INTER-CORRELATION AMONG SPEAKING COMPONENTS OF THE FOURTH SEMESTER STUDENTS' SPEAKING ABILITY OF ENGLISH EDUCATION PROGRAM

Oleh:

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Abstrak

Berbicara merupakan kemampuan berbahasa yang meliputi beberapa komponen yang saling berhubungan antara komponen yang satu dengan komponen yang lainnya. Analisis ini akan membahas hubungan antar komponen berbicara yang meliputi tata bahasa (*grammar*), diksi (*vocabulary*), pengucapan (*pronunciation*), keakuratan (*accuracy*) dan kefasihan (*fluency*). Hubungan antar komponen berbicara tersebut akan dibahas satu per satu. Secara khusus akan dibahas juga analisis regresi antara variabel bebas (*grammar, vocabulary, dan pronunciation*) dengan variabel terikat (*accuracy* dan *fluency*). Pengujian hubungan antar komponen berbicara dan regresi antara variabel bebas dan terikat menggunakan SPSS. Hasil pengujian menunjukkan bahwa ada hubungan yang signifikan antar komponen berbicara dan berdasarkan hasil uji regresi menunjukkan adanya pengaruh yang signifikan antara variabel bebas dengan variabel terikat. .

Kata kunci: Kosa kata, pengucapan, keakuratan

INTRODUCTION

Speaking is not an easy task for students, especially when they have to use a foreign language to express their ideas, thoughts, and feelings. Davies and Pearse, (2000: 82) state some reasons why speaking is not easy for people are: 1) many people do not like speaking in front of large groups of people. This is especially true in foreign language, because we may worry about producing utterances with many errors and oddities in them. 2) recognize pronunciation is necessary for speech to be intelligible. It is sometimes hard to understand people with a strong regional accent in our own language, and it is hard to interpret a non-native speakers. 3) Speaking takes place in 'real time', and speakers do not usually have time to construct their

utterances carefully. In conversation, the commonest kind of speaking, we have to do all together: understand what the other person is saying, say what we want to when we get the chance to speak, be prepared for unexpected changes of topic, and think of something to say when there is a long pause.

Speaking is a talk. It is a primary expressive language mode. Both children and adults use it more frequently than writing, and children learn to talk before they learn to read and write. Talk is the communication mode that all people around the world develop (Tompkins and Hoskitsson, 1991). It is the main reason why speaking plays a very important role in communication.

Richard and Renandya (2002) define speaking is the ability of expressing some purposes, and each purpose involved different skills. In this study, the researcher define speaking as the ability to use of a language that is English to express ideas, thoughts, and feelings in the real life situation, or the ability to give or elaborate information clearly and completely, or the ability to elaborate or to converse sequences of ideas fluently.

Speaking has some elements. Brown (2004: 142-143) writes micro- and macro skills of oral production. Microskills: 1. Produce differences among English phonemes and allophonic variants. 2. Produce chunks of language of different lengths. 3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours. 4. Produce reduced forms of words and phrases. 5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes. 6. Produce fluent speech at different rates of delivery.

7. Monitor one's own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking— to enhance the clarity of the message. 8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms. 9. Produce speech in natural constituents: appropriate phrases, pause groups, breath groups, and sentence constituents. 10. Express a particular meaning in different grammatical forms. 11. Use cohesive devices in spoken discourse. Macroskills: 12. appropriately accomplish communicative functions according to situations, participants, and goals. 13. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations. 14. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification. 15. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language. 16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Instead of having some elements, Speaking also has some components. The components of speaking are grammar, vocabulary, pronunciation, accuracy, and fluency. In accordance with this, Hughes (1989: 110) indicates there are some aspects concerning with testing speaking or oral

testing. They are pronunciation, grammar, vocabulary, fluency, and comprehensibility/ accuracy.

Thornbury (2003:1) states grammar is partly the study of what forms (or structure) are possible in a language. Hall (1993:3) indicates grammar is a description of certain organizing aspect of particular language, it usually includes phonological (sound), morphological (word combination), and syntactic (sentence combination) points. It means that grammar is set of rules of combining words into sentences, sentences into paragraphs. Grammar is the structure of a particular language that is different from other languages.

Grammar is very essential in speaking. We cannot imagine if we communicate with a certain language without using set of rules how to formulate good and meaningful sentences of the target language. Our listeners will leave us because they do not understand what we talk about. Harris (1978:81) notes that one of the components that is generally recognized in analyzing speaking process is grammar. It is true that grammar is very essential in building mutual understanding between speaker and listener. Even though grammar in writing and grammar in speaking is slightly different but no one argues that grammar is an essential component in speaking and writing.

Vocabulary is the total number of words with their meanings and functions used to form sentences of a particular language. Hornby (2000:1506) defines vocabulary as: (1) all the words that a person knows or uses: (your active vocabulary is all words you use; passive vocabulary is all words you understand, but do not use). (2) all the words in a particular language;

(3) the words that people use when they are talking about a particular subject; and (4) a list of words with their meanings, especially in a book for learning a foreign language. In this discussion vocabulary is the word that students use when they are talking about a particular subject. It is an active vocabulary because the students use the words in their speaking.

