A Correlation between Vocabulary Mastery and Speaking Skill in Debate Performance of English Education Students

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Abstract. This research aims to find a correlation between vocabulary mastery and speaking skill among English education students at Tidar University. This research used quantitative research which used correlational design. The sample of the students in this research was twenty-three students in the fifth semester of English Department taken randomly using cluster random sampling from all the population. The data of the research were collected by a quiz for the vocabulary mastery test and take the data from the previous semester's debate with the students. This result includes the 0,60-0,7999 interval that makes the correlation between vocabulary mastery and speaking skills of the students strong.

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INTRODUCTION

Speaking is one of the four skills, along with writing, listening, and reading. In learning English, speaking is essential to master for people who want to learn English. In speaking, a person's purpose is to convey meaning to others. In this competitive age, those with poor public speaking abilities will suffer significantly compared to those with strong speaking skills, who will be more likely to attract the attention of higher-ups and receive promotions or other duties that will boost their reputation and self-worth. Speaking is beneficial in conveying words to people. Brown and Yule (1983) say, "Speaking is the skill that the students will judge upon most in real-life situations." The types of speaking are very varied, from talking to other people, delivering speeches, conveying meaning during debates, and so on. Speaking effectively involves using both the vocal cords and the brain to create a language through sound.

Additionally, the goal of speaking is to convey ideas. Of course, in this research, researchers will discuss the correlation between vocabulary mastery students in the 5th

grade English Department and their speaking skills in debate class. Debate activity involves expressing ideas and opinions. We can see how their mastery of speaking skills is tested when faced with debates where they might acquire foreign vocabulary.

Debate is one method for enhancing speaking abilities. Although it deals with a type of discussion, in a sense, it is an argument between proponents and opponents of ideas. According to Fachrurrazy (2011: 59), the debate is a cooperative speaking learning model. The debate needs vocabulary. When a debater wants to convey his argument, he must master a vast vocabulary about the topic discussed. The topic of a debate is also unpredictable, so it is essential to have a vast vocabulary when conducting a debate.

Speaking skills in education in Indonesia are more complicated than people think. There are always issues. Among them are mistaken students make with their pronunciation, grammar, etc. (Cahyono & Widiati, 2011, p. 37). Furthermore, the peculiarities of spoken language make it both easy and challenging to accomplish. Throughout vocabulary development, students understand the pronunciations and meanings of words necessary for communication. When they know a word's meaning, they can determine whether the word or sentence is appropriate.

Based on the background of the research above, the researchers investigated the correlation between vocabulary mastery students in the 5th grade English Department and their speaking skills in Debate performance. The researchers tested the student's vocabulary using quizzes about synonyms, antonyms, etc. From the speaking skill, researchers took the data from the result of the previous debate scores of students.

METHODS

This research uses a quantitative method with a correlational technique design. According to V. Wiratna Sujarweni (2014:39), Quantitative research uses statistical techniques or other quantification methods to develop discoveries that can be used in practice (measurement). The study aimed to determine how well-versed a student was in vocabulary and how well-versed they were in speaking during English Debate Class at Tidar University.

Respondents

The respondent of this research was all of the students in the 5th Semester English Department at Tidar University for the academic year 2022–2023. The total number of students in the 5th semester of English Department at Tidar University is 127. In this research, the researchers took 23 samples at random from 3 classes in the English Department. Sugiyono (2012:116) said that the sample is a population subset and must be representative. There are methods and techniques for making it easier for researchers to acquire data when determining the sample.

Instruments

The data is from a quiz score and their speaking performance in Debate Class. The vocabulary quiz consists of 40 questions, with the type of questions being multiple choice and unlimited time.

Procedures

The procedure in this research is a quiz about vocabulary that will share with the English Department student at Tidar University, especially from the 5th Semester. The quiz will conduct using a google form the time to doing is unlimited. After that, the score will automatically show and count. Then for the Debate, the data will conduct through an adjudication sheet.

