tourist guide, bank employee, or English teacher. An individual's goals can also contribute to the development of interest by leading him∕her to become more engaged in his∕her learning, develop competence, and to further explore the topic. For example, Sandy's goals for study English is to become English

teacher so she will practice on her own, seek out guidance or courses to help her improve her English so she can consult about her problems in learning English. She will try her best during practices.

According to psychology Chang (2006) said that the term *interest* has a two-ply meaning that involves, first, an individual's internal orientation when he/she expresses the choice of someone or something and, second, the small difference between interest and motives as both of them are the internal causes of an individual's behavior.

Chiu said interest is inherent and yet can be improved by external forces (Chiu :   2007) Chen addressed interest in learning in three categories: individual interest, which is a personal quality that is quite stable and fluctuates little; situational interest, which is an emotional state elicited by amusing mathematics-related activities or the content of teaching materials; and interest-induced psychological state that occurs when an individual is showing intense interest in something and he/she focuses all attention on what sparks that interest, while ignoring anything else in the surroundings (Chen: 2008)   . She also said interest can be generated in a classroom setting to offer meaningful options to students by: selecting well-compiled teaching materials; selecting teaching materials that are full of variation and also liveliness; selecting teaching materials that students have prerequisite knowledge of; encouraging students to be active participating learners; giving hints/reminders immediately relevant to students; putting to use ideas of novelty and

variation; and helping the teacher set an example by showing passion and interest about what is being taught.

Lai defined interest in learning as personal preferences with regard to learning, which sometimes means what an individual chooses one thing rather than other things and sometimes a positive psychological state occurs during his/her interaction with the circumstances that engenders further learning motives (Lai: 2010).

Three types of interest can be identified, each of which reflects differing amounts of knowledge, value, and feelings. These are: (1) *situational interest,* (2) *individual interest* (sometimes referred to as *topic interest*), and (3) *well-developed* individual interest. *Situational interest* refers to the short-lived or momentary attention to, or curiosity about, particular subject matter, and can be accompanied by either positive or negative feelings. *Individual interest* is a relatively enduring predisposition to experience enjoyment in working with particular subject matter. An individual interest may or may not provide a student with the support to put forth effort when faced with a difficult task, presumably because the identification of individual interest in terms of enjoyment provides no information about the depth of a student's knowledge about the topic. *Well-developed individual interest* is a relatively enduring predisposition to re-engage particular classes of subject matter over time. A student with a well-developed individual interest for a subject has more stored knowledge and stored value for that subject than he or she has for

other subjects. With more stored knowledge and stored value for a given subject matter, the student is positioned to begin asking curiosity questions that drive knowledge acquisition, consolidation, and elaboration, and that leads the student to persist in the face of frustration or difficulty.Well-developed interest is the type of student interest to which most people are referring when they talk about interest and its impact on learning. For example, students who immerse themselves in a task they have been assigned, or who are willing to expend a lot of effort to master a skill that will allow them to begin work on some future project, are likely to have a well-developed interest for the subject of that project. Importantly, the student who has a well-developed interest for a subject area may not seem to be aware that he or she is exerting effort. Instead, it appears that interest may free up possibilities for students to push themselves, just as it frees up their ability to process interesting stories.

A student does not simply decide to have a well-developed interest for a subject about which he or she has previously had either little knowledge or value. Nor is a well-developed interest a set of beliefs about utility or value. In fact, a student who has a well-developed interest for a subject may or may not be aware that he or she has begun to think and question in ways that are similar to subject interested in.

From the fact and explanation above the writer decided to conduct this research with the objective to find out the correlation between

vocabulary mastery, English Interest and speaking ability at SMP Negeri 44 SATAP OKU.
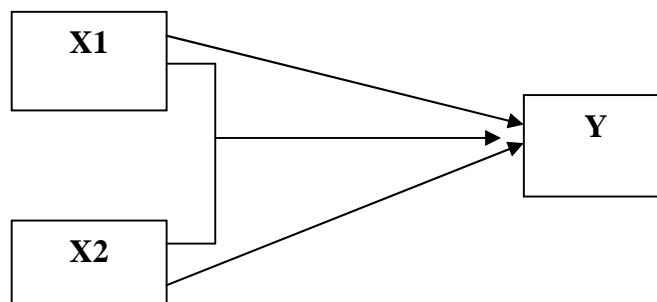
METHOD OF THE RESEARCH

This is correlational research, which often conducted by many researchers in educational and social sciences.

According to Shaughnessy and Zechmeiser (cited in Emzir, 2008), there are 5 types of correlation research design (1) bivariate correlation, (2) regression and prediction, (3) Multiple regression, (4) factors analysis and (5) correlation that is used to make a causal conclusion.

The researcher used the regression statistical analysis to describe and measure the correlation of students' vocabulary mastery and students' English interest on speaking ability. The procedure was, first, the researcher measured students' vocabulary mastery and speaking ability by using test, and second questionnaire to find out students interest in English. After that, the researcher made correlation among three variables byusing multiple regression analysis based on the result of questionnaires and test.