Pronunciation is the way how we say words or a language or sound. Hornby (2000:1067) defines pronunciation as: 1) the way in which a language or a particular word or sound is pronounced; 2) the way in which particular person pronounces the words of a language. In this research pronunciation is defined as the way the students pronounce English words correctly as one of the components of English. Jenkins (1998:199) indicates the intention of pronunciation is to make the students able to pronounce the target language correctly in order to get message across their listener. Further he states that being intelligible in target language pronunciation provides important insight to the way native speaker produce target language sounds (1998:121). It is clear that pronunciation is an important component of speaking. It serves as one way to express ideas, feelings, and thoughts intelligibly and effectively.

Accuracy deals with the correctness of using a language. Accuracy in speaking the Target Language concerns with the correctness of using the Target Language (Underhill, 1987:96). Accuracy in speaking English depends on the mastery of the language system. The mastery of language system consists of the mastery on pronunciation, grammar, and vocabulary. It is clear that to speak accurately the students should have good mastery on English

pronunciation, grammar and vocabulary as systems of English as a particular language (Byrne, 1986:15).   In short, accuracy correlates with grammar, vocabulary, and pronunciation mastery.

Fluency in speaking is the ability to convey ideas, opinions, feelings, or thoughts smoothly and easily. Students are free from long pauses when they speak. They do not show frequent halts in their speaking or leave their sentences incomplete. Hornby (2000:516) writes fluency is the quality of being able to speak or write a language, especially a foreign language, easily and well. Byrne (1986:9) indicates that fluency is the skill to express oneself intelligibly, reasonably, accurately, and without too much hesitation. The speaker which cannot communicate fluently can break communication down because the listener loses his interest or he loses his patience to wait what the speaker wants to say. Without fluency, a speaker can lose his ideas or concepts that he wants to transfer to the listener. However, pauses are normal in speaking. A speakers needs time to think and organize his ideas or concepts he has in his mind before he delivers it to his listener.

The discussion above shows that every component correlates each other to form a good oral communication. This analysis will search the inter-correlation among speaking components to prove the theories. In other words, the analysis will discuss the correlation between grammar and vocabulary, grammar and pronunciation, grammar and accuracy, grammar and fluency as well as the correlation between vocabulary and pronunciation, vocabulary and accuracy, vocabulary and fluency. the analysis will also deal with the correlation between, grammar, vocabulary, and pronunciation

with accuracy and the correlation between grammar, vocabulary, and pronunciation and fluency.

RESEARCH METHOD

This research was a correlational research which aimed to know whether or not there were significant inter-correlations among speaking components.   The research partially discussed about whether there were significant correlations between grammar and vocabulary, grammar and pronunciation, grammar and accuracy, grammar and fluency as well as whether there were significant correlations between vocabulary and pronunciation, vocabulary and accuracy, vocabulary and fluency. The research also dealt with whether there was a significant correlation between pronunciation (variable $X1$),   grammar (variable $X2$), vocabulary (variable $X3$), and accuracy (variable $Y1$),   as well as whether there was a significant correlation between pronunciation (variable $X1$), grammar (variable $X2$), vocabulary (variable $X3$), and fluency (variable $Y2$).
The respondents of the research were the fourth semester students of speaking classes. There were 8 speaking classes. The respondents were taken using cluster random sampling by lottery. From the lottery, Class IVB-odd number students of English Education Program of Teacher Training and Education Faculty of Muhammadiyah University of Jember was chosen. The total number of respondents was 19 students. A test was taken as the instrument of the research. The students were given a speaking test which comprised five components of speaking.
The speaking score was taken using speaking rubric which comprised five components of

speaking. They were grammar, vocabulary, pronunciation, accuracy, and fluency. To avoid individual perception of speaking score, the researcher worked together with a collaborator to take the speaking score of the students. The score were added together then divided by two. The results of the division were the score of student's speaking ability. The speaking rubric used was taken from Hughes (Hughes in Sogara, 2009: 49). The score ranges from 1.0 to 10.0. The researcher needed to multiply the score by 10 to meet the normal score which ranges from 10 to 100. Then the data gotten were analyzed using SPSS.

RESULT AND DISCUSSION

The data was analyzed using SPSS with Pearson Correlation Model. The results of the data analysis are presented as follows:

The table shows the correlation values of speaking components which indicate: 1) The correlation value between Grammar and Pronunciation is 0.875; 2) The correlation value between Grammar and Vocabulary is 0.876; 3) The correlation value between Grammar and Accuracy is 0.948; 4) The correlation value between Grammar and Fluency is 0.954; 5) The correlation value between Pronunciation and Vocabulary is 0.844; 6) The correlation value between Pronunciation and Accuracy is 0.902; 7) the correlation value between Pronunciation and Fluency is 0.894; 8) The correlation value between Vocabulary and Accuracy is 0.896; 9) the correlation value between Vocabulary and fluency is 0.946; and 10) The correlation value between Accuracy and Fluency is 0.946. All of the correlation values are significant at 0.000 level (2-tailed).