Data analysis

The data collection technique in this research field is through quizzes and adjudication sheets in debate class. The instrument in this research is a quiz about vocabulary that will be shared with the English Department students at Tidar University, especially in the 5th Semester. The quiz will be conducted using a Google Form, and the time to complete it is unlimited. After the debate, the data will conduct through an adjudication sheet. Both two variables in this research have the classification for scoring below:

Table 1. Classification vocabulary mastery

Classification vocabulary mastery	
Vocabulary Mastery	*Meaning*
0-59	Very poor
60-69	Poor
70-79	Average
80-89	Very Good
90-100	Excellent

Table 2. Classification of Speaking Skill in Debate

Classification of Speaking Skill in Debate				
Matter	*Manner*	*Method*	*Subhead*	*Subhead*
27	27	13	67	Very poor
28-29	28-29	14	70	Poor
30	30	15	75	Average
31-32	31-32	16	78	Very Good
33	33	17	83	Excellent

A Pearson Product Moment formula was utilized to determine the relationship between students' vocabulary mastery and their speaking ability in debate class.

$$r_{xy} = \frac{n\Sigma XY - \Sigma X \Sigma Y}{\sqrt{[n\Sigma X^2 - (\Sigma X)^2][n\Sigma Y^2 - (\Sigma Y)^2]}}$$

r = Pearson Coefficient
n= number of the pairs of the stock
∑xy = sum of products of the paired stocks
∑x = sum of the x scores
∑y= sum of the y scores
∑x2 = sum of the squared x scores
∑y2 = sum of the squared y scores   .

Figure 1. A Pearson Product Moment formula

FINDINGS

Vocabulary Mastery

From the quiz that has conducted, the score is automatic can be calculated, and the researcher found the result with a mean score is 59,5, which can show in this table:

Table 3. Vocabulary mastery result

Table Column Head			
Vocabulary Mastery	*Meaning*	*Number of Student*	*Percentage*
0-59	Very poor	9	39%
60-69	Poor		22%
		5	
70-79	Average	3	13%
80-89	Very Good		26%
90-100	Excellent	6	

In this research, students' vocabulary in the quizzes they took was fair. According to Arikunto's (2009) classification of student achievement based on score, the range of 60 to 74 is categorized as satisfactory and fair. Meanwhile, the number of students who have passed or completed the scores based on the score range of Arikunto is 14 (60%). The test to measure students' vocabulary skills is based on knowing synonyms, antonyms, etc. Vocabulary knowledge mastered by students is essential for speaking.

For this reason, according to researchers, the results obtained from the vocabulary test are sufficient. From the table above, only 40% of students are on the scale of "average" or "very good," and 60% are on the scale of "poor" or "very poor." It has been shown that students' vocabulary mastery still needs to be improved.

Speaking Skill in Debate Performance

(Brown & Lee, 2015, p. 346) One of the speaking problems facing teachers is how to give them priority over the two essential things in speaking: fluency and accuracy. Because fluency is related to the flow of natural language, fluency becomes an initial goal in language teaching. According to Satria Adi (2017), the percentage of students who can speak English fluently is still tiny. Learning activities should be implemented practically to enhance the student's speaking skills, for example, through debate. According to Kartika (2019), in the academic year 2018–19, the overall speaking ability of grade eight students at one of the public junior high schools was rated as fair. Students' grammar, vocabulary, and speaking abilities the comprehension was adequate.

Meanwhile, they lacked fluidity. And accuracy is related to clarity, articulation, grammar, and phonological correction. In teaching speaking, there are many types, like monologue or dialogue, interpersonal or transactional, and planned or spontaneous.

The debate can be categorized as spontaneous speaking. In debate class, a student will get the motion a minimum of one hour before the debate is held, and all of the students will give themselves the time to prepare and find many resources that they will use in the debate section. And the team that will hold a debate usually informs the other fifteen minutes before. During the debate section, the students sometimes pause and hesitate because they sometimes forget about the vocabulary they will use throughout their speech. And then, in the Debate Class activity, there is also an adjudication sheet that they use to assess their debating ability. From the debate class, the researcher found the result that can show in the table below.

Table 4. Table Column Head

Table Column Head						
Matter	*Manner*	*Method*	*Total*	*Meaning*	*Number of Student*	*Percentage*
27	27	13	67	Very poor	1	4%
28-29	28-29	14	70	Poor	5	21%
30	30	15	75	Average	6	26%
31-32	31-32	16	78	Very Good	8	34%
33	33	17	83	Excellent	3	13%

From the table above, we can conclude that the students fall into the very poor to excellent category. Most students in debate performance had an excellent category with 34% of 23 students, an excellent student category with 13%, an average student category with 26%, a poor student category with 21%, and a very poor student category with 4%. Thus, it showed us that more than half of the students had good speaking skills in their debate performances, even though some students scored below the average.