The Diagram of design is shown:

Where:

X1   : Vocabulary Mastery
X2   : English interest
Y   : Speaking Ability
        This research is one of quantitative research which measure on two or more variables. The reason of choosing this method is the researcher wants to know the level of correlation between two or more variables based on statistic quantitative in correlational coefficient.

There are two kinds of variable in this study, namely dependent variable and independent variable. The dependent variable in this study is student's speaking achievement (Y), while the independent variables are vocabulary mastery (X1) and student's English interest (X2).

This research was carried out at SMP NEGERI 44 SATAP OKU in August to October 2017, which was conducted on the second grade students of SMPNEGERI 44 SATAP OKU 3 in the Academic year of 2017/2018. The sample by using sample size at 99% confidence level, the writer got 79 students as sample from 125 students.

The data are collected by using test and questionnaire. First is vocabulary test, the test is to measure the students' ability in mastering vocabulary. The Vocabulary test included translating words (both into Indonesian and into English), matching items and finding vocabularies meaning from reading text. The second is speaking test, the students are requested to speak about their experiences or their family in front of the class for about 3 to 4minutes.The questionnaire is used to collect the data

of English interest which consists of 25 items having four alternatives positive and negative items).

The technique which is used to analyze the data was Linear Regression Analysis Statistic by using SPSS 20. The researcher tests the hypothesis using Multiple Linear Regression Formula. Multiple Regressions is used to describe the strength between several independents variables and one dependent variable (multiple correlations). Before entering Linear Regression Analysis, there is major pre-requirement analysis for the data. They are normality test using Kolmogorov Smirnov test from SPSS 20 in order to see variables are distributed normally or not. If the normally spread $p>0.05$ it is normal, whereas if $p<0.05$ it is considered not normal or approximately normal, homogeneity test using *Bartlett* formula and linearity.

FINDING AND DISCUSSION

In analyzing the normality of the data, the writer used the Kolmogorov-Smirnov test (K-S) which was computerized by applying the SPSS version 20, with consideration if normality spread $p>0.05$ then it is normal, whereas if $p<0.05$ then it is considered not normal or approximately normal (Pallant, 2007:57). The variables in normally test included: 1) Vocabulary mastery, 2) English interest, and speaking ability

Table 1
One-Sample Kolmogorov-Smirnov Test

	X1	X2	Y
N	343	343	343

Normal Parameters[a]	Mean	65.32	68.41	68.31
	Std. Deviation	13.111	10.165	12.214
Most Extreme Differences	Absolute	.105	.109	.093
	Positive	.088	.067	.090
	Negative	-.105	-.109	-.093
Kolmogorov-Smirnov Z		1.250	1.917	1.118
Asymp. Sig. (2-tailed)		.071	.061	.080

a. Test distribution is Normal.

Based on Table, the result of Kolmogorov-Smirnov test of X1 showed that the significance (2 tailed) was 0.071. Since 0.071 is more than 0.05, it can be concluded that the data gained was normal. The result of the Kolmogorov-Smirnov test toward the English interest was significance, which was 0.061. Since 0.061 is higher than 0.05, so it can be concluded that the data obtained in the English interest was normal. The last, the result of the Kolmogorov-Smirnov test toward the speaking ability was significance which was 0.080. Since 0.080 is higher than 0.05, so it can be concluded that the data obtained in the speaking ability was normal.

The results of homogeneity data can be described as follows:

Table 2Table of Homogeneity Test

Variant	dk	Value 2o	Table	Result
=0.05				
Y for X1	39	7.481	54.559	Homogeneous
Y for X2	36	3.246	50.964	Homogeneous

Based on the results of *Bartlett* Formula, because *Chi-Square* value is lower than *Chi- Square* table, so the variant data are homogeneous.

Table 3
Linearity of Vocabulary Mastery and Speaking Ability
ANOVA Table

	Sum of Squares	Df	Mean Square	F	Sig.

			Sum of Squares	Df	Mean Square	F	Sig.
Speaking ability* Vocabulary mastery	Between Group	(Combined)	19315.987	28	689.857	6.832	.000
		Linearity	16054.773	1	16054.773	159.004	.000
		Deviation from Linearity	3261.214	27	120.786	1.196	.234
	Within Groups		9604.613	31704.870	314	100.971	
	Total		18530.927	51020.857	342		

The test of linearity showed based on deviation from linearity with significant was 0.234 for speaking ability and vocabulary mastery. Since 0.234 was more than alpha value level of 0.05, it can be inferred that the linearity of vocabulary mastery and speaking ability was linear.

The result of the linearity of the students' English interest and their Speaking ability is shown in Table 4.

Table 4
Linearity Test of English Interest and Students' Speaking Ability
ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Speaking Ability * English Interest	Between Groups	(Combined)	11099.001	33	336.333	2.603	.000
		Linearity	6195.946	1	6195.946	47.957	.000
		Deviation from Linearity	4903.055	32	153.220	1.186	.231
	Within Groups		8545.440	39921.857	309	129.197	
	Total		13026.755	51020.857	342		

The test of linearity showed in Table 4, based on deviation from linearity with significant was 0.231 for English interest and Speaking Ability. Since 0.231 was more than alpha value level of 0.05, it can be concluded that the linearity of English interest and Speaking Ability was linear.