Table 1. Correlations Values of Speaking Components

		Pronun-ciation	Gram-mar	Vocabu-lary	Accura-cy	Fluency
Pronunciation	Pearson Correlation	1	.875**	.844**	.902**	.894**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	19	19	19	19	19
Grammar	Pearson Correlation	.875**	1	.875**	.948**	.954**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	19	19	19	19	19
Vocabulary	Pearson Correlation	.844**	.875**	1	.896**	.946**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	19	19	19	19	19
Accuracy	Pearson Correlation	.902**	.948**	.896**	1	.946**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	19	19	19	19	19
Fluency	Pearson Correlation	.894**	.954**	.946**	.946**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
		19	19	19	19	19

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

The results indicated that there are significant inter-correlations among the five components of speaking ability. It means that the theories which state that there are inter-correlations among the speaking ability were proven.

The analysis was continued using regression. It was intended to know the causal relationship between dependent variables (Accuracy and Fluency) and independent variables (Grammar, Vocabulary and Pronunciation). The regression analyses consisted of: 1) the regression analysis between Independent Variables (Grammar, Vocabulary, Pronunciation) and Dependent Variable (Accuracy); 2) the regression analysis between Independent Variables (Grammar, Vocabulary, pronunciation) and Dependent Variable (Fluency). the results were as follows:

1. The Regression Analysis between Independent Variables (Grammar, Vocabulary, and Pronunciation) and Dependent Variable (Accuracy)

The table shows that the R correlation is 0.964. It means that There is a very significant correlation between Dependent Variable (Accuracy) and the three Independent Variables (Grammar, Vocabulary and Pronunciation). The value of R squared is 0.930. It means that 93% the Dependent Variable is influenced by the Independent Variables.

The value of F is 66.085 at 0.000 significance level which means that the significance degree is <0.05. It indicates that the regression model can be used to predict the score of Accuracy or the scores of Grammar, Vocabulary and Pronunciation can be used to predict the score of Accuracy.

The table shows that the constant score of Accuracy is -1.415.It means that 0.665 of the grammar score, 0.258 of vocabulary score, and 0.275 increase

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.964a	.930	.916	.18686

a. Predictors: (Constant), Pronunciation, Vocabulary, Grammar

Table 3. ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.923	3	2.308	66.085	.000a
	Residual	.524	15	.035		
	Total	7.446	18			

a. Predictors: (Constant), Pronunciation, Vocabulary, Grammar
b. Dependent Variable: Accuracy

Table 4. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.415	.641		-2.206	.043
	Grammar	.665	.197	.561	3.369	.004
	Vocabulary	.258	.194	.200	1.332	.203
	Pronunciation	.275	.170	.242	1.611	.128

a. Dependent Variable: Accuracy

-1.415 of the accuracy score at <0.05 degree of significance. In short, the score og grammar, vocabulary, and pronunciation are the determinant scores of accuracy.

2. The Regression Analysis between Independent Variables (Grammar, Vocabulary, Pronunciation) and Dependent Variable (Fluency)

The R value is 0.982. It means that there is a significant correlation between the Dependent Variable (Fluency) and the Independent Variables (Grammar, Vocabulary and Pronunciation). The R squared is 0.964. The value indicates that 96.4% the Dependent Variable (Fluency) is influenced by the Independent Variables (Grammar, Vocabulary and Pronunciation)

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.982a	.964	.957	.11388

a. Predictors: (Constant), Pronunciation, Vocabulary, Grammar

Table 6. ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.270	3	1.757	135.465	.000a
	Residual	.195	15	.013		
	Total	5.464	18			

a. Predictors: (Constant), Pronunciation, Vocabulary, Grammar
b. Dependent Variable: Fluency

The value of F is 135.465 at 0.000 significance which means that the significance degree is <0.05. It indicates that the regression model can be used to predict the score of Fluency or the scores of Grammar, Vocabulary and Pronunciation can be used to predict the score of Fluency.

and Fluency, Vocabulary and Accuracy, Vocabulary and Fluency, and Accuracy and Fluency. There are causal relationship between Dependent Variables (Accuracy and Fluency) and Independent Variables (Grammar, Pronunciation and Vocabulary.

Table 7. Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.493	.391		-1.261	.227
Grammar	.482	.120	.475	4.007	.001
Vocabulary	.485	.118	.438	4.105	.001
Pronunciation	.105	.104	.108	1.013	.327

a. Dependent Variable: Fluency

The table shows that the constant score of Fluency is -.415 it means that 0.482 of grammar score, 0.482 of vocabulary score, and 0.105 of pronunciation score adds -0.493 of the fluency score at <0.05 degree of significance. In other words, the scores of grammar, vocabulary and pronuncitaion determine the score of fluency.

CONCLUSION

Based on the data analyses, it is true that there are signifant inter-correlation among speaking components. Partially, every speaking component has a significant correlation with other component. In other words, there are significant correlations between Grammar and Pronunciation, Grammar and Vocabulary, Grammar and Accuracy, Grammar and Fluency, Pronunciation and Vocabulary, Pronunciation and Accuracy, Pronunciation

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