DISCUSSION
The Relationship Between Vocabulary Mastery and Public Speaking Ability in Debate Performance

Pearson Product Moment Correlation by Karl Pearson (1948) was used in this research. The Pearson coefficient is measured between two intervals or variables, and the

coefficient correlation value is between -1x1 and 1. Value -1 means a perfect negative correlation, and value 1 means a perfect positive correlation. And 0, or a value close to 0, means no correlation exists. Pearson's product-moment is used to investigate that two variables have relations, but not always the causal relationship. The two variables in this research are vocabulary mastery by the students in 5th grade English education at Tidar University and their linguistic skill in-class debate. In this research, the null hypothesis (H0) means no relationship between two variables, and the alternative hypothesis (Ha) means some relationship between two variables. The ha will be accepted if to observed > table. The researcher uses this formula to determine the correlation.

$$r_{xy} = \frac{n \Sigma XY - \Sigma X \Sigma Y}{\sqrt{[n \Sigma X^2 - (\Sigma X)^2][n \Sigma Y^2 - (\Sigma Y)^2]}}$$

r = Pearson Coefficient

n= 23

Σxy = 104343,5

Σx = 1381,5

Σy= 1737

$\Sigma x2$ =1908541,25

$\Sigma y2$ = 3017169

r_{xy}= 0.704

Figure 2. Implementation the Pearson's Product Method

Table 5. The Calculation of Pearson's Product Moment Correlation

Vocabulary Mastery	The Calculation of Pearson's Product Moment Correlation		
	Pearson Correlation	*Vocabulary Mastery*	*Speaking Skill in Debate Class*
Vocabulary Mastery	Pearson Correlation	1	.704***
	Sig. (2-tailed)		.000
	N	23	23
Speaking Skill in Debate Class	Pearson Correlation	.704***	1
	Sig.(2-tailed)	.000	
	N	23	23

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

Based on the calculation, it was found that r_{value}=0,704. Based on the rule, Ha will be accepted if $t_{observed}$ > t_{table}. If the Df=n-2, then Df is 21. based on the table r, the rtable for 21 is

0,413 at a 5% significant level and 0,525 at a 1% significant level because the r_{value} is higher than r_{table}, so it can conclude that Ha was accepted and the H0 was rejected. As explained in the table below:

Table 6. The Result of Pearson's Moment Correlation

Variable	The Result of Pearson's Product Moment Correlation		
	Rvalue	*Rtable*	*Df=n-2*
		0.5	
X-Y	0.704	0,4132	Df=23-2 =21

After we get the Rvalue, than we can make interpretation using interpretation coefficient correlation as follows:

Table 7. The Classification of Coefficient Correlation

The Classification of Coefficient Correlation	
coefficient interval	*relationship level*
0,80-1,000	very strong
0,60-0,7999	Strong
0,40-0,5999	Moderate
0,20-0,3999	Low

Because the r_{value} that we get If the value of this research is 0,704, then the correlation between vocabulary mastery and their speaking skill in debate class was categorized as a strong correlation. It can be concluded that there is a strong correlation between two variables in this study: students' vocabulary mastery and their speaking skills in debate performances in the English Department at Tidar University.

According to Milton (2009), a closer relationship could be expected if a learner's vocabulary knowledge drives the acquisition of other aspects of language and overall ability. Learners with limited or underdeveloped vocabularies may be less proficient or fluent in a foreign language. It is possible that the student's vocabulary plays a significant role in their acquisition of other components of language learning skills; as a result of this research, the mean of vocabulary mastery is 59,5 and the mean of 72. Related to this research, Aristi, N et al. (2017) said When describing people, there is a positive relationship between vocabulary and speaking ability. The value of 0.68 and mean scores of 73.56 in language and 83.16 in math demonstrated this. Vocabulary and speech received excellent and good ratings, respectively.

CONCLUSIONS

Based on the findings and discussion so far, it is possible to conclude that the student vocabulary mastery and the speaking skill in-class debate in the Students 5th Grade English

Department at Tidar University have a strong correlation. The R-value of the correlation between vocabulary mastery students and their speaking skills is 0.704. Based on the table, this result includes the 0,60-0,7999 intervals that strengthen the correlation between vocabulary mastery and speaking skills. Meanwhile, the student's vocabulary mastery and speaking skills are the most important things that still need to be improved.

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