The results of hypothesis testing

The first hypothesis finds that the computation of analysis regression X1 and Y, it is found that coefficient a = 30.219, and b = 0.632, so equation regression is = 30.219 + 0.632 X1. The significance of regression is found that Fo = 38.026, and Ft = 4.04 in the level of significance = 0.05 and degree of freedom (df = 1:48). Because Fo> Ft, so the regression of X1 and Y is significant. So, it can used to predict the correlation between vocabulary mastery (X1) and speaking ability (Y); it shows that the mean of Speaking ability (Y) would increase 0.632 if the vocabulary mastery (X1) was increased one score in the constant score of 30.219. The coefficient of correlation is rx1y = 0.665. Then, this value is compared to r-table at the significance level of 5% for N = 50, it is 0.279. The effective contribution of vocabulary mastery toward Speaking ability was 29.03 %, it means that 29.03% of speaking ability is influenced by vocabulary factor.

The second hypothesis finds that the computation of analysis regression X2 and Y, it is found that coefficient a = 9.741, and b = 0.851, so the equation regression is ˆ= 9.741+ 0.851 X2. The significance of regression is found that Fo = 33.314, and Ft = 4.04 in thelevel of significance = 0.05 and degree of freedom (df = 1:48). Because Fo> Ft, so the regression of X2 and Y is significant. So, it can used to predict the correlation between English interest (X2) and speaking ability (Y); it shows that the mean of speaking ability (Y) would increase 0.851 if the English

interest (X2) was increased one score in the constant score of9.741. The coefficient of correlation is rx2y = 0.640. Then, this value is compared to r-table at the significance level of 5% for N = 50, it is 0.279. It means that rx2y is higher than rt. It means that the correlation is significant; the effective contribution of English interest toward speaking ability was 23.85 %, it means that 23.85 % of speaking ability is influenced by English interest factor. Having pleasure feeling to English lesson motivate to do the positive attitude and finally it makes interest to English. Because of interest,students will be motivated to practice English, so they will be brave to express their ideas in front of the class or communicate in the public.It means because of interest to lesson which is learned, student will be happy and easy to do the task of the lesson. The analysis result above is there is a positive correlation between English interest and speaking ability. It means that the increase of student's English interest is followed by the increase of student's speaking ability.

The third hypothesis finds that from the computation of multiple regression, it is found that the coefficient of a0, a1, and a2 are 6.519; 0.415; and 0.496, so the multiple regression equation of Y on X1 and X2 becomes;   ˆ= 6.519 + 0.415 X1 + 0.496 X2. The testing result of the significance of regression for Fo is 26.367. This result is compared to F-table at the significance level of 5% and degree of freedom (df = 2:47) is3.23. It means that Fo (26.367) is higher than Ft(2,47) (3.23), so Fo is significant. So, it can used to predict the correlation between vocabulary

mastery (X1) and English interest (X2) and speaking ability (Y); it means that in every one score increase from vocabulary mastery (X1) together with English interest (X2) it increases 0.911 of speaking ability (Y) in the constant score of 6.519, if there was no increase of vocabulary mastery (X1 = 0) and there was no increase of English interest (X2 = 0), it means every student has the mean of speaking ability (Y) 6.519, it is shown by constant positive value, and it is 6.519. The coefficient of correlation (Ry12) is 0.727 and (R2) is 0.5287. The effective contribution is 52.88%, it shows that vocabulary mastery and English interest are some factors that influence speaking ability. It means 52.88% factors that influence speaking ability are come from vocabulary mastery and English interest factors, then 47.12% the rest was determined by other factors.

Conclusion

From this research, it can be concluded that there is a positive correlation between vocabulary mastery and student's English interest toward student's speaking ability, both partially and simultaneously when in every one score increase from vocabulary mastery (X1) together with English interest (X2) it increases 0.911 of speaking ability (Y) in the constant score of 6.519, if there was no increase of vocabulary mastery (X1 = 0) and there was no increase of English interest (X2 = 0), it means every student has the mean of speaking ability (Y) 6.519, it is shown by constant positive value, and it is 6.519. It means that improvement of vocabulary mastery and English interest will be followed by the

improvement of student's speaking ability. It also means that student's vocabulary mastery and English interest contribute to their speaking ability; with the effective contribution 52.88% in which 29.03% from vocabulary mastery and 23.85% from English interest.

From the finding it is very important for the teacher to increase students' vocabulary and student's interest in English. In order to increase student's vocabularythe teacher should improve their professional skills especially how to teach vocabulary, it can be through formal or informal education such as seminar, workshop, training and so on. To improve the student's interest in English the teacher should make creative, active, effective, and fun English learning so it can make the students interest in learning English.

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